1973

Thomas Ray Landry, Louisiana Educator.

Evelyn Nettles Conerly

*Louisiana State University and Agricultural & Mechanical College*

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LOUISIANA EDUCATOR

A Dissertation

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by

Evelyn Nettles Conerly
B.S., Louisiana State University, 1962
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ABSTRACT

The purpose of this study was to investigate the life of Thomas Ray Landry. It sought to record his work, his contributions to elementary education and his leadership characteristics that enabled him to make an imprint on education. Landry, born in 1909 in Plaquemine, Louisiana, received his elementary education at Crescent Elementary School in Iberville Parish, Louisiana; his secondary education was at Plaquemine High School in Plaquemine, Louisiana. Upon completion of high school he entered Southwestern Louisiana Institute at Lafayette, Louisiana, from which he received his Bachelor of Arts degree in 1931.

During the time Landry was at Southwestern, he held his first teaching position as part-time elementary teacher at the Southwestern Training School, 1927-28. From 1928-30, he was employed as an elementary teacher at St. Gabriel High School in St. Gabriel, Louisiana. In 1930, Landry was appointed principal and teacher at Crescent School in Iberville Parish, Louisiana. While in this position he completed his Master of Arts degree in history at Louisiana State University.
in August, 1939. He remained at Crescent School until 1942 at which time he became assistant principal at Plaquemine Elementary School, Plaquemine, Louisiana. During the 1943-44 school year Landry taught mathematics at Morgan City High School, in Morgan City, Louisiana. Following that brief experience in St. Mary Parish, Louisiana, Landry was appointed general supervisor and visiting teacher of Iberville Parish Schools, a position in which he remained through 1948.

Landry became well known in the field of education and in 1949 he was asked to join the Louisiana State Department of Education as Supervisor of Elementary Schools. In 1956 his title was changed to Director of Elementary Education. He received his Doctor of Philosophy degree from Louisiana State University in June 1956; his doctoral dissertation was entitled "Improving Reading Instruction In Intermediate Grades Through Participation In Specially Planned Supervisory Program." One of Landry's main contributions while he was with the State Department of Education was his work with the Louisiana School Supervisors Association; he realized if supervision was to be effective in Louisiana, it must have a strong base at the parish level.

In 1959 Landry resigned from the State Department of Education to assume a position as Associate Professor in the
Department of Education at Louisiana State University, Baton Rouge, Louisiana. In 1964, he was promoted to Professor of Education. His work at Louisiana State University was concerned mostly with elementary social studies methods courses and supervision courses.

During his time in the Louisiana State Department of Education and at Louisiana State University, Landry was active in the Southern Association of Colleges and Schools. He extended leadership and was instrumental in the development of the Commission on Elementary Schools. He held the first chairmanship when the division obtained commission status in 1965. In 1970 he was named "Mr. Elementary Education in Louisiana" by the Southern Association of Colleges and Schools.

On August 8, 1970 Landry retired from Louisiana State University as Professor Emeritus. He left Louisiana to accept the position as Head of the Department of Education at Mississippi State College for Women in Columbus, Mississippi. Thus ended a great educator's era in Louisiana.
Chapter 1

EARLY LIFE

INTRODUCTION

"Les grands hommes peuvent être comparés à des flambeaux qui brillent de loin en loin . . . Ils éclairent leur temps . . . ." (tr. Great men may be compared to torches shining at long intervals . . . They light up their time . . .) (Bernard, 1:109). Such a statement could certainly be applied to Thomas Ray Landry, who has devoted his life and has given greatly to the field of education. Elementary education has made great strides in Louisiana and in the South through his leadership and by his contributions. The story of the life of this great educator is inextricably interwoven in the history of education in Louisiana.

LOUISIANA - AT THE TIME OF LANDRY'S BIRTH

Louisiana, in the early 1900's, when Landry was born, was described by Edwin L. Stephens:

Nobody was rich . . . at the time in which my lot was cast - save in the heritage and tradition of the curiosity to know, eagerness to learn, the desire for education,
appreciation of culture, and aspiration toward better things . . . The people were all poor.

The land was rich in Louisiana, thus agriculture developed. The discovery and exploitation of new raw materials after 1900 aided in the growth of industry and accelerated general economic development (Davis, 2:294).

The population of Louisiana was growing rapidly at this time. The towns and cities were awakening to the bustling activities of the twentieth century and were beginning to construct such modern conveniences as city lighting and water systems, paved streets, and good drainage facilities (Davis, 2:294). In towns, hitching posts were giving way to marked parking spaces for automobiles (Davis, 2:295).

After 1900 Louisiana began to develop new industries of many types. Many new resources of commercial value were discovered in the state, including natural gas, sulphur, and oil, but older known resources such as fur-bearing animals, fish and seafoods, and lumber also entered a new period of development (Davis, 2:297).

The early Louisiana lumber mills produced railroad ties, telephone and telegraph poles, shingles, barrel and hoophead staves, boards for cypress cisterns, rough-shaved lumber for ordinary building purposes, and high-quality curly and gnarled cypress for fine finishing work. The timber workers of Louisiana had many adventures and faced many varied and
unusual working conditions. Armed with axes and saws, they went into the swamps in boats, cut down trees, and snaked them along the swamp waterways and bayous to the small mills (Davis, 2:298).

Unskilled workers were generally paid from twelve to thirty cents per hour for a ten-to-twelve-hour day and were furnished housing at a nominal rental fee. It was a rough and hard life - lumbering, the danger of unskillfully wielded axes, the treacherous drifts of the rivers, and the perils of malaria and other diseases (Davis, 2:323).

In the early 1900's automobiles and airplanes began to make their appearance. Patent medicines were still in general use, and great numbers of panaceas, or "cure-alls," were sold. It was the age of the country doctor and the general practitioner (Davis, 2:323).

THE COMMUNITY

In centering attention on Plaquemine and Bayou Plaquemine, which was Thomas Landry's immediate community during his early life, one can see that the city lies in the Parish of Iberville, one of the oldest parishes in the state. Iberville Parish touches the Mississippi River. The first settlements here were made by the French and Spanish. In 1900, the population of Iberville Parish consisted of 9,482 whites and 17,159 Negroes (Fortier, 3: Vol. 1:549-51).
Plaquemine was the principal town in the parish and is located on the south bank of Bayou Plaquemine, where this stream leaves the Mississippi River (Fortier, 3: Vol. 2:314). About four miles down Bayou Plaquemine from the city of Plaquemine is the small town of Crescent. This was where Thomas Ray Landry was born.

One of the striking features of the Bayou Plaquemine area was that most of the breadwinners were taking products for consumption and sale directly from nature; or they were employed in the manufacture of products or their exchange, the raw materials for which were taken from the forests and streams. Also interesting to note was that while the families in this area were "rural," those actually engaged in farming and its allied industries formed a very small percentage of the group (Hyde, 4:5).

Many persons along the bayou made their living from the sawmills (Landry, 5). All work connected in any way with cutting and transporting lumber from the forests to the mills and factories was called "swamping," though there was much specialization or division of labor to accommodate various phases of work. Very few logs reached a mill without having been floated for the greater part of the distance from the spot where the tree had grown. Most of this floating was done in the spring during a period of from thirty to ninety days,
depending on the length of time that the water was high enough (Hyde, 4:7). The mills were located on the road along the bayou. Some of the articles made at the mills were shingles, boxes, handles, oars, lumber, and staves and headings for barrels.

To some people on Bayou Plaquemine, fishing was the principal means of livelihood. Two methods of catching the fish were used: lines and nets. Most of the work of making nets was done by the women. The fish were sold at the fish-dock or market—only a short distance from where they were caught. Usually the buyer was one of the local merchants. Some of the fishermen lived in houseboats more or less permanently at anchor in the water. Some kept boats and rented them to those who came from a distance to fish. Crayfish and turtles were also caught (Hyde, 4:9-11).

Rural stores along the bayou supplied the natives with most of the food and much of the clothing they bought. Very often no money passed between the customer and the merchant. Rather, an exchange of goods was made. Some of the supplies kept in stock by the merchant were traps, hooks, patent medicines, ammunition, carbide lights, and materials for fish nets. If a customer could not come to the store for his supplies because he had no means of transportation, the merchant sent supplies by boat or truck. Some natives tied their boats or
pirogues in front of the store(s) and after making their purchases, "disappeared" en route to their homes that could not be reached in any other way (Hyde, 4:11-12).

Some men chose "mossing" as a means of livelihood. Spanish moss grew abundantly in this section of the country and gathering and selling moss supplemented other methods of making a living. Moss could be collected at any season of the year, but gathering was usually resorted to when fishing and trapping proved less profitable. The moss had to be cured before it could be taken to the gin (Hyde, 4:13). The moss was used mainly in the manufacture of mattresses and pillows and later by industries making all types of padding and stuffing materials (Davis, 2:299).

Trapping ranked with mossing as a means of earning a living. Just as a farmer took chickens and eggs to the general store and traded them for articles he must buy, so a trapper might have been seen paying for goods by giving in exchange the skins of animals. Trapping alone could not serve as a sufficient means of livelihood, for the season was too short. Therefore, those who trapped usually fished, mossed, or worked at one of the mills at other seasons of the year. Some natives were engaged in two or more kinds of work during the same season (Hyde, 4:14).

The homes of Bayou Plaquemine were located on the
bayou road-front. There was a single automobile road that extended sixteen miles down the bayou from Plaquemine. When the end of the road was reached, it was necessary to turn around and go back over the same route. Any place beyond this road could be reached only by boat or pirogue (Hyde, 4:15).

Transportation of Bayou Plaquemine had some rather unique aspects. Automobiles were used very little as a private means of transportation. Many farmers had horses and buggies but did not use them very much. Most used the passenger bus or walked to town (Hyde, 4:16).

Most of the houses on Bayou Plaquemine were of rough, low-grade lumber. Brick was used only in fireplaces and in some pillars. The roofs were of cypress shingles or of tar paper in most cases; there was some galvanized roofing. Many of the houses consisted of three rooms, and the exteriors were stained or whitewashed. Houses with more than three rooms almost always had small front porches. Most of the houses were not screened even though there were great numbers of mosquitoes. Very few of the homes had electricity, and most used kerosene lamps. Even fewer had running water or indoor sanitary facilities. Most houses were supplied water by cisterns, into which rainwater flowed from the roofs of houses. A few of the homes boasted of hand pumps, and some families, particularly those living in houseboats, took their water supply from the bayou (Hyde, 4:18).
Many of the people on the bayou at this time were illiterate. Very few of them had finished high school and even fewer attended college (Hyde, 4:24).

There was little in the form of entertainment for those people. Sometimes free traveling shows would come down Bayou Plaquemine advertising patent medicines and other articles. Dancing was the most universal form of recreation provided. Dances were held by the Protestant and Catholic Churches, and sponsored by the schools. It was quite common to see parents and all the children of all ages attending (Hyde, 4:32).

FAMILY HERITAGE

Thomas Ray Landry was born on August 13, 1909, in the sawmill community of Crescent of Bayou Plaquemine to Nora Philomane Marionneaux and Thomas Bellizare Landry. He was named Thomas after his father and Ray after a friend of his father's, Ray Killingsworth. Thomas was the youngest of four children. There were two older boys, Leo and Curvey, and an older girl, Ivy (Landry, 6).

Landry's father worked at one of the sawmills in Crescent (Landry, 5). He had exhibited some qualities of leadership and determination by being a foreman in the roofing and shingles part of the lumber mill. Landry, years later,
said he understood from others that his father was a strong-willed person (Landry, 5). Quite possibly this image of his father that Landry acquired from others could have been an influence on him in developing his characteristics of leadership.

When Thomas was six weeks old, September 26, 1909, his father died, so he did not know him except through the eyes of others. There was a storm in September, 1909, and his father was out repairing fences when he became ill. The family and friends felt he was overworked. He remained in a coma for one week before he died. He was only thirty-six at the time of his death (Landry, 7).

Landry's mother was left with four children, ages eight, five, two, and six weeks (Landry, 7). Thomas remembered that his mother was always busy and must have been a very resourceful person. There was little money to support a family of five. A small amount of life insurance money was left by his father; a little rent money was acquired from their thirty-three acres of land across Bayou Plaquemine; a few bonds owned by Mrs. Landry drew interest semi-annually; and some "pecan money" resulted from her trees. Besides this, Thomas's mother did sewing in her home and swept and cleaned the schoolhouse. There was no other help until his brother Leo went to work after completing the eighth grade (Landry, 5).
Mrs. Landry appeared to be liked by almost everyone in the community. She never spoke unkindly of anyone, and she never used abusive language. Her youngest son cannot remember any special leadership activities in which she engaged, but he felt that the qualities of his mother, who was left at twenty-eight to rear a family of four, must have had an impact on his development (Landry, 5).

As an infant Tommy was sickly, often having bronchitis. His mother gave him a great deal of attention. He was afraid of the dark and scared to go to bed at night. His mother rocked him until he was a big boy. If he awoke when she put him down, she would have to "start all over again" (Landry, 6).

When the boy was very small, his mother was the janitress at Crescent School. She and the two older boys would walk to the school in the afternoon, after the children had been dismissed, to clean the school. Thomas and his sister Ivy would stay at home alone. Mrs. Landry would put them in a little nook between the stove and the wall to watch her out the window, and she instructed them not to move until she returned. There was a wood stove in the kitchen, and she did not want the two small children to be burned. They remained in the nook until Mrs. Landry returned (Acosta, 8).

Landry (6) remembered his mother sewing on a "pump" sewing machine, and that she had a difficult time. The bobbins
were so worn and had been used so long that they were razor sharp; and the thread would break constantly. He wanted to be able to buy her a new machine.

Landry recalled that his father had money invested in bonds; perhaps bonds of the city of Plaquemine. He remembered that he went with his mother to the bank in Plaquemine to clip the coupons off the bonds; the coupons were the interest. As the bonds matured, Mrs. Landry cashed them and used the money to help finance the family's expenses (Landry, 6).

As a child, Thomas was very immature and was strongly influenced by the females in his family. His mother and his Aunt Amelie, his mother's sister who lived with his family until she married, strongly influenced his life. He spent most of his time in the company of his sister, Ivy. They played paper dolls and other "girl games" a great deal of the time. Most of his other friends were younger than Thomas, usually with older brothers more nearly his age. His older brothers were five and eight years older than he and did not spend much time with him (Landry, 5).

The Landry home was on the bank of the bayou, but the family owned no boat, "flat," or pirogue. As a child, Landry seldom fished, and when he did, rarely caught anything; so he never developed any love of fishing. He sometimes went
swimming, but was very afraid of water and was almost grown before he learned to swim (Landry, 5).

There were neighbors close by the Landry home (Landry, 6), and the children played together with homemade toys. One of their favorite pastimes was to make wagons or carts and ride on them. They also dug out holes on the bayou banks and built fires in the holes and cooked (Acosta, 8). Much of the time they played in the vacant lot by the Landry house (Landry, 6).

Tent shows also set up on this vacant lot and showed moving pictures. The tent-show workers would come to the Landry house for water and in return for the water would give them tickets to the "movies" (Landry, 6).

The Landrys, like most of the people on the bayou, had no automobile. They walked or rode a bus wherever they went. They were about five miles from Plaquemine and usually rode the bus if they needed to go into town (Landry, 6). The only travel that Landry recalled as a child was going to Plaquemine and to Lafayette once or twice by train to visit relatives (Landry, 5).

The bayou was also used for transportation. Landry (6) recalled his friend, Kleinpeter Steven, moving with his family to Morgan City. He remembered seeing them with all their belongings on a boat going down the bayou.
In the modern sense of the word the Landry family was disadvantaged. There were no telephone, no indoor bathroom, no electricity, no radio, or no phonograph. Landry was in college before the family had a car and was grown before he recalled electricity coming to Bayou Plaquemine. The family took Saturday night baths in a round zinc tub by the kitchen stove, the water having been heated on the stove (Landry, 5).

Curvey and Leo, the two older Landry boys, quit school and went to work to help support the family. Leo worked first in the backwoods, going in boats to bring moss in and "see it" to the moss gins. Later he worked on a Mississippi River steamboat as a deckhand. Curvey worked as a bookkeeper at a lumber company (Landry, 6).

Only English was spoken in the Landry home. Mrs. Landry had never learned to speak French. The bayou community, for a nine- or ten-mile stretch from Plaquemine, was almost one continuous sawmill community. These mills must have brought in a lot of non-French people. Most of the children did not have a French accent, and it was rare for a child to come to school not being able to speak English (Landry, 5).

Landry (6) was influenced by the teachers in the family, and perhaps it was because of this influence that he became an educator. The teachers were from his father's side of the family. The Patureaus lived across the street from
the Landrys. Mrs. Patureau was a Landry before marriage. These children were teachers by the time Landry finished high school.

ELEMENTARY EDUCATION

In the fall of 1915 at the age of six, Landry began his formal education at Crescent School about one-half mile from his home. He, Ivy, and his brothers walked to school together. Mrs. Angie Talley was his first teacher (Acosta, 8).

The school was located on the bayou and had four rooms. It was graded first through seventh. Each room housed two grades, with the exception of the first grade (Acosta, 8). The school had four teachers including the principal, who taught the sixth and seventh grades. One teacher taught the fourth and fifth grades; another the second and third grades; and the first graders were dismissed early so that their teacher could teach the sixth and seventh grades a subject or two (Landry, 5).

The school rooms were large with a large cloak room that the children walked through going into and out the room. The desks were usually double, wide enough for two students, and were attached to the floor. The floor was oiled about twice a year to control the dust. The rooms were heated in winter by wood burners with long pipes extending from them
across the rooms to help increase the draft and heat the rooms. Water was supplied by two large cisterns that caught water from the roof (Landry, 5). There were no lights at school. If performances were held at night, the families brought kerosene lamps and lanterns from their homes (Landry, 6).

The school did not serve lunches, but the Landrys were close enough to go home for lunch. The boys ran home, gulped their food, and ran back in order to have time to play during the noon hour. Usually the children would play "marbles" or "tops" (Landry, 5).

Thomas played with Ivy more than with anyone else. They had to improvise their toys; there were no "store-bought" ones. Landry recalled that he always wanted Santa Claus to bring him a knife, but that he never received one. He did not play with his older brothers and was not close to them. He did sometimes "tag along" behind Leo, his older brother, until Leo had to get out and begin working to support the family (Landry, 6).

While in school Thomas worked hard. He was never bad and never gave his mother any trouble (Landry, 7). Landry did not recall his mother's ever whipping him or any of the children. He recalled that his second-grade teacher slapped him; she slapped everyone in the room that day. The children
had done poorly on an arithmetic lesson, so she lined them up along the board and went down the line (Landry, 6).

Tommy's early life was greatly under the influence of his mother, sister, and female teachers. There was little male influence in his life until he began having men teachers in school in the sixth and seventh grades (Landry, 5). Perhaps this fact was partly responsible for making him into such a genteel person.

As a child, Thomas had few advantages, but most of the people he knew were "in the same boat." There were a few old books in his home, mostly old textbooks (Landry, 5). Prior to 1928, students furnished their own textbooks and other school materials. In 1928, the Louisiana Legislature passed the first Free Textbook Law (Davis, 2:361). Termites had gotten into the books the Landrys owned and had played "havoc" with them. The children mostly looked at the books and did not really read them (Landry, 9).

The Landry family did not get a daily or weekly paper in their home until Thomas was in high school. Occasionally someone would come by with the "Grit" or "Pennsylvania Grit" which was a national weekly and highly popular in rural areas at that time. At sometime during his school days, Landry recalled that they received some Catholic magazines, "The Extension Magazine" and the "Sacred Heart Messenger." He
also remembered some copies of the "Progressive Farmer" and the "Saturday Evening Post" (Landry, 9).

Agriculture clubs had been organized in the parish schools after 1910 (Davis, 2:297). At Crescent School the children studied agriculture in the seventh grade. There were plots of ground that they cultivated. Notebooks were kept on their projects. Landry recalled one of his notebooks in which he wrote with an ink-dipped pen. The ink took a long time to dry, so he sometimes dried the notebook over a kerosene lamp chimney. One night he was drying some pages and scorched the middle of the notebook. This upset him very much because there was too much to re-copy (Landry, 6).

Each year the school held a big entertainment night which usually consisted of singing, dancing, reciting, and skits. The object was to feature as many children as possible to attract the parents. These events were big money-making affairs, with donated cakes, sandwiches, drinks, and ice cream sold after the plays. Sometimes a dance for the adults followed the entertainment provided by the children (Landry, 5).

In one of the plays, Landry recalled that he was to sing "Dixie." The teacher directing the play soon realized that he could not carry a tune. Instead of replacing him in the play, she decided he would sing only the first line, "Oh, I wish I was in the land of cotton," and then, as part of the
script, someone would interrupt him by saying, "That's enough!" (Landry, 5).

On Saturday night just about everyone went to the local dances, including the children. The ladies and children sat on benches around the dance hall and watched the young people dancing. In Landry's early childhood there was a dance hall, "Star Club Hall," very near his mother's home, in the lane that led to the main road. In his later childhood, dances were held at "Milly Hall," about halfway to Plaquemine from his mother's house. Landry recalled how he hated those Saturday nights. He hated to go to the dances, but he was afraid to stay home; so he had to go along (Landry, 9).

The Landrys were of the Catholic faith and attended St. Anne Catholic Church located about five miles from their home. Church services were held once a month, and the family walked to the church (Landry, 7).

Mrs. Landry was a deeply religious person, though not a religious fanatic. She taught Tommy his daily prayers and reminded him to say them, especially at night. She saw to it that the children went to the monthly church services, walking the five miles with them. Catechism classes were held in the Landry home for the Catholics in the neighborhood. Sometimes nuns came to the house to do the teaching, and at other times lay persons taught the children. Instruction was
intensified just before the children received their "First Communion" and again about a year later when they were "confirmed" by the bishop (Landry, 5).

There was no Bible in the Landry household. Landry said that at that time it was believed Catholics were not supposed to read the Bible. There were several prayer books. Part of the ritual when one made his "First Communion" was to have a nice, new prayer book (Landry, 9).

HIGH SCHOOL YEARS

In the fall of 1922, Thomas began the eighth grade at Plaquemine High School in Plaquemine, Louisiana. He and Ivy went to school together each day on the bus and shared the same books. Ivy should have been three years ahead of Thomas in school, but because she was so immature, she started school two years late. Then, in the sixth grade, she failed, and it was at this time that Thomas caught up with her (Landry, 6).

Landry's brothers did not finish high school, but it was always understood that he would finish. There was never any talk of his quitting school. He never even missed a day of high school; his health was better then (Landry, 6). Perhaps his mother understood at this age how capable he was and what his future could hold.
There were grades one through eleven at Plaquemine High School. The program was departmentalized. There were basketball and track teams in the school, and football was just beginning to become popular. There were no clubs or organizations (Landry, 6).

Thomas had always done well in school, but his abilities became more noticeable in high school (Landry, 7). His freshman and sophomore years were mediocre as far as academic life. He was a "country kid who was in town." He was the smallest boy in high school when he was in the eighth and ninth grades. He was "around," but kept his mouth closed. By the time he was in his junior and senior years he began to know people, and they began to know him. Landry felt that it had always taken him a while to "catch on," but he apparently did, as he was elected president of his junior and his senior classes (Landry, 6).

In his senior year Landry went to the state academic rally and represented Plaquemine High School in American History, geometry, and second-year algebra. Even though he did not win, he felt that this was a good experience for him (Landry, 6).

In his senior year Landry was exempt from all his final examinations because of his high average. His over-all average for high school was superior and he ranked third in
his graduating class of nineteen (Landry, 6). (See Appendix A for a list of the Graduating Class of 1926.)

Landry liked to read, but even in high school there were not many books in his home. He recalled that Dr. Edward Cailleteau was a classmate of his at Plaquemine High School and was kind enough to lend him some Edgar Rice Burroughs books to read.

Landry recalled his high school principal, Solomon L. Crownover, asked him during his junior year what he planned to do with his life. Landry replied that he did not really know, but that he might be a teacher. Mr. Crownover told him that if he planned to teach, he should be able to speak in public and sent him to a speech rally. Landry did not win, but he realized that since he was the "retiring" type and did not push forward very much, that this incident may have led to a decision about his future (Landry, 6).

In high school Thomas had little time for girls (Landry, 7) and little money for anything but essentials. Motion pictures came into being about the time of World War I (Davis, 2:323). Occasionally on the weekend he went to the movies in Plaquemine. Since the family had no transportation, he caught a ride with a neighbor or rode the bus that operated between Grand River and Plaquemine on a regular schedule (Landry, 9).
When in high school, Thomas held several jobs to help the family financially. His first job was "clerking" in a little store across from his home. The store was owned by a Negro man and was known as Edwin E. Verret's store. He worked on the weekends and made a few dollars to help out (Landry, 6).

As timber went down the bayou, water hyacinths would collect between the logs. Landry's job one summer, when working for Walter Marrioneaux, was to go along with a pitchfork and clear out the hyacinths (Landry, 6).

Below where Landry lived was the right-of-way for the railroad track for an engine to go into the woods and pull out timber. The locomotive burned coal and dropped cinders along the way. One of Landry's summer jobs was to walk along and put out the fires started by the cinders (Landry, 6).

One summer Landry took a job in one of the many sawmills along the bayou. The work was not what he was "cut out for" and he lasted but a few days (Landry, 9).

COLLEGE YEARS

In the summer of 1926, Landry left Bayou Plaquemine to enter Southwestern Louisiana Institute of Liberal and Technical Learning at Lafayette. By this point in his life he had decided to enter the field of education. He admired
several of the male teachers who had taught him in school, and they may have influenced his decision to enter teaching (Landry, 5).

Landry recalled several of his outstanding teachers. One was his seventh-grade teacher, Luther Harris, who was principal at Crescent School. According to Landry, Harris was a wonderful man and was loved by all. He was teaching to make money so that he could become a doctor. Two other men stood out in Landry's memory of his high school year, Mr. Radcliff (first name unknown), and Solomon L. Crownover, his principal. Radcliff was his mathematics teacher and Crownover taught him chemistry. Crownover was remembered as a wonderful person; although, in later years, Landry recalled him as being "too traditional" (Landry, 5).

Landry also remembered two ladies from elementary school who influenced his thinking. One was his first-grade teacher, Angie Talley, later Angie Talley Hiter. Mrs. Hiter was a "tradition" and "was loved by all." Another lady who was an influence was Mrs. Carrie Junot, whom Landry recalled as an excellent teacher (Landry, 5).

Upon graduation from high school, Landry's maternal aunt, Amelie Tullier, and her husband offered to send Ivy to college. Ivy felt that Tommy could better take advantage of the opportunity, and she was more interested in marriage
than in college. So it was decided that Tommy would be the one to go to Lafayette (Acosta, 8).

One of the Patureau girls who had lived across the street from the Landrys lived in Lafayette at this time. At various times throughout the years, two of the Patureau children had lived with Mrs. Landry; one girl who taught school and one boy who worked at a sawmill. As a return favor, the family asked Tommy to live with them in Lafayette. Tommy worked in their yard and ran errands for them in order to earn money (Acosta, 8). As it turned out, Tommy's mother's family paid his way to college the first year, and he lived with his father's family (Landry, 6). Without their help Tommy might not have made it to college.

Since Tommy did not live on campus during college, he missed a great deal of "college life." He was the only one from his high school graduating class who went to Southwestern, so he did not know any of the students when he entered. As a freshman student he had to participate in the usual activities at the football games, "beanie cap and all." Since he did not live on campus, Tommy escaped having his head shaved. Landry recalled that at one football game, all the freshman students had to take off one shoe and pile them up in the middle of the football field. Then everyone had to look for his shoe (Landry, 6).
At this time the elementary education curriculum at Southwestern required a major and a minor subject. Landry's major was social studies, and his minor was English. Students were in a four-year curriculum, but could, after two years, earn teaching certificates valid for life. At this point one did not have a degree and could only teach in the elementary grades. Because students were able to earn this certificate after two years, student teaching was done in the second year of the program. The curriculum included methods courses which Landry recalled as being poorly designed. He felt he was disillusioned by these courses. As he looked back over the errors he made in his beginning teaching, particularly in reading, he felt that if the methods courses had offered him anything at all, he could not have done some of the things he did (Landry, 6).

Practice teaching at this time was done in the public schools of Lafayette Parish. Thomas did his practice teaching at a school referred to as the "little red schoolhouse." This schoolhouse was a little frame building on the campus of Central School in Lafayette. The building had three or four rooms and housed sixth and seventh grades. Thomas did his practice teaching in the sixth grade, and his supervising teacher was Mrs. R. H. Agate. The sixth grade was in a self-contained classroom, and Landry recalled that the "unit" he taught was on France (Landry, 6).
Thomas's practice teaching was done during his first year at college. Since he had attended summer school and the fall semester, by spring he was in his sophomore year and could do his practice teaching. At this time Thomas was eligible for a two-year certificate. He could have begun teaching. Thomas felt he should take a job and start supporting the family (Landry, 6).

However, Dean James Monroe Smith of the College of Education had decided to employ some students part time during the 1927-28 school year. These teachers would teach a half day, and then the practicing student teachers would teach half a day. There were supervising teachers over these teachers, but they did not teach. This was the year Southwestern acquired its first training school. The school was housed in the abandoned Southside School that the college took over from Lafayette Parish (Landry, 6).

Thomas was undecided what to do about this offer so he wrote his former high school principal, Solomon L. Crownover, for advice. Mr. Crownover advised Thomas to think of his own future rather than family responsibilities, and it was on this advice that Thomas accepted the part-time position. For this job, he received $30.25 a month (Landry, 6). Mr. Crownover's (10) letter read:
May 16, 1927
Plaquemine, La.

Dear Thomas,

I was glad to hear of your offer at Lafayette and not a little flattered to have you ask for my advice.

My opinion may not be worth much but I am glad to send it to you and let you use it as you see fit. I think that the offer made (sic) you by your college is a wonderful opportunity for you. Not one boy in a thousand would be selected at the end of his first year in college for work like that. I do not see how you can afford to turn it down. The money part of it is not so much. I am sure you will appreciate its help - but the reputation and experience that you will get from a year's work of that kind will mean a great deal to you in the future.

Don't worry too much about helping the folks at home. I am glad that you think of them and appreciate their kindness to you but you will have many years yet to repay them and carry any part of the burden that may be yours. The thing for you to do now is prepare yourself to do a good job when your time really comes. My advice would be for you to borrow any money that you must have and finish your college course (sic). The difference in the salary that you can make now and the one that you can make as a college graduate will very soon repay the expense of a college education. Beside (sic) that you should consider the usefulness that an education would add to your life and the pleasure that it would bring.

School is going along very nicely here. The people are afraid of the water and some of them are moving away. We will be through in two more weeks. There are nineteen seniors in our class this year. I have their credits in Baton Rouge and am expecting their diplomas soon.

Your friend,

S. L. Crownover

The program that was established apparently was not successful, as it was not continued after that year. So the
following school year, 1928-29, Thomas accepted a position as an elementary teacher at St. Gabriel High School in St. Gabriel, Louisiana (Landry, 6). The fact that a depression hit the United States and much of the civilized world in 1929 (Davis, 2:350) probably affected Thomas's decision to accept a position.

While teaching here, Thomas continued to work toward his Bachelor of Arts degree. During the school year, he took correspondence courses and attended classes on campus during the summers. By August, 1930, Thomas had completed all the work for his degree; but as there was no commencement ceremony until Spring, 1931, he received his diploma at that time (Landry, 6).

Throughout his studies at Southwestern, Landry was an outstanding student, making only two "C's" while working on his degree. He was not a regular student at the time of his graduation, consequently, he was not considered for honors (Landry, 6).

And so, while still working toward his degree at Southwestern, a person who was to contribute much to the field of education in Louisiana, had begun his career.
CHAPTER II

EARLY PROFESSIONAL YEARS, 1927 - 1948

TRENDS OF THE TIMES

As Landry ended his education and began his teaching career, Huey Pierce Long was Governor of Louisiana. At that time Louisiana and the entire nation were in a major depression (Davis, 11:281). The depression of the thirties severely affected Louisiana as it did the other states (Davis, 11:292). These depression years were bleak ones for many Louisianians. Many lost their life savings when banks closed; jobs were hard to find; almost every family in the small towns of the state had its own garden; many kept chickens in their back yards; and some had their own cows (Davis, 11:320).

During the time Long was governor, he sought better schools (Dethloff, 12:253). With his administration came free textbooks, better roads and bridges, improved schools, a great state university, and more care for the unfortunates (Davis, 11:284). Long wanted to supply free textbooks to all children in Louisiana. This service was to be tremendously expensive, and many persons felt it quite unnecessary.
However, Long was convinced that every child should have the opportunity to acquire an education and since many children could not afford the books, the state should supply them (Dethloff, 12:254).

After Long's term of office came governors Oscar Kelly Allen and Richard W. Leche (Dethloff, 12:259 and 264). The depression years were coming to an end when Jones was elected governor in 1940 (Dethloff, 12:266). The United States entered into World War II in 1941 (Davis, 11:292). With the end of the depression and the coming of the war, life in Louisiana inevitably changed. The whole country was soon geared to a wartime economy and to meeting wartime emergencies. It was a time for the expression of patriotism. Louisianians, like other Americans, saved scrap iron to build guns, ships, and tanks. When rationing came, they learned to use less sugar, to get by with their quota of tires and gasoline, and to manage without some theretofore necessities and to forego certain luxuries (Davis, 11:320).

Following the election of Governor James H. Davis in 1944 (Dethloff, 12:267) the war ended and life in Louisiana became rather tranquil once again. Davis served until 1948, when Earl Kemp Long was elected governor (Dethloff, 12:269). It was during Long's term of office that Landry was to leave Iberville Parish for his next endeavor.
SOUTHWESTERN TRAINING INSTITUTE, 1927 - 1928

During the 1927-28 school session, Landry was employed half a day at the Southwestern Training Institute on the Lafayette campus. That teaching experience was valuable to Landry and enabled him to continue his course work at the college. This position lasted for only one year, and then Landry had to look for employment elsewhere (Landry, 6).

ST. GABRIEL HIGH SCHOOL, 1928 - 1930

Landry corresponded with Superintendent Louis E. Messick about the possibility of a position in Iberville Parish for the 1928-29 school year (Landry, 13). He was employed and "appointed to teach . . . in the St. Gabriel High School . . . for a term of nine months beginning September 10, 1928, at ninety-five dollars per month of actual employment . . ." (Iberville Parish Teaching Contract, 14).

While at St. Gabriel, Landry taught the seventh grade and some subjects in the sixth grade. Marie Berthelot taught the fifth grade, and she and Landry "rotated" the sixth grade, each teaching different subjects. The classes were in self-contained classrooms, however, and were not departmentalized as it might seem from a later perspective (Landry, 15).
Landry remained at St. Gabriel High School during the 1929-30 school year (Iberville Parish School Board Minutes, 16). During these two years at St. Gabriel, Landry continued to work toward his Bachelor of Arts degree at Southwestern Training Institute, and by August, 1930, had completed all the work for his degree.

CRESCENT SCHOOL, 1930 - 1942

The Iberville Parish School Board Minutes showed Thomas Landry as being employed at St. Gabriel for the 1930-31 school year. However, the superintendent was given the authority by the school board, "... to fill all remaining vacancies and other vacancies that may develop ..." (Iberville Parish School Board Minutes, 17). A vacancy at Crescent School did develop, as Thomas Landry was "... appointed principal and teacher in the Crescent School ... for a term of nine months at one hundred twenty-five dollars per month of actual employment ..." (Iberville Parish Teaching Contract, 18). This contract was dated August 7, 1930, at Plaquemine, Louisiana, and signed by Linus P. Terrebonne, who was then superintendent of Iberville Parish schools.

While he was school principal at Crescent School, Landry taught the sixth and seventh grades and also did the
janitorial jobs. He started the fires on winter mornings and supervised the larger children as they swept out the rooms in the afternoons. Each teacher was responsible for cleaning his own room. During that time, since Landry lived at his mother's house, it was convenient for him to take care of the building (Landry, 15).

When Landry first went to Crescent School there were four teachers, including himself. There were about one hundred forty children enrolled. A few years later the school was moved across the road, and two rooms were added. Another teacher was added to the faculty at that time (Landry, 15).

Minnie Marrioneaux, a first-grade teacher when Landry was at Crescent, recalled memories of him. When Landry went to Crescent all the teachers were older than he, but this created no problem. "He was a good educator from the start. He was a young, old man; very mature." The fact that he was young and without much teaching experience did not seem to make much difference. If he needed any help, he asked for it (Marrioneaux, 19).

Marrioneaux felt that to teach with Landry was a pleasure. He was kind and understanding and was always willing to help in any way he could. He was an excellent teacher, she recalled, and his most outstanding characteristic
seemed to be his understanding of his teachers and people in
general. He always had time to listen and to help a teacher
work out any problem she had. He was firm in his dealings
with teachers and would not "give in" to just any whim. As
he was so considerate, everyone was always willing to do
"extras" for him and for the school (Marrioneaux, 19).

Landry's relationships with the students at Crescent
were good. They were eager for him to get outside and play
games with them. He established a fine rapport with them
(Marrioneaux, 19).

At Crescent Landry was also the coach. He coached
the track and basketball teams and "could not be beat"
(Landry, 15). The teams had unusual success and consistently
won the annual basketball tournaments and track meets.
Friends accused him of failing the "big boys" in order to
keep them on the team (Landry, 20).

After being at Crescent for four years, Landry
married Bernadine Haydell on August 7, 1934. They lived in
Plaquemine for about six months and then moved to a house
next to his mother. They remained there two years and then
built a house across the bayou. At that time Landry crossed
the bayou in a pirogue to go to work. On a few occasions
when boats were pulling timber down the river, Landry would
have to row the pirogue up to one side of the timber, drag
it across the logs, and put it in the water on the other side (Landry, 15).

During the time Landry was at Crescent several interesting events occurred. Dr. Joseph W. Brouillette, Elementary Supervisor at the Louisiana State Department of Education, commended Landry in a report to Thomas H. Harris, Louisiana State Superintendent of Schools, for a supervisory procedure used at Crescent School. At that time there were five teachers at Crescent including Landry. Supervision used the technique of classroom observation by a principal or supervisor followed by a conference with the teacher. Landry had one of the other teachers accompany him to a third teacher's classroom. In that way, three of five faculty members had first-hand knowledge of the lesson observed. The conference that was to follow could then be the basis for a total faculty discussion (Landry, 20).

Landry also experimented with curriculum enrichment by capitalizing on faculty competencies. Each faculty member sponsored an activity, and at a certain period twice each week a child chose his own activity. Periodically, during the year, the child changed his activity, and the teachers often changed sponsorship of activities. This program enabled each child to have a variety of enrichment experiences each year. The students jokingly called it the "walking
around period." The faculty and Landry constantly revised the program (Landry, 20).

During that time the school lunch program had its beginning. The school building was on brick pillars about six feet high and under the building was a "coal" room and a 4-H Club room. The "coal" room was converted into a kitchen, and the club room was used to serve the lunches. Minnie Marrioneaux, the first-grade teacher, planned the meals and assumed responsibility for the management of the lunch program. The labor (three persons) was supplied by the National Youth Administration. At first, Landry had to wait until the money was collected from the children each morning before he could go to the nearby store and purchase food to cook that day. The school received some commodities such as unsweetened grapefruit juice and yellow grits. In spite of those hardships, a lunch and nutrition education program developed (Landry, 20).

There were those in Iberville Parish who were concerned about the highly competitive parish literary rally. The superintendent appointed a Rally Appraisal Committee with Landry as chairman. The committee surveyed all school personnel, and on the basis of the responses, recommended replacement of the competitive rally with a "parish-wide play day" involving many more students. That recommendation
was implemented (Landry, 20).

During his years at Crescent School, Landry held honorary and service positions. He was chairman of the Iberville Parish Junior Red Cross (Iberville Parish School Board Minutes, 21). He was editor of the Knights of Columbus Bulletin and served as president and vice-president of the Iberville Parish Teachers' Association. Landry was first vice-president of the Iberville Parish Tuberculosis Association. He was scout master of Troop 55 and was chairman of the Eighth Ward Advisory Board of the Selective Service (Landry, 22).

Landry served on a committee of graduate students at Louisiana State University in the summer of 1943 under the direction of John B. Robson, supervisor of science and mathematics for the Louisiana State Department of Education. That committee prepared a bulletin on arithmetic for the elementary school. The bulletin was published as Bulletin No. 503, Course of Study in Arithmetic for Grades Four, Five, Six, and Seven, by the Louisiana State Department of Education (Louisiana State Department of Education, 23).

Landry completed his Master of Arts degree in history at Louisiana State University in August of 1939. His work was under the direction of Professor Walter Prichard. Following is the abstract of Landry's thesis (Louisiana State University, 24:64):

The political history of Louisiana during the latter half of the nineteenth century has been primarily an account of the fall of the Democratic party from the pinnacle and the subsequent rise of that party to its former dominating position in state politics. Although each act in this vast drama necessitated the emergence of new leaders, Robert Charles Wickliffe of West Feliciana, who early identified himself with the Democracy, clearly reflected in his political activity the varying fortunes of the party from antebellum days to the election of 1892. For that reason his political career has proved an interesting subject for this treatise.

The author has made no attempt to chronicle the history of Louisiana or the Democratic party. Likewise, no claim has been made that Wickliffe dominated the politics of the state throughout the period. Instead, the author has tried to present fairly and truthfully in logical sequence the significant events in that politician's long and varied political career.

A perusal of the life of that gentleman will leave one with the firm conviction that Wickliffe was a sound and consistent Democrat from the beginning to the very end of his career. He strove to serve his country through his party but never did he make the best interest of his country subservient to mere party ends. When he became convinced of the righteousness of a principle he pursued it even though it meant breaking with the temporary leaders of his party. Louisiana was indeed fortunate that a man possessing such noble characteristics was identified with its history for almost fifty years.

In the year 1940, Landry and his wife Bernadine had their first child, a daughter, Beverly Faye (Landry, 15). As his family began to grow Landry felt he must better himself financially. The following is part of a letter written to Berchmans S. Wilbert, president of the Iberville Parish
School Board (Landry, 2):

... Although I have held positions in the schools of Iberville Parish for many years, I do not have much personal contact with the various members of our School Board so I am taking this means to acquaint each of you with one of your younger ambitious principals in the hope that this information will influence you into considering me for any existing position (or created position) - which may become vacant - and which might be in the nature of an advancement for me.

I am reasonably satisfied with my present position as principal and teacher at Crescent Elementary School but eleven years in one position makes one apprehensive for future advancement. Since assuming the principalship of this school I have better equipped myself for my chosen profession by obtaining both Bachelor of Arts and Master of Arts degrees and as our salary schedule now stands I can never entertain any hopes for an increase in my present salary. That situation is anything but encouraging. . . .

The following year Landry wrote a letter to Superintendent Terrebonne stating (Landry, 25):

... Since the position as principal of the Shady Grove High School is now vacant, please consider me an applicant for this vacancy.

My training which includes a Master's Degree and my experience, especially the twelve years as principal of Crescent Elementary School, are sufficient evidence of my fitness and ability. These facts, as well as my extra curricula work, like the Junior Red Cross, are so well known to you and the School Board that repetition in detail at this time would be trite. . . .

Paul Marrioneaux, who was assistant principal at Shady Grove High School, and Landry were under consideration for the position. Landry felt that he should be given a chance at a high school position when a principal retired. If not, he would remain principal of a small elementary
school all his life (Landry, 15). Superintendent Terrebonne presented to the board the applications of Thomas R. Landry and Paul E. Marrioneaux for the principalship of Shady Grove. After an executive session of the board, the superintendent nominated Marrioneaux for the position and the board voted to accept this recommendation (Iberville Parish School Board Minutes, 26).

Had Landry moved to a high school position as he so badly wanted to do at the time, perhaps the move would have been the end of his career in elementary education. When Landry reflected on this matter, he indicated that things happen for the best. Landry's transfer to a high school would very possibly have meant the termination of his work in elementary education in Louisiana.

It was that same summer of 1942 that Thomas Landry left Crescent School. There is a cedar tree planted on the grounds at Crescent in Landry's honor. At the base of the tree is a plaque bearing his name (Landry, 20).

PLAQUEMINE ELEMENTARY SCHOOL, 1942 - 43

Thomas Landry was appointed assistant principal at the Plaquemine Elementary School for the 1942-43 school year at a salary of one thousand, eight hundred fifty dollars for the school session (Iberville Parish School Board Minutes, 27).
A letter from Dr. Terrebonne stated, "... I am asking that you consider the offer carefully and that you give me your answer ... as soon as you can come to a decision ..." (Terrebonne, 28).

Solomon L. Crownover was principal at Plaquemine High School. Albert Dupont was to be assistant principal at the high school level, and Landry was to be assistant principal at the elementary level, with Crownover the supervising principal over both schools. This was a new organizational pattern with which the board was experimenting. There were thirteen teachers. In addition to his administrative duties, Landry taught half a day. A teacher from the high school shared the seventh-grade class with him (Landry, 15).

Landry felt he was brought into Plaquemine to pacify him since he had not obtained the Shady Grove principalship. He felt this was just a stop-gap measure, and he would never be promoted as long as he was in the elementary school. There were no supervisory jobs, and he could not secure a high school principalship; so there was no place to go (Landry, 15).

RED CROSS WORKER, SUMMER 1943

Since Landry was unhappy in education, he began looking elsewhere for employment. Since the spring of 1942,
Landry had been corresponding with the Red Cross about possible employment (Moses, 29). In May, 1943, Landry accepted an offer for a position as Assistant Field Director with the American Red Cross in its services to the Armed Forces within the Continental United States. He received his training at Fort Benning, Georgia, and in Alexandria, Virginia, and was assigned to Jackson Barracks in New Orleans, Louisiana (Landry, 15).

Landry was not happy in this work and considered returning to education. He sought a position in parishes other than Iberville (Landry, 15).

MORGAN CITY HIGH SCHOOL, 1943 - 1944

Superintendent Robert L. Robinson of the St. Mary Parish School Board offered Landry a position as a teacher of mathematics in the Morgan City High School at a salary of one thousand, eight hundred four dollars for the 1943-44 school year (Robinson, 30). Landry accepted the position. A letter from the principal of Morgan City High School, Louis T. Holmes, informed Landry that he would teach Algebra I the first period, physics the second period, geometry the third period, and Algebra II the fourth period, supervise study hall the fifth period, and teach geometry the sixth period (Holmes, 31). Landry also served as coach of the basketball team.
at the Morgan City High School (Landry, 15).

At the end of that school year Landry began looking elsewhere for a position. He corresponded with Superintendent John O. Montegut of St. John the Baptist Parish School Board for consideration as an administrator (Montegut, 32). He also corresponded with Superintendent Clark L. Barrow of East Baton Rouge Parish. Superintendent Barrow offered Landry a position as a teacher of chemistry and other sciences at the Central High School for the 1944-45 school session (Barrow, 33). Before he accepted this position, a more attractive offer was made by the superintendent of his home parish of Iberville.

IBERVILLE PARISH, GENERAL SUPERVISOR AND VISITING TEACHER, 1944 - 1948

The Louisiana Legislature of 1944 set up a compulsory attendance law which superseded previous laws, and which required all children to attend school for one hundred eighty days each year. Parish school boards were directed to employ visiting teachers to administer regulations and to keep a continuing census of school-age children (Louisiana State University College of Education, 34:19). The major force which brought about the compulsory attendance law was poor school attendance (Webb, 35).
The Iberville Parish School Board noted the attendance law as follows (Iberville Parish School Board Minutes, 36):

WHEREAS, Act 239 of the 1944 Louisiana Legislature, known as the Compulsory School Attendance Law of Louisiana, requires regular school attendance of children between the ages of seven and fifteen inclusive (i.e., from the seventh to the sixteenth birthday); . . .

WHEREAS, Section 5 of Act 239 provides that 'it shall be the duty of each parish school board within the State to administer this Act and to secure its enforcement with other State and parish agencies mentioned herein. To facilitate enforcement of this Act parish school boards shall have authority to employ at least one competent and qualified fulltime visiting teacher whose duty it shall be to act as attendance officer to enforce the compulsory attendance Laws of the State, and to discharge such other duties as are usually performed by, or delegated to visiting teachers'; . . .

WHEREAS, the Iberville Parish School Board, on June 20, 1944, in special session, with a quorum present, authorized the employment of a visiting teacher for Iberville Parish to enforce the compulsory school attendance Laws of Louisiana; . . .

Noting that visiting teachers were permissible in the parishes and that the state reimbursed the parish for the employment of a visiting teacher (Webb, 35), the superintendent of Iberville Parish, was authorized to employ a person to perform the duties of visiting teacher and general supervisor effective July 1, 1944; the salary of this person was to be fixed by the executive committee of the Iberville Parish School Board (Iberville Parish School Board Minutes, 37). Superintendent Terrebonne offered the position to Thomas R. Landry and Landry accepted the appointment (Terrebonne, 38).
When Landry began working as supervisor and visiting teacher, he and Dr. Terrebonne were the only professional full-time employees at the parish level. Landry had no secretarial help so he had that work also (Landry, 15). There were sixteen schools for black children with 2,399 students and nine schools for white children with 2,021 students in the parish at that time (Louisiana State Department of Education, 39:140, 144, 150, 152).

The Iberville Parish School Board defined the duties of the visiting teacher in the following way (Iberville Parish School Board Minutes, 40):

Be It Resolved by the Iberville Parish School Board that the following shall be the major duties of the visiting teacher:

1. To publicize the Attendance Law
2. To advise parents and other interested persons of all aspects pertaining to the provisions of the law
3. To secure a complete register of all children in attendance in schools within the first 30 days of the session
4. To assist the superintendent in conducting the school census and keeping a continuing census
5. To investigate every case of non-compliance with the law either reported to him or discovered by him
6. To visit the home and explain the law personally to parents who do not comply
7. To give oral and written warnings to parents who persist in violating the law
8. To file proceedings in court (with the approval of the Superintendent) against parents who disregard the warnings and continue to violate the law
9. To report (after written notice to the parents and with the approval of the Superintendent) any child to the Court as delinquent who in disregard of his parents' instructions shall habitually absent himself from school
10. To cooperate with the State Department of Public Welfare, Labor, Health, and other state agencies
11. To make such monthly and annual reports on attendance and other child school adjustments to the Parish Superintendent or the State Supervisor of Attendance as they may request or direct
12. To cooperate with other attendance officers and parish superintendents in keeping the register of children in attendance accurate at all times
13. To attend conferences called by the State Department of Education and other agencies within the State for consideration of attendance and child adjustment problems
14. To do anything else necessary and proper to administer the Attendance Law wisely and effectively provided such action is not in conflict with Act 239 of the 1944 Louisiana Legislature, any regulation of the State Department of Education, any direction of the State Attendance Officer, the advice of the Parish Superintendent, or the rules and regulations of the Iberville Parish School Board.

Gordon A. Webb was appointed by Louisiana State Superintendent of Education John Coxe as the first state supervisor of attendance (Louisiana State University, College of Education, 34). It was under his leadership that the visiting teacher program became firmly established. Under his direction, the continuing census was set up.

Once established, this continuing census began when a child was born (Webb, 35). Procedures were established for keeping the census current within each parish and throughout the state. The initial procedure was that when a family with school-age children moved into a community, the children would report to the school. The principal of the school obtained a complete record of the family. When the school
record was complete, Landry made an official copy and sent it to the Supervisor of Attendance at the State Department of Education. If the school records were not complete, Landry would visit the school and perhaps even the family. To maintain a continuing census for new residents Landry received reports from individuals about families who were moving into the parish but who did not send a child to school. And in turn, the school had to report to Landry when a family moved out of the parish. Therefore, when a visiting teacher from another parish requested records on a child, Landry was aware that the child had moved. That was extremely important because state financial support to parishes was partially based on the numbers of children enrolled (Landry, 15).

As support was based on the number of educables and on the average daily attendance, it was important for the children to attend school (Webb, 35). If a child were not attending school, and if the teacher and principal had failed to encourage the child to attend, the visiting teacher was notified (Landry, 15). Court action could be taken against parents for failure to send their children to school, but the visiting teacher was not eager to bring suit against them (Webb, 35).

When the visiting teacher program was new, no one knew exactly what to do as a visiting teacher. Under the
direction of Gordon Webb and Dean Edward B. Robert of the Louisiana State University College of Education, a visiting teacher workshop was held at Louisiana State University during the summer of 1945. To be certified as a visiting teacher, one was required by law to have had nine semester hours in visiting teacher work (Landry, 15). The first visiting teacher workshop was held July 23 – August 10, 1945 (Webb, 41), under the joint efforts of the School of Social Welfare and the College of Education (Landry, 15). Three hours of credit were earned by the participants in this workshop of the nine hours required by July 1, 1947 (Webb, 41).

Attending this first workshop were the first fourteen visiting teachers in Louisiana (Webb, 35). Some of the new visiting teachers decided to form a professional organization. Landry was named chairman of the temporary organization and when the organization became permanent and was admitted to the state Louisiana Teachers' Association, Landry was the first president of the Visiting Teachers' Association of Louisiana (Webb, 35).

Louis D. Robert, State Supervisor of Attendance, wrote the following about the Visiting Teachers' Association (Robert, 42):

... At the workshop sponsored by the College of Education and the School of Social Work held on the L. S. U. Campus in 1945, the group set up a temporary organization called the Visiting Teachers Association of Louisiana, with Thomas R. Landry (Iberville) as president, Lloyd C. Starr (Webster) as vice president,
and Mrs. Christina Hoggatt (Tangipahoa) as secretary-treasurer. The president appointed a committee composed of himself as chairman, Miss John Bowles (East Baton Rouge), Nat R. Gisclaire (Lafayette), and Mrs. Hoggatt to confer with Mr. Howard W. Wright, Executive Secretary of the Louisiana Teachers (now Education) Association, as to the proper procedure for the creation of a Visiting-Teacher Section of the Louisiana Teachers Association.

Permanent Organization

Upon the advice of Mr. Wright, the committee petitioned the Department of School Administrators for the creation of such a section. The following resolution was presented to Mr. H. S. Jacks, chairman of the Department, by Miss Bowles at the Louisiana Teachers Convention in Alexandria in November, 1945:

Whereas, Act 239 of the 1944 Louisiana Legislature provides for the employment of visiting teachers by the various school systems of the State of Louisiana; and
Whereas, more than two-thirds of the school administrative units in Louisiana have already appointed visiting teachers; and
Whereas the work of the visiting teacher, although closely interwoven with the general education program, does not fall within the scope of any existing section of the Louisiana Teachers Association; and
Whereas, an official organization of the visiting teachers of Louisiana would surely improve the quality of this group's service to the school systems by providing an opportunity for an exchange of ideas, plans, and procedures; and
Whereas, the visiting teachers attending the work conference at Louisiana State University effected a temporary organization and unanimously approved a suggestion to petition the Department of School Administrators of the Louisiana Teachers Association for the creation of an official organization of Louisiana Visiting Teachers;
Therefore, be it resolved by all the visiting teachers in Louisiana that the Louisiana Teachers Association be and is hereby respectfully requested to create a section for visiting teachers in the Department of School Administrators; and
Be it further resolved that the new section, to be known as the Visiting-Teacher Section of the Department of School Administrators of the Louisiana Teachers Association shall have all the rights and privileges enjoyed by the presently existing sections of the Association.
Constitution Adopted

The petition was accepted and the request granted. The temporary officers were elected permanent officers at the first official meeting of the group as a section of the Teachers Association. The president appointed a committee composed of Gillis J. LeDet, Louis D. Robert, and Nat R. Gisclaire to draft a constitution, which was adopted in Baton Rouge in the summer of 1946.

Purposes of the Association

The purposes of the new organization, as outlined in the Constitution, are as follows: "The objects of this Association shall be (1) to secure the advancement of public education; (2) to promote the general welfare of the teaching profession; (3) to protect the rights of individual members; (4) to promote unity and cooperation among its members; (5) to serve as a cooperating agency with local, state and national educational, civic, and social organizations; and (6) to serve as the policy body for the state visiting-teacher program."

Membership

The usual provisions for active membership are embodied in the Constitution with associate membership open to former visiting teachers and to persons "who are or have been engaged in work related to that of visiting teachers" and honorary membership is voted to non-visiting teachers "for exceptionally meritorious service to the state visiting-teacher program."

Officers and Meetings

Officers include a president, a vice president, a past president, and a secretary-treasurer, with an advisory Executive Committee composed of the officers, a member from each Congressional District, the State Supervisor of Attendance, and the Assistant State Supervisor of Attendance. Two regular meetings each year are authorized – one during the Annual Spring Work Conference for Visiting Teachers (a three-day conference held each year since 1947) and one during the annual convention of the Louisiana Education Association.

The Association is represented on the United School Committee, along with other professional educational organizations. . . .
During these summer workshops, Landry wrote a term paper, "Shall We Force the Negro to Attend School?" In this paper he wrote (Landry, 43):

... When the Compulsory School Attendance Law was enacted by the Louisiana Legislature in 1944, its authors and supporters judiciously avoided any reference to race or color in its provisions. The Act states simply that "every parent, guardian, or other person residing within the State of Louisiana, having control or charge of any child or children between the ages of seven and fifteen inclusive (i.e., from the seventh to the sixteenth birthday) shall send such child or children to a public or private day school for a minimum session of 180 days for the full session of the public school which the child would normally attend," The use of the word every implies without argument that the law covers all children regardless of race or color. To have made it any other way would have been a direct violation of the Fourteenth Amendment to the Federal Constitution. Now, the question facing every School Board, Superintendent, and Visiting Teacher in Louisiana is whether we shall actively and conscientiously enforce the provisions of the Act upon our large negro population or whether we shall ignore the negro and give our full attention to reducing illiteracy among our white population. How we decide the question is extremely important for upon it rests the responsibility for Louisiana's future - possibly even that of the entire South....

In the paper Landry delineated many problems which would result from the enforcement of the law. He had the foresight to envision many obstacles that did exist and that would have to be solved in the future.

Landry prepared a critical analysis of the first visiting teacher workshop. It read (Landry, 44):

The Visiting Teacher Workshop, held at Louisiana State University, July 23 - August 10, 1945, was typical of any well planned educational program - predominantly good but not perfect. The general sessions, with specialists in the many phases touching on the visiting teacher, were especially valuable in supplying pertinent data, while the group discussions, ably conducted by Mrs. Barber and Miss Cox, provided an opportunity for
an exchange of ideas and a chance to think accurately about the various problems which the program entails.

Discussion of all my reactions concerning the Workshop is physically impossible in this short paper, so instead I have listed in the order of their importance to me the following benefits of the three-week conference.

1. I have had an opportunity to become a personal friend of practically all the visiting teachers in the State of Louisiana.
2. I have been stimulated to think more clearly and critically concerning my approach to attendance problems.
3. I now have a better understanding of and more appreciation for the work of the many related agencies.
4. I feel that we have achieved some uniformity in the matter of record keeping and the continuing census.
5. An opportunity was presented to publicize our program on a state-wide basis.
6. The foundation for a professional organization of Visiting Teachers was laid.
7. I was introduced to much literature on the visiting teacher problems that I did not know existed.
8. I earned three hours graduate credit toward the nine hours required by July 1, 1947.

On the other hand, I have three bits of constructive criticism, none of which should be taken too seriously, as they merely represent my personal ideas.

1. Too much time was allotted to theory and not enough to the mechanics of the job.
2. Some sort of handbook, especially intended for beginning visiting teachers, could easily have been an outgrowth of the workshop had the discussions, term papers, and committee work been related to specific parts of a well-planned bulletin.
3. There was not enough discussion of or agreement upon the methods and procedures for keeping a continuing census. I still do not know how to do this important job!

This brief outline is by necessity a snap judgment of the Workshop's value to me. Next year, at the completion of the session, I shall be in a better position to judge the value by the improvement in my program.

During the second summer workshop at Louisiana State University, a handbook, "Visiting Teacher Services in Louisiana" was produced to help guide the new visiting
teachers in their work. Thomas Landry was chairman of the committee to prepare this handbook. Other members were Charles J. Bergeron, Nat R. Gisclaire, Gertrude Harkrider, Gillis J. LeDet, Marion Mills, De Leta Peniston, and Louis D. Robert. The preface of this handbook read:

As the second year of the State-wide visiting teacher program came to a close, it was fitting that those who had served as its administrators should study critically their services, relationships, and procedures. Therefore, a group of visiting teachers attending the Summer Term at Louisiana State University in 1946 made the re-examination and were convinced that a handbook on the work of the visiting teacher in Louisiana was a necessity. Acting on this conclusion, they undertook the preparation of this bulletin primarily for the purpose of crystalizing their own thinking on the present status of visiting teacher work and also for the purpose of providing a ready reference for the new and the experienced visiting teacher on the background for and nature of their services, relationships with school personnel and community agencies, procedures for maintaining the continuing census, techniques in handling cases, and other data relevant to the attendance program. At all times, the group worked in close cooperation with the State Supervisor of Attendance, faculty representatives from the Louisiana State University College of Education and School of Social Welfare, and public school administrators and teachers from various parts of the State.

Included in this handbook were the following topics:

History of Visiting Teacher Services, Visiting Teacher Program in Louisiana, Relationships with Other School Personnel, Relationships with Other Agencies, and Mechanics of the Visiting Teacher Program (Visiting Teacher Services in Louisiana, 45). This handbook was published by the State
In Iberville Parish, Landry and Superintendent Terrebonne set out to publicize the provisions of the law. In an article, "Compulsory School Attendance in Iberville Parish," in Conference Comments, Louisiana Conference of Social Welfare, Landry wrote (Landry, 47):

... everyone was informed concerning the law, so the teaching personnel made a preliminary survey of each community through its pupils to discover children of school age not in attendance.

Next, the visiting teacher planned a temporizing course that was intended to get these parents to comply without recourse to the penalties provided in the act. This consisted of a visit to the home of the parents in question to discuss the law and the reasons for non-compliance. These informative interviews were followed by a second visit but this time the character of the conversation was more advisory and suggestive. When this course did not bring the desired results, the visiting teacher, after considering all aspects of the case, with the approval of the Superintendent, notified each parent who had no legal excuse, that he had ten days to comply. At the time this was written, the specified time in no case had expired, but it appeared that charge would have to be preferred soon against several recalcitrants.

In the meantime other phases of the program were receiving some attention. A complete register of all children in attendance at all schools was completed during the first thirty days of the 1944-45 session, one copy being retained by the individual school, one copy filed in the School Board Office, and one copy forwarded to the State Supervisor of Attendance. In addition plans were made and forms devised for reporting changes in the school register and also for reporting pupils habitually absent.
Recently, the School Board by resolution enumerated the duties of the visiting teacher and reiterated its determination to enforce the law strictly. However, since the farmers were desperately handicapped by lack of available labor for harvesting their crops, and since the State Board of Education had not yet acted to promulgate allowable temporary absences, the local School Board, in lieu of such action by the State body, provided that pupil could not be excused temporarily for harvesting purposes. To carry out the intent of the resolution the principal was authorized to release any pupil for harvesting with the understanding that the visiting teacher would render a decision on each case separately. The visiting teacher next contacted the parent and secured his signature to a document in which he attested to the necessity of the child's services and promised to send the child to a summer school should one be conducted in the vicinity during 1945.

Landry had more difficulty getting white children to attend school than getting black children to attend. The blacks generally were afraid of the law. If Landry talked to the parents and told them the law said they must send the children to school, they did so. If the problem of non-attendance were lack of shoes and clothes, Landry would see that those necessities were provided (Landry, 15). The free school lunch program had gone into effect in 1941 and encouraged many black parents to send their children to school to enable them to have lunch (Webb, 35).

The people on Bayou Pigeon caused many school attendance problems. They saw no need to send their children to school. They made their living fishing and felt that they did not need an education to fish. One reportedly told Landry that it did not pay a person to have children; as
soon as they got big enough to help, the law took them off to school and just about the time the school left them alone, "Uncle Sam" came along and made them go into the Army. Landry tried to explain to these people that they "owed it" to their children to send them to school (Landry, 15).

Many problems arose in the swamp lands along Bayou Pigeon. Landry would get the children enrolled in school and the next day or so they had moved their houseboats to Assumption Parish. The records on these children were switched back and forth. Somewhat the same problem occurred on the Atchafalaya River. If the people in the houseboats on the river did not send their children to school and Landry pressured them, they would move their houseboats across the river to St. Martin Parish. When the visiting teacher from that parish pressured them, they would move back to the Iberville side of the river (Landry, 15).

In addition to performing the visiting teacher duties in Iberville Parish, Landry was also in charge of supervision, as his title indicated. Landry felt he was extremely fortunate to work with a superintendent like Dr. Linus P. Terrebonne. Dr. Terrebonne had been one of the first supervisors in the state and carried this interest in supervision into his job when he became superintendent. Terrebonne continued supervising and Landry assisted him (Landry, 15).
Landry believed in democratic supervision and carried that idea into his work in Iberville Parish. An article he wrote for *The Boardman*, "An Approach to Democratic Supervision," expressed his views (Landry, 49):

... Persons who are responsible for the supervision of instruction in the public schools have a dual purpose in seeking ways to make supervision democratic. In the first place, bringing the teachers into the planning, doing, and evaluating of practices intended to improve the quality of teaching and learning will do much toward bridging any existing gap between teachers and administrators. This sharing of ideas, opinions, and experiences, this planning together, and this meeting on common ground should lay a firm foundation for true understanding among school personnel with better work in the classroom and better services to the community resulting.

In the second place, democratic supervision can make the work of the modern teacher much easier and more effective by freeing him from what seems to be a strange paradox. Specifically, the teachers have been exhorted for some time now to do their bit to perpetuate democracy by providing innumerable experiences for democratic living; yet the same teachers are often working under an autocratic supervisory program which bears no semblance of democracy. The teachers under these trying conditions are expected to provide opportunities for experiencing democratic activities and at the same time they are expected to fall in line and work with enthusiasm on a number of supervisory activities handed down from above. The teachers, therefore, must be brought into the supervisory program as partners if their services for the perpetuation of democracy are to be of maximum value.

Many teachers and administrators have long felt the need for making supervision democratic; however, there is a diversity of opinion regarding the exact meaning of democratic supervision and regarding the ways to make it a reality. Some think a democratic supervision has been reached when it is drafted by an administrator in accordance with the expressed or observed needs of the teachers. Others apply the term only to situations wherein a group of teachers on their own initiative come
together in order to study, work toward the solution of common problems, call in supervisory personnel and others for consultants, and request materials for carrying out the program. The latter position would certainly be the answer to a supervisor's prayer if this were characteristic of his entire area; yet, at the present time, can a parish or city supervisor sit back and wait for these developments? He may occasionally be rewarded by requests from certain groups for assistance but, in the main, much ground work must be laid before teachers enmasse will be ready for this procedure as the average teacher has a distorted conception of supervision that borders on inspection. Therefore, a middle course that will provide the necessary experience in democratic supervision will have to be followed - a course that will serve to draw out common problems, set up machinery to employ in working toward the solutions, and use available leadership and other resources. . . .

Terrebonne believed in a program of in-service education, and Landry assisted Terrebonne in providing programs each year at the parish level. Those system-wide meetings were held periodically in which current problems were considered. System-wide committees worked on various problems (Landry, 15). In the same article in The Boardman, Landry elaborated on the program in Iberville Parish (Landry, 48):

. . . Supervisory personnel in Iberville Parish have approached the problem in various ways but have been somewhat dissatisfied with the observable results. For that reason, during the summer of 1947 the superintendent and the supervisor agreed that a new approach would be much in order. In thinking through the problem, it was decided that persons who had recently attended workshops or enrolled in summer courses would be in an eminent position to recognize problems in the Iberville system and to take the lead in the program of activities. Consequently, all teachers and principals were contacted several weeks before school opened in the fall and were
invited to present to the principals at their first regular meeting any suggestions for the improvement of the school program in Iberville Parish for the session. The fact that no program has much chance for success in a given school unless the principal is convinced of its worth and lends his enthusiastic support to it, prompted the presentation of these recommendations to the principals as a starting point. Those who had attended summer courses or workshops were quick to seize the opportunity as evidenced by the fact that one principal and several teachers made numerous recommendations to the assembled group. These recommendations included improvements in the guidance programs, more effective use of visual aids, definite objectives for the session in health, physical and safety education, acceptance by teachers of the modern concept of supervision, and provision for children with special needs. With the persons making these recommendations as the specialists, vigorous discussion centered around the points mentioned. After lengthy consideration of the recommendations it was agreed that the entire teaching personnel should have an opportunity to share in shaping the program; therefore, the outcome of the meeting was the formulation of committees in the five areas - guidance, teaching aids, health, physical and safety education, supervision and exceptional children - with the various schools having representation and with one of those making the recommendations serving as the chairman. These committees were instructed to meet early in the session with consultants of their own choosing in order to formulate specific tentative objectives for the session. The consultants included the superintendents, the parish supervisor, members of the State Department of Education, faculty members of several state institutions, and representatives of several local agencies interested in the child. Each committee selected a list of objectives, mimeographed them, made them available to every teacher, and then led the discussion of the objectives among the various faculties. These faculty discussions provided the first opportunity for each teacher to contribute directly to the planning on a parish-wide basis. Following these faculty meetings, the objectives were presented at the first parish-wide teachers meeting for revision, deletion, additions, acceptance, or rejection. Each teacher attended one of the group meetings with the original committee and more invited consultants. A complete revision of the session objectives in accordance with noted faculty reactions was
effected and the amended list was unanimously accepted at the concluding general assembly.

Workshops were held prior to the opening of school for teachers in Iberville Parish; the first being held in August, 1946. At this first workshop Landry presented a speech on the "Changing Concepts of Supervision." In this speech he noted (Landry, 49):

... The whole field of supervision was brought down to earth for me when it was necessary to view our educational system through the eyes of a parish supervisor. My first reaction was one of inadequacy - I realized I knew so little and my experiences were so limited. My next reaction was one of inquiry - what would the other teachers and principals think of me in this new role. I found a partial answer to the last soon enough as a teacher with many years experience told me frankly that I would not be welcomed to her room when I came to supervise. To her, I was just another inspector, an enemy looking for faults, and a burden to the teaching profession. That and subsequent events of a similar nature convinced me that many of our teachers still have the wrong idea about supervision. This faulty theory which many of our teachers hold is predicated on an attempt to reduce supervision to well-formulated so-called scientific techniques to be applied by a supervisor in any classroom, in any school, and under any conditions. To persons who hold this antiquated theory, the curriculum is accepted as satisfactory as it emphasized improving the methods of teachers in establishing facts and skills determined by others as the curriculum. This kind of supervision emphasized efficiency in school administration rather than a program that has grown up naturally from the instructional needs of the youth in the community. It placed the supervisor on a level of importance above the teacher, thus cutting off ideas from below. This faulty philosophy of education is no longer accepted by educators as there has been a definite turn in the thinking about the supervisor and his function. We have ceased to consider education as merely handing on society's findings and experience to a new crop of youths. Now, teachers are expected to assist in
determining their instructional programs - yes, even further than that, they are expected to allow their pupils to participate in this activity. Today, modern education endorses an active concept of learning which revamps the classroom procedures as well as incorporating student experiences out of and beyond the classroom. The schools, too, have suddenly realized that democracy needs to be nurtured and practiced in the classroom if it is to exist.

This type of modern educational thinking is making a new kind of school emerge quite different from one for which the common supervisory program was planned. Classrooms are becoming workrooms instead of reciting rooms - rooms where students and teachers work cooperatively on projects that have meaning for all of them. As students help teachers plan and as teachers respect the differences that exist among the youth before them, learning activities fan out in a dozen directions, as contrasted with the one-assignment-for-all classroom of the traditional type. The school plant is no longer the sole dispensary of knowledge, but instead acts as the hub of the network of learning activities in which youth engage under the guidance of teachers. For this kind of educational philosophy, supervision has taken on new aspects. Since supervision is concerned with the improvement of instruction and since this improvement has both material and personal aspects, most attention must be focused on the whole of the teaching situation rather than on the individual teacher. Supervision in line with this new philosophy has ten goals:

1. To make American public schools an effective means for maintaining and extending democratic ideals.
2. To implement a system of guidance designed to produce pupils who are physically and mentally well-adjusted and who have social competence.
3. To help boys and girls understand and deal with personal and social problems which have meaning for them now, so that they may, as adults, be prepared to face issues which will necessarily arise.
4. To develop in pupils those attitudes necessary to effective human relationships, overcoming bigotry, race prejudice, and class hatred.
5. To develop increasing efficiency in the teaching of skills and knowledge.
6. To work toward the equalization of educational opportunities for all children.
7. To develop individuals who will be able to live effectively in a world in which mechanical inventions and discoveries have made imperative the cooperative efforts of all races and nationalities in a highly interdependent world.
8. To work continuously with professional and lay groups that educational problems may be more clearly defined and dealt with, and that schools may better serve the public.
9. To develop through study and analysis the kind of education needed by a particular community.
10. To prepare pupils to earn adequate livings in occupations best suited to individual capacities, and to help them achieve economic literacy.

A major problem facing the Iberville Parish School System during Landry's tenure as supervisor and visiting teacher was the question of salaries. The board stated (Iberville Parish School Board Minutes, 50):

Commencing with the 1944-45 session of public schools in Iberville Parish, salaries of all teachers, white and Negro, irrespective of sex, race, or color, be fixed according to their education, teaching experience, responsibilities, and merit of the individual teacher.

It was difficult for the board to equalize the salaries of teachers without decreasing the salaries of white teachers. The board simply could not afford it. Because of this fact, the board adopted the merit pay system; part of a teacher's salary would be dependent upon his merit as a teacher. Dr. Terrebonne, with the help of the Louisiana State University, College of Education, devised a merit scale. Landry and Terrebonne were responsible for evaluating performance of the teachers (Landry, 15).
Landry, in a speech, "A Teacher Looks at Herself,"
talked about merit pay (Landry, 51):

... About the only means of rewarding outstanding teachers in most parishes are: bestowing honors upon them and moving them up by assigning administrative duties of some form. Both of these, though, are unsatisfactory. Honors are all right and we all like them, but wouldn't it be more reasonable to reward the teacher in such a way that she would be encouraged to remain in the field in which she is best prepared and make her remuneration partially dependent upon the merit of her work.

... [S]o in my opinion the use of merit in the determination of salaries is the only fair way of protecting the conscientious, hard-working teacher regardless of her color.

... Not many of our superintendents have chosen to bring this calamity upon their heads ... - the subjective application of the rating scale by the Superintendent - the human angle enters and a human can be wrong.

... [T]hese motivating influences were not bringing about the desired improvement in the character of instruction inside the classroom ... Our problem was to bring about the desired improvement in instruction in such a way that the teacher would set up her own criteria, evaluate herself, work toward the elimination of her own weaknesses, with the result that the quality of her work would improve and incidentally her salary.

... [F]ive big headings of our rating scale: Skill in Teaching; Classroom Management; COOPERATION; Professional Interest and Growth; and Personal and Social Qualities.

It is their intention to apply these criteria to themselves at regular intervals - with the result that
they will discover many of their own weaknesses, they will see a real need for improvement, they will proceed to remedy these weaknesses individually or in groups with or without outside help depending on the particular case.

. . . [B]ut for purposes of improving instruction, we think that self-evaluation has far greater possibilities than any other single technique of supervision. If we get our teachers to simply follow an accepted teaching procedure in regard to their own improvement; namely, set criteria for judging their own teaching and personal qualities; apply these criteria to themselves; devise means to correct discovered deficiencies; work conscientiously toward removing these difficulties; re-apply criteria and repeat the process as often as necessary - we think that possibilities for improving instruction in my parish are limitless. . . .

A Negro group brought Iberville Parish School Board into Federal Courts over the merit pay system. The Court, however, upheld Iberville Parish School Board and said that the Board was not using the merit scale as a basis for discrimination (Landry, 15).

The merit pay scale did hurt supervision. It made Landry unpopular with the teachers because they knew he was evaluating their performance. The superintendent actually assigned the merit rating, but he had Landry observe each teacher at least twice a year and give him a report (Landry, 15).

In 1948, the Louisiana Legislature solved the problem of equal pay for all teachers by providing a single minimum salary schedule for the payment of all teachers in the public
schools of the state. The legislature made it possible to put the schedule into effect in the parishes with limited revenues by appropriating a special fund for distribution to such parishes, thereby supplementing available funds according to the parish's needs (Robertson, 52:151). At that time Iberville adopted this schedule and ended merit pay (Landry, 15).

Iberville, West Baton Rouge, and Pointe Coupee parishes had a Tri-Parish Workshop in 1948. John B. Robertson was supervisor in Pointe Coupee Parish. Shortly after the workshop Robertson went to the Louisiana State Department of Education as Director of Elementary and Secondary Schools. At that time Robertson recommended to State Superintendent of Education Shelby Jackson, that he employ Landry as Supervisor of Elementary Education. Robertson also knew Landry through his work as president of the Louisiana School Supervisors' Association during 1947-48 (Landry, 15).

Landry wrote to Dr. Terrebonne and the members of the Iberville Parish School Board (Landry, 53):

... This is to ask officially that you accept my resignation as Supervisor and Visiting Teacher of Iberville Parish, effective December 31, 1948.

I make this request simply because an offer has come to me which I can not afford to refuse. State Superintendent S. M. Jackson has appointed me to the
position of Elementary School Supervisor, effective January 1, 1949. Since the opportunities accompanying such a position are many and varied, I have seen fit to accept.

In leaving, though, I wish to express my appreciation to the Board, the Superintendent, and the employees of the Board for the many courtesies extended to me during my four and a half years as Supervisor and Visiting Teacher. Your generosity and understanding of my problems will always be a cherished memory to me. For all of this I wish to thank you sincerely individually and officially and if I can be of further service to you or the parish, I shall be pleased and flattered if you will only call upon me. . . .

During his time as general supervisor and visiting teacher in Iberville Parish, the Landrys had another daughter. She was born March 20, 1946, and was named Phyllis Diane (Landry, 15).
CHAPTER III

LOUISIANA STATE DEPARTMENT OF EDUCATION
1949-1959

LOUISIANA AT THIS TIME

At the time Landry left Iberville Parish, Earl Kemp Long was the governor of Louisiana. Under Long's administration conditions improved on the educational scene. Hot lunches were served in the schools. Teachers were enjoying a minimum salary schedule, and Negro teachers, for the first time, were receiving the same salaries as white teachers (Dethloff, 12:270). Shelby Jackson had been elected state superintendent of education in 1948 (Davis, 11:306).

Louisiana was in the process of moving from a primarily rural, agricultural state to an increasingly urban and industrial one. The social changes of the fifties made an impact on Louisiana as they did on other states throughout the country (Davis, 11:279).

Following Long's term of office, Robert F. Kennon was elected governor of Louisiana in 1952 (Dethloff, 12:272). After Kennon's four years in office, Earl Long was re-elected governor in 1956 (Dethloff, 12:274).
In 1951 Landry reported on a committee study on teacher "supply" in Louisiana (Landry, 54):

... [N]ational publicity [has] given a discouraging picture for the country as a whole. Many [think] the situation in Louisiana might by some miracle be unique and, therefore, might present a different picture. ... research [shows] much that should deeply concern board members, educators, parents, and the public.

Among the alarming facts which make the teacher supply situation critical in Louisiana are:

1. In 1948-49 only 116 persons were graduated from the colleges in Louisiana and certified to teach in the elementary grades, while 913 persons were graduated and certified to teach in the secondary field—yet, there were in Louisiana in 1948-49, 6,722 elementary teaching positions and only 3,921 secondary teaching positions.

2. If the present trends continue, the potential supply of secondary teachers graduated or to be graduated during 1949-53 is sufficient to replace every teacher now employed in secondary schools—4,336 were training for high school work as freshmen, sophomores, juniors, and seniors during 1948-49 while there were only 3,921 high school teachers in the entire state that year.

3. If the present trends continue during the next few years, we will graduate and certify five high school teachers for every one elementary teacher while the number of teaching positions in Louisiana is approximately two elementary positions to one high school position.

4. Many persons, training for teaching in some of the specialized secondary fields, have little chance of securing employment in these fields either as a major teaching assignment or a minor teaching assignment: for instance, 210 teachers were certified in 1948-49 for physical education and only 48 new teachers the following session were employed to handle physical education; yet, it seems like approximately 333 more certified physical education teachers will be available in 1950-51; approximately 226 more for 1951-52; and approximately 234 more for 1952-53. . . .

... The picture is discouraging on the Louisiana scene. . . .
LANDRY APPOINTED ELEMENTARY SUPERVISOR

Because of the recommendation of John B. Robertson, Director of Elementary and Secondary Schools, Louisiana State Department of Education, Thomas Landry was offered the position of Supervisor of Elementary Schools in the fall of 1948 (Landry, 55). Robertson felt that Landry was the best person in the state for this position. Robertson invited Landry to accompany him to a conference sponsored by the Southern Association of Colleges and Secondary Schools in Memphis, Tennessee. The conference was concerned with the establishment of a plan by the southern states to approve elementary education in the South (Robertson, 56).

Throughout the fall of 1948, Dr. Linus P. Terrebonne, Superintendent of Iberville Parish Schools, did not want Landry to leave and accept another position. However, following the trip to Memphis, Robertson was more convinced that Landry was the person for the elementary supervisor's position in the state department, and he prevailed upon Terrebonne to let Landry accept the position in the state department. Robertson, as one can see, was interested in employing Landry in the state department (Robertson, 56).

Landry accepted the position and received the following letter from Shelby M. Jackson (Jackson, 57):
This is to advise that you have been appointed Elementary School Supervisor at a salary of $5,700 per annum, effective January 1, 1949.

I welcome you to the Department of Education as a member of our staff. I am confident that, with your assistance, we can develop the finest educational program that Louisiana has ever had . . . .

Thus, Landry assumed his next position on January 1, 1949.

ACTIVITIES WITHIN THE STATE DEPARTMENT

In 1949, grades one through eight were usually considered the elementary grades. There were 223,204 white public school pupils and 156,642 Negro public school pupils (State Department of Education of Louisiana, 58:207).

Landry worked closely during the next few years with John B. Robertson, Director of Elementary and Secondary Education; Mabel Collette, Supervisor of Primary Education; and Robert May, Supervisor of Secondary Education (Robertson, 56). Robertson noted that Mabel Collette and Landry worked together better than any other two people he had ever seen—"a perfect team." She seemed to have a great influence on Landry, and he probably learned a great deal about primary education from her (Robertson, 56).

Robertson felt that the State Department of Education had several roles at that time. One role was a regulatory one in which the department had certain functions such as the
evaluation of schools, the maintenance of school standards, and the certification of teachers. Also the department had a leadership role in furnishing educational leadership to parish and city school systems in order to help them improve school administration and instruction. A third role of the state department was to provide consultant services; that is, persons in certain fields to work in parish systems, helping them in certain areas (Robertson, 56).

1948-49 SCHOOL SESSION

During this school year the supervisor of elementary education checked the annual reports of about eight hundred white elementary schools, public and private, in light of the existing standards. The schools were either approved or advised of their deficiencies. In respect to this approval, certificates of promotion from the eighth grade to high school were revised to indicate "standard" for graduates of state-approved elementary schools and "special" for graduates of unapproved elementary schools (State Department of Education of Louisiana, 58:36). A letter from Landry to parish and city superintendents read (State Department of Education of Louisiana, 59):

... [I]t will be necessary to specify separately the number of certificates needed for your approved elementary schools and the number for your elementary schools that are not State-approved. This year the department has inaugurated a policy of issuing a Standard Certificate to graduates of State-approved elementary schools and a
Special Certificate for graduates of those schools not approved. They are very similar in appearance but there is one major difference. The Standard Elementary School Certificate for State-approved Elementary Schools certifies that the holder is 'eligible to promotion to the high-school grades of State-approved high schools,' while the Special Elementary School Certificate states that the holder may 'be considered for admittance to the high-school grades of State-approved high schools.' This difference in wording indicates plainly that a State-approved high school shall accept without question graduates of State-approved elementary schools, but, on the other hand, the State-approved high school should require other evidence of proficiency from graduates of unapproved elementary schools before admittance to the high school grades.

... It is not necessary to give Elementary School Certificates to the eighth grade graduates but if you want them, the Department will be happy to supply as many as you desire. . . .

Bulletin No. 631, Handbook for Teachers and Principals of the Elementary Schools, was distributed to elementary principals and teachers. This bulletin was prepared before Landry became supervisor but was received from the printer and distributed after he assumed the position (State Department of Education of Louisiana, 60).

The following excerpt described some of the activities of Landry in professional and lay groups (State Department of Education of Louisiana, 58:36).

... Included in this category are serving as chairman of the subcommittee on Visiting Teacher Certification Requirements, consultant to the Elementary Social Studies Textbook Selection Committee, and speaker before the Language Arts Workshop at Southwestern Louisiana Institute, the District Homemakers Organization at Natchitoches, and the Business and Professional Women's Club at Covington. The supervisor acted in a leadership capacity in the Principals' Supervision Project at Louisiana State University, the
Mid-Winter Conference of School Supervisors at Ruston, the annual conferences of the supervisors at Alexandria, district supervisors' meetings at Hammond, Destrehan, and Lake Charles, Visiting Teachers' District Meeting at Bogalusa, and meetings of the Tri-Parish High School Association at Plaquemine, Brusly, and Port Allen. Conventions and conferences attended: Louisiana School Boards Convention in Alexandria, the Louisiana Rural Health Conference in Alexandria, the First Annual Vocational Education Conference in Baton Rouge, the conference held at the U. S. Office of Education in Washington for State Department personnel, and the Daytona Beach Conference. At the last named, sponsored by the Southern Association's Co-operative Study in Elementary Education, the supervisor served as chairman of the group studying in-service education of elementary school personnel. . . .

Landry visited thirty-three school systems throughout the state. The purpose of those visits was to help him become acquainted with elementary school personnel, to see work in the classrooms, to meet in faculty and parish-wide groups with teachers and principals, and to assist with special local committee work (State Department of Education of Louisiana, 58:37).

Landry played an important role in the development and inauguration of the Veterans' Education Program. In co-operation with other department members, he formulated several courses of study and selected textbooks. He participated in numerous district meetings to launch the program and to explain the details (State Department of Education of Louisiana, 58:37). A letter from Landry informed parish and city superintendents of a preliminary test to classify veterans. The letter read (State Department of Education of Louisiana, 61):
At the request of Mr. J. W. Bateman, Supervisor of Veterans' Elementary and Specialized Education, the Elementary Department has prepared a preliminary test that might be used in tentatively classifying veterans in the elementary education program. The test is intended to indicate only the probable placement of the veteran, and, if it is used, it should be followed as soon as practical by a standardized achievement test.

We have not had the opportunity to experiment extensively with the test so we make no exaggerated claim as to its reliability; however, the scores assigned are based on limited experimentation with elementary pupils. In using it, variations may be made to adapt the test and the scoring to local conditions.

During the 1948-49 school session, in cooperation with the Southern Association's Cooperative Study, the Louisiana Committee on Elementary Education was organized. That group was to attack the major problems facing elementary education in Louisiana. Working groups were organized to study each problem (State Department of Education of Louisiana, 58:37).

1949-50 SCHOOL SESSION

During the 1949-50 school year a group of representative school personnel known as the Louisiana Committee on Elementary Education was organized as an advisory group to the elementary section. Included in its membership were teachers, principals, supervisors, superintendents, professors from the teachers' colleges, and members of the State Department of Education. Robert E. May, State High School Supervisor of Louisiana State Department of Education, asked that the group include high school
persons, and the group was modified to do so. At that time the name was changed to the Louisiana Advisory Committee on Education (State Department of Education of Louisiana, 62:37).

Landry, with the assistance of the Louisiana Advisory Committee on Education, introduced Tentative Elementary Evaluative Criteria into Louisiana for experimental purposes. Those guidelines were designed to help a school faculty work cooperatively on local education problems. They were prepared in a regional workshop sponsored by the Southern Association's Cooperative Study in Elementary Education. The guidelines had been presented to parish and city supervisors of instruction, and certain "key" schools had been selected to use the criteria experimentally (State Department of Education of Louisiana, 62:38).

The 1949-50 school session was the first session under the full twelve-grade program. Because of this change in organization, a study was inaugurated for the revision of the seventh- and eighth-grade curriculum (State Department of Education of Louisiana, 62:38). A letter to superintendents, supervisors, and principals from Landry and Robertson read (State Department of Education of Louisiana, 63):

... As you approach the first session under the full twelve-grade program, you are surely giving some thought to both the curriculum and the organization of the eighth grade. Since immediate decisions and early planning are required to meet the many problems arising in this area, it is our purpose in this circular to present a few suggestions and recommendations for your consideration...
One recommendation was concerned with the curriculum of the eighth grade. The course in Louisiana social studies (history, geography, government, and resources) was required of all eighth grade students. It was suggested for the 1949-50 session that approximately twenty-four weeks be allocated to Louisiana history, geography, and civics and that the remaining twelve weeks be allocated to Louisiana resources (State Department of Education of Louisiana, 63).

Another recommendation was concerned with the organization of the seventh and eighth grades. A compromise organization between the departmentalized plan and one teacher per grade plan was suggested. The compromise kept the students under one teacher for a big part of the day. The remainder of the day resembled the secondary school departmentalized set-up. Those persons who had used the compromise plan felt that it made the seventh and eighth grades serve their true function as a gradual transition from the elementary grades into the secondary school (State Department of Education of Louisiana, 63).

Landry worked with many professional groups to improve conditions in the elementary school. Those groups included (State Department of Education of Louisiana, 63:39):

... the Louisiana Education Association, Louisiana School Supervisors' Association, the Visiting Teacher Association of Louisiana, the Louisiana Principals' Association, the Louisiana School Boards' Association,
the Louisiana Parent-Teacher Association, the Southern Association of Colleges and Secondary Schools, the National Association of State Consultants in Elementary Education, the National Education Association, the Department of Elementary School Principals (N.E.A.), the Association for Supervision and Curriculum Development (N.E.A.), and the Department of Rural Education (N.E.A.). . . .

These groups offered Landry opportunities to participate in numerous conferences (State Department of Education of Louisiana, 63:39):

. . . Louisiana Education Association Convention in Alexandria, the Mid-Winter Supervisors' Conference at Ruston, the annual joint meeting of the Louisiana School Supervisors and the Louisiana Branch of the Association for Supervision and Curriculum Development at Alexandria, the annual meeting of the Louisiana Principals' Association in Baton Rouge, the Louisiana School Boards' Association Convention in New Orleans, the annual meeting of the Southern Association of Colleges and Secondary Schools at Houston, the Conference of the Southern Association's Cooperative Study in Elementary Education at Daytona Beach, the Mid-South Conference of the Department of Rural Education at Mobile, and the Convention of the National Association of State Consultants in Elementary Education and the Association for Supervision and Curriculum Development in Denver.

Landry worked with educators on a parish and statewide basis in many capacities (State Department of Education of Louisiana, 63:40):

. . . He has served during the 1949-50 session as speaker, group leader, recorder, observer, or consultant in the workshops conducted by the parishes of Bossier, Evangeline, Grant, Jefferson Davis, Lincoln, Rapides, Richland, St. Charles, St. James, St. John, St. Landry, and Ascension. In addition, he was a speaker and consultant for the Language Arts workshop held at Southwestern Louisiana Institute.

Also during the session he served as speaker and/or discussion leader for faculty groups or parish-wide groups in Avoyelles, Caddo, East Carroll, Washington, Winn, Morehouse, Red River, St. Charles, Calcasieu, DeSoto,
East Baton Rouge, Iberia, Iberville, Jackson, Lafayette, LaSalle, Natchitoches, Orleans, Ouachita, Plaquemines, Tensas, City of Lake Charles, City of Bogalusa, and Ursuline Academy in New Orleans.

Throughout the year Landry was occupied with many routine services. He approved more than seven hundred elementary schools, distributed thirty thousand certificates of promotion to eighth-grade graduates, prepared reports to interpret the school program to the public and conducted numerous personal conferences with educators throughout the state (State Department of Education of Louisiana, 63:41).

1950-51 SCHOOL SESSION

During the 1950-51 school session, Landry introduced an experimental French program in three parishes of the state (State Department of Education of Louisiana, 64:43). Landry was apparently ahead of the times, for the study of foreign languages, especially French, was to be re-introduced into the elementary curriculum of the state some twenty years later.

Especially noteworthy that session were cooperative efforts of the elementary and high school sections. Some results were: designing of a new annual report form reflecting the continuous school program; joint analyzing of the annual reports, even to checking the certification status of teachers; and beginning of the writing of an administrators' handbook (State Department of Education of Louisiana, 64:43).
During that session, the bulletin on elementary school standards was completed and made available in mimeographed form. That bulletin was entitled **Louisiana Standards for State-Approved Elementary Schools** and was approved by the Louisiana State Board of Education on September 2, 1950. In completed form this was **Bulletin No. 705, Louisiana Approved Standards for Elementary Schools and Elementary Departments of Junior and Senior High Schools** (State Department of Education of Louisiana, 65).

In a letter to superintendents, supervisors, and principals, Landry talked about the status of the experimental schools using the **Tentative Elementary Evaluative Criteria of the Southern Association of Colleges and Secondary Schools** (State Department of Education of Louisiana, 66):

> ... Those schools using the materials had so many profitable experiences that we are now anxious to have at least one school in every parish and city system enter the self-evaluation program. This letter, therefore is intended as an open invitation to use the Tentative Elementary Evaluative Criteria for an in-service program in your school or schools. ... 

Landry publicized the importance of elementary education in many professional meetings. Those he attended that year were (State Department of Education of Louisiana, 64:44):

> ... the Louisiana Education Association, Louisiana School Supervisors' Association, Visiting Teachers' Association of Louisiana, Louisiana Principals' Association, Department of Elementary School Principals (NEA), Louisiana Branch of the Association for Supervision and Curriculum Development, Louisiana Parent-Teacher Association (local,
district, and state), Louisiana School Boards Association, and advisory committees to the State Department of Education.

During that session Landry began writing an article for Louisiana Schools, "It Worked for Us." That column was a report by Landry on "promising practices" in education in Louisiana that he had observed in various schools. Landry wrote succeeding columns and each covered a different topic of interest (Landry, 67).

1951-52 SCHOOL SESSION

Landry felt that the most fruitful activity of this session was in-service education. He helped plan or conduct about forty workshops that year. A guide entitled So You Want to Have a Workshop was issued by the elementary section to help teachers and administrators plan better work conferences (State Department of Education of Louisiana, 68:38). That guide was in The Boardman. Part of it read (Landry, 69):

... A few years ago the term 'teachers' workshop' appeared above the educational horizon. Almost immediately, some administrators who feared the spread of too much democracy within the school system and many teachers who thought it a new name for the same old teachers institute or teachers' meeting opposed the idea. Likewise, lay people, from the very beginning, were suspicious of the term since it surely had something to do with hammers and saws.

Despite this early opposition and skepticism, the teachers' workshop, in a relatively short time, has become exceedingly popular in local schools, in entire school systems, in professional organizations, and in college
classrooms. In Louisiana alone, more than half the teachers have been involved in workshop experiences this session. Why this phenomenal popularity? If one takes time to analyze a successful teachers' workshop, he will conclude that the key to its popularity lies in its provision for democratic participation. The workshop has indeed become a symbol of 'democracy in action.' It is there that teachers, administrators, and consultants work together in a permissive atmosphere on problems the teachers feel are important. It is there that they identify common problems and pool their resources while seeking the solutions. In the process, they live through experiences in sharing, planning together, working in small groups, assuming leadership responsibilities, respecting the opinion of others, being concerned for the group good, and many others so very vital to living happily in a democratic society. . . .

Landry pointed out that the workshop was an attempt to provide for teachers the kinds of experiences they should provide for children. A teacher who participates in a workshop should have only to modify her experiences for use with the children in her classroom (Landry, 69).

The article went on to include guiding principles for workshop organization (Landry, 69):

1. A workshop should emerge in response to a felt need on the part of all concerned. . . .
2. All persons concerned should have a part in planning the workshop. . . .
3. Activities should be planned around real problems or issues. . . .
4. Local personnel should have many leadership responsibilities during a workshop. . . .
5. Plans should be specific about the use of consultant services. . . .
6. General assemblies that are short and interesting have a place in the teachers' workshop, but the major emphasis should be on work in small groups. . . .
7. There should be a close relationship between the workshop activities and the existing or proposed in-service programs. . . .
Another activity of major importance during the 1951-52 school year was Landry's promotion of cooperative faculty studies. The purpose of these studies was to give faculties opportunities to think, evaluate, and plan together. Many of the faculties were using as a guide the bulletin entitled *Evaluating the Elementary School*, which had been produced by the "Cooperative Study" of the Southern Association of Colleges and Secondary Schools (State Department of Education of Louisiana, 68:38).

Landry and Collette produced jointly a bulletin entitled *French Can Enrich Your Elementary School Program*. That bulletin was to guide teachers who wished to incorporate conversational French in the elementary school program (State Department of Education of Louisiana, 68:39).

During the 1951-52 school year Landry worked with other organizations. He participated in more than twenty conferences or workshops at Louisiana State University, Louisiana Polytechnic Institute, Northwestern State College, McNeese State College, Southwestern Louisiana Institute, Northeastern State College, Southeastern Louisiana College, Dominican College, Southern University, and Grambling College (State Department of Education of Louisiana, 68:40).

The Annual Report of the 1951-52 school year stated (State Department of Education of Louisiana, 68:40-41):
Many lay and professional organizations have afforded the supervisor opportunities to enlist the aid of their membership in improving elementary schools. These include: local and district Parent-Teacher groups, the Louisiana School Board Association; several local Lions clubs; the Louisiana School Supervisors Association (as executive committee member representing the State Department of Education); the Louisiana College Conference; the Visiting Teachers Association of Louisiana; Louisiana Principals Association; the Louisiana Education Association; the Louisiana Vocational Education Association; the Jeanes Supervisors; the Elementary Principals Association; and Phi Delta Kappa.

Regional and national groups through which the supervisor worked during the year were: Southern Association of Colleges and Secondary Schools (Cooperative Study in Elementary Education, St. Petersburg, 1951 and Atlanta, 1952); South Central District of the Department of Elementary School Principals (New Orleans, 1952); United States Office of Education (Washington, 1952); National Council of State Consultants in Elementary Education (Boston, 1952); Association for Supervision and Curriculum Development (Boston, 1952).

In June, 1952, Landry wrote an article for The Boardman, "The Elementary School Gains Status." It stated (Landry, 70):

... Can pupils reach their maximum development in high school or in later life if the elementary feeder schools fail to do their jobs properly? The Southern Association of Colleges and Secondary Schools answered with an emphatic 'No!' and then decided to do something about the situation. The result was a three-year project which focused the attention of the region on the plight of the elementary schools and point out the direction which improvements might take. Each state in the area began to take a new look at its program for elementary school-age children. In Louisiana, the State Department of Education led the way and the results have been most gratifying. Every phase of a good school came under careful scrutiny and received special attention to the end that there is now abundant evidence of remarkable progress in the last four years. A few illustrations should bear out this claim.
First, in the matter of school plants, Louisiana has made much progress.

... Second, teachers in the elementary grades now have many more materials with which to work.

... Third, the elementary teacher, the principal, and the supervisor are becoming better and better qualified and more effective.

... Fourth, in the elementary school, techniques are being developed and used more and more widely which tend to better meet the needs of all children.

... Fifth, in addition to gains in the several specific areas previously mentioned, other evidences of progress should be mentioned such as the following:

1. New and higher standards of approval have been produced, adopted by the State Board of Education, and put into operation.

2. Closer coordination of elementary education with secondary education has been secured by formation of a new school report covering grades 1-12, by using advisory committees representing all areas in the school program, by making joint studies and projects (such as the teacher supply and demand study and the writing of a new handbook) and by unification of all principals into one organization.

In conclusion, it should be pointed out that although remarkable progress has been made in improving the quality of the school environment and the instructional program, elementary school leaders realize that much remains to be done. However, the kind of cooperation which now prevails among school people and others in this state assures Louisiana of the strength and coordination needed to hurdle any obstacle. Without a doubt, the future of elementary education in Louisiana is exceedingly bright.

1952-53 SCHOOL SESSION

One of the outstanding aspects of that school session was the production of a new guide for planning and conducting work conferences. That guide was entitled *Cooperative Action*
for Better Schools (State Department of Education of Louisiana, 71:39). The guide was produced as Bulletin No. 771 and resulted from recommendations for revisions in the tentative edition of So You Want to Have a Workshop (State Department of Education of Louisiana, 72).

Landry wrote a letter to parish and city superintendents, supervisors, and principals concerning a suggested program of studies for grades seven and eight. Part of that letter read (State Department of Education of Louisiana, 73):

... Among the features of this program are the following:
1. It [the program of studies] is easily adapted to a departmental or self-contained classroom organization.
2. It provides exploratory and enrichment opportunities without confusion in scheduling.
3. It assures adequate attention to the fundamental skills.
4. It encourages an organization which gives the students a feeling of security - keeping them with one teacher longer than one class period.

The suggested program of study was detailed in the following way (State Department of Education of Louisiana, 73):
SUGGESTED PROGRAM OF STUDIES
SEVENTH AND EIGHTH GRADES

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

Each Pupil Will Schedule One of the Following

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<thead>
<tr>
<th>Departmental Organization</th>
<th>Subjects or Areas</th>
<th>Minimum: 250 Min. Per Week</th>
<th>Minimum: 250 Min. Per Week</th>
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</thead>
<tbody>
<tr>
<td>Minimum: 250 Min. Per Week</td>
<td>Science</td>
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<tr>
<td>Minimum: 250 Min. Per Week</td>
<td>Health &amp; Safety</td>
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<tr>
<td>Minimum: 250 Min. Per Week</td>
<td>Home Living</td>
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<tr>
<td>Minimum: 250 Min. Per Week</td>
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Each Pupil Will Schedule One of the Following

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<th>Electives</th>
<th>Subjects or Areas</th>
<th>Minimum: 100 Min. Per Week</th>
<th>Minimum: 100 Min. Per Week</th>
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<tbody>
<tr>
<td>Minimum: 100 Min. Per Week (School may change enrichment electives each semester or oftener.)</td>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum: 100 Min. Per Week (School may change enrichment electives each semester or oftener.)</td>
<td>Art</td>
<td></td>
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</tr>
<tr>
<td>Minimum: 100 Min. Per Week (School may change enrichment electives each semester or oftener.)</td>
<td>Industrial Arts</td>
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<td></td>
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<tr>
<td>Minimum: 100 Min. Per Week (School may change enrichment electives each semester or oftener.)</td>
<td>Foreign Language</td>
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<tr>
<td>Minimum: 100 Min. Per Week (School may change enrichment electives each semester or oftener.)</td>
<td>Guidance</td>
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<tr>
<td>Minimum: 100 Min. Per Week (School may change enrichment electives each semester or oftener.)</td>
<td>Recreational Reading</td>
<td></td>
<td></td>
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<tr>
<td>Minimum: 100 Min. Per Week (School may change enrichment electives each semester or oftener.)</td>
<td>Speech</td>
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</table>

So as to make correlation and/or integration of the language arts and social studies areas easily possible, it is recommended that at least these two subjects be scheduled under the same teacher in consecutive periods - teacher qualifications and the school's philosophy permitting.
Landry during that session continued to participate in in-service activities and in leadership activities. He participated in numerous professional meetings, conferences, conventions, and workshops on a local, district, state, regional and national basis. These included activities sponsored by local schools or school systems, by seven of the State's colleges, and by professional organizations such as the following: Louisiana Education Association; Louisiana School Supervisors Association; Louisiana Principals Association; Visiting Teachers Association of Louisiana; Louisiana School Boards Association; Louisiana Vocational Association; Association for Supervision and Curriculum Development of the National Education Association; Department of Elementary School Principals of the National Education Association; National Council of State Consultants in Elementary Education; Southern State Cooperative Program in Educational Administration; Southern Association Central Coordinating Committee for Improving Elementary Education; and the Southern States Work Conference (State Department of Education of Louisiana, 72:41).

1953-54 SCHOOL SESSION

During the 1953-54 school session Landry participated in the same kinds of activities as he had in previous years.
One of the more interesting programs from an historical standpoint was a study on "reporting pupil program" (State Department of Education of Louisiana, 74:53). A letter from Landry to parish and city superintendents read (State Department of Education of Louisiana, 75):

. . . A special committee, now studying those forms 'approved by the State Department of Education' for recording pupil attendance, scholarship, and other personal data, needs your advice concerning pupils' report cards, pupils' cumulative cards or folders, teachers' grade books, and school register sheets.

Please help us by responding to the attached questions and sending samples of forms you have developed (or selected) to meet your local needs. . . .

The following form was also included:

Parish or City System _________ Superintendent __________

Questions - (Check 'yes' or 'no' in each case)

1. Should the State Department of Education approve and recommend only one form for each of the following:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Pupils' Report Cards</td>
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<tr>
<td>Pupils' Cumulative Record Forms</td>
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<tr>
<td>Teachers' Grade Books</td>
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<tr>
<td>School Register Sheets</td>
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2. Or should the State Department of Education approve and recommend several forms for each of the following:

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<tr>
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<th>Yes</th>
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<tbody>
<tr>
<td>Pupils' Report Cards</td>
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<tr>
<td>Pupils' Cumulative Record Forms</td>
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<td>Teachers' Grade Books</td>
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<tr>
<td>School Register Sheets</td>
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3. Or should the State Department of Education leave the development (or selection) to the discretion of the local system for each of the following:

<table>
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<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils' Report Cards</td>
<td></td>
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</tbody>
</table>
Landry participated as director, consultant, or speaker in workshops and conferences at the following colleges: Louisiana State University School Lunch Workshop, Louisiana Education Association Workshop, Social Studies Conference, Conference on Improving Educational Administration, French Week, October Administrators' Conference, Conference of the Louisiana Principals' Association, First Annual Conference for Personnel in the Southern Association's Cooperative Program in Elementary Education; Louisiana Polytechnic Institute - Mid-Winter Conference for School Supervisors, Social Studies Conference; Southeastern Louisiana College - Reading Conference (State Department of Education of Louisiana, 74:54).

He also was a program participant in meetings and conferences of the following organizations: Louisiana Education Association (Lafayette), Louisiana School Boards Association (New Orleans), Southern Association of Colleges and Secondary Schools (Memphis), the Executive Committee of the Southern Association (Gatlinburg), the Central Coordinating Committee for Southern Association's Elementary Program (Atlanta), Leadership Conference sponsored by the U. S. Office of Education (Washington), the Association for Supervision and Curriculum Development (Los Angeles), the
the National Council of State Consultants in Elementary Education (Los Angeles), the Executive Committee of the National Council of State Consultants in Elementary Education (Washington) (State Department of Education of Louisiana, 74:54).

During the 1953-54 session Landry held the following positions: vice-president of the National Council of State Consultants in Elementary Education and regional chairman of the Central Coordinating Committee for the Southern Association's Cooperative Program in Elementary Education (State Department of Education of Louisiana, 74:54).

A letter Landry wrote to Dr. Harold D. Drummond at George Peabody College for Teachers in August, 1953, read (Landry, 75):

... This is to advise you that the status of elementary education in Louisiana was given a boost recently. On July 1, 1953, the salary of the Supervisor of Elementary Education was raised so as to equal the salary of the Supervisor of High Schools.

I give you this information because it may influence what you write into the survey report. . . .

1954-55 SCHOOL SESSION

In the 1954-55 school session, elementary school children in Louisiana accounted for four-fifths of the school population. Landry, as elementary supervisor, had the challenge of improving the learning opportunities for
these children. That year he worked closely with the Louisiana School Supervisors Association and the Association for Supervision and Curriculum Development in various research projects which included evaluation of supervision and the effects of "crowding in our schools" (State Department of Education of Louisiana, 76:54).

Landry helped produce three bulletins for administrators and teachers: Improving Schools Cooperatively, A Guide for Cooperative Faculty Study, and Making Our Faculty Studies More Effective. Those bulletins were used as guides by school faculties that wished to study their problems cooperatively (State Department of Education of Louisiana, 76:54).

During the 1954-55 school year Landry's leadership responsibilities included vice-presidency of the National Council of State Consultants in Elementary Education, chairmanship of the Southern Association's Central Coordinating Committee for the Cooperative Program in Elementary Education, and vice-chairmanship for Region IV (Southern States) of the Association for Supervision and Curriculum Development (State Department of Education of Louisiana, 76:55).

1955-56 SCHOOL SESSION

The annual report for the 1955-56 session pointed out that two specific efforts of the elementary division "stood
out" during that session: (1) the emphasis on in-service education, and (2) the completion of a research study on supervision. Special emphasis was placed on providing in-service activities for elementary teachers and principals. It was suggested that each school faculty plan a cooperative study which was to be reported on in the Annual School Report. Landry assisted with the enrollment of two hundred sixty-seven Louisiana schools in the Southern Association's Cooperative Program in Elementary Education (State Department of Education of Louisiana, 77:41).

Landry conducted an experimental study with the cooperation of Louisiana State University and Avoyelles Parish teachers and principals. The annual report cited the following purposes, data, conclusions, and recommendations of the research project (State Department of Education of Louisiana, 77:42):

... The purpose of the study was to determine the effects of a specially planned supervisory program. Reading was the curriculum area used in the study. Teachers and pupils in grades four, five, and six were paired. The control teachers received the same amount of supervisory help as in the previous year. The experimental teachers and their principals participated in a specially planned supervisory program centered around the vocabulary and silent reading phases of a developmental reading program. The special supervisory program consisted of system-wide meetings (with demonstration lectures, exhibits, and discussions), follow-up faculty group meetings, and classroom experimentation. The pupils were given achievement tests in September, January, and May. The teachers kept records of professional reading which they did during the study, new
materials tried out, and new techniques used. The teachers, principals, and supervisors reacted to specific questions at the end of this study. The evaluative data indicated the following:

1. The fourth grade experimental pupils made 4.5 months more progress between September and May than the control fourth grade group in the area of total reading; the fifth grade experimental group made 5.6 months more progress than the control fifth grade group; and the sixth grade experimental group made 4.7 months more progress than the control sixth grade group.

2. The experimental teachers and their principals gained much valuable information, became acquainted with many new materials, did much professional reading, and improved their operation techniques.

The conclusions were:

1. That supervision improves teaching and learning.
2. That the better organized the supervisory efforts are, the better the results will be.

The recommendations were:

1. That systems without the adequate supervisory personnel should give consideration to adding the necessary persons.
2. That school systems remove the obstacles to vigorous supervisory leadership.
3. That more experimentation be conducted to determine the best use of available supervisory personnel at the State level.
4. That the efforts to seek evidence on the worth of supervision and the value of specific supervisory techniques be continued. . . .

In March of 1956, Landry received a letter from Shelby Jackson which read (Jackson, 78):

... This is to advise that effective March 1, 1956, I am appointing you Director of Elementary Education at an annual salary of $9,000.00. . . .

It was June of 1956 when Landry completed his Doctor of Philosophy degree at Louisiana State University (Iberville South, 79). Edward B. Robert was his major professor for that degree (Robertson, 56). An abstract of Landry's

**Purpose:** An attempt to evaluate a long-range supervisory program which was carried on as a supplement to the usual evolving activities that grow out of emerging needs and special opportunities.

**Subjects:** 408 pupils in grades four, five, and six in public schools of Avoyelles Parish, Louisiana, during 1954-55, paired on bases on age, years in school, grades in reading, achievement test score, and intelligence as measured by the California Mental Maturity Test.

**Methods of Investigation:** Teachers paired on bases of grade or grades taught, age, sex, training, experience, pupil-teacher ration, and teaching skill. Control group of teachers participated in supervisory activities that were essentially same as those of previous school year. Experimental group of teachers engaged in a special supervisory program which consisted of 12 system-wide meetings, follow-up faculty meetings, and individual experimentation and study. California Reading Achievement tests administered all pupils in September, 1954, January, 1955, and May, 1955, to compare achievement of control and experimental groups. Teachers, principals, and supervisors provided supplementary evaluative data.

**Findings:** Experimental groups showed more reading achievement than comparable controls in 24 of the 27 comparisons made. Actual superiority in terms of grade placement amounted to 4.5, 5.6, and 4.7 months respectively. Experimental groups of teachers, principals, and supervisors did much professional reading and improved operational techniques during session.
1956-57 SCHOOL SESSION

During the 1956-57 session Charles J. Faulk joined Landry and Collette in the elementary section of the state department as Supervisor of Elementary Schools (State Department of Education of Louisiana, 81:viii). Faulk, Collette, and Landry used the summer months to plan their work for the following year. The plan was to have at least one contact with each parish during the session. The plans were quite extensive, and because of those plans, the three were better able to evaluate what had been accomplished. An example of such a plan for the 1957-58 session is included in Appendix B. Shelby Jackson insisted on this type of planning (Landry, 55).

The annual report for this session stated that (State Department of Education of Louisiana, 81:51):

... Supervisors in the elementary section provided leadership and consultative services to city and parish school systems to improve the instructional program in the elementary schools. In keeping with the objectives of the Division, this was done by working with parish and city supervisors and school principals to improve supervisory services and by providing leadership in stimulating such activities as school evaluation, faculty studies, and action research. ...  

1957-58 SCHOOL SESSION

The annual report for the 1957-58 school session stated that Landry and the supervisors in elementary education
attempted to improve instruction in the following ways: by working with principals, supervisors, and other school personnel to help local supervisory leadership to function more effectively; by working with teachers directly and indirectly, individually and in groups, to improve the learning experiences of elementary school children; and by engaging in activities designed to help board members, parents, and other lay persons understand the school program (State Department of Education of Louisiana, 82:50).

Their activities for the year included: (State Department of Education of Louisiana, 82:50):

. . . (1) conferring with superintendents, supervisors, and principals on matters related to administration, supervision, and instruction; (2) visiting classrooms and conferring with teachers; (3) producing or assisting in the production of bulletins, pamphlets, reports, and articles for professional magazines; (4) serving in leadership capacities on curriculum committees, in workshop groups, and in conferences; (5) participating in the activities of lay and professional organizations whose programs relate to elementary education; (6) sponsoring programs and professional activities designed to improve instruction; (7) applying approval standards to nursery schools, kindergartens, and elementary schools; and (8) distributing materials and disseminating information pertaining to elementary education . . . .

FACULTY STUDIES

Landry was very concerned with faculty studies while he was with the state department of education. In a speech entitled "Some Pitfalls to Avoid in a Faculty Study," he
revealed his feelings about faculty studies in general
(Landry, 83):

... In the search for causes, one might discover that the leadership is ineffective or that deep-seated friction is present among the faculty members. Further examination of the situation may even reveal that a poor choice of a topic for study was made. Any one of these conditions can prove fatal to a cooperative study. ...

PITFALL NUMBER ONE: Moving quickly into the project before reaching agreement on the meaning of the problem selected for cooperative study. ...

PITFALL NUMBER TWO: Attempting to move into faculty study activities and group work without breaking the problem into parts for easy handling. ...

PITFALL NUMBER THREE: Assigning no one or no group the special responsibility for making initial preparation for the general discussions related to each of the phases of the topic. ...

PITFALL NUMBER FOUR: Allowing these research committees to disband without making recommendations for faculty action. ...

PITFALL NUMBER FIVE: Failing to act upon the recommendations of the research committee. ...

PITFALL NUMBER SIX: Failing to put into operation the action program agreed upon. ...

PITFALL NUMBER SEVEN: Forgetting about evaluation until the end of the study. ...

PITFALL NUMBER EIGHT: Letting each meeting stem from the previous meeting without regard for a long-range plan or framework. ...

PITFALL NUMBER NINE: Misusing consultants during the study...
LANDRY'S WORK IN SCHOOL SUPERVISION

In the Louisiana State Department of Education there developed a continuing in-service program for the supervisors of instruction. One of the principal features was a general staff meeting every month under the direction of Shelby Jackson. Each week the Division of Elementary and Secondary Education had a special staff meeting within the division. The members of that group discussed their experiences in visiting schools and looked at needs as they saw them developing in the state. "Landry was an important part of this in-service program" (Robertson, 56).

After the meetings each Monday morning, the supervisors "moved out across the state." They had two reasons for getting out into the state. One reason was a systematic program of school visits required by law. It was a legal requirement that supervisors visit schools periodically in connection with official approval of schools. Prior to visiting a school, the supervisors studied the annual school report submitted by the principal of that school (Robertson, 56).

Another reason for making school visits was because of special requests. When parish educators needed help, they requested certain specialized consultants to go into
Robertson felt that Landry's main interest had been in supervision. "Landry's philosophy of supervision was that it was a procedure or process directed toward helping people to improve their professional skills and professional knowledge." He was interested in the improvement of instruction. Because Landry had been influenced by the "old school" philosophy, in which responsibilities had cut across all subject areas, he was very versatile. He could speak with authority on numerous topics pertaining to libraries, social studies, and other phases of the elementary school (Robertson, 56).

Robertson believed that "the most important work Landry did while he was with the state department was with the Louisiana School Supervisors Association." Landry realized that if supervision was to be effective in Louisiana, it must have a strong base at the parish level; supervisors at the state level were spread "too thin." Landry did not feel that it was the role of the state department supervisors to "get out and carry on supervision." It was their role to try to make it possible for the parish and city school boards to establish an effective supervisory program. Robertson felt that "Landry was one of the prime movers in the
development of the Louisiana School Supervisors Association" (Robertson, 56).

In the late 1950's Landry wrote an article entitled "Louisiana Supervisors Examine Their Practices" which was a report of a study made by the Louisiana School Supervisors Association in cooperation with the state department of education and the College of Education at Louisiana State University. The report stated how the study had begun (Landry, 84):

... For several years prior to 1955, the Louisiana School Supervisors moved toward an examination of their practices. In the meetings of their official organization, the Louisiana School Supervisors Association, they began to raise more and more questions about their own efforts to improve instruction. Of major concern to them were two discoveries, namely, (1) that an alarming number of lay and professional people were uninformed or misinformed concerning the activities of supervisors, and (2) that even among some professional people there was a tendency to accord little importance to supervision generally ... .

Landry reported that the study showed the following (Landry, 84):

... The data from the time logs indicated visiting classrooms, doing clerical work, conferring with principals and teachers, working with lay groups, traveling, and participating in group conferences were the activities on which they spent most time. Further analyses of the data revealed that approximately half of the activities of the supervisors could not be classified definitely as related to improving instruction. Additional details about these activities were found to be needed for a definite classification as related or unrelated ... .
After looking at that study, Landry expressed his sentiments about supervision at that time in *The Boardman* (Landry, 85):

... Without doubt, the activities of supervisors that are not closely related to the improvement of instruction need to be carefully scrutinized by supervisors themselves as well as by superintendents and board members. The way must be cleared for the supervisors to work full time at the job of supervision . . . .

Landry believed there were four phases of supervision: general stimulating activities ("sowing-in-the-wind" kinds of activities); direct supervision (face-to-face contacts between individuals); activities of system-wide interest groups (intensive cooperative study by special groups of teachers and/or principals); professional faculty study (intensive cooperative study by a school faculty) (Landry, 86).

An article in *The Boardman* on selecting supervisory personnel, Landry expressed his views about supervisory personnel (Landry, 87):

... One of the most important tasks that face a superintendent and his board is the selection of system-wide supervisory personnel. If a wise choice is made, continuous improvement of all professional personnel is practically assured. If an unwise choice is made, the results can be disastrous. At best, a poor choice can result in erratic improvement or maintenance of the status quo. At the worst, a poor choice can result in deterioration of teacher morale and general efficiency . . . .
Landry felt many questions should be asked about persons being considered for supervisory positions (Landry, 87):

1. Is the applicant a learner?
2. Does he have the necessary education and experience?
3. Does he know and understand children?
4. Is he skilled in human relations?

WORK IN SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Landry's first contact with the Southern Association of Colleges and Schools was in December, 1948, when he accompanied J. B. Robertson to a meeting in Memphis, Tennessee (Landry, 55). Robertson said that Landry quickly became interested in the Southern Association, because he saw the opportunity to use the resources of the South for focusing on improvement of instruction at the elementary school level (Robertson, 56).

There was no elementary division in the Southern Association at this time. There was the Commission on Secondary Schools, the Commission on Colleges, and the Commission on Curricular Problems and Research. The role of the Commission on Curricular Problems and Research was to conduct studies that the other two commissions felt necessary. The elementary program grew out of a study made by that commission (Landry, 55).
The study had originated because of some concern of persons in the other commissions of the Southern Association about the elementary school. They had apparently realized that there could not be a good secondary school program unless there was a good elementary program to support it. A question was raised which asked what the association could do to help the elementary school to become better (Landry, 55).

Committees were appointed to study the various problems. Persons from each state department of education in the Southern Association region were invited to serve on these committees (Landry, 55). Landry was active in the Cooperative Study in Elementary Education. When the report of the Commission on Research and Service (name changed from Commission on Curricular Problems and Research) was given to the Southern Association of Colleges and Secondary Schools in December, 1952, a recommendation resulting from the Cooperative Study of Elementary Education was made. The recommendation included the development of a continued relationship of elementary schools to the Southern Association of Colleges and Secondary Schools (Southern Association of Colleges and Secondary Schools, 88:164). "Landry was one of the architects for the recommendations made to the Southern Association" (Taylor, 89).
It was decided that the Commission on Research and Service would have continuing responsibility for the association's relations to elementary education, and that a Central Coordinating Committee would be the liaison group for coordinating the work of the cooperating state committees with that commission. The organization of that committee was described as follows (Southern Association of Colleges and Secondary Schools, 88:167):

1. The Central Coordinating Committee should consist of fifteen members as follows: the eleven chairmen or designated representatives of the state committees; two representatives of the Commission on Research and Service elected by the Commission, one for a term of two years and one for a term of three years; and two members from the region at large elected by the other thirteen members, one for a term of two years, and one for a term of three years. The elected members could not succeed themselves. These fifteen members would annually elect one of their members as chairman, who could not succeed himself or herself, and such other officers from their membership as needed.

2. If and when funds permit, a central staff member should be employed on recommendation of the Central Coordinating Committee to work (full or part time, as funds permit) in accordance with policies agreed upon with the Commission on Research and Service, in the field of elementary education.

3. In the absence of adequate funds for the purpose described in (2), any funds available for consultative and coordinating services should be used to make possible such occasional services as authorized by the Central Coordinating Committee ....

Landry was on that Central Coordinating Committee from 1953-1957 as the State Chairman of Louisiana's Cooperative Program (Ruffin, 90). Charles Faulk became State Chairman
of the Louisiana Cooperative Program in 1957 and Landry served on the Central Coordinating Committee in other capacities (Landry, 55).

The first meeting of the Central Coordinating Committee was in Memphis in 1953. At that time Landry was elected secretary of the committee. In 1954 at the meeting of the Central Coordinating Committee in Louisville, Kentucky, Landry became chairman of the committee (Ruffin, 90).

Landry was "selling" a program for improvement of elementary schools in the South. In "Now is the Time," an article in The Boardman in April, 1953, he wrote (Landry, 91): . . . 'Now is the time for all good men. . .' Thus starts perhaps as familiar a phrase as exists. Why work it some more? The reason is simple—NOW IS the time—the time to begin participating in the new program for elementary schools sponsored by the State Department of Education and the Southern Association of Colleges and Secondary Schools. Every school system in the eleven southern states served by the Association has the chance to share in the program's opportunities and benefits.

In 1957, George W. Hopkins, chairman of Elementary Education, appointed a regional sub-committee to develop tentative standards for elementary accreditation. The sub-committee consisted of Harold D. Drummond, Professor of Elementary Education, George Peabody College for Teachers; Thomas R. Landry, Supervisor of Elementary Education,
Louisiana State Department of Education; Mildred Swearingen, Professor of Education, Florida State University; and Durell Ruffin, ex-officio, Southern Association of Colleges and Secondary Schools, Atlanta, Georgia. The sub-committee completed its assignment and submitted the tentative standards to the various state elementary committees for study and possible revision before final action by the Central Coordinating Committee, the Commission on Research and Service, and the general Association (Southern Association Reporter, 92).

EFFECTIVENESS IN STATE DEPARTMENT POSITION

Robert May stated:

Landry worked very effectively with people. Landry had an easy way about him, and when people worked with him they never felt threatened in any way by him. He was sincere in his efforts, but he did not 'push' people. After a person had worked with Landry for a period of time, one had the feeling that Landry had accomplished a great deal (May, 93).

Charles Faulk felt that Landry "worked effectively with people because he could 'draw the best' out of them." That was evident when Landry served as a moderator for a panel discussion. At times when Landry served as a leader for research studies, others might be "groping," but he knew exactly what needed to be done and made excellent,
concrete suggestions. He knew just what to say to "move a group onward" (Faulk, 94).

Faulk felt Landry's most significant work while at the state department was in developing local leadership. He did this through research studies and conferences involving many people. He did not act as though he were the leader in a group, but rather that each participant was a leader. When he left a group, the participants had grown tremendously.

As a co-worker, Faulk said that that was his daily pleasure (Faulk, 94).

According to Robertson, "Landry realized at some point in his life that if one were to work effectively with people, he had to work democratically with them and that he had to respect them." Landry was not a controversial person and was able to prevent a problem from reaching a crisis stage.

He was very patient and practiced the philosophy of avoiding direct confrontation, and over a period of time tried to solve problems through discussion and research. He always 'reserved his opinion' and did not inject a strong opinion that would be in direct disagreement with someone else. All of these abilities probably helped account for his successful relations with people.

Robertson said that one could "dub" Landry "the Henry Clay of Louisiana education, the great compromiser" (Robertson, 56).

Landry had a great ability at summarizing conferences
and workshops. He had developed the skill of getting other people to express their ideas. He could listen to all ideas and points of view expressed and then summarize in a most effective way the thoughts of other people, and he brought the thoughts into focus. "He had an innate ability to work with a group of people to help them reach a consensus; they could take divergent views and discuss them" (Robertson, 56).

Robertson felt that Landry "approached every problem with a completely open mind. He was a tireless worker and was never satisfied with just 'make-do.'" He would spend hours on a few paragraphs to make them say just what he wanted them to say (Robertson, 56).

Faulk said of Landry that "he did not do things for his own personal gain. He was very professional and was after no self-glorification; he was just interested in doing the 'best' job he could." Faulk felt that Landry (Faulk, 94):

... did not become involved in controversy because he was so 'level-headed,' and because he always looked at the other viewpoint. Landry reacted with an open mind and without making hasty decisions or snap judgments.

Gordon Webb stated that Landry "did more for elementary schools and to bring them into their own than any other person he knew." He felt that Landry "loved children so much and education so much that he was able to do this."
Webb felt that Landry's "patience prevailed in his professional life" (Webb, 35).

MAJOR JOB OFFERS DURING THE
STATE DEPARTMENT YEARS

In 1953 Landry was approached by some of the board members of Iberville Parish to oppose Terrebonne as a candidate for the superintendency of Iberville Parish. Landry stated that he and Terrebonne had been friends for many years and that he respected Terrebonne highly. He indicated to the board that he would not oppose Terrebonne (Landry, 55).

A letter to J. J. LaPlace, Jr., a member of the Iberville Parish School Board, read (Landry, 95):

... If at the next board meeting my name should be placed in nomination as an opposition candidate to Dr. L. P. Terrebonne, I, hereby, authorize you to withdraw my name from the contest. I ask this in view of my high personal regard for Superintendent Terrebonne as a friend and an educational leader.

Thanking you for helping me to remain clear of any controversy that may develop over the position. ...

As it happened, when the Iberville Parish School Board met on January 6, 1953, Landry was nominated in opposition to Louis Hoffman. Hoffman was elected superintendent (Landry, 55). Landry wrote to the board members who had supported him and stated (Landry, 96):
Now that the events of January 6, 1953, are past, forgotten, and, I hope, forgiven, I wish to take this opportunity to thank you for the confidence which you expressed in my ability. I am deeply grateful for your efforts despite the fact that my oft-repeated refusal to oppose a certain individual may have made me seem obstinate and unappreciative.

Without a doubt I am, as many of my friends have said, an 'idealistic fool' because I feel that somehow the Lord did what was best. I accept the verdict of the people's representatives and I feel no ill will against anyone—not even those who opposed me. My only disillusionment comes from the fact that the man I sought to protect thinks now that I was not honest in my dealings with him about the whole affair. So, to put it briefly, I am older and wiser because of this experience.

At this time, too, I cannot refrain from telling you that the man elected is a good friend of mine. He deserves a fair chance to do a good job. For the sake of the children in the parish, as well as for his sake, I hope you will find it possible to work harmoniously with him in building a better school program . . .

A letter in December, 1954 from Mrs. S. Clark Collins, member of the Application Committee, Terrebonne Parish School Board, stated that Superintendent H. L. Bourgeois of the Terrebonne Parish School Board was to resign and that Landry had been highly recommended. Mrs. Collins stated, "an application from you would be well received" (Collins, 97). Landry responded with (Landry, 98):

... The fact that someone has honored me by giving my name to the committee makes me very happy but there are obstacles that stand in the way of my becoming a candidate at this time . . . .
RESIGNATION FROM THE LOUISIANA STATE
DEPARTMENT OF EDUCATION

In the summer of 1959, Landry was offered a position
in the College of Education at Louisiana State University
in Baton Rouge, Louisiana. A letter to Shelby Jackson
asked, "that you accept my resignation as Director of
Elementary Education, effective September 3, 1959" (Landry,
99).

Many letters of congratulations on his new position
were received by Landry. The following was illustrative of
how various persons felt (Staiger, 100):

... I just heard that you are planning to join
the faculty of LSU and want to wish you much good
fortune on your new position.

Frankly, I do not know what the State Department
will do without you, for you gave your Department ex-
cellent professional leadership the equal of which I
have never seen in a State Department. The only conso-
lration I have is that you will be imparting ideas to
your students at LSU ....

Letters from Landry to Robertson and Collette
expressed how he felt about leaving them at the state
department. A letter to John B. Robertson read (Landry,
101):

... As I leave the State Department of Education,
my thoughts go back through our many years together--
first as fellow supervisors in neighboring parishes and
then as members of the staff here. They have been very
profitable years from the standpoint of my professional
growth. They were very happy years, too, for me and my family.

I am not unmindful that you were responsible for my employment in the State Department. Likewise, I can never forget your kindness and your patience with me as you gave leadership to our Division. For all of these things I am grateful and thankful . . . .

A letter to Mabel Collette expressed Landry's feelings about his work with her. It read (Landry, 102):

... This is one of the most difficult letters I have ever attempted to write because after working so closely together for ten years, eight months, and two days, I can not find the right words to say what I want to say.

I want to express my gratitude to you for so many things. You helped me over the rough spots, you sacrificed on occasions to give me an opportunity to grow, you promoted my cause in the face of obstacles, you encouraged me when I was discouraged, and you restrained me when I was impatient. But that is not all. Much of what I know about elementary education can be traced back to you and many of the finest experiences I had in the State Department of Education were those we had jointly through the years. These are only a few of the things that race through my mind as I look into the past.

The point I am trying to make is that I owe you more than I can ever repay--more than I can even say. And I am grateful. You have been like a sister to me as well as a co-worker.

With those thoughts Landry left the Louisiana State Department of Education to join the faculty of the College of Education at Louisiana State University.
CHAPTER IV

LOUISIANA STATE UNIVERSITY PERIOD, 1959 - 1970

CONDITIONS IN LOUISIANA

Soon after Landry's appointment at Louisiana State University, James Houston Davis was re-elected governor of Louisiana (Dethloff, 12:275). At that time social changes were having an impact upon Louisiana, as they were upon other states throughout the country (Davis, 11:279). Louisiana was becoming a prosperous urban-industrial state and witnessed the erection of new chemical, petroleum, and missile plants (Dethloff, 12:278).

Following Davis' term of office, John Jesse McKeithen served two terms as governor. State expenditures on schools constantly expanded. Federal funding frequently set the pace and dictated the nature of state spending. School integration became an issue of the federal government. Federal courts swept aside restricting legislation which had been interposed by the state government (Dethloff, 12:278-286).

In a speech entitled "Methodology" Landry pointed out the many current practices "that defy the findings of research and the best professional opinions about children and learning - all in the name of supporting or opposing the Civil Rights Laws." Children were being caught in the middle
of those pressures and were suffering as various methods were decreed or tried (Landry, 103).

ACTIVITIES AT LOUISIANA STATE UNIVERSITY

Landry began his tenure at Louisiana State University on September 3, 1959, as an Associate Professor in the Department of Education (Louisiana State University, 104). During that first year at the university, Landry was on the committee to study the master's programs for elementary teacher and supervisor and was chairman of the committee to study the master's degree program for visiting teachers (Louisiana State University, 105).

Landry was a member of the following committees for that academic year: Publications Committee of the Association for Supervision and Curriculum Development, Public Relations Committee of the National Council for the Social Studies, Commission on Research and Service of the Southern Association of Colleges and Secondary Schools, Chairman of the Central Coordinating Committee for the Cooperative Program in Elementary Education of the Southern Association of Colleges and Secondary Schools, Louisiana Committee to Study the Improvement and Expansion of School Library Service, Advisory Council for the Louisiana Division of the National Council for the Social Studies, Louisiana Committee to Produce Materials to Help School Custodians and Maintenance Workers, Advisory Council for the Publication of Webster's New World Dictionary (elementary edition), Committee on Accreditation of Schools having
both Elementary and Secondary Grades of the Southern Association of Colleges and Secondary Schools. Landry also spoke at many meetings and conferences and served on two reviewing committees during that year (Louisiana State University, 105).

In March of 1960, Landry received a letter from Paul W. Bixby, Assistant Dean, College of Education, Pennsylvania State University. The letter read (Bixby, 106):

... I am serving as chairman of a joint faculty and administration committee to find a new head for our Department of Elementary Education. ...

... The selection committee is interested in someone who has proven his ability to lead creatively in Elementary Education. Of course, some skill as an administrator will be needed in order to perform successfully in a Department Head role but other phases of academic leadership are much more important to us. As we have searched across the country during the past weeks, you have constantly been suggested to us as a person with the qualifications we are seeking. Several members of our College of Education faculty know you personally or know of your work. They join our committee in asking if you are interested ...

Landry decided, however, to remain at Louisiana State University.

During the next two years Landry was a member of the Advisory Committee on Teacher Education, was the publicity representative for the Department of Education, presided at the Summer Reading Conference in 1961, and was coordinator for the Louisiana Supervisors' Summer Conference in 1961. Landry served those professional organizations: Chairman of the Leadership Conference of Southern Association's Cooperative Program in Elementary Education, Daytona Beach, Florida, 1961; consultant at the Nicholls State College of Louisiana meeting
of the Louisiana-Mississippi Reading Research Group, October, 1961; main speaker, Florida Council on Elementary Education meeting in Daytona Beach, Florida, October, 1961; presiding officer at all sessions of the Cooperative Program, Southern Association of Colleges and Schools, Miami, Florida, December, 1961; vice-president of the local chapter of Phi Delta Kappa and delegate to the Biennial Council, Bloomington, Indiana, December, 1961; presiding officer during sessions of the Executive Committee of Southern Association's Elementary Committee in Atlanta, Georgia, February, 1962, and during sessions of the committee to revise *Evaluating the Elementary School* in Atlanta in March, 1962; consultant, South Central Department of Elementary School Principals' meeting at Louisiana State University, February, 1962; and consultant for the Louisiana Principals' Association meeting at Bunkie, April, 1962 (Louisiana State University, 105).

For the 1962-63 school session Landry was a member of the Sub-steering Committee for the Baton Rouge Campus phase of the Institutional Self-study for the Southern Association of Colleges and Schools; chairman of the Sub-committee on Faculty for the Education Department's phase of the Institutional Self-study; chairman of the Sub-committee on Faculty for the National Council for Accreditation of Teacher Education Study; a member of the Advisory Committee on Teacher Education; and coordinator of the Elementary Conference and the Summer Conference of the Louisiana School Supervisors' Association at Louisiana State University. In other professional
responsibilities outside the university, Landry presided at all meetings of the Southern Association's Cooperative Program in Elementary Education at Dallas; directed the work conference at Daytona Beach (June); presided at the meeting of the Executive Committee (January) in Nashville; was chairman of the Committee on Elementary Education, Southern Association of Colleges and Schools; addressed the Elementary Conference in October at Louisiana State University, St. Tammany (Parish) Principals in December, Kappa Delta Pi at the University of Southwestern Louisiana in March, the Louisiana Library Association in March, the Louisiana School Supervisors Association in May and August, and the Social Studies Conference in July (Louisiana State University, 105).

In addition to keeping committee responsibilities from the previous year, during the 1963-64 session Landry was chairman of the University Committee on Admissions, Standards and Honors. On a state and regional level, Landry served on a Committee on Professional Relations for the National Council of Secondary Schools; was chairman of the Committee on Elementary Education for the Southern Association of Colleges and Schools; was a member of School Survey Team for Lake Charles City Schools; was a speaker at the Louisiana School Supervisors Mid-Winter Conference in Hammond, Louisiana; was a speaker at the Port Allen Lions Club meeting; and was an instructor at the Fireman's Training Institute at Louisiana State University in Baton Rouge (Louisiana State University, 105).
On October 17, 1962, Landry received a letter from J. Dan Hull, Director, Instructional Programs Branch, Department of Health, Education, and Welfare, United States Office of Education, which read (Hull, 107):

... You have been suggested to us as a qualified person who might be interested in being considered for an appointment in the Instructional Programs Branch, U. S. Office of Education, as Specialist for Social Science. I am writing at this time to provide you with information concerning this position and to express hope that you will be willing to make your credentials available as an applicant. ... 

Landry again chose to remain at Louisiana State University and not to apply for this position.

It was during that 1963-64 session that Landry was promoted from Associate Professor to the rank of Professor.

A letter from Lemos L. Fulmer, Head of the Department of Education, read (Fulmer, 108):

... It was a pleasure for me to inform you that your promotion to full professor had been approved by the Board of Supervisors. Since you are on an academic year basis, your promotion will become effective September 10, 1964. ... 

... As I have told you on previous occasions, we are well pleased with the services you have rendered to the Department of Education. You are most worthy of this promotion. ... 

In addition to his previous responsibilities during the next two years, Landry was assigned other responsibilities. He was chairman of the Department of Education Committee for the program, Specialist in Education in Elementary Education; chairman of the Department of Education Committee to design a curriculum laboratory for methods courses; editor of Phi Delta Kappa Newsletter; and news reporter for Beta Alpha
Chapter of Phi Delta Kappa. On a state, regional, and national basis he was a member of the Southern Association's Latin American Committee; a member of the Board of Trustees of the Southern Association; a member of the Southern Association's Special Committee to select an executive director; a member of the Professional Relations Committee of the National Council for Social Studies; a speaker at the Archdiocesan Teachers Institute at Loyola in New Orleans, a speaker at the General Session of the One Hundred Man Curriculum Study Committee; a member of the State Library Committee and the Seventh Grade History Committee; a consultant to the Louisiana State University English Conference, the Library Institute, the Audio-Visual Conference, the Supervisors' Conference, and the Elementary Conference; and a speaker at the Elementary Conference at Sioux Fall, South Dakota (Louisiana State University, 105).

The One Hundred Man Curriculum Study Committee had been appointed by Louisiana State Superintendent of Education William Dodd to enlist the aid of professional and lay groups and to form a full partnership between professional educators and the general public in the study and further development of public education (Davis, 11:307). Landry served on the Social Studies Committee of this group (One Hundred Man Curriculum Study Committee, 109). He also gave a talk entitled "Louisiana's Present Program in Elementary Education" to the entire group (One Hundred Man Curriculum Study Committee, 110).
During the 1966-67 session Landry assumed still more responsibilities. He was chairman of the Louisiana State University System-wide Committee on Admissions and Standards and was a member of the Department of Education Committees on Graduate Special Education Programs, Graduate Reading Programs, and Time Limitation for Completing Doctoral Programs. Landry was a committee member or a consultant to the Louisiana State Department of Education Curriculum Advisory Committee, Library Committee, Social Studies Curriculum Guide Committee for Seventh Grade, and the Guidance Section. He was a member and delegate at the Southwest Regional Laboratory, Social Studies Advisory Committee, Social Sciences Consortium at Purdue University (Louisiana State University, 105).

It was also during this academic year, that Landry was a member of a committee presenting a report on southern education to President Lyndon B. Johnson at the White House. The title of his report was "Education: the Southern Hope." The report encompassed the proceedings of the Southern Region Conference held under the sponsorship of the Southern Association of Colleges and Schools (State Times, 111).

During these years at Louisiana State University Landry's responsibilities in the Southern Association of Colleges and Schools had grown tremendously. Because of these additional obligations, his assignment to new committees at the university were relaxed. He was given time to work with the Southern Association. In February of 1968 Landry
attended the National Conference on Elementary Education in Atlanta, Georgia (Louisiana State University, 105).

During the 1968-69 session, Landry had several notable assignments. He served on the University Committee on Courses and Curricula and on the Department of Education, Education 51 Curriculum Revision Committee. He was a consultant for social studies in Vicksburg, Mississippi, Vermillion Parish, and St. Landry Parish; a committee member of the East Baton Rouge Parish Social Studies Project and chairman of the Curriculum Study of Instruction and Supervision Committee; a panel discussant at Public Affairs Research Conference in Baton Rouge; a speaker at the Elementary Conference at Myrtle Beach, South Carolina; and a member of the Advisory Committee, Social Living Project, Southwest Regional Laboratory (Louisiana State University, 105).

In his last year at Louisiana State University, Landry, in addition to previous committee responsibilities, was chairman of the Baton Rouge Campus Courses and Curricula Committee and chairman of the Education 101 Curriculum Revision Committee. In state, regional, and national aspects he was a member of the Advisory Committee for Federal Projects in East Baton Rouge Parish on Social Studies; the director of the St. Landry Parish Social Studies Workshop in August; a consultant at the Calcasieu School Administrators Conferences; chairman of the Professional Recognition Committee; and a member of
the Committee on the History of Louisiana Association of Supervision and Curriculum Development (Louisiana State University, 105).

Most of Landry's teaching time while he was at Louisiana State University was spent in undergraduate social studies methods. He usually had three or four sections of that course each semester (Landry, 113). Landry taught graduate courses also. (See Appendix C). Landry and Robert May together taught Education 260, "The Curriculum in the Elementary and Secondary Schools." They jointly developed the course and established the objectives (May, 93).

LANDRY'S RELATIONSHIPS WITH THE FACULTY AND STUDENTS

Landry was advisor to a large number of students during his years at Louisiana State University and was (Robert, 112):

... interested in their work, and in their program, and in their success when they left the university. He was a natural born leader of students and had their respect and their confidence.

Robert said that he never had any occasion to know of any conflicts that Landry had with the students or of any criticisms that any student ever had of him.

Adams said that what he admired most about Landry during his time at Louisiana State University was the work Landry did with doctoral students. "Students felt free to go to see Landry at any time." Adams recalled that Landry would spend many hours editing his students' dissertations and theses, and Adams would later suggest the deletion of entire
sections as being inapplicable or inappropriate. Landry would not necessarily disagree with Adams on a point, but Landry would not have deleted the material himself. Adams and Landry at times disagreed on what constituted good research, and yet they could work out their differences in an amicable manner (Adams, 114).

Fulmer had stated that those students who really worked with Landry developed a very close relationship with him (Fulmer, 115). Faulk reiterated that opinion by stating that Landry "gave a person such confidence in himself; many students sought him out for help on their dissertations."

Faulk was Landry's first doctoral student and thought very highly of him, as he said that Landry did not try to do things "for his own personal gain or for self-glorification." Landry was "very professional and was interested in doing the best job he could. He was such a gentle man" (Faulk, 94).

SUPERVISION TALKS

While at Louisiana State University one of the areas Landry continued to emphasize was supervision. In a talk to East Baton Rouge principals and teachers, Landry stated (Landry, 116):

. . . I was reminded that the job of the principal preceded the superintendency and that the performance of supervisory duties by central office personnel delayed the development of supervisory leadership at the school level - principals clinging to administration and leaving supervision to supervisors. . . .
In the same speech Landry divided the leadership activities of the principal:

1. The physical setting for teaching
2. Continuous stimulation of the staff
3. Direct assistance to teachers
4. Cooperative studies at the school level
5. Professional growth activities at the parish level
6. Setting a good professional example...

In a talk to the Administrators' Conference, Catholic School Board Diocese of Baton Rouge, Landry spoke on the "Imperatives in School Supervision" (Landry, 117):

... 'It' seems to me that there are at least four ways that principals, supervisors, and other personnel can move as they seek to improve what goes on in the classroom in the name of learning:
1. They can remove unqualified and inefficient teachers and replace them with better ones.
2. ... [They can] change the teaching assignments of some teachers.
3. ... administration can provide needed materials of instruction and equipment.
4. ... [They can] bring about changes within the teachers themselves. This is the most difficult of the four courses of action...

At the Louisiana Schools Supervisors' Association meeting on August 2, 1967, Landry said (Landry, 118):

... The persons most concerned with the development and operation of the sound school at the local level are the supervisors, so the major responsibility for developing an internal change mechanism within each system rests with the supervisory staff...

There are guidelines to be followed if the supervisors are to render maximum services to the school system. They are (Landry, 118):

... ITEM 1. It is still necessary for a supervisor to have first hand information about instruction in each classroom in the system. I do not mean the information which he reads about in dressed up reports, nor do I mean information passed on to him second hand; instead I refer
to what he has personally seen and heard in the classroom during visits.

ITEM 2. Moving to a second area, it seems to me that it is still necessary for a supervisor to plan his activities on a long-range basis...

ITEM 3. Moving to a third point, or guideline, for successful supervision today, I think supervisors still have a responsibility for helping people to become conscious of needs which they have but do not realize they have...

ITEM 4. A fourth guideline is to make judgment on the basis of what has been learned about learning and what has been learned about child growth and development...

ITEM 5. The cooperative approach to the solution of common problems is still the best way we know to help people to improve teaching and learning...

WORK WITH SCHOOL LIBRARIES

In November of 1966 Landry received the first "Educator of the Year" award from the Louisiana Association of School Librarians. Landry was chosen to receive that award because of his "influence in the development of school libraries throughout the state. He has long recognized the contribution a library makes to the education of children and young people" (Louisiana Schools, 119:14).

In October of 1959 a letter from Shelby Jackson, Louisiana State Superintendent of Education advised Landry that he was being appointed to a state-wide committee for the purpose of studying the expansion and improvement of school library service in Louisiana (Jackson, 120).

In an article "Elementary School Library Service - The Expected Breakthrough" Landry wrote on the future of school library service in Louisiana (Landry, 121:6):

... In the foreseeable future, school library service will be extended to elementary pupils in every
part of the State of Louisiana. The movement to provide this service is not new since a number of schools in the state have provided library service for elementary pupils for many years, but it is gathering momentum and the indications are that a real breakthrough in this area is forthcoming in the near future.

What are the reasons for this optimism? The reasons are three-fold: (1) realization by more and more people that modern educational programs require an extension of library service, (2) the impetus given library service for elementary school children by the accreditation program of the Southern Association's Cooperative Program in Elementary Education, and (3) the many different approaches now being used successfully to provide library service at the elementary-school level.

In an article "Elementary School Children Need Centralized Library Service, Too!" Landry pointed out the reasons for the failure of school boards to recognize the need for libraries in elementary schools. He stated (Landry, 122:7):

. . . In most places, two factors account for this failure to consider centralized library service in elementary schools. First, unless a person has been directly involved in the internal operation of an elementary school, he may have had little opportunity to discover this need for himself. And second, elementary teachers and principals have seldom voiced complaints on this score, and consequently, it has not come to the attention of board members individually or as a group in very many places.

Landry continued in the same article to point out the need for centralized libraries in elementary schools. He stated (Landry, 122:7):

. . . Centralized libraries for the elementary grades supplement basic classroom materials. They make available to the children in each classroom more materials, on more different topics, and on more reading levels than individual collections can possibly provide alone.

Today's teaching requires the use of a wide variety of materials written on many different reading levels.
WORK WITH SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS WHILE AT LOUISIANA STATE UNIVERSITY

While at Louisiana State University, Landry continued his work with the Southern Association. Landry's big assignment at Louisiana State University was his involvement with that association. It was an integral part of his work (Robert, 112). It was during that period of time that Landry helped to get the elementary division of Southern Association "off the ground" (Taylor, 89).

. . . He helped to shepherd it throughout those stormy years when the college people were concerned about those hordes of elementary people who might converge on the association and so disrupt the serenity of the situation. The college people found out that elementary people were also professional, and Landry was in the forefront of keeping the water peaceful.

Landry was a leader in getting the Southern Association to recognize that elementary education was an integral part of the education process. He was a leader in the movement to get elementary education recognized by the Southern Association (Fulmer, 115).

In 1960 Landry became regional chairman of the cooperating agency of the Southern Association of Colleges and Secondary Schools, and remained in that position through 1965. In 1965 the cooperating agency became a commission, equal to the Commission on High Schools and the Commission on Colleges. Landry was chairman during this first year under commission status and for the following 1966-67 session (Taylor, 89). Landry had also served on the Executive Council and the Board
of Trustees, was chairman of many task forces, and was chairman of the Liaison Committee during his Louisiana State University years (Ruffin, 90).

Landry made a great contribution to the program by helping with the development of the materials. Landry and Carl Brown from the University of North Carolina were the principal writers of the bulletin Evaluating the Elementary School. Landry was responsible for the final editing of that book. He also developed the basic outline for The Steps in Accreditation. Landry had a "well organized mind, and wrote well, and made a great contribution to the Commission in that way" (Ruffin, 90).

May felt that Landry should be given more credit for the establishing of the Commission on Elementary Schools than anyone else. May believed that there were certain characteristics of Landry that enabled him to be such a strong force in that movement (May, 93):

... Landry was so totally engrossed and interested in trying to improve elementary education and that fact became evident to people; and Landry was not a threatening person; when he talked people did not wonder what he was trying to get out of them and what he was trying to do to them.

Claude Taylor, Associate Executive Secretary of the Commission on Elementary Schools of the Southern Association of Colleges and Schools, also stated that without Landry, there would not be an elementary commission at the moment. He said that (Taylor, 89):

Landry emerged from the experience level as teacher, principal, state department employee, and college professor,
He had traveled the route of almost a total background of education at the elementary level, so he understood teaching, children, the university level activities, as well as the state department level and the legal functions and such. The Southern Association consisted of persons of all levels, and he was able to deal with them. He did not go in and stir up a lot of antagonism with people. People sensed his dedication and that was one of his great strengths.

Taylor also stated (Taylor, 89):

... the thing that stood out about Landry was his quiet, low-ply method of doing things. He did not get excited. He was very effective and had a way of persuading people so they stayed persuaded. He was a completely dedicated individual, but it went beyond that. He was such a fine Christian gentleman that he could work with all levels of people regardless of their religious beliefs or what their general attitudes toward education might be. I am a much better person for having known Landry. He emulated the Southern gentleman in so many ways and immediately commanded the respect of both men and women. . . .

Ruffin emphasized that there (Ruffin, 90):

... would not be a commission on Elementary Schools without Landry. He gave consistent, strong support with never any personal gain involved. He was concerned with what was good for the program and what was good for the elementary school. In order to bring about a change there had to be a person who saw the goal clearly and was willing to work patiently over the years to attain it. That was what Landry did. . . .

CHARACTERISTICS OF LANDRY'S LEADERSHIP

Robert felt Landry's greatest accomplishment was his versatility. He stated (Robert, 112):

It would not do Landry justice to label him as a person of outstanding achievement only in elementary education. He had certain characteristics that made him a leader. He was intelligent; he was well-trained in undergraduate and graduate work; and he had a wide range of experience. I suspect his leadership was followed primarily because of his personality and his attitude toward people. He was very cooperating, was
very helpful, and was interested in people. Because of all of these reasons I feel Landry was one of the outstanding leaders that the state has produced in his field or in his fields.

Landry was a non-controversial person, but (Robert, 112):

. . . not the kind of non-controversial person that did not have any position or did not take a stand on anything. He was very definite in his ideas and clear in what he thought. He was clear in his expression of his points of view, but was not antagonistic.

Robert and Landry held different points of view on the program of social studies in the elementary school. At one time each presented his view on the same program, but did not antagonize each other. Robert stated "Landry was purely professional" (Robert, 112).

Adams indicated that there were probably times that Landry was in disagreement with things that were done, but "he was very circumspect in his discussion of such matters. He was not a promoter of conflict or even to any degree an active participant" (Adams, 114).

William R. Eglin reported Landry as being a (Eglin, 123):

. . . dedicated person. He was a very friendly and gracious person, and had a wide circle of friends throughout the state. He was very competent in his work at Louisiana State University.

Fulmer, in commenting on what made Landry a leader in education, said that (Fulmer, 115):

. . . it was through his (Landry's) strong interest that he developed a knowledge of what education was, or he knew what he was talking about. His philosophy, his ideas, and his thinking were sound, and his purpose was
the improvement of education. People recognized that what he was spoke a lot louder than the noise he made.

RETIREMENT FROM LOUISIANA STATE UNIVERSITY

Early in 1970, Landry decided to retire from Louisiana State University. A letter to John A. Hunter, President of Louisiana State University, read (Landry, 124):

... Having reached the age of sixty with more than forty years of membership in the Teachers' Retirement System, I have decided to retire from Louisiana teaching at the end of the summer session and accept a position at Mississippi State College for Women as Head of the Department of Education, beginning September 1, 1970. It was not an easy decision to make since it involves leaving Baton Rouge for a few years, but financially I have something to gain by the move.

In planning to leave the University, I wish to thank you, Chancellor Cecil G. Taylor, and the University staff for the many courtesies and opportunities extended to me during these eleven years I have been a member of the staff. I am especially grateful to Dr. L. L. Fulmer, Dean, College of Education, and Dr. C. W. Hilton, Head, Department of Education for their many efforts in my behalf... .

On August 8, 1970, Thomas Ray Landry was retired from Louisiana State University as Professor Emeritus (Louisiana State University, 105). That same year the Louisiana Elementary Committee of the Southern Association of Colleges and Schools named Landry "Mr. Elementary Education of Louisiana" (Landry, 55). How appropriate a title for a man who had done so much for education, and especially elementary education, in Louisiana.

Thomas Ray Landry then left Louisiana to accept the position as Head of the Department of Education at Mississippi
State College for Women in Columbus, Mississippi. Thus ended that great educator's era in Louisiana education.
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REFERENCES CITED


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APPENDIXES
APPENDIX A

Significant Personal Materials Concerning Thomas R. Landry
Thomas R. Landry's Birthplace
Crescent Community (Iberville Parish)
(Mother and Father seated in center)

Nora M. Landry, Ivy, Thomas,
Amelia Marrioneaux, Curvey
(Crescent about 1913)
Thomas R. Landry at his "First Communion"  
(About 1917)
Thomas R. Landry
(About 1931)

Crescent Elementary School during time Landry was Principal
Thomas R. Landry as Principal of Crescent Elementary School (1930 - 1942)

Thomas R. Landry, Supervisor of Iberville Parish Schools, serving on panel at Audio-Visual Aids Meeting, L. T. A. Convention (About 1948)
Thomas R. Landry, Supervisor of Elementary Education, Louisiana State Department of Education

Thomas R. Landry, Supervisor of Elementary Education, Louisiana State Department of Education, Meeting of Supervisors from Southeast District of Louisiana (About 1952)
Thomas R. Landry, Supervisor of Elementary Education, Louisiana State Department of Education, Speaker at South Central District Department of Elementary School Principals Meeting
New Orleans, 1952

Thomas R. Landry, Supervisor of Elementary Education Louisiana State Department of Education, serving as Consultant to Reading Textbook Committee (About 1952)
Thomas R. Landry, Doctor of Philosophy
Louisiana State University, 1956

Thomas R. Landry, Director of Elementary Education
Louisiana State Department of Education,
Speaker at Graduation Exercises at U. S.
Public Health Service Hospital, 1957
Thomas R. Landry, named "Mr. Elementary Education of Louisiana" (Southern Association of Colleges and Schools, 1970)
Senior Class of 1926
Plaquemine High School
Iberville Parish, Louisiana

1. Gerald Berrett
2. Ione Florence Bourgeois
3. Hazel Brown
4. Edward G. Cailleteau
5. Joseph Dupont
6. Willard John Cointment
7. Lelia Dupuy
8. Pauline E. Ephraim
9. Cyril Ferina
10. Ivy Landry
11. Thomas Ray Landry
12. Ralph Marioneaux
13. Rita Marioneaux
14. Leah Mattes
15. Elma Ourso
16. Ruth Rose
17. Frances Meredith Richard
18. Leafold Roussell
19. Avery Spears
STATE DEPARTMENT OF EDUCATION

Added 8/29/45: Temporary authorization to serve as visiting teacher for the period August 29, 1945 - July 1, 1947 on the basis of Supt. Terrebonne's recommendation.

Joseph F. Gibson
Director of Higher Education

Class I-B

PROFESSIONAL CERTIFICATE
VALID FOR LIFE

This Certificate is issued to Thomas Ray Landry, by the State Department of Education of Louisiana, based upon the following requirements:

B.A. Southwestern Louisiana Institute, 1931
Degree: M.A. Louisiana State University, 1939. Professional Training: 171 hours

Experience: 12 years. Subjects Specialized. See back

This certificate authorizes the employment of the holder to teach only those subjects listed as subjects specialized, and to serve as principal of approved schools as supervisor of classroom instruction, as superintendent or assistant superintendent, or in any other administrative capacity.

Baton Rouge, La., June 27, 1939

State Superintendent of Education.

Director of Certification.
If you accept the position named herein sign and return one of the contracts by June 1.

State of Louisiana, Parish of

To: Ibonna Landry:

It appearing from the evidence submitted by you that you are qualified under the provisions of the Laws of the State of Louisiana, more particularly Act 100 of the Legislature of 1922, and under the rules and regulations of the State Board of Education, to be appointed to teach

St. Gabriel High school, located in South Ward of this Parish;

You are hereby appointed thereto, and employed in such capacity, for a term of

months at

dollars per month of actual employment, payable monthly; reserving the right to the School Board to terminate such employment at any time, should it appear that you are incompetent, inefficient, or unworthy of the endorsement given you, or for other just and sufficient cause.

It is understood you will be diligent and will faithfully and efficiently perform your duties, and so far as they may affect your duties, abide by and execute the laws of the State, the rules and regulations of the State Board of Education, the Parish School Board, the Parish Superintendent of Schools, and the Principal of your school, in accordance with their respective authority.

The School Board, on the other hand, agrees to protect and encourage you in the proper performance of your duties and pay monthly your salary.

In case you violate this contract, said contract shall immediately terminate and you will forfeit any salary due and unpaid at the time of the violation, and will surrender upon demand to the secretary of the State Board of Education your certificate of authority to teach. You shall also forfeit your right to teach in this State until another certificate has been issued to you, unless your violation of said contract has been previously approved by resolution of the Parish School Board of this Parish, upon the recommendation of the Parish Superintendent of Schools.

This appointment and agreement is made and entered into by authority of the School Board of

which has duly authorized me to act for and bind it in making agreements with teachers by it, in accordance with resolution spread upon the minutes of the Board on the day of the year

Done this day of , 19__ at , La.

Secretary.

ACCEPTANCE

I declare that I am qualified under the school laws and regulations to hold, and I accept, the position of teacher to which I have been appointed according to the terms of employment hereinabove set forth and which offer and acceptance constitute a contract of employment.

Done this day of , 19__ at

Teacher.

Teacher.
# Proposed Doctoral Program for Thomas R. Landry

**Louisiana State University**  
**December 31, 1953**

**Education Completed - Evaluated by Dr. E. R. Robert 12/31/53**

## Extension -

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 176</td>
<td>Problems in High School Instruction</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Education 182</td>
<td>Problems in Measurement and Evaluation of High School Achievement</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Education 170B</td>
<td>Curriculum Development</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Education 162</td>
<td>Audio-Visual Aids</td>
<td>3 sem. hrs.</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 120</td>
<td>Interpretation of the Classes</td>
<td>3 sem. hrs.</td>
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## Residence -

<table>
<thead>
<tr>
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<th>Semester Hours</th>
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<tbody>
<tr>
<td>Education 253</td>
<td>Curriculum Construction in Elementary and High Schools</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Education 253</td>
<td>A Workshop for Visiting Teachers</td>
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</tr>
<tr>
<td>Education 227</td>
<td>Administrative Problems of the Visiting Teacher</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Education 252</td>
<td>Visiting Teacher Work</td>
<td>3 sem. hrs.</td>
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<tr>
<td>Education 272</td>
<td>Supervisor Workshop</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Education 276</td>
<td>Workshop and Supervision</td>
<td>3 sem. hrs.</td>
</tr>
<tr>
<td>Education 246</td>
<td>Curriculum Development in the Primary Grade</td>
<td>6 sem. hrs.</td>
</tr>
<tr>
<td>Education 285</td>
<td>Philosophy of American Education</td>
<td>3 sem. hrs.</td>
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## Summary -

- **Education Completed**
  - Extension: 6 semester hours
  - Residence: 27 semester hours
  - Total: 33 semester hours
### History Completed

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>History 126</td>
<td>The American Revolution and the Confederation</td>
<td>3</td>
</tr>
<tr>
<td>History 221</td>
<td>Introduction to Historical Research</td>
<td>3</td>
</tr>
<tr>
<td>History 132</td>
<td>History of the South (1850-1937)</td>
<td>3</td>
</tr>
<tr>
<td>History 124</td>
<td>Diplomatic History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>History 125</td>
<td>American Colonial History (1492-1763)</td>
<td>3</td>
</tr>
<tr>
<td>History 231</td>
<td>Seminar in Southern History</td>
<td>3</td>
</tr>
</tbody>
</table>

### Needs:

- Education: 15 semester hours
- History: 6 semester hours

### Program of Work

I. Minimum of 15 semester hours in Education from the following:

   and/or
   Education 186 - History of Education                               | 3 sem.hrs.


   and/or
   and/or
   and/or

d. Education 225 - School Administration                             | 3 sem.hrs.
   and/or
   Education 265 - The School Principalship                            | 3 sem.hrs.
Education 293 -  
294 - Problems in Curriculum and Research 2-4 sem.hrs. 
or 400 - Dissertation Research 1-9 sem.hrs. 

Approved by Dr. E. B. Robert 12/31/53

II. Minimum of 6 semester hours in American History from the following: 

History 127 - History of the United States Since 1865 
128 

History 131 - The Ante Bellum South 

History 171 - History of Louisiana 
172 

Approved by Dr. E. A. Davis 1/7/54

III. Dissertation

Some possible dissertation topics:

1. Relationship, if any, between school success and departmentalization in grades seven and eight - success or lack of success being determined by drop outs, promotions, and failures.

2. Developing criteria or guiding principles for leading a faculty study (principal) or for initiating school improvement programs on a system-wide or state-wide basis (supervisor).

3. Evaluating Supervision in Louisiana (or some phase such as workshops, evaluation studies, or Southern Association's new elementary program).
THE BALLAD OF THOMAS LANDRY

by

Glenda Lofton

(on his retirement)

Come and listen to my story
And hear it to its end.
It's the tale of Thomas Landry,
Our good friend.
He was born on a bayou
Down Plaquemine way
And that was Louisiana's lucky day!

He was one of four children
A good boy they tell.
And if he got in any mischief
He's hidden it well!

He graduated from Plaquemine High,
Then went on to college at S. L. I.
After his B. S. degree was earned
He returned to Plaquemine to
Practice all he'd learned.

He made quite a name in his hometown,
Had the only Ford convertible for miles around.
Oh, how the hearts did flutter when he drove by,
But a brown-eyed beauty had captured his eye.

She was a student
In the school where he taught.
For three whole years
Her hand he sought.
Or was it three years before he was caught.

With two lovely daughters their
Home was blessed.
And four fine grandchildren
Have since joined the nest.

His family was growing and
His fame was too.
He got his Master's Degree from L. S. U.
And as a teacher he was so devoted
That to a principal he was soon promoted.
Meanwhile the State Department was scanning the state
To find one man who was really great.
A man with vision and determination
To supervise its elementary education.

The one they chose I'm sure you know
And how he helped our state to grow.
His accomplishments were many and progress was the rule
He set standards for approval of the elementary school.

In 1956 he obtained his Ph. D.
At Louisiana State University
And in 1959 at the University's invitation
He joined the faculty of the College of Education.

Oh, how his students loved his easy-going style.
One felt he practiced what he preached
And always wore a smile.

A little absent-minded
As all professors go
Like that Phi Delta Kappa Luncheon
For which he didn't show!

In the Southern Association
He was a real pioneer
He made the elementary school
His frontier.

He envisioned a commission for elementary schools.
And as its first chairman, he helped make its rules.
He represented Louisiana continuously
And he is still serving as our trustee.

For this association he's done a lot.
To tell it all - we could not!
In fact no words can ever say
The gratitude we owe this man today.

This year he retired from L. S. U.
But in keeping with tradition
He still wasn't through.

On September 1st he assumed a post
About which any man would boast.
He now heads the department of education
At a college which features an all girl population.

But do you think that Tom Landry is happy?
So far from his dear L. S. U.?
You'd better believe it!
With his salary plus retirement, I'd be happy too.
Wouldn't you?
Now to Mississippi College for Women we'll say
We know Dr. Landry will brighten your day.
Louisianans are generous in true Southern style,
We won't give him to you
But we'll loan him for a while.

And now my story has come to an end.
The tale of Thomas Landry, education's friend.
Each story has its lesson
And this lesson you should heed
To be honored at a luncheon
You must first succeed!
Dear Tommy:

Just a little personal note to you in reference to your retirement. We are all grateful for the opportunity of having you as a colleague and we hope that you will be happy in your new assignment.

The enclosed certificate is a small memento of the University's appreciation for your eleven years of wonderful service.

With warmest personal good wishes.

Cordially,

John Hunter

Dr. Thomas R. Landry
8421 South Parkland Drive
Baton Rouge, Louisiana  70806

August 6, 1970
Dr. Thomas R. Landry  
Professor of Education  
Louisiana State University  
Baton Rouge, Louisiana 70803

Dear Dr. Landry:

This letter comes to you out of our genuine respect, warm appreciation, and high regard for you as a man, an educator, and a citizen of the academic and civic community. Your identification with the Southern Association's Cooperative Program in Elementary Education and your association with Louisiana State University, among other contributions to education in Louisiana, appropriately document our warm appreciation and high regard for you.

It is fittingly proper that the Annual Elementary Conference should honor you upon the occasion of your retirement as Professor of Education at Louisiana State University. You have rightfully gained for yourself, unknowingly and unintentionally, an immortality that shall never disappear nor be obliterated by time.

Very sincerely yours,

R. W. E. Jones  
President

RWEJ/hmh
Dr. Thomas R. Landry
Professor of Education
Louisiana State University
Baton Rouge, Louisiana

Dear Dr. Landry:

I understand that in the very near future you will be retiring from your position as Professor of Education at Louisiana State University.

I am sure that I speak for many of the educators in the State when I say we regret seeing you leave. The teachers and other educational leaders are going to miss your guidance and encouragement. I have indicated to you on previous occasions my personal appreciation for your advice and direction during my years as a student at Louisiana State University, as a supervisor of instruction, and as a college administrator. Your contribution to education in this State has been outstanding.

Good luck and best wishes for the future.

Sincerely yours,

Clea E. Parker
President
Dr. Thomas R. Landry  
Professor of Education  
Louisiana State University  
Baton Rouge, Louisiana 70803  

Dear Tommy:

There are so many ways in which you ought to be commended and complimented that I hardly know in which respect to start. From my earliest acquaintance with you, when you were serving the State Department of Education, I knew you as a man deeply dedicated to the best causes in education. And then Louisiana State University had the good fortune of having you accept its invitation to serve as a member of its faculty as Professor of Education. In this stage of your career you were eminent and always an attractor of friends from among your numerous colleagues. And, you served the University well. And now, you have moved on to offer your services as a faculty member in still another institution. That institution will be better from having you as a member of its staff, and your contributions to education will be esteemed even further.

As you are recognized today, October 3, 1970, for the significant role you have played in the Southern Association's Cooperative Program in Elementary Education, I want to extend to you an expression of my personal appreciation and admiration and also to convey to you the thanks and the compliments of Louisiana State University.

With cordial best wishes.

Sincerely yours,

Cecil G. Taylor  
Chancellor
October 3, 1970

Dr. Thomas R. Landry  
Professor of Education  
Louisiana State University  
Baton Rouge, Louisiana  

Dear Tommy:  

This is being written for an occasion honoring you on your retirement from Louisiana State University. For the record, I want it noted that as a member of its Board of Trustees you are not retiring from leadership in the Southern Association.  

I want to use the occasion to thank you on behalf of the Commission for everything you have done for its welfare over the years. Without you, there would not be a Commission on Elementary Schools today.  

More than anything else, however, I want to thank you for the friendship, encouragement, and support you have always given to me over the more than fifteen years that we have worked together within the Association.  

I wish you every success in your new position and good health and happiness to both you and Bernadine.  

Sincerely,  

Durell Ruffin  
Executive Secretary  
Commission on Elementary Schools  

DR:kj
September 11, 1970

Mr. Tommy Landry  
Professor of Education  
Louisiana State University  
Baton Rouge, Louisiana

Dear Tommy:

Information has come to me that you have decided to retire from active teaching.

When informed of this I immediately recalled many interesting activities you and I had the opportunity of engaging in together. The many visits you made to Lincoln Parish when I was beginning as a superintendent and you as a supervisor of elementary education came back to me with a great deal of pleasure. Well do I remember many practical suggestions you made to me.

Knowing you, I feel that you are not going to retire, but just change interests and keep busy at something different. You will have time to travel and do interesting things and I hope that you will find time to come by and visit with me and we can reminisce of those interesting experiences we have enjoyed together.

Yours very sincerely,

Morelle Emmons, Superintendent  
Lincoln Parish Schools

ME:ed
Southeastern Louisiana College  
COLLEGE STATION, BOX 671  
HAMMOND, LOUISIANA 70401  
August 19, 1970  

Dr. Thomas F. Landry  
Professor of Education  
Louisiana State University  
Baton Rouge, Louisiana 70803  

Dear Tommy:  

Not only will an old period in Education, and especially  
Elementary Education, come to a close with you retiring from  
Louisiana Education, but a new day and a new period will begin  
for those lucky people in Mississippi.  

Tommy, my first recollection of working with you is  
when I was a student at LSU and you were very active in the  
Louisiana Supervisors' Association. I remember you visited us  
in Springhill and assisted in selecting a school site for a  
new elementary school. In fact, in every contact I have had  
with you, you have inspired me to be a more professional teacher  
and administrator. Your work in the State Department and with  
the Elementary Commission of the Southern Association has been  
outstanding. I have admired you as you worked in delicate  
situations because you live for some high principles and at the  
same time are considerate and kind with people with differing  
viewpoints.  

Good luck to you in your new position, and please come  
by to see us.  

Sincerely yours,  

Lisso R. Simmons, Dean  
School of Education  

LPS/rw
APPENDIX B

Significant Work Materials of Thomas R. Landry
Overall objective

To improve the educational experiences of Louisiana's children.

Supporting objectives

1. To improve the quality of supervision affecting elementary instruction
2. To improve the understanding of children by lay and professional personnel
3. To improve instructional materials and teaching techniques
4. To improve working relationships among all school personnel

Activities planned to achieve these objectives

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
See attachments #1, #2, and #3 (Only attachment #1 included, as it pertained to Landry)

School Visits
See attachment #4

Division of Responsibility for Approving Schools
1. Nursery Schools, Kindergartens, and Primary Schools - Mabel Collette
2. Elementary Schools - Charles J. Faulk

Materials Planned for Publication
See attachment #5

Plans for Educational Research
See attachment #6

Providing Leadership for Professional Groups and Programs
See attachment #7

Improving the Services of Supervisory Personnel in the Elementary Section
See attachment #8

Supervisory Personnel in the Elementary Section
Director of Elementary Education - Thomas R. Landry
Supervisor of Primary Education - Mabel Collette
Supervisor of Elementary Education - Charles J. Faulk
### Plan of Work

**1957-1958**

**Thomas R. Landry, Director of Elementary Education**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ACTIVITY</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>Program Planning</td>
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<tr>
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<td>Program Planning</td>
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<tr>
<td>3</td>
<td>Program Planning</td>
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<tr>
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<tr>
<td>July</td>
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<td>8</td>
<td>Program Planning</td>
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<tr>
<td>8-12</td>
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<tr>
<td>10</td>
<td>Participate in Social Studies Conf. (LSU)</td>
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<td>Speak to Supv. Classes (Northwestern)</td>
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<td>July-Aug.</td>
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<td>Participate in Supv. Worshop (LSU)</td>
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<td>August</td>
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<tr>
<td>16</td>
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<tr>
<td>August 19</td>
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<tr>
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<td>August 26</td>
<td>Participate in Iberia Parish Workshop</td>
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<tr>
<td>27</td>
<td>&quot;</td>
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<td>26-30</td>
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<tr>
<td>28</td>
<td>Participate in St. Tammany Pr. Workshop</td>
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<td>29</td>
<td>Participate in Union Pr. Workshop</td>
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<td>Participate in Jackson Pr. Workshop</td>
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<tr>
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<td>Hold for request visits</td>
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<tr>
<td>6-7</td>
<td>Participate in Claiborne Pr. Workshop</td>
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<td>September 9</td>
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First Quarter $ 420.41
Second " 618.00
Third " 810.00
Last " 151.59
$2,000.00
School Visits

A. Priority of School Visits

1. Priority #1 (not reached or reached on a very limited basis last year)
   a. Acadia - Collette
   b. Avoyelles - Faulk
   c. Beauregard - Landry
   d. Bossier - Collette and Faulk
   e. Caldwell - Faulk
   f. Catahoula - Collette
   g. DeSoto - Landry
   h. Franklin - Faulk
   i. Grant - Collette and Landry
   j. Jefferson Davis - Collette
   k. LaSalle - Collette
   l. Lincoln - Faulk
   m. Madison - Landry
   n. Plaquemines - Collette and Landry
   o. Red River - Collette, Landry, and Faulk
   p. Sabine - Collette
   q. St. Bernard - Collette
   r. St. Mary - Faulk
   s. Tensas - Landry
   t. Vermilion - Landry and Faulk
   u. Washington - Collette
   v. Webster - Landry
   w. West Feliciana - Faulk
   x. Bogalusa City - Faulk
   y. Livingston - Landry
   z.

2. Priority #2 (Reached by one from the Elementary Section last year)
   a. Allen - Landry
   b. Ascension - Collette
   c. Assumption - Landry
   d. Bienville - Landry
   e. Caddo - Landry and Faulk
   f. Calcasieu - Collette
   g. Claiborne - Faulk
h. E. Carroll - Faulk
i. East Feliciana - Collette
j. Evangeline - Landry
k. Iberville - Collette
l. Jefferson - Landry and Collette
m. Lafayette - Landry and Collette
n. Lafourche - Collette
o. Morehouse - Collette
p. Natchitoches - Landry and Faulk
q. Orleans - Collette and Faulk
r. Rapides - Collette
s. Richland - Collette
t. St. Helena - Faulk
u. St. Charles - Landry
v. St. John - Landry
w. St. Landry - Collette
x. St. Martin - Faulk
y. St. Tammany - Landry
z. Tangipahoa - Faulk
aa. Terrebonne - Faulk
bb. Vernon - Landry

3. Priority #3 (Reached by more than one from the Elementary Section last year)

a. Iberia - Collette
b. Cameron
c. Concordia - Faulk
d. East Baton Rouge - Collette, Landry and Faulk
e. Jackson - Landry
f. Ouachita - Landry
g. St. James - Faulk
h. Winn - Collette
i. City of Lake Charles - Faulk
j. City of Monroe - Collette and Landry

B. Procedure for Visitation

1. Have conferences

a. With supervisors
   (1) System-wide professional improvement activities
   (2) Research in progress
   (3) Available achievement data
   (4) Professional organizations sponsored
   (5) Identity of especially good teachers and principals
   (6) Publications in progress
   (7) Any suggestions made

b. With principals concerning
   (1) School improvement projects
(2) Research in progress
(3) Promising activities
(4) Identity of especially good teachers
(5) Any suggestions made

2. Record of schools visited

3. Record of special impressions

(1) Building and grounds
(2) Quality of relationships
(3) Environment for learning
   (a) Physical
   (b) Social and emotional
(4) Teaching - Learning
   (a) Evidences of pre-planning by the teacher
   (b) Evidences of teacher-pupil planning
   (c) Evidences of pupils doing
       creative work
       problem solving
       critical thinking
   (d) Evidences that pupils are becoming
       more self-directed
       better adjusted
   (e) Evidences that pupils are learning
       the communication skills
       number relationships
       the duties and responsibilities of
       citizenship
       the wonders of the world about them
   (f) Evidences that pupils are gaining basic
       health information and practicing good
       health and safety habits
   (g) Evidences that teachers are meeting the needs
       of children
Materials Planned for Publication

1. Bulletins
   a. Primary - Mabel Collette
      Physical Education in the Primary Grades
      Social Living in the Primary Grades
   b. Social Studies - Thomas R. Landry
   c. Science - Health - Charles J. Faulk
      Preliminary Work on Bulletin

2. Pamphlets
   a. Faculty Studies - Charles J. Faulk
   b. Evaluating Pupil Progress - Thomas R. Landry
      and/or Facing the Promotional Problem
   c. Phonics in a Departmental Reading Program - Mabel Collette

3. Professional Articles
   a. Thomas R. Landry
      (1) Series on supervision for The Boardman
      (2) Two articles for Louisiana Schools
      (a) One on "Signposts of a Good Faculty Study."
      (b) One on "What Research Says."
      (3) Other
   b. Mabel Collette
      (1) One article entitled, "Phonics in a Developmental
      Reading Program" for Louisiana Schools
   C. Charles J. Faulk
      (1) One article on "Elementary Principalship" for
      Louisiana Schools
      (2) One article on "Possibilities for Educational T V
      in the Elementary School" for The Boardman

4. New articles - Charles J. Faulk
Attachment #6

Plans for Educational Research

1. Reading in the Junior High School (grades seven and eight) in cooperation with Louisiana-Mississippi Research Group.

2. Gathering statistical data on pupil achievement.


4. Summarizing research findings in selected areas.
Attachment #7

Providing Leadership for Professional Groups and Programs

1. Southern Association's Cooperative Program in Elementary Education
   a. Major responsibility of Thomas R. Landry
   b. Activities
      (1) Produce promotional materials
      (2) Enroll schools in program
      (3) Assist in faculty study programs
      (4) Sponsor two annual meetings
      (5) Cooperate in regional activities
   c. Goal for 1957-58: 500 participating schools in 25 systems

2. Association for Childhood Education International
   a. Major responsibility of Mabel Collette
   b. Activities
      (1) Coordinate chapter activities
      (2) Sponsor an annual meeting of Louisiana members
   c. Goal: Organize - new chapters

3. Louisiana School Supervisors Association - Mabel Collette, Charles J. Faulk, and Thomas R. Landry

4. Louisiana Principals Association - Thomas R. Landry

5. Elementary Principals Group - Charles J. Faulk
Improving the Services of Supervisory Personnel in the Elementary Section

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 - regular meetings the second and fourth Mondays
      (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 Mabel Collette, Charles J. Faulk, and Thomas R. Landry
   b. Louisiana Teachers Association
      (1) Louisiana Schools
      (2) Membership held by 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 Mabel Collette and Thomas R. Landry
   d. Louisiana School Supervisors Association
      (1) Special studies
      (2) Membership held by 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 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 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 Mabel Collette; branch membership, Charles J. Faulk
Attachment #8 (continued)

i. National Council for the Social Studies
   (1) Social Education, Yearbooks, and special publications
   (2) Membership held by Thomas R. Landry and Charles J. Faulk

j. International Reading Association
   (1) The Reading Teacher
   (2) Membership held by Mabel Collette

k. Phi Delta Kappa
   (1) Phi Delta Kappan
   (2) Membership held by Thomas R. Landry

l. Kappa Delta Pi
   (1) The Educational Forum
   (2) Membership held by Thomas R. Landry

m. Southern Council on Teacher Education
   (1) Membership held by Thomas R. Landry

n. Delta Kappa Gamma
   (1) Delta Kappa Gamma Bulletin
   (2) Membership held by Mabel Collette

o. National Council of Teachers of English
   (1) Elementary English
   (2) Membership held by Mabel Collette

p. National Science Teachers Association
   (1) The Science Teacher
   (2) Membership held by Charles J. Faulk

q. 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; for example, the Louisiana Schools Supervisors' Association's "Study of Supervision in Louisiana."
TYPICAL WORK WEEK FOR THOMAS R. LANDRY
DIRECTOR OF ELEMENTARY EDUCATION
LOUISIANA STATE DEPARTMENT OF EDUCATION

The following was a typical week for Landry and was taken from his personal work diary. The schedule is 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 route 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
APPENDIX C

Courses and Graduate Students at Louisiana State University
Courses Taught by Thomas R. Landry  
at Louisiana State University  
(1959-1970)

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<td>Principles of Teaching in Elementary Schools</td>
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<td>143</td>
<td>Materials and Methods in Elementary School Social Studies</td>
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<td>163</td>
<td>Modern Principles and Practices in the Elementary School</td>
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<td>Studies in the Teaching of Elementary School Social Studies</td>
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Courses Taught by Thomas R. Landry  
Division of Continuing Education  
Louisiana State University  
(1959-1970)

Education 261 at Thibodeaux  
Spring 1960

Education 163 at Ferriday  
Fall 1960

Education 163 at Slidell  
Spring 1961

Education 163 at Alexandria  
Spring 1962

Education 163 at Alexandria  
Spring 1964

One hour lecture—Fire Officers and Instructors Seminar  
April 1964

Education 163 at Lafayette  
Fall 1964

Education 252 at New Orleans  
Spring 1965

One and one-half hour lecture  
"Principles of Learning"  
Juvenile Officers Training Institute  
March 14-26, 1965

Education 173 at Arabi  
Fall 1965

Education 163 at Chalmette  
Spring 1966

Consultant for Staff Orientation Program of Project Head Start  
June 13-16, 1966

One two-hour lecture for Project Head Start  
May 11, 1966

Twelve hours lecture for the Staff Orientation Program of Project Head Start  
May 23-26, 1966

Education 173 at Gretna  
Fall 1966

Education 173 at New Orleans  
Spring 1967

Teach Head Start trainees classes in the Social Development of Children  
May 29–June 9, 1967
Education 252 at Gonzales  Fall 1967
Education 252 at New Orleans  Spring 1968
Education 260 at New Iberia  Fall 1968
Education 252 at Livonia  Spring 1969
Education 173 and 202 at Opelousas and Coordinate the workshops  Summer 1969
Education 173 at Eunice  Fall 1969
Education 173 at Eunice  Spring 1970
Served as director of St. Landry Parish Social Studies Project  Summer 1970
ADVANCED GRADUATE STUDENTS IN EDUCATION

ADvised By THOMAS R. LANDRY

LOUISIANA STATE UNIVERSITY

1959-1970

Doctoral Degrees

Director of Special Education
University of Southwestern Louisiana, Lafayette, La.

Dean, College of Education
Francis T. Nicholls State College, Thibodaux, La.

Paul J. Moses, Ph.D. (1965)
Superintendent
Calcasieu Parish School Board, Lake Charles, La.

James Q. Sylvest, Ph.D. (1966)
Director of Extra-mural Teaching, Division of
Continuing Education
Louisiana State University, Baton Rouge, La.

Dean of Student Services
Francis T. Nicholls State College, Thibodaux, La.

Assistant Professor of Education
Louisiana Polytechnic Institute, Ruston, La.

Supervisor of Instructional Materials
Caddo Parish School Board, Shreveport, La.

Margaret M. McCarthy, Ph.D. (1970)
Associate Professor of Home Economics
University of Southern Mississippi, Hattiesburg, Miss.
Head, Department of Education  
University of Southwestern Louisiana, Lafayette, La.

Education Specialist Certificates (Graduates)

Mrs. Shirley Lichtenstein, Ed.S. (1968)  
Teacher: East Baton Rouge Parish, Baton Rouge, La.

Mr. Charles David, Ed.S. (1968)  
Counselor, Division of Vocational Rehabilitation  
State Department of Education, Baton Rouge, La.

Teacher: Tangipahoa Parish, Ponchatoula, La.

Minor Professor


Served on Doctoral Committees

Lionel O. Pellegrin (1962)
Thomas P. Southerland (1962)
LeRoi E. Everaull (1963)
Francis G. Fournet (1963)
Thomas B. Wofford (1963)
Sister Mary Bernadine Hill (1964)
John C. McCollister, Jr. (1964)
Vane T. Wilson (1967)
Joe Parker (1968)
Clyde H. Lindsey (1970)
Stanley Easton (1970)
APPENDIX D

Certain Affiliations and Honors of
Thomas R. Landry
Professional and Civic Affiliations of
Thomas R. Landry

National:

National Education Association (Life Member since 1944)
Department of Elementary School Principals of NEA (1951-1965)
National Council for the Social Studies (1950-)
(Member of the Professional Public Relations Committee in 1960's)
Elementary-Kindergarten-Nursery Education Association (1961-1970)
Association for Supervision and Curriculum Development (1945-)
(Past Chairman of Region IV, Past Member of Commission, and member of the Publications Committee)
American Association of School Administrators (1950-1955)
Phi Delta Kappa (1945-)
(Delegate to Biennial Meeting in Bloomington, Indiana, in 1961; President, LSU Chapter, 1962-63; Editor and Historian, LSU Chapter, 1963-70)
Phi Kappa Phi (1956-)
Kappa Phi Kappa (1964-)
Kappa Delta Pi (1956-)

Regional:

Southwest Regional Educational Laboratory, Austin, Texas (1965-1969) (Past member of the Advisory Committee on Social Education)
Southern States Work Conference, Daytona Beach, Florida (Chairman of the Louisiana Committee for the Study of Supervision, 1952-54)
Southern Association of Colleges and Schools General
Member of the Board of Trustees (1965-)
Chairman of the Elementary-Secondary Liaison Committee (1968-)
Vice-Chairman of the Middle Schools Committee (1969-)
Member of the Latin American Committee (1965-68)
Delegate to the meeting of American Schools in Guadalejara, Mexico (1965)
Southern Council on Teacher Education (1955-)
Elementary Chairman (1960-1967)
Member of Executive Committee (1953-1967)
Commission on Research and Service (1956-60)
(Representative, 1957-1959)
Central Coordinating Committee (1953-54 and 1957-59)
(Chairman, 1953-54)
Committee to Draft Accreditation Standards for
Elementary Schools (1958-59)

State:

Louisiana School Supervisors Association (1945- )
(President, 1946-47)
Visiting Teachers Association (1945- ) (First President
and Honorary Member)
Louisiana Association for Supervision and Curriculum
Development (1955-1970)
Louisiana Branch of the National Council for the Social
Studies (Member of Advisory Council, 1955- )
Louisiana Teachers Association (1928- )
Audio-Visual Aids Section of L.T.A. (1945-1965); President,
(1945-46)
Louisiana Elementary Principals Association (1955-1959)

Local:

American Red Cross (Chairman, Iberville Parish Junior
Red Cross, 1937-43; Assistant Field Director, Jackson
Barracks, 1943)
Knights of Columbus - Member of Plaquemine Council
Number 970 (1931- ) (Publicity Chairman, 1941-46;
Grand Knight, 1946-47; District Deputy, 1948-49)
Lions Club (1944-49) (Secretary of Plaquemine Lions Club,
1947-48)
Special Honors Awarded
Thomas R. Landry

Awards:

Honorary Membership in the Louisiana Visiting Teachers' Association - Summer, 1966
Educator of the Year Award, La. School Librarians' Association - November, 1966
Mr. Elementary Education in Louisiana Award, Louisiana Elementary Committee of the Southern Association of Colleges and Schools - October, 1970
Leaders in Education Award, Louisiana Association for Supervisors and Curriculum Development - May, 1971
Professor Emeritus Title, Board of Supervisors, LSU - August 8, 1970
Retired, LSU Certificate of Appreciation - August 5, 1970

Member of a Delegation representing the Southern Association to make a report on Southern Education to President Lyndon B. Johnson in the White House - June, 1966

Listed in:

Leaders in Education
National Register of Educational Resources
Two Thousand Men of Achievement
Who's Who in American Education
Who's Who in the South and Southwest
Dictionary of International Biography
APPENDIX E

Major Publications and Speeches of Thomas R. Landry
PUBLICATIONS OF THOMAS R. LANDRY
(1942-1970)

A. BULLETINS

1. Author


2. Co-Author


3. Editor


4. Co-Editor


Chairman of Production Committees


B. PAMPHLETS

1. Author


2. Co-Author


C. ARTICLES

1. National Publications

a. Author


b. Co-Author


2. State Publications

a. Author


Landry, Thomas R. "So You Want To Have A Workshop," The Boardman, 5:18-28, April, 1951.


b. Co-Author


Collette, Mabel and Thomas R. Landry. "Improved Reading Program," Louisiana Schools, 30:15, April, 1953.


D. MEMBER OF WRITING COMMITTEES


You'll Like Teaching. Louisiana Association of Supervision and Curriculum Development. 1947.

E. ADVISORY BOARD


F. BOOK REVIEWS


Pelican High School (DeSoto Parish), Graduation Exercises, May 22, 1951.

Oak Grove High School (DeSoto Parish), Commencement Exercises, June 1, 1951.

Louisiana School Administrators' Conference, Baton Rouge, Louisiana, October 24, 1951.

Third Annual Conference, Department of Elementary School Principals of the National Education Association, South Central District, New Orleans, Louisiana, March 27, 1952.

Pine Grove High School (St. Helena Parish), Commencement Exercises, April 24, 1953.


Southwest Regional Conference on Administrative Leadership, Lubbock, Texas, April 17, 1955.


Port Allen Lions Club, Port Allen, Louisiana, June 3, 1956.


Eighth Annual Elementary School Principals' Conference, South Central District, New Orleans, Louisiana, February 27, 1957.

Tennessee Education Association, Nashville, Tennessee, April 11, 1957.


Public Health Service Hospital High School, Carville, Louisiana, August 2, 1957.

Iberia Parish Reading Workshop, New Iberia, Louisiana, August 30, 1957.


Archdiocesan Teachers' Institute, Loyola University, New Orleans, Louisiana, January 24, 1959.


East Baton Rouge Parish Professional Workday, Baton Rouge, Louisiana, February 1, 1959.


Southeastern Louisiana College Workshop for Elementary Teachers, Hammond, Louisiana, June 18, 1959.


Iberia Parish Teachers' Work Conference, New Iberia, Louisiana, August 24-25, 1959.

St. Charles Parish Principals' Meeting, Destrehan, Louisiana, August 26, 1959.


Jackson Parish Teachers' Conference, Jonesboro, Louisiana, August 31-September 1, 1959.


Alice B. Blalock Elementary Conference, Grambling College, Grambling, Louisiana, October 9, 1959.

Elementary Conference, Louisiana State University, Baton Rouge, Louisiana, October 15, 1959.

Louisiana Association for Childhood Education Conference, Baton Rouge, Louisiana, October 17, 1959.


Marchand Elementary School Faculty, Ascension Parish, Donaldsonville, Louisiana, January 20, 1960.


Dufrocq Elementary School Faculty, Baton Rouge, Louisiana, February 17, 1960.


Elementary Conference, Southern University, Baton Rouge, Louisiana, March 18, 1960.


Villa del Rey Elementary School Faculty, Baton Rouge, Louisiana, April 4, 1960.

Annual Reading Conference, Louisiana State University, Baton Rouge, Louisiana, June 29, 1960.


Morehouse Parish Workshop for Teachers, Bastrop, Louisiana, August 29, 1960.


Westdale Junior High School Faculty, Baton Rouge, Louisiana, January 30, 1961.


Annual Reading Conference, Louisiana State University, Baton Rouge, Louisiana, June 19, 1961.


Inter-Regional Superior and Talented Students Project, Louisiana State University Consultant, Baton Rouge, Louisiana, July 9, 1961.


Delmont Elementary School Faculty, Baton Rouge, Louisiana, November 14, 1961.

Health Division, Louisiana Health and Physical Education and Recreation, Louisiana Teachers' Association, Shreveport, Louisiana, November 22, 1961.


East Baton Rouge Association for Childhood Education Meeting, Northdale School, Baton Rouge, Louisiana, February 6, 1962.

Social Studies Conference, Louisiana State University, Baton Rouge, Louisiana, July 10, 1962.


St. Tammany Parish Principals' Meeting, Covington, Louisiana, December 5, 1962.


Loranger High School Faculty, Loranger, Louisiana, October 25, 1965.


Organizational Meeting of North Central States to Accredit Elementary Schools, Sioux Fall, South Dakota, November 18, 1965.


Georgia Elementary Conference, Athens, Georgia, April, 1967.


Monroe City Schools, Elementary Principals, Monroe, Louisiana, October 12, 1967.


Southwide Elementary Conference, Myrtle Beach, South Carolina, July, 1968.

University of Southwestern Louisiana, Special Education Department Conference, Hammond, Louisiana, August 1, 1968.

Morehouse Education Association, Bastrop, Louisiana, August 22, 1968.


Health, Education and Welfare Institute, Library School, Louisiana State University, Baton Rouge, Louisiana, Special Lecturer, March 15, 1969.

Louisiana Future Teachers of America, Baton Rouge, Louisiana, March 26, 1969.

Elementary School Improvement Conference, Francis T. Nicholls State College, Thibodaux, Louisiana, April, 1969.


Louisiana State University, Fifteenth Annual Elementary Education Conference, Baton Rouge, Louisiana, October 23, 1969.

Lafourche Parish Title IV In-Service Training Conference, LaRose, Louisiana, January 5, 1970.
VITA

Evelyn Lee Nettles Conerly, daughter of Evelyn Pratt and Noel Douglas Nettles, was born in Baton Rouge, Louisiana on August 25, 1940. Her elementary and secondary education was obtained in the public schools of East Baton Rouge Parish. Following graduation from high school she attended Louisiana State University and in January of 1962 received her Bachelor of Science degree with a major in elementary education. The Master of Education degree was awarded to her by Louisiana State University in August of 1965.

Following five years of teaching mathematics and science at Istrouma Junior High School in Baton Rouge, 1962-67, she received her certification as a school librarian. During the 1967-68 school year she established elementary libraries at Goodwood Elementary School and North Highlands Elementary School in Baton Rouge. For the next five years, 1968-73, she was librarian at North Highlands Elementary School, taking a sabbatical leave the 1971-72 school session. On July 1, 1973, she assumed the position as principal of Winbourne Elementary School, Baton Rouge, Louisiana.

She is the mother of one son, Douglas Wayne, and one daughter, Kelee Lynne.
EXAMINATION AND THESIS REPORT

Candidate: Evelyn Nettles Conerly

Major Field: Education

Title of Thesis: THOMAS RAY LANDRY, LOUISIANA EDUCATOR

Approved:

[Signatures of Major Professor and Chairman and Dean of the Graduate School]

EXAMINING COMMITTEE:

[Signatures of members of the examining committee]

Date of Examination:

July 19, 1973