A Historical Survey of the Supervisory Program in the White Public Schools of East Baton Rouge Parish

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A HISTORICAL SURVEY OF THE
SUPERVISORY PROGRAM
IN THE
WHITE PUBLIC SCHOOLS OF EAST BATON ROUGE PARISH

A Thesis
Submitted to the Graduate Faculty of the
Department of Education
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for admission to candidacy for the degree of

Doctor of Philosophy

by
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ABSTRACT

The purpose of this study was to outline the historical development of supervision of instruction in the white public schools of East Baton Rouge Parish in terms of its origin, statutory provisions, its growth and present scope; to determine the objectives of the supervisory program during this period; to ascertain the organizational structure and policies and practices employed in accomplishing these objectives through the supervision of instruction.

The data compiled and used in this study were secured from the following sources:

1. Personal interviews with the present superintendent and a former superintendent of the East Baton Rouge Parish Schools, and with present and former members of the supervisory staff who have been directly concerned, since its inception, with the supervision of instruction in the white public schools of East Baton Rouge Parish.

2. Visitation in the white public schools of East Baton Rouge Parish.


5. Annual statistical reports of the Louisiana State Department of Education (1917-51)

The supervisory program from 1917 to 1934 in East Baton Rouge Parish was interested in building and preserving a school system which was formal in nature, comparatively rigid in its operation, college preparatory in function, and autocratic in character.

Between 1934 and 1943 supervisors and other educational personnel in the parish began a critical examination of the instructional program. This inquiry has resulted in a supervisory program during the past fifteen years which has expressed increased interest in children as persons. It has brought into the planning of the educational program all personnel who are concerned with its projection, and has attempted to stimulate and coordinate the efforts of all who are interested in enriching educational opportunities in the schools of East Baton Rouge Parish.
CHAPTER I

INTRODUCTION

I. PROBLEM

The need for supervision has been recognized for hundreds of years in agriculture, business, and industry. The acceptance of supervision in education is a relatively recent phenomenon. This lag may be attributed primarily to a lack of funds for supervisory personnel and a certain reluctance on the part of teachers to accept the kind of beneficent influence which effective supervision has to offer.

Three persons—the superintendent, the supervisor, and the principal—who have been immediately concerned with supervision during the past fifty years have been frequently hampered in their supervisory efforts to the extent that the results were superficial. The superintendent has been harassed with administrative duties; the supervisor has often had to share many of these duties and his supervisory assignment has been correspondingly limited and fitful insofar as the total program of education is concerned; the principal has frequently borne a heavy teaching schedule which contributed to desultory supervision.

In spite of these handicaps and the problems entailed, supervisory personnel have moved forward from an authoritative pattern to a system, built on knowledge and humility, which is
the most dynamic in the history of educational supervision. This system developed in five definite stages: (1) laissez-faire, (2) inspection, (3) teacher-training, (4) direction of instruction, (5) democratic leadership and coordination.¹

Today we are in the fifth stage. The theory of leadership accepted by the Association for Supervision and Curriculum Development is as follows:

The best leadership comes out of a contributive pattern which encourages and provides opportunity for the contribution of each individual; decisions are fashioned out of the combined thinking of the group affected. This process makes it incumbent upon the individuals in the group to examine and critically evaluate problems and formulate decisions. Group decision is invalid unless it is built upon intelligent thinking of the individuals involved, and to that extent becomes democratic.

Once those decisions have been made on the basis of intelligent interaction of the individuals in the group, then the leaders have the responsibility of implementation, reinterpretations, and administration. The function of the administrators and directors and supervisors takes on some of the quality of uniqueness; it is one of interpretation and dissemination to the public, and to the teacher one of dissemination and implementation.²

The Association for Supervision and Curriculum Development not only subscribes to a theory of leadership, but it designates

² Ibid., pp. 28-29.
the function of the supervisor and his relationship to this function:

The supervisor plans cooperatively; he has the role of consultant; he is coordinator of activities; he carries forward the curriculum program; he is an expert in methods and techniques; he is there to supplement the teachers. He can justify his position only to the extent that he can offer leadership. In this professional day and age, under this concept of supervision, he is not there to show the teachers how to teach (the old authoritarian idea), but he is there to encourage creative teaching. Supervisors are concerned with adult education. It is essentially an educative process in which the supervisor should apply the same philosophy of education in working with the teachers as he would want the teachers to use in working with the students. He is there to develop insight and breadth on the part of the teacher. The old authoritarian idea is essentially static. We have moved over into the area of a growth conception of supervision. This is even more important than just getting a particular program of action.3

In addition to presenting its theory of leadership and describing the function of the supervision, the Association for Supervision and Curriculum Development fixes the primary responsibility of the supervisor in the following statement:

If any function of the supervisory staff is more important than another, it is the carrying forward of the curriculum program as it provides for the growth of teachers by assuming the responsibility of assisting and aiding the teachers in the development, interpretation, and implementation of the curriculum program. Another responsibility of the supervisor is that of encouragement of individual expression and creativeness.4

^ Ibid., p. 29.
^ Loc. cit.

3 Ibid., p. 29.
4 Loc. cit.
In its 1946 Yearbook, the Association for Supervision and Curriculum Development further defines the distinctive role of supervision:

We have fought at every step any smug assumption that leadership is due to a qualitative superiority of supervisors over the members of the staff. For a first requisite of good supervision is a deep humility and the attitude of a willing servant.

Supervision, a greatly extended supervision, is essential simply because in the organization of America's educational force it has a unique part to play. It is a role which would be essential if every teacher in every school were already a truly superior person; only, then, it could bring its work to a tremendously increased fruition. It is a role which can be taken only by trained, professional men and women standing just outside the classroom, yet deeply familiar with many classrooms; men and women who deal nonadministratively in warm, human relationships with many teachers. Their greatest task is to serve those teachers—and in serving them, to upbuild the schools—by helping them to see clearly themselves, the profession, and the society in which they work, by removing every block, and by opening the way to the achievement of every teacher's greatest hopes and aspirations.5

Statement of the problem. The purpose of this study is to outline the historical development of supervision of instruction in the white public schools of East Baton Rouge Parish in terms of its origin, its growth and present scope; to determine the objectives of the supervisory program during this period; to ascertain the

organizational structure and policies and practices employed in accomplishing these objectives through the supervision of instruction.

**Delimitations of the problem.** This problem is limited to a study of the supervision of instruction in the schools of East Baton Rouge Parish in terms of three specific major phases: namely, the historical development of supervision of instruction, its objectives, and the policies and practices designed to attain these objectives. The problem is further limited to that supervision of instruction which is the peculiar responsibility of the supervisory staff of the East Baton Rouge Parish School Board Office in the white public schools of East Baton Rouge Parish.

**Importance of the study.** There are two reasons why the following study of the supervisory program has been made. They are: (1) the absence of a comprehensive study of the subject in Louisiana, (2) the importance of the supervisory program in a modern school system. Rapid growth in population leading to increased school enrollments, scientific advancements, growth in industrialization, loss of teachers to the armed forces and industry, the large number of new teachers and teachers new in their positions, tensions in school and home, constant change which is so characteristic of our society--these and many other forces lend significance to provision for an adequate supervisory program today in every school.
II. DEFINITIONS OF TERMS USED

**Historical survey.** For the purpose of this study, this term implies a chronological account of the supervisory program in East Baton Rouge Parish from its inception to the present time.

**Supervision of instruction.** The term as used in this study embraces those activities, initiated by a supervisory staff, which are designed to improve the teaching and learning processes and to provide conditions favorable to the growth of students in general and teachers in particular.

**White public schools of East Baton Rouge Parish.** This term limits the schools involved to those elementary and high schools, Grades 1-12 inclusive, in East Baton Rouge Parish which admit white children and are administered by the East Baton Rouge Parish School Board.

III. SOURCES OF DATA

The data compiled and used in this study were secured from the following sources:

1. Personal interviews with the present superintendent and a former superintendent of the East Baton Rouge Parish Schools, and with present and former members of the supervisory staff who
have been directly concerned with the supervision of instruction
in the white public schools of East Baton Rouge Parish since its
inception.

2. Visitation in the white public schools of East Baton
Rouge Parish.

3. Records in the East Baton Rouge Parish School Board
Office.

4. A Year of Supervision in the Rural and Suburban Schools
of East Baton Rouge Parish (1928–29), a thesis submitted by Miss
Angie A. Williams, Baton Rouge, Louisiana, in June, 1930, to the
faculty of Louisiana State University and Agricultural and
Mechanical College in partial fulfillment of the requirements for
the degree of Master of Arts.

5. Annual statistical reports of the Louisiana State
Department of Education (1917–51).

Organization of the remainder of this study. The supervi-
sory program in the white public schools of East Baton Rouge Parish
divides itself reasonably well into three periods. The first
period (1917–34) embraced a program which was formal, rigid, and
involved primarily the administrative and supervisory staff in its
planning and projection; during the second period (1934–43) the
State Superintendent and the State Department of Education were
instrumental in bringing financial support and active encouragement
to the supervisory program in East Baton Rouge and all other
parishes; from 1943 to 1952 the supervisory program became increasingly democratic in nature and as a concomitant the planning and projection of the program rested heavily on all of the educational personnel concerned.

Chapters II, III, and IV chronologically deal with the findings drawn from a careful examination of these three periods.
Prior to 1917, the parish superintendent was primarily responsible for the supervision of instruction in East Baton Rouge Parish. Although he devoted as much time to this work as circumstances permitted, the coming of World War I enveloped him in administrative duties. The population of the city of Baton Rouge and the parish increased rapidly and the accompanying growth in school enrollments necessitated adjustments, such as extensive building programs, to meet the needs. There were, at this time, 3,615 white children enrolled in the parish schools, 3,089 in the elementary schools and 526 in the high schools.

The need, therefore, for a person who could devote his entire time to the supervision of instruction was established in 1917. A supervising principal was selected for the Baton Rouge city schools, and it was expected that the supervisory program would be extended to the remainder of the parish at some future date. He immediately applied himself to the task of coordinating the instructional program in the various city schools. In addition to unifying the work, efforts were made to improve classroom instruction. Committees were appointed to assist in outlining the work in each subject and in each grade. This project was culminated
in 1919, and a bulletin containing these outlines was issued to principals and teachers. Teachers in the respective schools were required to cover the same amount of work in each of the divisions of the school session. It was felt that such rigidity had merit because it enabled children to transfer from one school to another within the city without loss of standing.

In essaying an improvement of classroom instruction, the supervisor stressed the teaching of reading and arithmetic. A survey of instruction in the city schools was effected with the administering of standardized tests in these subjects. Diagnoses were made and systematic follow-up measures were instituted on the basis of data obtained in these tests. Prepared demonstration lessons were conducted in order that teachers would acquire the procedures which were presently in favor with the supervisor.

Not long after supervision was established in the schools of the city, efforts were made to extend the program to the rural schools of the parish through the principals of the schools concerned. Teaching loads of principals were materially reduced in order to free them for supervisory duties. Accompanied by the superintendent and the city supervisor, these principals visited for one week in the schools of Baton Rouge and observed classroom instruction.

In 1919, a supervisor of rural schools was appointed by the superintendent. During the two following years, the supervisors
were chiefly concerned with the improvement of instruction in the primary grades. Supervision in the other grades was the responsibility of the principal. In order to further prepare the principals for this role, a class in supervision was organized for them at Louisiana State University during the 1923-24 school session. The parish superintendent and the city and rural supervisors were members of the class. Supervisors of elementary education from the Louisiana State Department of Education served as instructors. During the course, which lasted one year, definite supervisory objectives were set up for the various subjects and grades.

Annual objectives for the entire parish were determined by the two supervisors, in cooperation with the State Department of Education and, with the advice and approval of, the parish superintendent. Attempts were made to keep the instructional program in the city and rural schools as uniform as possible. Except in the matter of experience, the teachers throughout the parish were employed on the same basis and the same salary scale applied.*

The Outline of Courses of Study for East Baton Rouge Parish Schools issued by the East Baton Rouge Parish School Board in

* The preceding section of this chapter represents a digest of "A Year of Supervision in the Rural and Suburban Schools of East Baton Rouge Parish (1928-29)," an unpublished Master's thesis submitted to Louisiana State University in June, 1930, by Miss Angie A. Williams.
1925 has much information which is characteristic of the supervisory program during the 1917-34 period. In his letter of transmittal to the principals and teachers of East Baton Rouge Parish, the parish superintendent wrote:

This outline has been prepared for your convenience in following the state courses of study. The work herein has been outlined by months, which will assist you in making an even distribution of the material in the adopted texts. In following this outline, you will still have sufficient latitude for initiative on your part, yet you will be expected to organize the subject matter for your classes in accordance with the provisions of this outline and the State Course of Study.

The outline of the elementary course of study has been revised in accordance with suggestions and criticisms offered by various teachers and principals. We feel that the revision of the outline of the elementary course of study will prove beneficial.

In the high school courses of study, the adoption of new textbooks by the State Board of Education and the change of the regulations governing graduation from high school have made it necessary to rewrite the outline in its entirety. The various high school teachers and high school principals rendered most valuable assistance in the formulation of this outline.

Criticisms and suggestions, both on the elementary and high school outlines, are requested. It is my desire to give you definite information regarding the requirements to be met in all of your school work, and to place in your hands every facility for the proper instruction of the children of the parish. However, we must have as high a degree of uniformity in this parish as is consistent with local conditions, and the only way that we can secure this is by following some definite program. It is felt that you will be benefited by organizing your subject matter according to this pamphlet, and that you will be pleased with the idea of working by a definite plan.
Special acknowledgment is hereby made to the teachers, principals and supervisors for their assistance in the preparation of this outline.  

Teachers of children in the fifth through eleventh grades were asked to use the supervised study type of recitation. It was proposed that elementary schools would be guided by the following recommendations in this connection:

1. If the recitation period is less than fifty minutes, double the assignment and use two days for a complete recitation.
2. Use about ten or fifteen minutes in making a definite, detailed assignment.
3. Have the pupils study during the remainder of the period.
4. Direct them to continue the study of the assignment at home, and tell them they will be given a test the following day.
5. Have them spend the first part of the period the next day on a study of the lesson.
6. Spend about ten minutes of the recitation period of the second day on a discussion of the lesson.
7. Give a short, well-planned examination, either by dictating the questions to the class or by passing out sheets of paper containing mimeographed questions.
8. Have the pupils exchange papers, and then score them.
9. If pupils neglect outside study by relying on number 6, in preparing for number 7, reverse the order and conduct discussion after the test.
10. Arrange the assignments so that about half of them will fall on alternate days.
11. On the completion of a section or a topic, spend a recitation period in catching up the loose threads and organizing the material into a complete whole.
12. The assignment-study-test-review type of recitation should conform to the following procedure:
   - Test on previous units of work . . . . . 5 to 10 minutes
   - Review of previous units of work . . . . . 5 to 10 minutes

Outline of Courses of Study for East Baton Rouge Parish Schools (Baton Rouge, Louisiana: East Baton Rouge Parish School Board Office, 1925); p. 3.
Assignment of new units of work... 10 to 20 minutes
Study of new units of work... 20 to 40 minutes

High School departments were asked to observe the following procedures in implementing the supervised study type of recitation:

1. If the recitation is fifty or sixty minutes in length, a lesson of usual length should be completed each day after the first day.
2. Make a definite, detailed assignment.
3. Have the pupils spend twenty to forty minutes in studying the lesson.
4. At the end of the study period, add two or three problems to the assignment for home study, and tell the children that they will be given a test at the beginning of the next recitation.
5. Train the children to score the papers.
6. If supervised study and home study do not provide adequate preparation for the daily test, spend about ten minutes before the test on a discussion of the lesson.
7. Conduct the review and discussion of the lesson after the test.
8. Continue to conduct the daily recitation in the order suggested above.
9. On the completion of a section or topic, spend a recitation period in catching up the loose threads and organizing the material into a complete whole.
10. In conformity with the above assignment-study-test-review type of recitation, the following procedure is suggested after the first day:
   Test on previous units of work... 5 to 10 minutes
   Review of previous units of work... 5 to 15 minutes
   Assignment of new units of work... 10 to 20 minutes
   Study of new units of work... 20 to 40 minutes

The following outline was prescribed for the first semester of the third grade during this period. It is indicative of the

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2 Ibid., p. 6.
3 Ibid., p. 7.
type of requirements prevailing in the elementary schools of East Baton Rouge Parish during the period from 1917 to 1934.

**Arithmetic**

Adopted Text: *Wentworth-Smith, Book I.*

Do much drill work during this semester on addition, subtraction, and multiplication. Motivate the work by giving contests and by timing the children as they work. While doing board work with the whole class, never give less than three examples at the time. This plan will give the slowest pupils time to do at least one example, while the fastest ones do three or more. Teach the three, four, five, and ten multiplication tables. Review and apply the fractions, one-half, one-third, one-fourth, one-fifth, and one-sixth. Teach the Roman numerals through forty. Read and write numbers through four thousand. You will find excellent supplementary material in Thomdike's *Arithmetic, Book I,* Anderson's *Arithmetic, Book I,* and *The Watson and White Arithmetic, Book I.*

- **First Month:** Numbers and Fractions, p. 37, to Numbers to One Thousand, p. 55.
- **Second Month:** Numbers to One Thousand, p. 55, to Subtraction, p. 69.
- **Third Month:** Subtraction, p. 69, to Dividing by Three, p. 81.
- **Fourth Month:** Dividing by Three, p. 81, to Dividing by Seven, p. 91.

The next two weeks will be devoted to review of work of the semester.  

**Reading**

Adopted text: *Elson Reader, Book III.*

From two to five supplementary readers should be read during this semester. *Teaching Children to Read,* by Klapper; *Oral and Silent Reading,* by Monroe; and *Measuring the Results of Teaching,* by Monroe, contain excellent suggestions for the teaching of reading.

- **First Month:** The Hare and the Hedgehog, p. 7, to Farewell to the Farm, p. 83.

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4 Ibid., p. 16.
Second Month: Farewell to the Farm, p. 83, to Columbus and His Son, p. 156.
Third Month: Columbus and His Son, p. 156, to Brother Green-Coat, p. 225.
The next two weeks will be devoted to review of the work of the semester.5

Language
Adopted text: McFadden's Language and Composition. (Minimum course and for teachers' use only.) Teachers will bear in mind that this text is not to be placed in the hands of the children. The text in language is not placed in the hands of the children until they reach the fourth grade. The following is an outline of the work of the grade in the adopted text by months:
First Month: Lessons 1 to 8.
Second Month: Lessons 8 to 18.
Third Month: Lessons 18 to 28.
Fourth Month: Lessons 28 to 39.
The next two weeks will be devoted to review of the work of the semester.
In addition to the work in the adopted text, teach one story and have the children memorize one poem during each month of the semester. Select history stories for the semester's work. Continue to tabulate the errors that children make in the classroom and on the playground. Drill on the use of the correct forms. Have the children keep notebooks of short compositions. Train them in the use of the margin, indentation, and the period. Use the best composition written by a member of the class for a model. Change the model as soon as a better composition is written.6

Penmanship
Adopted text: Graves' Muscular Writing, Book III. Use the method outlined in the adopted text.7

5 Ibid., p. 16.
6 Ibid., p. 17.
7 Loc. cit.
Spelling
Adopted text: Horn-Ashbaugh Spelling Book.
Adhere strictly to the method outlined in the adopted text.
First Month: Line 1, p. 19, and lines 1, 2, and 3, p. 20.
Second Month: Line 2, p. 19, line 4, p. 20, and lines 5 and 6, p. 21.
Third Month: Line 3, p. 19, lines 7 and 8, p. 21, and line 9, p. 22.
Fourth Month: Line 4, p. 19, and lines 10, 11, and 12, p. 22.

Community Study
Adopted text: How We Are Fed by Chamberlain.
Base the work of the semester upon the food used in the Parish of East Baton Rouge. Devote one period per month to the study of health bulletins.
First Month: p. 1 to p. 38.
Second Month: p. 41 to p. 90.
Third Month: p. 91 to p. 145.
Fourth Month: p. 146 to p. 214.

Phonics
The work in phonics for the third grade will consist of drills on "families", placing diacritical marks on words, dividing words into syllables, and teaching prefixes and suffixes.10

The parish course of study for 1925 advises teachers that the new high school course of study issued by the State Department of Education contains an entirely new program of studies. It provides the aims in instruction and designates the amount of subject matter which should be taught. Beginning with this year,

8 Ibid., p. 17.
9 Ibid., pp. 17-18.
10 Ibid., p. 42.
students were required to elect curricula rather than subjects, and requirements for graduation were predicated upon the satisfactory completion of a curriculum rather than the sum total of units earned.

The requirements for graduation from a high school in East Baton Rouge Parish in 1925 are listed below:

1. The student must elect one of the four curricula.
2. Pupils must elect a curriculum upon entering the eighth grade, and it cannot be changed until after the completion of the ninth grade. The curriculum elected at the beginning of the tenth grade must be pursued until graduation.
3. While the total units required for graduation in any curriculum total sixteen and one-half, pupils may earn as many as nineteen units for graduation. In this way a student may elect both physical sciences, or foreign language and the commercial curriculum, etc.
4. The following is a list of units required in all curricula:

   - English: 4 units
   - Algebra: 1 1/2 units
   - Geometry: 1 unit
   - Foreign History: 1 unit
   - American History: 1 unit
   - Natural Science: 1 unit
   - Physical Science: 1 unit
   - Business Arithmetic: 1 unit

   Total: 11 1/2 units

5. A high school unit is earned by pursuing successfully a one-year subject for five sixty-minute periods per week for thirty-six weeks.
6. Credit will be given for half units in only three subjects—namely, Advanced Algebra, Home Nursing and Personal Hygiene, and Solid Geometry.
7. In those curricula where Civics is not required for graduation, the principal and teachers should arrange the pupils' programs in order that this subject may be scheduled.
8. Students enrolling in the Home Economics curriculum in the rural schools may omit General Science and Commercial Geography and substitute Civics and two years of Foreign Languages.
9. With the exceptions noted in No. 8, all schools of the parish, except the Baton Rouge Junior and Senior High Schools, will follow the program of studies as listed in the State High School Course of Study.

10. The programs of studies for the Baton Rouge Junior and Senior High Schools as listed in this outline have received the approval of the State High School Inspector, and the teachers of these respective schools are expected to follow this program rigidly, as any deviation from this program of studies may result in the pupil's failure to receive certificates of graduation from the State Department of Education. This program is in conformity with the regulations set forth under Section 3, Paragraph B, page 11, State High School Course of Study.

11. A Major is a subject pursued satisfactorily for three or four years, e.g., if Social Science is pursued for three years, a major is earned in this subject. If an additional year is taken, making four in Social Science, it still counts as a major and the student receives credit for four units. Not more than four units will be given in English, Mathematics, Science, Social Science, etc.

12. A Minor is a subject pursued satisfactorily for two years in any one approved high school subject.11

It has been previously mentioned that four curricula were offered in the white high schools of East Baton Rouge Parish. The general curriculum offered the subjects of English, arithmetic, general science, commercial geography, algebra, biology, civics, geometry, foreign history, foreign languages, physics or chemistry, advanced algebra, and American history. The home economics curriculum required English, arithmetic, sewing, civics, algebra, cooking, biology, geometry, foreign history, foreign languages, chemistry or physics, home economics, advanced algebra, and American history. The manual training curriculum consisted of English, arithmetic, general science, woodwork and mechanical

11. Ibid., pp. 44-45.
drawing, algebra, civics, geometry, foreign history, foreign language or bookkeeping or typewriting and stenography, chemistry or physics, American history, advanced algebra. Students pursuing the commercial curriculum studied English, arithmetic, biology, commercial geography, algebra, civics, bookkeeping, geometry, foreign history, typewriting, stenography, chemistry or physics, American history, advanced algebra, and foreign languages. 12

Special curricula were designed for the Baton Rouge Junior High School and the Baton Rouge Senior High School and they were approved by the State High School Inspector from the State Department of Education. Peculiar to Baton Rouge Junior High School were courses in sight singing and music appreciation, drawing and art appreciation, orchestra, household arts for boys, and public speaking. The general curriculum and the home economics curriculum in Baton Rouge Senior High School differed to some extent from those in the remainder of the parish. 13

The outline of courses of study for all high school subjects was rigid. The following example describes the requirements for the first semester of the first year of high school

English:

Adopted texts: Law's English for Immediate Use, and Literature and Life, Book I.

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13 Ibid., p. 49.
First Month: Law's English, Chapters 1 to 5, and Literature and Life, pp. 13 to 77.
Second Month: Law's English, Chapters 5 to 9, and Literature and Life, pp. 85 to 149.
Third Month: Law's English, Chapters 9 to 12, and Literature and Life, pp. 149 to 206.
Fourth Month: Law's English, Chapters 12 to 16, and Literature and Life, pp. 219 to 258.
The next two weeks will be devoted to review and examination.14

The requirements in all other subjects were equally detailed. A complete outline for the teaching of civics consumed several pages in the course of study.

These samplings of the 1925 course of study are pertinent to a study of the supervisory program for three reasons: (1) they provide a graphic description of the milieu in which supervision operated during the period; (2) supervision was responsible, to a considerable degree, for the preparation and induction of this program of studies; (3) the courses prescribed and the accompanying suggestions and instructions are reasonably typical for each of the years during this period.

To implement these curricula and to assist with the instructional program during this period, the supervisory staff subscribed to the following aims:

1. To improve those teachers already in service.
2. To bring the new members of the staff to the level of efficiency already reached by the older members.
3. To develop and maintain in the schools an efficient, co-ordinated, and balanced instructional program in which a reasonable degree of uniformity is attained.15

14 Ibid., p. 50.
15 Ibid., pp. 13-14.
In an effort to realize these aims, supervisors engaged themselves in the following activities:

1. Making and interpretation of courses of study.
2. Selecting and organizing subject matter.
3. Establishing goals of attainment.
5. Providing opportunities for educational and professional growth of teachers.
6. Conducting group meetings of teachers.
7. Serving as a clearing house for the distribution to teachers of superior techniques and methods of procedure developed by the better members of the staff.
8. Experimental and demonstration teaching.
11. Laying the basis for cooperative teaching.
12. Planning and using the supervisory program.

Each spring, near the end of the school session, a specific supervisory plan was worked out for the following year. It was felt that this project had merit because it gave purpose to the activities, helped to achieve a few, well-defined objectives, and saved time and effort. These programs were distributed to the principals and teachers at the beginning of the school year.

In planning the supervisory program, conferences were held by the supervisors with a staff member of the School of Education at Louisiana State University, with staff members of the State Department of Education, and with the parish superintendent. In

16 Ibid., pp. 13-14.

planning the supervisory program for the rural schools in a typical year (1928-29), standardized achievement tests were administered in all rural schools. These tests indicated a general weakness in reading in all grades above the third. On this basis, the improvement of instruction in reading became a primary objective during the following school year.

Visits in the classrooms indicated that much improvement could be made in the making of assignments in the upper elementary grades and that children were not being permitted to participate in the recitation as fully as was desired. For this reason, the improvement of lesson planning became an objective in the planned supervisory program.18

The supervisors believed that there was a definite need for more professional reading on the part of the teachers. Plans for several group meetings of teachers during the summer were made. Study outlines were drawn up for each meeting and professional literature pertinent to the subjects was made available.

Although a definite visiting schedule for the supervisors was not made for the following year, it was the practice to visit in the respective schools after meeting with the teachers in each school as a group. Demonstration lessons were presented in most

18 Ibid., pp. 18-19.
of these meetings, and the visits on the following days were devoted to a follow-up of these lessons, as well as the objectives stressed in the supervisory program. Special efforts were devoted to determining that the various aspects of the supervisory program were being carried out. Informal objective tests were given in reading at the end of each accounting period and standardized tests were administered near the end of the school session.¹⁹

The following general factors were emphasized in the rural school supervisory program in the 1928-29 school session:

1. Objectives
2. The teaching of reading
3. Lesson Planning
4. Standards for judging a lesson
5. Careful adherence to courses of study
6. Informal and standardized tests²⁰

The rural school supervisor worked to improve the teachers in service through teachers' meetings in the respective schools, through demonstration lessons, through observation in the classrooms by means of requested, scheduled, and unannounced visitation, and through individual conferences with teachers. In addition to assisting in such matters as reducing the number of failures in the first grade, she was asked by the parish superintendent to train principals in order that they become more effective in supervision.

¹⁹ Williams, op. cit., p. 21.
²⁰ Ibid., p. 29.
There was very little contact during this period between city and rural schools. The only common experience was an occasional demonstration lesson which exemplified an approved technique of teaching. No parish-wide workshops were held. Teachers came together once a year for meetings which were chiefly administrative in nature. There were no organized, professional study groups. Teachers in certain schools specialized in certain phases of work and professional improvement was, to some extent, a matter of individual initiative and school initiative. Attendance at summer schools accounted for the improvement of many teachers.

When a supervisor visited a classroom, he seated himself in the rear of the room. Since check sheets were not used, he noted any irregularities in a notebook. He listened as the teacher conducted the lesson. The teacher was the center of attraction, not the children. She asked all the questions and talked during most of the period. Emphasis was on inspection. The supervisor determined, among other things, if the room was properly ventilated, if the class was in the place in the textbook designated by the course of study, and if the classroom was orderly and quiet. Not much thought was given to the attitude of the child and pupil-purposing played little part in the school. The child was assigned a task and it was thought that he developed to the extent that he did the task well.\(^\text{21}\)

\(^{21}\) Interview with Mrs. J. L. Perkins, Supervisor of Elementary Schools, East Baton Rouge Parish, April, 1952.
The teacher was expected to hear lessons. Children were given assignments and tested regularly to determine if the assignments were done. Assignments were primarily on a day-to-day and page-by-page basis and the chapter was the largest unit involved. These practices were responsible for learning characterized by memorization on the part of the student, and for tests based on unrelated facts which the teacher prepared.

Little effort was made to make the classroom an attractive place for children. Pictures and other audio-visual aids, reference material, and library books were inadequate in number and quality. Children were required to read certain books and report on them. Limited efforts were made to find books which would appeal to children. The daily attendance report represented the only effort to keep school attendance at a high level.

Two features particularly characterized instruction during this period. First, the child could spend a week in the classroom without saying a word. A premium was placed on silence. Teachers considered a child to be happy and well-adjusted if he evidenced no serious behavior problems. Teachers were not concerned with social and emotional maladjustments unless they interfered with the routine of the school day. Efforts of children to express and develop personality were generally suppressed. Second, tests, except for an occasional essay question, consisted of "true-false", "yes-no", multiple choice, and other such types of questions as were in vogue in the colleges during this period. Such tests
called for little reflection on the part of students and demanded little or no consolidation of learning. 22

Schools were largely college preparatory in nature and were designed to assist survivors in pursuing one of the professions in adult life. For this reason subject matter skills and a ready knowledge of facts were unduly emphasized. The schools were less concerned with human and social skills and with building an informed citizenry which could engage with skill and discernment in the democratic process. Facts concerning the civic process were taught, but opportunities for practice and experiences in the process were extremely limited.

Since the curricula were organized to prepare students for higher education, they subscribed to the belief that knowledge was power and that facts and skills in themselves would help all students to "get ahead in the world" at some undetermined time in his future life. Curricula which made little provision for individual differences or for community needs contributed negligibly to the development of democratic behavior. Good social adjustment, cooperation, concern for others, and group action were neutralized in the competitive milieu of the classroom. Active participation, self-direction, open-mindedness, and a sense of personal responsibility were

22 Ibid.
sacrificed in the process of "doing as one was told". Furthermore, the implementation of such curricula tended to strangle creativeness in teachers and students and minimized the possibility of developing students who could think critically and solve their problems effectively.
CHAPTER III

THE SUPERVISORY PROGRAM IN THE WHITE PUBLIC SCHOOLS OF
EAST BATON ROUGE PARISH, 1934-43

In spite of the fact that a world-wide economic depression existed during the bulk of this period, school enrollments in East Baton Rouge Parish experienced a steady growth. Whereas there were 3,615 white children enrolled in the parish schools during the 1917-18 session, there were 7,268 in 1929-30 and 8,658 in 1933-34. There were 25 white public schools in 1929-30, as compared to 24 in 1933-34; there were 260 teachers employed in the white public schools in 1929-30, and 287 in 1933-34. The average salary of all white teachers in East Baton Rouge Parish in 1929-30 was $1,175.58; in the 1933-34 school session it was $1,061.53.  

The decline in teachers' salaries indicated in the preceding paragraph is indicative of the severe financial struggle which enveloped the school systems of America during this fourth decade of the twentieth century. It is significant that this critical period was responsible for the initiation of a state-wide program of supervision within the respective parishes.

of Louisiana. This movement recognized the validity of supervision and had far-reaching effects, not only in East Baton Rouge Parish, but in the entire state. As a result, it was possible, in East Baton Rouge Parish to maintain the financial support necessary for the supervisory program, and efforts were made to provide in-service training for supervisory personnel.

At a meeting of the State Board of Education in December, 1934, T. H. Harris, State Superintendent of Education, recommended that the cost of classroom supervision in the various parishes of Louisiana be included in the state minimum educational program set up for the distribution of the Equalization Fund. The State Board of Education acted favorably upon this recommendation and adopted the following plan for extending aid and setting up an effective program for classroom supervision in all parishes participating in the Equalization Fund:

1. Beginning with the session of 1934-35, allot white supervisors to the several parishes on the basis of the number of white teachers employed and negro supervisors on the basis of the number of negro teachers employed. Allow for the employment of one supervisor for each one hundred white teachers, or major fraction thereof, and for one negro supervisor for each one hundred negro teachers, or major fraction thereof, provided that at least one supervisor may be employed in any parish that has in its teaching staff as many as seventy-five teachers, both white and negro, and provided further that not more than one white and one negro supervisor shall be added to a parish in any one year, and that the maximum number of classroom supervisors for any parish shall not exceed three for either race.

2. Parishes now employing supervisors shall be allotted one additional for 1934-35 and one for each subsequent year thereafter, based upon the number of teachers in the teaching staff, as cited above, until the maximum is reached.
3. Supervisors employed for the session of 1934-35 must enter upon their duties during the first half of January, 1935.

4. Place the cost of supervision in the equalizing fund at the rate of $1,800.00 a year for the salary of each white supervisor, and $1,000.00 for each negro supervisor, with the proviso that where two or more supervisors of either race are employed the salaries of the two may vary but aggregate must be multiples of $1,800.00 or $1,000.00.

5. Parish school boards shall be required to select classroom supervisors upon the nomination of the parish superintendent.

6. The parish superintendents shall be required, before nominating supervisors of instruction to be elected by their boards, to submit to the State Department of Public Education the names of the nominees selected by him, and secure the approval of the State Superintendent.

7. The State Superintendent shall have authority to strike out, from the credits allowed a parish from the equalizing fund, the cost of supervision in any parish when he becomes convinced that the supervisory efforts are inefficient and not worth the money invested in them.

8. The school boards and parish superintendents shall be required to grant leaves of absence to classroom supervisors with pay for attendance at summer school sessions or educational conferences when such attendance is recommended by the State Superintendent.

9. Parish school boards shall be required to pay reasonable traveling expenses of their supervisors of classroom instruction.

10. Parish-wide supervisory programs shall be prepared annually for execution in the respective parishes making provisions for classroom supervision and copies of these shall be sent to the State Superintendent of Public Education for examination and approval at least one month prior to the opening of the school session.

11. Mr. A. M. Hopper, head of the Elementary Division of the State Department of Education, and Mr. A. C. Lewis, head of the Negro School Division, are charged with the duty of administering, under the direction of the State Superintendent, all matters from a state standpoint connected with the question of classroom supervision and especially to aid as far as possible the different parishes agreeing to make provisions for classroom supervision to select teachers properly equipped by education, training, and temperament to discharge successfully the duties of this important office and devising good programs of classroom supervision.²

It must be kept in mind that, during this period, a certain amount of influence and control was exercised at the state level in connection with the supervisory and instructional program in the schools of Louisiana. Such policies as requiring the names of prospective supervisors to be submitted to the State Superintendent of Education, withdrawing financial support from parishes conducting supervisory programs considered inadequate by the State Superintendent, requiring parish school boards to grant leave of absence with pay to supervisors engaged in in-service programs recommended by the State Superintendent, and compelling parish supervisors to prepare and submit annual programs for examination and approval by the State Superintendent are indicative of the degree of control imposed at the state level.

In the 85th Annual Report of the State Department of Education for the 1933-34 Session, Mr. T. H. Harris, State Superintendent of Education, made the following observations:

The question of the supervision of school activities is in my judgment a very important one. The parish school boards should organize to provide the supervisory services that will prove most helpful to the various workers in the school system, especially the teachers and the children. In the smaller parishes this type of service can be rendered by the parish superintendent in a reasonably satisfactory manner, but in the larger parishes the superintendent is so burdened with administrative duties that it is impossible for him to render the supervisory aid to teachers and children that they need, and besides there are so many teachers and schools that the superintendent would be unable to discharge properly the duties connected with supervision if he gave his whole time to that work. It is my opinion that there is
no more important item in the public-school program than that of making provision for the efficient supervision of the various school activities, especially classroom instruction. The matter is so important that I believe that it should be included just as teachers are included in the equalization program. In other words, it is my opinion that the parishes making provision for classroom supervision should be given a reasonable allowance from the equalization funds, provided these parishes are entitled to share in the equalization funds.3

Superintendent Harris elicited further justification for supervision, and invited all parishes to participate in the initiation and implementation of supervisory programs:

Beginning with the session 1934-35 supervision of instruction for both white and negro schools is recognized as one of the basic elements in the State minimum program which all parishes are expected to provide. Justification for this action, if any is needed, is based upon general acceptance of supervision by school officials, teachers, and the public as a desirable school service essential to the securing of the best results in the classroom. Verification of the value of supervision can be found in the twenty-odd parishes which have employed supervisors during the past fifteen or more years. As the State is now bearing more than half the total cost of current operation and, in fact, is paying far more than half in the weaker parishes, it seems obvious that the State should have some voice in the educational programs offered in the several parishes. Instead of expressing itself through edict or law it is far more reasonable to do so by including a desirable service in the State minimum program, underwriting the cost thereof, and then inviting the parishes to provide the service. In this way there is no infringement on local administrative functions but the State can meet its responsibility for maintaining efficient local parish school systems. The participating parishes are accordingly invited to inaugurate a program for the supervision of instruction beginning January 1, 1935.4

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3 Ibid., pp. 23-24.

Only fifteen supervisors were employed in thirteen parishes during the school session of 1934-35. During the 1935-36 school session, in the first full year of state financial support of the supervisory program, the number had increased to fifty-five supervisors, employed in forty-six parishes and the two city school systems.

In the 88th Annual Report issued by the State Department of Education in 1936-37, the State Superintendent of Education, Mr. T. H. Harris, made the following statement regarding the importance of the principal in a program of supervision:

There are two classes of supervisors, the most important of which are the principals of the large schools. I think they are the key in a system of supervision. Their important functions are two: First, planning with their teachers the teaching program and giving helpful suggestions as to how to realize the ideals and ends set up in the program; and second, administration.

One year later Superintendent Harris summarized what he called a new viewpoint in instruction:

We are no longer slaves to textbooks. The teacher is no longer a propounder of stereotyped questions, and the children are no longer expected to spend their time answering questions based upon textbook subject matter. The environment in which the children live is now brought into the classrooms and used as the basis of learning. Children are made acquainted with the current affairs of the world.

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and they are taught how to investigate them, weigh them, classify them, and reach sensible conclusions based upon the facts and conditions with which they deal. The teachers are learning to be guides and directors and the children are being taught how to investigate, how to think, and how to give expression, orally and in writing, in a sensible manner to their thoughts.7

It is reasonable to conclude that the philosophy expressed above represented a proposed program of instruction rather than one which had been effected. Accordingly, a state-wide curriculum study designed to improve instruction was begun in the summer of 1936. At that time a selected group of about sixty graduate students spent nine weeks at Louisiana State University in studying and discussing the educational program in Louisiana. This group consisted of members of the State Department of Education, college teachers, superintendents, supervisors, principals, and high school and elementary teachers. The first year of the program was devoted to study, discussion, and professional reading. Plans were formulated to give every teacher in Louisiana an opportunity to participate in the program. This necessitated the organization of school study units, parish study units, district study units, and state study units.

In the summers of 1937 and 1938 groups similar in organization to the 1936 group met again at Louisiana State University. Out of

these three groups came the following viewpoints. The viewpoints in the left-hand column were generally accepted as desirable, while those in the right-hand column were generally accepted as undesirable.

One of the essential problems was the implementation of the practices and viewpoints listed in the left-hand column which follows:

<table>
<thead>
<tr>
<th>Left-Hand Column</th>
<th>Right-Hand Column</th>
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</thead>
<tbody>
<tr>
<td>1. The pupils are organized as a social unit, all working cooperatively for the common good.</td>
<td>1. The pupils work as individuals, each one thinking primarily of his own welfare.</td>
</tr>
<tr>
<td>2. Pupils participate in selecting what is to be done and in planning how it is to be done.</td>
<td>2. The teacher decides what is to be done and plans how it is to be done.</td>
</tr>
<tr>
<td>3. Pupils carry out plans developed co-operatively with the guidance of the teacher.</td>
<td>3. The pupils carry out the plans made by the teacher.</td>
</tr>
<tr>
<td>4. Pupils work primarily to achieve the purposes they have helped to determine.</td>
<td>4. Pupils work primarily for marks and grades or for the approval of the teacher.</td>
</tr>
<tr>
<td>5. The recitation period consists largely of reporting and evaluating progress and of planning future work.</td>
<td>5. The recitation period consists largely of reporting on readings and answering the teacher's questions.</td>
</tr>
<tr>
<td>6. Pupils talk to the group and look to it primarily for approval and suggestions.</td>
<td>6. Pupils talk to the teacher and look to him for approval and suggestions.</td>
</tr>
<tr>
<td>7. Standards of evaluation are developed and applied co-operatively by the teacher and pupils.</td>
<td>7. Standards of evaluation are developed and applied by the teacher.</td>
</tr>
<tr>
<td>8. Approximately equal emphasis is placed on intellectual, emotional, physical, social, civic, and moral growth.</td>
<td>8. Major emphasis is placed on academic training for intellectual growth.</td>
</tr>
<tr>
<td>9. Pupils are permitted to engage in activity that is purposeful and does not interfere with the work of others.</td>
<td>9. Pupils are expected to remain quietly at their desks and read or study.</td>
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</tbody>
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10. Pupils recognize the value of what they are doing.

11. The teacher considers each pupil an individual whose personality and emotions are important.

12. Every pupil is given opportunity to experience a feeling of success every day.

13. The activities are derived from a variety of materials and include reading, planning, doing, and discussing.

14. The content of the course is determined primarily by the purposes, interests, and needs of the pupils.

The preceding information describes briefly the efforts of the State Superintendent of Education and the State Department of Education to project a system of supervision which had for its purpose the improvement of classroom instruction in the State of Louisiana. Although the East Baton Rouge Parish school system had pioneered in supervision, along with a few other parishes in Louisiana, this program on the state level imprinted indelible impressions on the supervisory and instructional program in the schools of East Baton Rouge Parish. Educational workers at all levels in the parish participated in the curriculum study groups.

8 Ibid., pp. 32-33.
which met at Louisiana State University in the summers of 1936, 1937, and 1938. During these three years, curriculum study groups were organized in East Baton Rouge Parish. The parish-wide curriculum group met each week, listened to a lecture, and gave its attention to much reference material.

This movement which involved, among other things, a change from the traditional textbook type of teaching was extremely unpopular, in the beginning, with the teachers and with many principals in the schools of East Baton Rouge Parish. However, as the study progressed, many teachers and principals began to accept some of its guiding principles and began to experiment with some of the changes which it invoked.9

The supervisors from East Baton Rouge Parish were active in the state committees which were organized for the purpose of revising the curriculum in various fields. In the parish itself, committees began working immediately to change the page-by-page courses of study which had been used for many years. Particular attention was given to the primary program, the social sciences, arithmetic, and health and physical education. A committee on the language arts was most active during this period.

This curriculum study was of vital significance in the educational program in the parish and in the state. It was far-reaching in changing attitudes about boys and girls. One result

9 Interview with Mrs. J. L. Perkins, Supervisor of Elementary Schools, East Baton Rouge Parish, April, 1952.
was an evaluation of practices of teachers at that time. As a result of such evaluation, many changes began to take place in the schools. The daily program became more flexible in the elementary grades; more opportunities were provided for children to learn meaningful facts in larger units; related wholes were brought into play in social studies; children were organized into study groups and made purposeful noises rather than indulging in verbalisms. Arrangements were made for wholesome experiences by children in democratic living, opportunities were provided for pupil participation in planning, seeing the purpose of work to be done, expressing their own thoughts, being respected as individuals even though they were not mature, and having opportunities to make choices at their levels of ability.

Speed and accuracy lost ground in arithmetic to purposeful work, understanding, and confidence. Spelling tests were not given as frequently, and children were encouraged to learn the spelling of words by using them during the better organized experiences offered in writing. Enrichment opportunities were available in art, music, speech, and appreciations. Rather than using the grade as a drive, many teachers attempted to develop the child's intellectual curiosity, a confidence in himself, and an ability to get along with his peers.

In spite of the fact that changes such as these took place in many instances, it must be kept in mind that many
teachers gave lip service and superficial support to this type of instructional program. Moreover, many teachers, even though they were zealous in their efforts, worked out programs which were not very effective.\textsuperscript{10}

Not only did change characterize the instructional program, but changes were effected in the organizational structure of supervision in East Baton Rouge Parish. In 1935 a new superintendent was appointed. This same year the supervisory system which had prevailed since 1917 was discarded. The positions of supervisor of city schools and supervisor of rural schools were abolished. Simultaneously, a supervisor of high schools and a supervisor of elementary schools were appointed. This arrangement was more favorable to conducting a program which, by 1935, demanded the services of persons qualified by experience and special training in the field of supervision.

Near the end of this period, the East Baton Rouge Parish School Board requested that the Division of Surveys and Field Studies of George Peabody College, Nashville, Tennessee, make a study of the public schools of the parish. Assistance from this group was sought on February 18, 1941, and on July 21, 1941 a detailed report was submitted by this body to the East Baton

\textsuperscript{10} Ibid.
Rouge Parish School Board. Dr. Doak S. Campbell, Director of the Division of Surveys and Field Studies, and Dean of the Graduate School, was chairman of the survey group.

This survey, in keeping with the nature of most of its kind, included a study of such matters as the social, economic, and physical conditions of the parish as they related to the public schools. In addition, it presented findings on the teaching personnel, pupil personnel, the physical plant, general administration, pupil transportation, finance, business management, and a general statement of recommendations.

For the purposes of this study, of particular interest are the sections dealing with the elementary and secondary instructional programs in the schools of East Baton Rouge Parish. According to the survey, the greatest weakness in the elementary schools at this time was an absence of planning and an inadequacy of planning that was done. There was evidence of much rote teaching, which may have been due to a lack of understanding of basic issues and to a failure to develop a common point of view. It must be said, however, that a wholesome relationship existed between teachers and supervisors in spite of differences in point of view, and much effort was made by teachers to use procedures suggested by local supervisors and those from the State Department of Education. It must be kept in mind that there was still a certain amount of
uncertainty which had obtained since the new approach to instruction was introduced early in this period.11

There was a need for cooperative planning by teachers, supervisors, and administrators. Little effort had been made to develop a total school plan which could be used as a guide to the development of the curriculum, either in the various schools or in the parish as a whole. On the other hand, there was much evidence of yearly emphasis, one year upon one subject, the next year on another. Such emphasis tended to direct efforts to one area to the neglect of other areas.12

There was a need for working continuously on the whole program and seeing the functions and relationships of each of the parts. The following example from a 1939-40 parish supervisory bulletin is illustrative:

This Supervisory Program has been prepared for the guidance of elementary teachers and principals, after careful consideration of the strong points and weaknesses of our previous program by principals, teachers, and the supervisory force. The suggestion is made that careful study be made of the program in a series of faculty meetings called for that purpose. It is to be noted that the objectives are general in nature and in no way hamper a teacher as to method, procedure, material, or daily schedule. Any or all of the following objectives may be given special emphasis:

1. To cooperate in the State curriculum-development program.


12 Ibid., p. 49.
2. To broaden the social science program by the unit or problem method of approach.
3. To further enrich the educational program by the use of audio-visual aids.
4. To improve the general character of oral and written composition.
5. To use criteria or standards more effectively.
6. To encourage pupils to keep classrooms neat and attractive.
7. To make discipline educative.
8. To develop desirable traits of character.
9. To insure professional growth by wide reading of current materials.13

In the preceding objectives social science, oral and written composition, and character education are emphasized. Unmentioned are experiences in numbers, art, music, science, and literature, as well as those in health, community relationships, and child growth and development.

It was common practice, according to this and other supervisory bulletins, for the teachers to work out their own procedures and to develop their own programs with the consent of the principal. The quality of living and learning which took place in many classrooms evidenced good planning on the part of the teachers. Classroom experiences, particularly in the area of science, were extended through discussion, observation, and experience. Many teachers used field trips and studied community life with the children, thus motivating further exploration through reading, oral and written expression, dramatization, discussion, and other activities.

There was a recognition on the part of teachers of East Baton Rouge Parish of the need for oral and written expression. This was evident from the emphasis deferred in parish supervisory bulletins, from the amount of time allotted in the daily schedule, from files of pupil material, and from statements of teachers. Four factors limited the effectiveness of the program:

1. The tendency to emphasize English skills out of relation to meaningful experiences
2. The tendency to use the best part of the school day to drill on skills
3. The lack of a common agreement as to the function of oral and written expression
4. The consequent tendency to assign standards a disproportionate emphasis.

Cumulative files of the best work of each pupil were kept for exhibit by the teachers. The skills period was separated from all other classroom activity. Generally the morning period was devoted to the skills and the afternoon to the activity period in which planning, working, and evaluating took place. A few elementary teachers used the direct experiences of the child in developing oral and written expression and were aware of the need for reading readiness at all levels.

The Survey revealed a wide disparity in reading achievement, not only within the separate schools, but also among the schools.

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14 Campbell, op. cit., p. 51.
It was recommended that a search be made for the causes of the low achievement in reading and that plans be made to improve conditions. The members of the Survey Committee attributed these circumstances to rote procedure, isolated treatment of skills, reliance exclusively on textbooks, and a separation of school life from community life. It was recommended that reading material suitable to a wide range of reading interests be secured, that teachers devote attention to better practices in this field, and that more flexible daily programs be initiated in the elementary schools.15

Based on the observation of the Survey Staff and an analysis of materials used, it seemed that elementary teachers emphasized abstract number skills. Many teachers were primarily interested in having children master number facts and fundamentals. Some teachers, however, used number in the social studies, in science, and in as many other meaningful situations as they could find. They were more interested in understandings than automatic responses. A few primary teachers considered the need for number readiness as acute as the need for reading readiness.

As in the other areas, there was much confusion as to the place of the social studies in the elementary school. Experiences varied widely from question-and-answer procedures in the separate

15 Ibid., p. 52.
subjects of the social studies to a well-organized classroom program of social living. Teacher-pupil and pupil-pupil relationships in the schools of the parish were of superior quality. Although pupils were respectful, orderly, and happy, there was a need for pupils to develop initiative, discuss problems, and engage in the planning of school and classroom activities. 16

There was a great need during this period to relate the arts to experiences in other fields and to use the full resources of the community in these efforts. Few classrooms had sufficient materials for the art program and most of the work in art was pattern work rather than being creative. Few supplementary reading materials in art or music were available in the elementary libraries.

Because the public school has responsibilities to the economic life of the community, some economic experiences on the elementary school level were needed in the schools of the parish. This was particularly true in the city of Baton Rouge which was highly industrialized.

Experiences in health were rather isolated from the total school program. In some schools provisions were made for rest periods, rhythm work, and supervised play. A need to relate health

16 Ibid., p. 56.
education with science and with problems of the local community was evident. The emphasis in physical education was on competitive sports.

In the libraries, there was a need for more discrimination in the selection of books. Many "sets" of books were evident. An insufficient number of books to provide for individual differences was available. Many schools provided reading corners in each classroom, but no reference is made to a centralized elementary library.\(^{17}\)

The Survey Staff made the following recommendations regarding the elementary schools of East Baton Rouge Parish:

1. There should be provided in all schools a stimulating environment that fosters many and varied interests and purposes on the part of the pupils. Care should be taken to develop insight through providing for the acquisition of knowledge, technique, and skills which have functional values in a life where new problems must continually be met and solved. In developing functional values, the school should utilize problem-situations in such a way as to promote ever-increasing ability of the people to think at levels of their maturity and intelligence.

2. The experiences of the pupils should be extended. In addition to making the experiences which they now have more meaningful, the school should provide additional economic experiences through home-making and gardening. These experiences should be directly related to the other experiences of the day; separate courses in home-making and gardening should not be set up. In order to improve the total living of pupils, the school should engage and participate more extensively in activities for the improvement of the community, such as in beautification programs, civic music, and community drama.

\(^{17}\) Campbell, op. cit., p. 59.
3. Character development should permeate the entire school program, and should not be emphasized as a special part of a program. Since the human organism is learning all the time, specific and unrelated lessons devoted to character education do little good.

4. The school should give special attention to the physical well-being of its pupils. Health should be related to the program of the entire day. The recess periods should be so planned and organized that the whole student body is engaged in wholesome activity. Over-crowded, poorly lighted rooms, and merely competitive sports are not conducive to a good program of healthful living.

5. The school should provide experiences through which the children will become increasingly aware of, concerned about, and active with reference to the welfare and happiness of their fellows. Care should be taken, however, not to build up tensions with respect to social situations which are beyond the maturity of the pupils. By extending the opportunities for pupils to participate in planning, in assuming responsibility, in making decisions, the school can do much to foster democratic living.

6. In order to accomplish the five recommendations so far given, the supervisory staff should develop a program of education for the teachers of the Parish which will have the following characteristics:

(a) Teachers of the Parish will have a share in planning the total program of the Parish, which will not only utilize the suggestions from the State Department of Education but will go beyond the mere suggestions in making the schools of East Baton Rouge Parish outstanding. The directions in State bulletins show that such pioneering is desired.

(b) In planning the program of specific schools, the whole faculty will have a part in planning the total program so that each teacher will have an understanding of underlying purposes and principles.

(c) Each teacher will be assisted in relating her work to the purposes of the larger program.

(d) Special committees of teachers will be engaged at once in thinking through the purposes, principles, and specific possibilities of the following areas: number, language, art, social studies, art, music, home-making, and gardening.

(e) The entire teaching personnel will engage in a continuous program of evaluation. When this is
done, the tendency now prevalent to emphasize selected areas without reference to their function in the total program will tend to disappear.

7. A survey of library facilities and materials should be made at once. Consideration should be given to providing a variety and range of materials.

8. A survey of the extent to which necessary experimental materials, such as art and construction materials, are available for all children should be made.18

It has been said in connection with the period from 1917–34 that the secondary school program in East Baton Rouge Parish was characterized as one offering largely the conventional academic subjects. This was no less true from 1934–43. It was restricted and had as its aim the preparation of students for college entrance.

The Peabody Survey Staff recommended that immediate steps be taken to accomplish a reorganization of the high school program. It suggested that the program be broadened to include more experiences in vocational courses and avocational courses, such as art, music, dramatics, personal problems courses, health, and problems of family living. It submitted that teachers would need to develop methods and materials for such a program and that the methods employed would involve more than just recitation. Such a program called for increased supervision which would evaluate and improve teaching-learning situations in which the

18 Ibid., pp. 62–63.
teacher, the learner, and the materials would move toward goals on which teacher and learner are agreed. Every teacher and administrative officer needed to become concerned with guidance. It was felt, that among other things, the initiation of such a reorganization would assist in finding the causes of over-
agerness and the slow progress of many pupils in the conventional curriculum and that plans could be set in motion to alleviate these conditions.\(^{19}\)

Because of the increasing influx of industry in the Baton Rouge area, the Survey Staff proposed that additional opportunities should be provided in vocational education in the schools of the parish. In 1941 there were a few shop classes in the high schools, commercial courses in the high schools, several job training projects of the National Youth Administration, a defense project for adults conducted in cooperation with the Work Projects Administration, private commercial schools, and apprenticeship in private industry.\(^{20}\)

Shops were located only in the Baton Rouge Junior High School. The commercial courses in the high schools offered typewriting, shorthand, and bookkeeping. One hundred students attended classes in four six-hour shifts daily in the defense

\(^{19}\) Campbell, op. cit., p. 78.

\(^{20}\) Ibid., p. 11.
project of the Works Progress Administration. Training in elementary electricity, transformer service and motor rewinding, auto mechanics, sheet metal, and mechanical drawing was offered.

Only one out of ten boys finishing high school at this time was able to engage in a skilled trade. The largest industry in the city of Baton Rouge could not get workers trained locally outside of its own plant.

With these things in mind, the Survey Staff recommended that the following program of vocational education should be developed as an integral part of the secondary school program:

1. General introductory shop. Roughly, the curriculum should begin with introductory general shop experiences based upon the common operations that are basic to the several major industries in the community.

2. Training in a major occupational group. Occupational training should be offered in several major groups of industries that are common to East Baton Rouge Parish:
   (a) The chemical industries, including machinists, electricians, instrument men, pipe fitters, and welders;
   (b) The building trades, including electricians, plumbers, carpenters, structural iron workers, and masons;
   (c) Automotive repair.

Since welders, electricians, and instrument men have certain operations in common, they would form a logical group for one phase of their training. Also, machinists, layout men, and pipe fitters have certain basic skills in common, and therefore, would be grouped together for a portion of their total program.

In addition to broader courses, a certain amount of specialization will be needed. For example, a welder needs highly specialized training. The machinist needs experience in using the lathe, the drill press, and the planer.

3. Commercial training. The training for commercial occupations should be offered as an integral part of the total program of vocational education even though most of the students enrolled will be young women.
An investigation should be made to discover whether there is a need for post-graduate training in commercial work for those who need advanced training or who were late in choosing this field of work. It has been pointed out that retail selling was the largest occupational group among those who recently left school. Therefore, courses in retail selling should be added to the commercial curriculum. This should attract a good many young men to this department. It is possible, too, that young men engaged in certain industries like the automotive industry might wish to take advantage of a course in retail selling. The number of students in the department of stenography and bookkeeping should be kept down to the local demand. Most of the students will have a simple set of books to keep for a small business. For those students who wish to specialize in bookkeeping, there should be an advanced elective course, preferably on the post-graduate level.

4. **Agricultural education.** It is doubtful whether an elaborate agricultural high school is justifiable in view of the decline in the position of agriculture in the economy of East Baton Rouge Parish. Agriculture should be made an integral part of the total program of vocational education. It should consist of a basic course or courses including such phases as: the care of the soil, production of livestock, crop production, construction and repair of farm equipment. Suitable elective courses should also be made available to suit the needs of individuals. It is particularly appropriate that agricultural education be an integral part of the vocational program because nearly half of the farmers in East Baton Rouge Parish work in industrial plants.

5. **Domestic and personal services.** The training of young women for a few fields hitherto neglected should be made available in the total program of vocational education. Growing out of the present work in home economics, a course might be offered leading to the training of waitresses, beauty shop operators, and seamstresses.

6. **Apprenticeship.** For the highly specialized occupations a period of apprenticeship in local industries should be provided by cooperative arrangement with the Parish school system. The State Department of Education has provided coordinators for the supervision of apprenticeship which is known, technically, as the diversified occupations course. The Standard Oil Company now cooperates with certain colleges and has indicated a willingness to enter into a cooperative arrangement with Parish schools.
7. **Technical subjects.** Certain technical subjects, such as mathematics, science, mechanical drawing, etc., should be made available as elective courses for those who are in need of specialized training in these subjects in order to have an intelligent understanding of their fields of vocational specialization.

8. **Social and economic problems.** Elsewhere in this report it was shown that the welfare program of a large corporation includes insurance, stock ownership, banking, and cooperative enterprises. In order to participate intelligently in these activities, it is necessary for young people to have more social and economic information. In the section on agriculture it was pointed out that the many cooperative and other agricultural organizations called for a better understanding of political and economic problems. In discussing the deficiency of the modern school, a prominent citizen and industrial leader pointed to the lack of social and economic information as one of the major deficiencies in the education of our youth today.

9. **Personal development.** A small fraction of the total program of vocational education should be devoted to filling the gaps in the general education of the students. It might also offer an opportunity to develop certain special interests. 21

Considerable prominence has been given in this chapter of the study to the implementation of a state-wide program of supervision by the State Superintendent of Education and the State Department of Education and to the survey conducted by the Division of Surveys and Field Studies of the George Peabody College in 1941. It should be obvious that these two events and the activities concomitant with them exerted a considerable impression on the supervisory program in East Baton Rouge Parish during the period from 1935 to 1943. Furthermore, it will be

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evident that these two major projects had an impact on education and the supervisory program in East Baton Rouge Parish during the decade which followed.
Any consideration of the supervisory program in the white public schools of East Baton Rouge Parish from 1943 to 1952 must take into account the phenomenal growth of industry and population in the parish during this period. During World War II, the industrial plants already located in Baton Rouge were tremendously expanded and many large and small industries moved into the Baton Rouge area. Thousands of employees were needed to staff these industries as well as the newly established wholesale and retail stores and the many business and professional offices. Millions of additional dollars were required for the annual payrolls of these industries and businesses, and East Baton Rouge Parish enjoyed the highest purchasing power per capita in the state, being second only to Orleans Parish in the value of its manufactured products. Its industries included an oil refinery, chemical plants, veneering plants, building, lumber, foundries, railroad shops, and the production of gas and petroleum products.¹

According to the United States Bureau of the Census, the population of East Baton Rouge Parish was 88,415 in 1940; in 1950,

it was 158,236. The city of Baton Rouge had a population of 34,719 in 1940; in 1950, its population was 125,629.*

Many physical changes also occurred in the growth and development of East Baton Rouge Parish Schools. During the 1943-44 school session there were 9,818 pupils enrolled in the white public schools; by 1950-51, there were 13,951. There were 25 white public schools in 1943-44, staffed by 364 teachers; in 1950-51, there were 31 white public schools, staffed by 542 teachers. The average salary of teachers during the 1943-44 school session was $1,733.14; in 1950-51, due largely to the state-wide minimum salary schedule effected by the 1948 Louisiana Legislature, the average salary of teachers was $3,299.14. This substantial increase in salary accounted, to some extent, for the increase in the number of men teachers. One hundred and sixteen white men teachers, or eighteen per cent of all teachers in the parish, were employed during the 1951-52 school session. Most teachers had Master's and/or Bachelor's Degrees. A large percentage of these were young teachers. Eighty-one teachers of health and physical education were employed.  

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*Figures supplied by the Baton Rouge Chamber of Commerce, June 1, 1952.

Twelve million dollars, provided by bond issues, have been spent for major facilities in the schools of East Baton Rouge Parish since 1943. Of this amount, those funds spent in the white public schools provided four gymnasiums, nine auditorium-gymnasiums, six shops, twenty-two cafeterias, four band rooms, two choral music rooms, one hundred and ninety-five classrooms, three playrooms, and two paved play areas. The Magnolia and Ninth Ward Elementary Schools were closed during this period, as well as the Seventh Ward High School. However, six new elementary schools were built—Banks, Belfair, Brookstown, Goodwood, Southdowns, and Winbourne. The Istrouma Junior High School was created and the Woodlawn High School, which has an enrollment at present of four hundred twenty-five students, was erected. A building suitable for the storage and distribution of textbooks, library books, audio-visual aids, and other teaching materials was provided, and in 1951 the school board office moved into new quarters which were designed to accommodate the school board and administrative and supervisory personnel. All of these improvements were accomplished after the close of World War II when circumstances in connection with materials, labor, and government sanctions were permissive.  

Simultaneously with these many physical improvements, efforts were made to enhance the school curriculum. The program

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3 Interview with Dr. C. L. Barrow, Superintendent of East Baton Rouge Parish Schools, May, 1952.
was expanded and enriched by the addition of art, guidance, health education, nutrition education, human relations programs, music, speech, and classes for handicapped children in the elementary schools. Provisions were made for the exceptional child, the home-bound child, the retarded child, the physically handicapped, and the partially sighted. Screening programs were executed for the hard of hearing, and a class was organized for children in one of the Baton Rouge hospitals. All teachers of these classes had specialized training for the respective areas of work.

In an effort to meet pupils' needs, the high school curriculum was expanded and enriched by the employment of additional teachers of health and physical education, guidance, art, speech, commerce, home economics, distributive education, industrial arts, and music. The large high schools correlated their programs with that of the Baton Rouge Trade School.

One of the supervisory techniques which had far-reaching implications for the schools of East Baton Rouge Parish was the institution of work conferences, beginning in the summer of 1944. The following letter to Mr. John E. Coxe, State Superintendent of
March 2, 1944

Mr. John E. Coxé, Superintendent
State Department of Education
Baton Rouge, Louisiana

Dear Mr. Coxé:

The East Baton Rouge Parish School Board is making plans for in-service training of all professional personnel, including principals, supervisors, and teachers. We believe that this program should be continuous and that administrators, supervisors, principals, and teachers should continue to grow professionally. This parish has many important social and educational resources which may be utilized in such a program.

The State Department of Education and the Louisiana State University are two of the most important of these educational resources. We would like to work out a cooperative program between the State University, the State Department of Education, and the staff of the local parish school board office for the professional improvement of teachers in service.

One of the first steps in this direction will be a summer work conference for high school and elementary principals in East Baton Rouge Parish. All of the white principals of the parish have written the School Board office stating that they would like to attend summer school and work on plans for improving their respective school programs next session. Tentative plans have been developed for a work conference to be held at the University for East Baton Rouge Parish principals only. They will spend four weeks developing plans for the improvement of education in the parish.

The purpose of this letter is to ask the State Department of Education to assist us by permitting Dr. J. W. Brouillette, Supervisor of Teacher Education and Certification, to serve as the coordinator of this cooperative effort and to permit Mr. John B. Robson, Supervisor of Mathematics and Science, to serve as co-director of the work conference with Dr. George Deer of the University. The principals will be assembled at the University for a four-week period from July 22 to August 19, 1944.
Supervisors from the State Department of Education are very helpful to us in planning the future program. We will appreciate your assistance in this cooperative effort.

Yours sincerely,

(signed)

Clark L. Barrow
Superintendent

On March 3, 1944, an informal meeting concerning the summer work conference was held in the East Baton Rouge Parish School Board Office. The minutes of this meeting which follow reveal some of the philosophy and details of planning involved in the 1944 work conference:

1. Dr. George Deer was appointed from the University as a staff member responsible for the major direction of the program. He will be a member of the planning, or executive, committee.

2. The work conference will be held during the morning for a four-week period, beginning July 22, 1944, and ending August 19, 1944, at Louisiana State University.

3. The Executive, or Planning, Committee, will consist of Dr. George Deer and such other members of the staff at Louisiana State University as he may select, Dr. J. W. Brouillette and Mr. John Robson from the State Department of Education, Mr. A. T. Browne and Mrs. J. L. Perkins from the East Baton Rouge Parish School Board Office, and several of the parish principals.

4. A definite follow-up program in the schools of the parish should be made by members of the college of education staff at Louisiana State University and the State Department of Education.

5. Mr. A. T. Browne, Supervisor of High Schools, and Mrs. J. L. Perkins, Supervisor of Elementary Schools, will determine from Dr. Homer L. Garrett and Dr. Irving P. Foote which courses listed in the Louisiana State University summer session catalogue are appropriate for the teachers in the parish who do not have degrees or who are teaching on temporary certificates. All high school teachers will be requested to confer with Mr. Browne, and elementary teachers with Mrs. Perkins, before the courses are definitely decided upon.

6. Those principals desiring credit should make the necessary arrangements with Dr. H. L. Garrett at the University. However, it is understood that teachers working for credit or noncredit will do the same amount of work.

7. The list of all teachers in the parish who do not have degrees or who are teaching on temporary certificates will be mimeographed and furnished to all colleges in Louisiana.

8. The work conference will be open to East Baton Rouge Parish principals only. Total enrollment in the group must not exceed thirty-five. Assistant principals may attend.

9. It is understood that each principal will make a careful survey of his own school situation and will come out at the end of the work conference with a definite follow-up program during the next session for his particular school.

10. During the work conference, field trips will be planned by principals and some members of their faculty to their particular schools. These trips will be devoted to a study of the local situation and to the preparation of plans for its improvement.

11. Progress reports will be made periodically. If the work conference is not meeting the needs of the group, change and re-direction will be made after it begins.

12. It is important for all principals and parish school officials to work out definite viewpoints in education. Each school should build a directive philosophy of education.

13. Principals might desire to meet with their faculty, or some members of their faculty, during the summer.

14. Dr. Brouillette, Mr. Robson, Dr. Deer, Mr. Browne, Mrs. Perkins, and others will visit parish schools before the end of the school year and secure from the principals a tentative list of problems which the teachers would like to work on this summer. School principals are requested to begin now to plan with their faculties in the selection of problems.

15. All teachers, high school and elementary, who do not have college degrees and who came into the parish school system since Pearl Harbor, will be requested to attend summer school this summer. All teachers who have temporary certificates will be urged to attend summer school this summer. Beginning next year, the School Board hopes to be able to pay teachers well for ten months; during the tenth month, some improvement program will be carried on each year. This program will be varied.
16. Graduate credit might be contingent upon what the principal does with the program during the next school year. If this plan is decided upon, progress reports can be made at the end of the first semester and then at the end of the school year, with emphasis on what is done with the information received during the work conference.

17. It might be possible to bring at least one nationally known secondary school man to the conference for one week.

18. In order that the work conference staff may assemble the necessary materials, principals should determine as soon as possible the problems which are of concern to the respective school faculties.

19. Members of the University faculty, other than those in education, may be utilized in connection with special problems. In other words, principals should feel free to use any of the resources of the University which will assist in solving problems.

20. The directors of the conference should not move too rapidly. They must start with each principal where he is, and with the parish schools where they are. Common sense should direct all effort. The program should be well-balanced, and no effort should be made to "set the world on fire" all at one time.

21. It might be advisable to have one high-school librarian work full time with the conference. Other parish school librarians would profit by visiting the conference.

22. Too much emphasis cannot be placed on the importance of developing a sensible philosophy of education.

23. The conference should not undertake to do too many things. From it, however, should come the framework for future development.

24. In the final analysis, East Baton Rouge Parish must develop its own program. Louisiana State University and the State Department of Education will provide facilities and personnel to assist in these efforts.

After considerable planning, such as that which has been outlined, the four-week work conference was held at Louisiana State University in the summer of 1944. Administrators, supervisors,
and principals began to examine more extensively and intensively mutual and multifarious problems and attempted to solve those which would assist the schools of East Baton Rouge Parish to serve more effectively the needs of the pupils and communities which they served. By common consent, it was agreed that in the summer of 1945 a work conference should be held for all teachers, principals, and administrative and supervisory personnel.

Consequently, plans were set in motion immediately to bring this about. As a means of bringing to the parish in 1945 nationally recognized specialists and professional consultants, the parish superintendent appealed to the General Education Board for financial assistance. The letter which follows explains these needs to the Board:

October 11, 1944

Dr. Fred McCuistion
Assistant Director
General Education Board
49 W. 49th Street
New York 20, New York

Dear Dr. McCuistion:

The voters in East Baton Rouge Parish have recently provided a three million dollar bond issue for new school buildings after the war. A definite attempt is being made to reorganize the educational program and to adapt it to the needs of the pupils in the parish. Preliminary plans, both for the buildings and the educational program have been formulated. We are very fortunate in this school system in having the State Department of Education and the State University located here. The Teachers College at Louisiana State University and the State Department of Education are cooperating with the local school officials in making plans for the professional
development of the total educational program. The parish has both an urban and a rural population and a white and Negro population. Now that a sound basis has been established for school support, it is important that attention be given to developing a continuous in-service training program for all personnel, including administrators, supervisors, and teachers. As you know, Louisiana has a tenure law. A number of parish teachers need additional training. They cannot be replaced by better trained individuals because of the tenure law, and the solution is a real professional in-service education program.

The President of the State University, the State Superintendent of Education, and the Director of the General Extension Division at the University are all very much interested in the development of the East Baton Rouge school system. I think we have a most favorable situation for utilizing all the various educational and social agencies in the community and improving the school program. Louisiana has recently inaugurated a twelve-year school system, and we are now in a position to get in on the ground floor in starting our in-service training program. The time is very appropriate because in redirecting the educational effort in the parish for the post-war period we are in a position to make the in-service education program an integral part of the school program.

This is really a letter of inquiry, addressed informally to you, concerning the possibility of securing a General Education Board grant for a five-year period which will make possible the employment of the necessary specialists and professional consultants for developing the program. Legally, we cannot use school tax monies for such purposes. Next summer, we plan to have a work conference for both white and Negro teachers in which Louisiana State University, Southern University, and Grambling will participate. Dr. Brouillette, Director of the General Extension Division at Louisiana State University, Mr. Joseph E. Gibson, Director of Higher Education in the State Department of Education, and I have just had an informal conference about this matter, and all agreed that the first step should be this informal letter to you. Please advise us.
With best wishes, and kindest personal regards,

I am,

Yours sincerely,
(Signed)
Clark L. Barrow
Superintendent

The 1945 workshop was held on the campus of Louisiana State University for three weeks, beginning June 11. One entire building, Allen Hall, and other facilities were made available by the University. Some three hundred sixty teachers and administrators from the schools of East Baton Rouge Parish were in attendance.

The workshop had for its purpose the provision of opportunities for individual teachers and groups of teachers and administrators to study intensively the immediate problems which confronted them and to plan together a long-range program for the improvement of education in East Baton Rouge Parish.

The workshop was a joint project of the East Baton Rouge Parish School Board, the General Extension Division and College of Education of Louisiana State University, the State Department of Education, and other state and local agencies. Some financial assistance was provided by the General Education Board. Dr. W. A. Lawrence of the College of Education, Louisiana State University,

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6 Clark L. Barrow, Superintendent of East Baton Rouge Parish Schools, unpublished material. Correspondence with Dr. Fred McCuistion, Assistant Director, General Education Board, New York 20, New York, October 11, 1944.
was named director of the workshop and he was assisted by a planning committee composed of teachers and principals of East Baton Rouge Parish and staff members from each of the groups sponsoring the workshop. Nationally recognized educators were employed as major consultants. These included Dr. George Mecham from the Texas Technological College, Dr. T. H. Broad who was principal of the Daniel Webster High School in Tulsa, Mrs. Cornelia Brown Sloop from the Texas A. and M. Laboratory School, and Dr. Dora Smith from the University of Minnesota.

Seven committees dealing with the philosophy of education, schedules, recreation, production, visual aids, materials of instruction, and with the execution of the workshop were organized and functioned before and during the three week period.

During the 1944-45 school session, teachers selected the following problems as being those with which they would like to deal during the workshop in the summer of 1945. These problems were arrived at during the course of faculty meetings conducted in the various schools:

1. Philosophy of education
2. The evaluation of instruction
3. Guidance
4. Library
5. Units of work
6. The system of grading
7. Individual differences
8. Visual education
9. Problem children
10. Grammar
11. Correlation and integration
12. Report cards
13. Character education
14. Techniques of teaching
15. The application of educational psychology
16. Classroom supervision
17. Special problems of the junior high school
18. Professional meetings
19. Remedial work
20. Community-school relations
21. Citizenship training
22. Teaching pupils how to study
23. School attendance and delinquency

Periods were set aside during the workshop for meetings of elementary and high school teachers in the various subject fields, such as music, arts and crafts, reading, speech, social science, arithmetic, mathematics, English, business education, science, languages, home economics, agriculture, art, and health and physical education.

A third workshop for the principals and teachers of East Baton Rouge Parish was held in the summer of 1947, beginning August 25, for a period of one week. It was conducted in the Baton Rouge Junior High School. The purpose of the conference was to provide principals and teachers with information concerning modern trends and practices in education and to help them to develop cooperatively a philosophy of education.

Principals and teachers provided consultants with questions which were used as a basis for lectures and discussions. These questions were drawn from the areas of philosophy, curriculum, child growth, secondary education, and elementary education. Outstanding educators, such as Dr. Howard Lane from New York University, Dr. E. J. Kircher from Ohio State University, Dr. Morrison McCall from the Alabama State Department of Education, and Miss Frances Martin from Central Michigan College, served as consultants. Efforts were made during the workshop to bring about a changed attitude toward children involving more faith in their abilities, a deeper understanding of individual differences, a more enlightened conception of moral principles to be developed, new ideas concerning grading, a keener sympathy for the child's viewpoint, and the ability to help children to develop democratic procedures and creative leadership. Emphasis was also placed on planning of the total school program.

During the week following the workshop the faculty of each school met with its principal. Plans were made for a definite program of professional growth and development, and specific plans for improvement of the instructional program for the next school session.  

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8 Interview with Mr. A. T. Browne, Assistant Superintendent, East Baton Rouge Parish Schools, May, 1952.
Much of the energy of the supervisory staff was diverted from 1943 to 1952 to the problems created by World War II and the post-war period. During the war, the supervisory program was concerned with war bond and stamp drives, victory garden programs, and such other efforts as the schools of the parish were expected to contribute in the prosecution of the war. Many of the older boys and girls in the high schools left the classrooms to accept jobs. The teaching staff was partially depleted because many teachers entered the armed forces and accepted positions in war industries. The teachers replacing them were frequently deficient either in academic background or lacked the professional training and experience necessary to effective teaching.

In 1944, the State Board of Education approved a plan for the transition from an eleven-grade school program to a twelve-grade school system. This was initiated with the 1944-45 school session and the transition took place over a period of the next five years. It has been seen that administrators, supervisors, and teachers of East Baton Rouge Parish schools devoted their attention to the problems surrounding such a change during the 1944, 1945, and 1947 work conferences.

The supervisory staff in the East Baton Rouge Parish School Office in 1951-52 consisted of the supervisor of high schools, the

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9 Interview with Mrs. J. L. Perkins, Supervisor of Elementary Schools, East Baton Rouge Parish, May, 1952.
supervisor of elementary schools, the supervisor of Negro schools, the supervisor of materials of instruction, the supervisor of attendance, and the supervisor of health, physical education, and safety. It is interesting to note that East Baton Rouge Parish was among the first parishes employing special supervisors. In 1920 a supervisor of writing was employed to promote Palmer penmanship and conduct tests in the schools and at rallies. This position was abolished in 1932 due to a lack of funds. In 1924 a supervisor of physical education was engaged and this position has obtained since that time.

The supervisory staff in 1951-52 considered these to be its functions:

1. Serve as coordinators and consultants
2. Direct in-service training
3. Supervise classroom instruction
4. Assist in the selection of personnel
5. Interpret the school program to the parents and public
6. Assist the school board in maintaining an overview of the total school program and provide leadership for the development of the parish-wide educational program
7. Work with principals and teachers in formulating plans for the improvement of instruction
8. Provide for cooperative long-time planning of the educational program.
9. Make recommendations to the school board concerning school curricula.

10. Help keep the school board, public, and teaching corps informed concerning modern trends and practices in education.

11. Help develop and maintain good working relationships and understanding as parents, school officials, and teachers work together to improve schools.

12. Make periodic reports to the school board and the public concerning the effectiveness of the total school program and the instructional needs of the schools.

It has been suggested that supervision from 1917 to 1935 in East Baton Rouge Parish was largely concerned with helping teachers to see that children were punctual and neat, used their time wisely, were attentive to the work at hand, kept quiet and obeyed without question, acquired subject matter skills, and were successful in competitive tests, rallies, and athletic events. Since 1935 supervisors have attempted, among other things, to develop in children an intellectual curiosity, increasing self-confidence, the ability to get along with other children, a respect for all individuals regardless of race or color or creed, and a scientific method in solving problems. In the areas of art, music, and speech efforts have been made to increase the efficiency of performance of talented children and to raise the level of appreciation for all children in these areas.
Various specialists, groups, and agencies assisted the supervisors. Physicians, dentists, psychologists, and welfare and public health agencies contributed their services. The Parent Teacher Association was active, particularly in the health program, the recreation program, and the character education program. The Lions Clubs helped children with difficulties in vision and provided a scholarship for a teacher who would learn how to "screen" children with eyesight problems. The Quota Club was interested in children with hearing difficulties, and contributed an audiometer to supplement the two machines the parish owned. Each year business, industry, and education have joined together for a day of intervisitation to acquaint all concerned with their interdependence. The State Department of Education and various departments of Louisiana State University assisted in meeting the needs of children of East Baton Rouge Parish by visits, planned conferences, workshops, courses in education, and consultive services. Radio station, WLSU, conducted weekly broadcasts for the parish schools in the areas of human relations and the appreciation of music and literature.10

Of vital assistance to the supervisory program has been the organization of teachers themselves into various professional study

10 Ibid.
groups. Committees composed of staff members and six to fifteen teachers and principals worked in the areas of public relations, attendance, ethics, health, salaries, in-service training, guidance, and materials of instruction. Standing committees from the various subject fields studied the curricula. The science committee collected and distributed source material for the elementary grades. The arithmetic committee prepared a newssheet each six weeks, and is presently working on a suggested outline for primary teachers. The English group conducted a four-year study in revising the language arts program in light of recent research findings in the field of child growth and development. Teachers of music, art, and those in special education met regularly and planned means of making their programs more effective in the lives of children. Four times each year each local branch of the National Council of Teachers of English, the Association of Childhood Education, and the National Council of Social Studies met and problems pertinent to the respective groups were discussed. The Association of Childhood Education has recently brought parents into its program.

Each year a large quantity of material was prepared and distributed through the parish supervisors to many of these assisting groups and organizations. These materials dealt with child growth and development, social learnings, the communicative arts, human relations, art, music, safety, science, health, and teacher education. Bibliographies and suggested reading lists were also provided.
As another means of in-service training, provision was made for teachers to visit other schools within the parish. Each of the subject fields committees mentioned previously visited, prior to its meetings, in the classrooms of the schools serving as hosts. Faculty meetings which were primarily in-service in nature were held in the schools of the parish. Teachers were encouraged to participate in professional study groups sponsored by the State Department of Education, the colleges or Louisiana State University, and state professional organizations.

It is through the continuous planning and efforts of these groups and agencies, and under the leadership of the school board, superintendent, and supervisory staff, that the increasingly complex supervisory program in the white public schools of East Baton Rouge Parish is being consummated.
CHAPTER V

SUMMARY

Prior to 1917 the parish superintendent was primarily responsible for the supervision of instruction in East Baton Rouge Parish. The need for a person who could devote his entire time to this phase of the educational program was established, and in 1917 a supervising principal was selected for the Baton Rouge city schools. Two years later a supervisor of rural schools was appointed by the East Baton Rouge Parish School Board. This disposition of supervisors in the city and rural areas of East Baton Rouge Parish prevailed until 1935. During that year the responsibility for supervision was distributed to a supervisor of elementary schools and a supervisor of high schools, and this division of accountability has obtained since that time.

Supervision from 1917 to 1934 operated in terms of authority. Two factors accounted for this:

1. In the nation as a whole supervision and administration were authoritarian.

2. Teachers were, as a rule, poorly trained.

The annual supervisory program in East Baton Rouge Parish was prepared by the two supervisors, with the assistance of the State Department of Education and the approval of the parish superintendent. Every effort was made to insure that the
instructional program was uniform in each school. Detailed instructions were issued to principals and teachers in order to bring this about, and visits were made as often as possible to insure that the supervisory program was being faithfully adhered to in every respect. As a means of helping teachers to carry on the program of work recommended, the supervisors visited the classrooms, met with groups of teachers in the individual schools, conducted demonstration lessons, and held individual conferences with teachers.

Schools were largely college preparatory and the curricula and practices were designed to assist in expediting this function of the school. The assignment-study-test type of recitation was prescribed, and the types of testing were patterned after those which were in favor in the colleges at that time. The curricula were encyclopedic, elicited verbalisms, and disregarded the natural interests of the child.

Supervision was largely inspectorial in character. It concerned itself chiefly with two functions:

1. Physical conditions in the classrooms, such as lighting, ventilation, and discipline
2. Making certain that the courses of study prepared for teachers were implemented as prescribed.

Between 1934 and 1943 two significant projects, which vitally affected the supervisory program, were accomplished.
First, the initiation of a state-wide supervisory program and curriculum study was set in motion in 1935 by the State Superintendent and the State Department of Education. This movement served to bring suitable recognition to supervision in East Baton Rouge and other parishes, and provided invaluable in-service training to supervisory and other educational personnel. As a direct result of this program of study, the supervisors in East Baton Rouge Parish began to evidence and implement changed viewpoints and practices, many of which are currently prevalent.

Second, the Division of Surveys and Field Studies of the George Peabody College made a detailed study in 1941 of the schools of East Baton Rouge Parish. Many of the findings of this group were relevant to the supervisory program. Such recommendations as those for cooperative planning, determining the relationship between each phase of the program and the total program, and a broadened and enriched curriculum served as bases for supervisory efforts since 1941.

The city of Baton Rouge and the parish of East Baton Rouge experienced unprecedented growth in industry and population between 1943 and 1952.

As a means of assisting the instructional program during the war years and of preparing for the post-war period, a work conference for all principals was held at Louisiana State University in 1944. Workshops for all educational personnel in the parish were
conducted in 1945 and 1947. These work conferences contributed to the professional growth of all concerned through a study of common problems which were defined and examined by all teachers, principals, and supervisors. In addition to the work conferences, professional study groups were activated and engaged in in-service training programs, and many civic groups expressed an interest in and contributed to the effectiveness of the educational program. A keener sympathy was developed for the child's viewpoint, and provisions were made for further enrichment of the curricula.

The supervisory personnel were primarily engaged in the coordination and energizing of all forces which could assist in the provision of better educational opportunities for the children of East Baton Rouge Parish.
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C. INTERVIEWS

Dr. C. L. Barrow, Superintendent, East Baton Rouge Parish Schools, May, 1952.

Mr. A. T. Browne, Assistant Superintendent, East Baton Rouge Parish Schools, May, 1952.

Mrs. J. L. Perkins, Supervisor of Elementary Schools, East Baton Rouge Parish, April, 1952.
Charles Winston Hilton was born in Ruston, Louisiana, October 15, 1916. His elementary and secondary education was received in the laboratory school at Louisiana Polytechnic Institute. From this same institution, a Bachelor of Arts in Commerce was conferred on him in 1935 and a Bachelor of Arts in Music in 1938. A Master of Music Education degree was conferred on him in 1948 by the University of Michigan.

On December 22, 1940, he married Edith Brame of Lake Charles, Louisiana. They have two children—Daphne, age 7, and Charles, age 1.

He has served as teacher of music in Franklin Parish, a teacher of music and other subjects in Lake Charles High School, supervisor of music in Vermilion Parish, band director in Terrebonne High School, and assistant professor of music at Louisiana Polytechnic Institute.

His enlistment in the Army Air Force in October, 1942, consumed a period of thirty-seven months.

Since March 1, 1949, he has served as assistant state supervisor of music in the Louisiana Department of Education.
EXAMINATION AND THESIS REPORT

Candidate: Charles Winston Hilton

Major Field: Education

Title of Thesis: A HISTORICAL SURVEY OF THE SUPERVISORY PROGRAM IN THE WHITE PUBLIC SCHOOLS OF EAST BATON ROUGE PARISH

Approved:

Major Professor and Chairman

Acting Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination: Aug 5, 1952