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Bella Holley Cameron

Prairie View State Normal And Industrial College

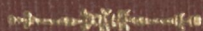
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ANALYSIS OF PROGRESSIVE ELEMENTARY EDUCATION
WITH PROPOSALS FOR THE IMPROVEMENT OF INSTRUCTION
IN CUNEY ELEMENTARY SCHOOL—SAN ANTONIO, TEXAS



CAMERON

1943



AN ANALYSIS OF PROGRESSIVE ELEMENTARY EDUCATION
WITH
PROPOSALS FOR THE IMPROVEMENT OF INSTRUCTION
IN
GUNEY ELEMENTARY SCHOOL
SAN ANTONIO, TEXAS

By
BELLA HOLLEY CAMERON

A Thesis in Administration and Supervision Submitted
in Partial Fulfillment of the Requirements for the
Degree of

Master of Science

In The

Graduate Division

of

Prairie View State Normal and Industrial College

Prairie View, Texas

August, 1943

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As an expression of esteem, this thesis is affectionately dedicated to the memory of my mother, Mrs. Fannie Wilson Holley, and of my sister, Mayme Holley Bailey, whose love and encouragement were always an inspiration to me in whatever I attempted.

ACKNOWLEDGMENTS

The writer wishes to acknowledge indebtedness to Miss A. C. Preston, Professor of Rural Education, and to Mr. J. H. Windom, Professor of Education, for their critical reading of this thesis; to Dr. E. M. Norris, Director of the Graduate School, for advice given during the entire period of study in the institution; and to Mr. O. J. Baker, Librarian.

The writer is particularly grateful for criticisms and many valuable suggestions for revision made by Mr. H. E. Wright, Professor of Education, who served as the Chairman of the Student's Advisory Committee.

Sincere appreciation is expressed to them.

AUTOBIOGRAPHY

Bella Holley Cameron was born in San Antonio, Texas on October 23, 1899.

She attended Brackenridge Elementary School and Douglass High School in San Antonio, Texas. She was graduated from the latter school on January 26, 1917 and immediately enrolled in Prairie View State Normal and Industrial College by examination. She completed the Junior year in May, 1917 and was graduated in May, 1918.

In August, 1918, she was married to Julius S. Cameron, Jr., of San Antonio, Texas.

In September, 1919, she began teaching in Brackenridge Elementary School of the San Antonio Public School System.

In 1927 and in 1928 she studied in the Prairie View and the Wiley Extension Schools in San Antonio. In August, 1929, the degree of Bachelor of Science was conferred upon her at Prairie View.

Her first graduate work was done at Colorado State College, Fort Collins, Colorado, the summer of 1939. She continued graduate study in Prairie View State College and is a candidate for graduation with the class of August, 1943.

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CHAPTER I INTRODUCTION

- A. Origin of the Problem
- B. Statement of the Problem
- C. Purpose of the Study
- D. Scope of the Study
- E. Sources of Data
- F. Method of Procedure
- G. Definition of Terms

INTRODUCTION

Origin of the Problem

For more than a year before this study was undertaken there was in the mind of the writer some agitation; there was uncertainty concerning the program of Cusey Elementary School; there was a questioning or disturbance over the procedures used in the school.

As a result, there developed the challenge to study the situation, to appraise the school, to attempt to determine to what extent the program approximated the progressive criteria.

The objectives of the study are to determine what progressive procedures are, as advocated by accepted authorities; to determine, by a comparison of such procedures, wherein, if at all, the program of the school in question fails to meet the criteria set up by such authorities; and to suggest improvements if it is found that improvements can be made.

Statement of the Problem

The writer is of the belief that pupils of traditional schools are not adequately prepared to meet and to solve the problems of life. The challenge has arisen in her mind to learn what progressive procedures are and to determine which of such procedures are applicable to the situation at Cusey School, if it is found that the application of such procedures will be an improvement of the program of instruction in said school.

The problem may be stated in the following three questions:

1. What are progressive procedures as advocated by accepted authorities?
2. Which of these procedures are applicable to Cuney School?
3. If applied, will these procedures be an improvement of the program of said school?

Purpose of the Study

The purpose of this study is to determine, by an examination of progressive procedures as advocated by accepted authorities, what procedures may be applied to the situation at Cuney School to improve the program of instruction of the school.

The writer hopes that an outcome of the study shall be assistance in devising a program of instruction for the school which will allow the children of the school to live a well-rounded life in their communities as a result of having lived democratically in school, with activities based upon their needs and their interests; and be able to take active and effective participation in child, as well as in adult life.

Scope of the Study

This study is confined to an examination of progressive educational procedures, an analysis of the situation at Cuney Elementary School, and to the recommendations for the improvement of the situation as it now exists in said school.

The school as a whole is analysed, but those areas are specifically analysed which are most pertinent and which seem

most in need of adjustment. Points to be considered in the study are:

1. The Pupils
2. The Teachers
3. The Curriculum
4. The Library and Other Instructional Equipment and Supplies

Sources of Data

The writer studied progressive procedures in education from all available texts, pamphlets, current literature, and related studies.

The situation at Cuney School was analysed by the personal-investigation method; the work being done there was evaluated. For this evaluation, rating sheets for teachers and for the school were used. These rating sheets have been checked against criteria set up for evaluating teachers and elementary schools and follow suggestions of accepted authorities on elementary education.

A copy of these sheets will be found in Appendices A and B.

Method of Procedure

The method of procedure used for this study is the normative-survey type of research. Any one of several other procedures might have been used, but after a study of several authors on research procedures, the writer decided this procedure

1

best. Good describes this method as follows:

The normative-survey method is concerned with history in the making rather than made history. Society is taking a more scientific interest in the control of its affairs. People now demand information about present activities while that information can still be used to guide them in working out plans and formulating policies for the development in the immediate future.

Normative-survey research is directed toward ascertaining present conditions, attempts to answer current questions arising concerning education. This type of information is particularly important to the administrator. What is more important and natural than that one should want to know how other school systems are run so that he can compare his practice with theirs.

The word "survey" indicates gathering data regarding current conditions; the word "normative" is used in the compound adjective because surveys are frequently made for the purpose of ascertaining what is the normal or typical condition or practice.

One may ask whether this method solves problems. Problems of a practical nature are not solved directly by data of any kind. The solving is strictly psychological. Solutions do not lie in data; they result from thinking, with the help of the increased insight which grows out of a study of the data.

As for the value of the normative-survey data in affording a basis for inferences that may aid in solving practical problems, it may be said that this kind of data will probably be more highly regarded by the administrator in helping him to solve practical problems than are the principles and laws growing out of experimentation in the laboratory. The reason for this is that data coming direct from the field represent field conditions; they tend to be practical because they grow out of practical situations; and they generally answer the questions of the man in the field because they are likely to be cast in terms in which he thinks. This method.... helps to focus attention on needs that might otherwise be unobserved; it may attract attention to current problems and trends and permit people to evaluate and direct new trends.

The normative-survey method is always appropriate when information concerning current conditions is desired in any field, however well explored, in which there are changes of

I. Carter V. Good, A.S.Barr, Douglass E.Scates, The Methodology of Educational Research, New York: D. Appleton-Century Company, 1936, pp.287-288.

Good classifies this method of research into six different types:

1. Survey testing
2. Questionnaire inquiries
3. Documentary frequency studies
4. Interview studies
5. Observational studies
6. Appraisal studies

Good's description given above of the normative-survey method assured the writer that the latter three types of this method would lend great assistance in studying progressive procedures and in arriving at some definite aims and applications upon which an approved program may be devised for the school in question.

Hence, by interview, observation, and appraisal, the writer attempted this study.

Definition of Terms

For the sake of a correct interpretation of the writer's material, the following definitions are given:

1. Appraisal and evaluation are used in the same sense and in this thesis mean a judgment of the worth of a thing with reference to some adopted purpose.
2. Interview means a personal conference or meeting with the view of obtaining particular information.
3. Observation is here used as the act of taking careful notice.
4. Progressive education means learning through many and varied experiences in as life-like situations as possible, and which, under teacher guidance, will result in maximum growth. Study in this type of school is effort to deal intelligently with a life-like situation and learning is the effect upon the child of all experiences

which he has had in dealing with the situation. Subject matter is used to illumine experiences and to clarify meanings with the material organized around a center of interest. Progressive education allows planning, activity, and evaluation by the pupils. ¹

Both in theory and in practice progressive education is different from the traditional education. Progressive education advocates the child-centered school with emphasis upon creative expression and the development of personality. ²

Progressive education gives more attention to the needs of individuals, stimulates learning through self-directed purposeful activities, develops group consciousness or the cooperative spirit, provides many opportunities for creative self-expression, and educates parents in their responsibility toward the child and his school. ³

1. Robert Hill Lane, The Teacher in the Modern Elementary School, Boston: Houghton Mifflin Company, 1941, pp. 379-380.

2. Harold Rugg and Ann Shumaker, The Child-Centered School, Yonkers-on-Hudson, New York: World Book Company, 1928, p. 5.

3. Henry J. Otto, Elementary School Organization and Administration, New York: D. Appleton Century Company, 1934, p. 148.

CHAPTER II REVIEW OF RELATED STUDIES

I.

Chamer, Edna, Newer Trends in Education: What They Are and How They Are Used in the Reorganization of the Elementary School, Unpublished Master's Thesis, University of Iowa, 1940.

II.

McCaulay, William B., The Appraisal of an Elementary School, Unpublished Master's Thesis, Drake University, Des Moines, Iowa, 1940.

III.

Wilson, Lucelustine Walker, A Study of Progressive Education as Practiced in Negro Secondary Schools of Texas, Unpublished Master's Thesis, Prairie View State Normal and Industrial College, Prairie View, Texas, 1943.

REVIEW OF RELATED STUDIES

I

Newer Trends in Education: What They Are and How They Are Used in the Reorganization of the Elementary School,
 Edna Chamer, Unpublished Master's Thesis, University of Iowa, 1940.

This thesis is divided into five chapters. The first chapter is, "Newer Trends in Elementary Education", which is subdivided into, "A. Historical Review of Trends", and, "B. Trends as Portrayed in Current Literature".

The writer begins with the development of education as far back as Rousseau and Froebel and traces the development to the present day. She states that the three factors which have aided most in the development of the new education are:

1. The recognition of individual differences
2. The scientific study of education
3. Personality adjustment as seen in courses of mental hygiene and guidance

Chamer reviews the growth of the Progressive Education Association and states certain principles of this organization as being:

1. Freedom to develop naturally
2. Interest as a motivating influence
3. Guidance and leadership as functions of teaching
4. Intelligent study of pupil development
5. Attention to health and physical growth
6. Close cooperation between the school and the home to meet the learners' needs

Channer emphasizes the fact that the ideas and theories recognized in any study of the historical background of progressive education have merged to form new philosophies for the progressive schools of today.

Channer's sources of data were: examination of new books on elementary education; articles in professional magazines; yearbooks of professional societies; bulletins; and programs of educational meetings.

She analyses the trends seen in professional magazines and states her findings.

In Chapter II of the thesis, Channer reviews similar studies which have been made and states that the findings of all advocate a reorganization of any school in which there are found traditional procedures.

She summarizes her readings on the subject in the following headings:

Newer Practices in Elementary Education

- A. Relative to the whole child
- B. Relative to provision for greater understanding on the part of the child
- C. Relative to greater appeal to child interest and needs
- D. Relative to the selection of more life-like and vital subject matter
- E. Relative to greater opportunity for preparation in the democratic way of life

In Chapter III, Channer discusses the techniques used to put newer practices into effect. She states that the

most important and helpful of the techniques is the active participation in curriculum planning by all concerned, from the child to the curriculum specialist.

In Chapter IV, Channer summarizes the work, listing certain newer trends which impressed her. She names one of the major trends as that of recognition of and provision for individual differences as well as more democratic supervision.

II

The Appraisal of an Elementary School, William B. Macaulay, Unpublished Master's Thesis, Drake University, Des Moines, Iowa, 1940

Macaulay has done this work in three chapters, with a bibliography and an appendix.

In his introductory chapter the author has a preface in which he states that all persons connected with the administration of schools should obtain all evidence possible to evaluate their stewardship as sponsors of public education. He says further that faculties, parents and patrons need data and information of the status of the school if the school is to maintain their confidence.

His problem was to determine the character and quality of the educational product of his particular school by a comparison of certain test results with the author's norms for the tests. He describes his school situation in detail. His main reason for making the study is that the school is a traditional one. He claims that any measure of the pupils or of the teachers made impartially is a measure of the degree in which the school is reaching its goal.

Macaulay states further that the objective of education can be defined as the attainment of those qualities, attitudes, and abilities that are so necessary for successfully living in a changing, industrial, democratic society such as is the society in which we live today.

The procedure of the writer of the thesis was to test the children or to have elementary teachers test them to figure their Intelligence Quotients, and to test for the purpose of finding their educational achievement. He considered that this would make possible a general diagnosis of the condition of the school and of particular defects of individual children. Tables listed in the thesis show the percentile ranks of the children.

In Chapter III he summarizes, saying that the school has followed the traditional pattern by emphasizing formal study and recitation periods, and that its aims have been the mastery of facts and skills. His finding is that even reliable tests which test only facts and skills are not enough and are unfair to the school and to the pupil for they fail to consider the capability of the school as a whole or of the individual child.

His results are compared with the norms of the tests given in order to determine what the school should attain. His conclusion is that the character and quality of the educational product of the school under study have normal intelligence quotients but that their achievements are far below normal.

His hope in doing the work was that there would be an incentive to adopt more effective instructional methods of instruction and to study newer trends in education.

The limitations of the study are the small number of pupils, and the testing of only intelligence and school achievement.

III

A Study of Progressive Education as Practiced in Negro Secondary Schools of Texas, Lucelustine Walker Wilson, Unpublished Master's Thesis, Prairie View State Normal and Industrial College, Prairie View, Texas, 1943.

In this thesis the writer gives quite a complete background of the history of progressive education. She begins with Socrates, Pestalozzi, and others of the early reformers and brings the review up to the organization and activities of the Progressive Education Association. She discusses some of the findings of the different committees of that organization.

The scope of her study was twenty-five Negro high schools of Texas. She selected them at random, as she was of the opinion that such a method gave a better cross section picture.

The writer made a comparison of the old and the new education. She then set up criteria for judging the progressiveness of a school, and proceeded to evaluate the schools in the study. Questionnaires were used. Interviews were held. The tabulation of these revealed some very significant facts concerning Negro high schools of Texas.

In her Chapter VI the writer gives suggestions for the improvement of the schools studied. Some of the important suggestions are that schools subscribe to membership in the Progressive Education Association; subscribe to and read professional literature; better understand progressive theories and philosophies; and have a school philosophy with

which all teachers of the school are familiar, so that their own philosophies of education will be in accord with it. Another point brought out is the great need shown for vocational training. Another suggestion made is the great need evidenced by the study for increase in salaries paid the workers in the schools studied.

In the final chapter of the study the writer advises further study on the subject.

CHAPTER III A SUMMARY OF THE DEVELOPMENT OF PROGRESSIVE EDUCATION

A SUMMARY OF THE DEVELOPMENT
OF
PROGRESSIVE EDUCATION

Progressive education is not a novelty of this day. There have always been those of a generation who recognized the fact that change was needed in educational methods.

In the Middle Ages it was believed that each person was born with a fund of knowledge, innate ideas, and self-evident truths. Learning then consisted of the "drawing-out" process. Pupils were questioned in such a way that they became aware of what they already knew. Learning was merely a recognition of knowledge already present.

In 1690 John Locke introduced his tabula rosa theory and for the first time learning was considered a taking-in process rather than one of drawing out. The next development was the idea that since learning was derived from experience, there must be laws to explain this learning through experience. Here it was that the laws of association gained their greatest favor.

The next great step in the concept of learning came with the work of Ebbinghaus. His two main contributions were first, the successful attempt to make psychological procedure scientific, and second, his contribution to the measurement of memory. Both of these advances have had lasting effects. The curve of forgetting which he developed in his memory experiments in the main still stand as authentic.¹

Continuing with the development of progressive ideas in education we come to the work of Thorndike. He proposed three laws of learning which were widely accepted and which had great influence on teaching procedures for many years. His laws were (1) the Law of Use, (2) the Law of Disuse, and (3)
2
the Law of Effect.

1. J. Murray Lee and Doris May Lee, The Child and His Curriculum, New York: D. Appleton-Century Company, 1940, p. 133.

2. Ibid, p. 150.

The group known as behaviorists had great effect on teaching. They had their basis in the stimulus-response psychology and the conditioned response. This group analyses each reaction and insists that all learning is of the stimulus-response type.

Then we have the group which advocated the idea that learning takes place as a result of connections made. They do not feel that the biological make-up of the subject has much to do with actions. Their main interest is in finding situations and conditions under which connections are made and learning takes place.

The latest of the schools of thought concerning learning and how it takes place are the Gestaltists, who, according to Lee and Lee,¹

"... are the least well understood. They do not, as others do, try to simplify all learning into one simple pattern or process. Theirs is essentially a psychology of synthesis rather than of analysis. They think of learning as insight or understanding, not of a series of facts or details, but of a whole or pattern in which the details take their logical places. They have taken a whole new vocabulary. The school had its inception and early developments in Germany, led by Kurt Koffka and Wolfgang Kohler.²

In his discussion of Gestalt Psychology, Kohler says:

According to the most general definition of Gestalt, the process of learning, of reproduction, of striving, of emotional attitude, of thinking, acting, and so forth, may be included as subject matter of the gestalt theories insofar as they do not consist of independent elements, but are determined in a situation as a whole.

1. Ibid., p.134.

2. Wolfgang Kohler, Gestalt Psychology, New York: Horace Liveright, 1929, p.193.

1

Rugg and Shumaker place the workers for change in education into three groups, (1) school and college administrators, (2) the students of scientific education, and (3) the real revolutionaries, the advocates of the child-centered schools.

The administrators worked from within the system, believed essentially in the status quo, and tried to undo the evils of the rigid graded scheme by altering the administrative structure itself. The scientific students of education committed themselves to the techniques of analysis, objective measurement, tabulation, and experimentation, and made relatively little impress upon either the activities of the school or the fundamental theory of its reconstruction.

In the third group mentioned by the authors, Rugg and Shumaker, belong the true revolutionaries, Parker, Dewey, Kilpatrick, and their kind. These educators insisted that the child should be the center of the school. Foremost of these was Dewey. Speaking of him we find in the *Progressive Education Advance*:²

The educator whose work has most profoundly influenced the movement is John Dewey. It was he who first saw clearly the educational implications of the sciences of life and realized that there was need of applying scientific method in the reconstruction of education. His Laboratory School, established at the University of Chicago in 1896, differed widely in theory and in practice from other schools of the time.

Opposing Dewey and his group were those who upheld the doctrine of discipline. This group almost never gave any consideration to the growth of the child through self-expression as did the group led by Dewey. This conflict

1. Rugg and Shumaker, *op.cit.*, p.21.

2. *Progressive Education Association, Progressive Education Advances*, New York: D.Appleton-Century Company, 1938, p.2.

between the two main schools of thought in America waged for thirty years. It rages still today in probably greater degree than ever before. From Rugg and Shumaker¹ we find something of the philosophy and work of Dewey:

It is to Dewey's everlasting credit that his mind was able to stay above the maelstrom of economic exploitation, rapid urbanization, mass education, and to frame critical hypotheses for the intellectual base of the new national school system.

It was in 1896 that John and Mary Dewey, in company with colleagues and neighbors, started their little laboratory school. A thoroughly radical institution it was, with neither school subjects nor conventional furniture, the first important overt expression of the growing protest against the formal school. Of course, in this, their first escape from the conventional order, they swung far with the experimental pendulum. Many thought that their experiment exemplified only scholastic chaos. For several years it grew slowly, a true innovation, throwing overboard most of the established principles of order. Leading "Educators" of the country visiting it went away determined not to practice that form of educational anarchy in their own schools.

Nevertheless, it was in these formative years and through the trial and error of radical experimentation that John Dewey succeeded in phrasing the new doctrines of educational reconstruction. In striving to cut through the crust of the disciplinary conception he seized upon the doctrine of growth and activity. This leader of the first real protest school of our times was guided, therefore, by children's "full spontaneous interests and intentions".

This influence of the great reformer never seems to have waned. Discussing the persistence of Dewey's theory, Lee and Lee² write:

In 1913 Dewey wrote a little book "Interest and Effort in Education" which is still the most valuable book written on the subject. Every teacher or prospective teacher should read and think through this short but crucial discussion.

1. Rugg and Shumaker, op.cit., pp.38-39.

2. Lee and Lee, op.cit., p.115.

Besides the Dewey Laboratory School there were a few other schools vigorously experimenting with the new theory of education. One of these schools was the elementary school in the School of Education at the University of Chicago. Another was the laboratory school at the University of Missouri.¹ A third was the Francis W. Parker School of Chicago.

A brief review of the Parker School is taken from Rugg² and Shumaker:

It was opened in 1901 under the leadership of Flora J. Cooke and a faculty of sixteen members, most of whom had been associated in the Cook County Normal School with Colonel Parker himself.

For more than a quarter of a century this school has lent an important impetus to the continuance of the child-growth tradition. In the elementary division of the Francis W. Parker School the curriculum was organized around concrete activities which were chosen in terms of pupil needs and personal development.

Many other such schools developed, or their theories were practiced. But it was not until the World War I that the majority of educators were made absolutely cognizant of the fact that something definitely and positively was wrong with the educational system as it existed. Previously, Professor Kilpatrick had enlightened those who were particularly interested in educational change. There was much interest in the theory of the whole question, but little practical application. Results of testing during the World War I proved the practicality of the theories of Dewey and his colleagues. In 1919, a small group of educators founded the Progressive Education Association. From the mouth-piece of this organization,

1. Rugg and Shumaker, op.cit., p.42.

2. Ibid, pp.42-43.

something of the history of the group may be learned:

In the winter of 1918-1919, a small group of teachers and laymen interested in the new type of education were brought together by Stanwood Cobb, head of the Chevy Chase Country Day School, and met weekly in Washington, D.C., to develop plans for organizing the many but scattered attempts at educational reform going on in various parts of the country. Through organization they aimed to unite those engaged in experimental work and to enlist the interest of the lay public, thus building up an informed public opinion regarding the new type of education which would bring about the improvement of American schools. Because no other name suggested seemed more appropriate, they called the new organization the Progressive Education Association.

With the zeal and idealism of reformers this small group of organizers began their work. One of the first tasks was to formulate a set of statements of the educational beliefs which would serve as a working basis for organizing the Association.¹

After much discussion, seven statements were agreed upon.

In the interest of brevity, only their topic headings shall be set forth here, rather than a discussion of them as is given in the magazine.²

The statements accepted were:

1. Freedom to develop naturally
2. Interest, the motive of all work
3. The teacher a guide, not a taskmaster
4. Scientific study of pupil development
5. Greater attention to all that affects the child's physical development
6. Cooperation between school and home to meet the needs of child life
7. The progressive school a leader in educational movements

The first public meeting of the organization was in Washington, D. C. in March, 1919. Each year since, conferences have been held. These conferences are open to the public, for one of the tasks was to try to convert parents and the public

1. Progressive Education Association, op.cit., pp.4-5.

2. Ibid., pp. 5-16.

to the new educational point of view. The early membership was made up of teachers of private schools and parents because changes might be more easily made in programs of private schools than in programs of public schools. However, there has been of late a steady growth in professional membership of the organization. Many who became members were followers of Dewey. This educational philosophy became more definitely the basis of thinking of those actively working with the association. Dr. Dewey was made Honorary President of the Association.

Because of the crisis of recent years, with its effects upon education, there has been a shift in emphasis from the problems of child growth to the problems of our economic and social life. There are committees of the Association dealing with different phases of education, such as child development, pre-school curriculum, experimental schools, educational freedom, and intercultural education.

The Association has issued no comprehensive statement of its philosophy of education, for they feel that there is probably no one inclusive statement with which all of its members would
¹
 agree.

In this chapter, the writer has attempted to give some small idea of the growth of the progressive educational movement. Many events have tended to interfere with this development. Fortunately, there were, in each generation, those who would not be discouraged.

World problems have confronted the people of our country almost to the neglect of our educational system, in spite of

1. Ibid, p.10.

the fact that education for all is one of the ideals of our democracy. But out of most evils come some good. Out of the World War I came this recognition of some of the weaknesses of our educational system insofar as preparing pupils to face the issues of life are concerned. There arose a determination to find those weaknesses and to remedy them if possible. Hence, the great change in educational trends since that time.

But in all fairness to those who came before that time, we must realize and should appreciate that:

New schools are not unique with our generation. Since the first days of our national life each generation, each decade has had its new education. Until the turn of the century, however, practically every innovation was an attack upon the surface, an attempt at administrative arrangement, not at fundamental reconstruction.¹

1. Rugg and Shumaker, op.cit., pp.11-12.

CHAPTER IV THE STUDY

- A. An Analysis of the Situation at Cuney School
 - 1. The Teachers
 - a- Professional Training and Growth
 - b- Techniques and Methods of Teaching
 - c- Philosophy and Objectives of Education
 - d- Evaluation of Procedure
 - (1) Evaluation of the School
 - (2) Evaluation of Teaching Procedures
 - 2. The Curriculum
 - a- As Interpreted by the Central Office
 - b- As Interpreted by Cuney School
 - 3. Instructional Equipment and Supplies
 - a- The Library
 - b- Other Instructional Equipment and Supplies
- B. Progressive Procedures as Advocated by Accepted Authorities
- C. A Contrast of Progressive Procedures with the Situation as Found at Cuney School

The San Antonio School System is one which welcomes experimentation for the purpose of improving any phase of its program.

The system is definitely not a traditional one. As early as 1910 there could be recognized trends away from the traditional. Since this was very early for schools of the South, the change was gradual. It was not until the year 1919-1920 that the school accepted a new philosophy of education along with other schools of the country, probably as a result of pressure brought about by the effects of World War I.

The Teachers

Professional Training and Growth

The improvement of teachers in service is of great importance. One of the first ways progressiveness was shown by the system in question was its deliberate and systematic attempt to better the professional training of the teachers in service. As an example of this:

The Southwest Texas Teachers' Institute was organized for teachers of twenty-one counties in that section of the state. These teachers met for professional improvement the first week of September annually from 1915 to 1935. Attendance of teachers of the San Antonio System was required. Attendance of teachers of this system was checked carefully, even to the point of retaining salary for absence.

Before 1910, no professional growth was urged.

From 1910 to 1915, attendance was urged.

From 1915 to 1935, attendance was required.

Since 1935 there has been no Institute, but there is now an Open Forum held many times during the year and at which there may be heard some of the best lecturers of the country on educational topics. Attendance at these lectures is required as a means of professional growth. Cuney School teachers attend fairly regularly.

In discussing what teacher preparation means to educational work, Harold Benjamin has said in his introduction to Croxton's ¹ text: "The distance between the old and the new elementary school may well be measured in terms of the professionalization of their teachers."

In regard to this question the writer invites your attention to the following facts.

Eleven teachers of the faculty of Cuney School hold B.S. of A.B. degrees; one holds a Master's degree.

The last date of formal study for each is shown in the table below.

TABLE I
LATEST DATES OF FORMAL STUDY OF TEACHERS

Year	1928	1936	1937	1938	1939	1940	1941
Teachers	1	1	1	2	5	1	1
66							

This table shows that approximately half of the teachers

1. W.C. Croxton, Science in the Elementary School, New York: McGraw Hill Book Company, 1937, p.xi.

have done no formal study for five years, although all have technical qualifications for election and re-election.

Besides attendance at Institutes and Forums as well as formal study, another means of inservice- growth is subscrip-¹tion to and reading of professional literature.

A record of the professional reading of the twelve teachers of the school as shown by their subscriptions to professional literature follows:

Five subscribe for professional literature.

Three use that of faculty members who prescribe.

Two purchase such literature at news stands.

Two take no literature at all.

On the shelves of the school office were eighteen copies of professional books accumulated through the kindness of the Central Office, as a means of encouraging professional study. Only one of the books is dated prior to 1928. The library cards for the books show little, or no, use of the books. Upon questioning the clerk who had been there for some few years, the books had not been used much. During the two years of the writer's connection with the school we have had book reports and discussions of several of the books in faculty meetings.

Techniques and Method of Teaching

In some rooms visited it can be readily seen that the work has been well planned in advance; there is skill in stimulating thought and interest as well as activity on the part

1. John A. Wieland, Better Elementary Schools, Department of Education, State of Illinois, 1941, p.77.

of the pupils. It is in these few rooms of the school that one finds a definiteness of aim, an organization and a careful selection of subject matter, and proper development, in some degree, of habits and attitudes on the part of the pupils. Here, too, are found happily working, "living" children.

On the other hand, there are far too few rooms of the school where even a casual observation shows that the work has not been carefully planned, selected, or organized; where there is little or no attempt to stimulate thought or interest; and no activity on the part of the children, very little, indeed, on the part of the teachers of these particular rooms. Subject matter is selected by consecutive pages. The habits and attitudes of the children are anything but desirable. Rather than happy, busy children, they are "desk-sitters" and the teachers are rather on the order of "lesson-hearers".

Philosophy and Objectives of Education

That the reader may know that such procedure as the latter described is not the type advocated by the school system of which Coney School is a part, the following excerpts are taken from Elementary Principals' Bulletins:

Some Characteristics of an Adequate School Program

The central theme of an elementary school program is child growth; growth toward the objectives of social usefulness and worthy self-satisfaction.

A well-trained teacher with a functioning concept of teaching as guidance and a philosophy of life which gives consideration to the principle of service to others.

A principal who is able to help teachers grow in actual teaching situations.¹

1. San Antonio Public Schools, Elementary Principals' Bulletin, No.4, January, 1942, p.3.

The shift in emphasis of the schools is from the narrowly concerned, mental-intellectual aspects of pupil development to a broadly organized program that includes the all-round development of each individual person and gives equal attention to personality development and to scholarship.¹

As early as the school year 1923-1924 a definite transition to progressive methods was seen in written statements from the Office of the Superintendent of Schools asking that each teacher make her own program with the assistance of the principal and the Director; that little homework be given; that pupils be made to feel the need for learning certain facts in order to accomplish purposes which seem worthwhile to them.²

These statements are made to bring out the point that the educational program of the San Antonio schools as a whole is progressive, and has been for some years. And to make more emphatic, by contrast, the statement that some individual schools of that system still border on the traditional.

Evaluation Procedures

By virtue of her position as principal of the school of this study, the writer felt it her personal responsibility to determine to what extent the program of the school as it now is lacks progressiveness and how it may be improved. The writer has continuously attempted to make evaluations objectively, rather than to draw conclusions upon what may be unfair and too-infrequent observation. The writer went into this study with the firm conviction that the work of supervision is complementary to teaching.

1. San Antonio Public Schools, Elementary Principals' Bulletin, No.7, April, 1942, p.24.

2. Ibid, p.4.

nothing apart from it. Teachers and principals must plan together. Ideas from all must be coordinated, culled, and made into an active and an effective program. Such a program, if it is to be adequate, must be founded on the objectives of education. There must be some statement of the purposes of the educational program. These statements will be dependent upon the philosophy of education which one holds.

The San Antonio school authorities have not imposed any one philosophy of education upon the schools of the system. The broad idea which they advocate is that the school shall be for the pupil; that all else is subsidiary; that the educational program of its schools should be based upon an understanding of child nature and provide for individual differences in the daily activities of the school. It is expected that each school shall have a philosophy which is agreed upon and accepted by the teachers of that school and that the school philosophy shall be in accord with the philosophy of the system.

In an attempt to learn the philosophy of the individual teachers of the school, the writer found that there is little agreement between those stated, and further, that, judging from the statements, there was not a clear understanding of what a philosophy of education is. Hence, in one of the staff meetings of the year, reports were made by assignment, on philosophies of education. No check has since been made by the writer, but shall be made. It is hoped that there is greater agreement as a result of having called attention to philosophies, for the teachers'

as well as the school's philosophy is a very important factor in the success of the school program. In writing on
 1
 this topic, Tidyman says:

Some writers on education insist that the teacher can do nothing without a philosophy of education, meaning by this that every time he plans an assignment, selects words for the spelling lesson, or writes a note to a critical parent, he is consciously guided by definite aims and objectives. The only thought involved (in such a procedure) is to decide when to use a particular plan, and frequently that becomes a matter of routine. The fully equipped teacher not only possesses a complete stock of plans and concrete methods for teaching various types of lessons, organizing extracurricular activities, and the like, but he also has a command of the elements, factors, and principles which enter into the making of his plan of procedure. It is difficult to see how a teacher can continue to do effective work without some ability to vary plans to meet changing conditions.

This is the peculiar contribution of a philosophy of education; it provides a technique and a fund of information by which a particular plan of procedure can be constructed to meet a novel situation.

The system under discussion believes in democratic living within and without the school. They believe that to be one of the purposes of education, and the purpose which is wide in its inclusion. Since this is also the belief of the Educational Policies Commission, it is natural that this system should also advocate, though not impose, the objectives of this Commission.

The four large educational objectives as stated by this
 2
 Commission are:

The Objectives of Self-Realization
 The Objectives of Human Relationship
 The Objectives of Economic Efficiency
 The Objectives of Civic Responsibility

1. Tidyman, Willard F., Directing Learning Through Class Management, New York: Farrar and Rinehart, 1937, pp. 36-37.

2. Educational Policies Commission, N.E.A., The Purposes of Education in American Democracy, Washington, D.C., 1938, p. 47.

During the first year's assignment to the school, which was the year 1941-1942, the situation was studied only casually, simply as a duty of supervision. But the result of this casual observation provoked the need for this study. Hence, during the school year 1942-1943, an analysis of the situation was made on the basis of the assumptions that (1) some of the procedures of the school are not progressive, (2) some progressive procedures are applicable to the situation, and (3) the application of progressive procedures will improve the program of instruction in the school.

The principalship is concerned both with administration and supervision. Administration, or the management of the business affairs of the school, is the less important and more easily effected of the two. The supervision of the school is very important and no easy task, if real results are desired. "Supervisory control is concerned with what should be taught, to whom, by whom, how, and to what purpose."¹

It was a desire for the best possible results which caused the writer to undertake this study. That the evaluation would be more fair and just than the one of the previous year, there were made in the year 1942-1943:

1. An evaluation of the school and its curriculum
2. An evaluation of individual teachers in greater detail
3. A study of instructional equipment and supplies, especially of the library

By means of appraisal, the principal seeks to determine

1. E. C. Elliott, City School Supervision, New York: D. Appleton-Century Company, 1928, p.16.

- (1) The actual effects of the whole school program in producing development
- (2) What changes in procedure are necessary in view of the effects, and
- (3) The development of all persons participating in the procedures. In evaluating procedures the principal appraises especially the instructional experiences through which the children are supposed to develop.¹

Evaluation of the School

A thorough evaluation of any school would cover a much larger scope than that undertaken in this study. Each phase of school life is of such importance that justice cannot be done when too many are included in a study. The scope of this study has been narrowed to that point in accord with the ² steps in appraisal as outlined by Kyte:

The major phases of appraisal are (1) delimitation of the situation to be appraised; (2) selection of the criteria to be used as a basis for making the judgments; (3) selection of the procedures for gathering the necessary data; (4) control of all variables except the factor to be appraised; (5) organization and analysis of the information; (6) interpretation of the results.

After an appraisal of the school, an appraisal of the individual teachers was next undertaken.

Considering the development of the children first in importance and the development of the teachers second, the principal should plan his program of the appraisal of the teachers and their teaching. Supervisory observation, testing programs, or teacher-rating become valuable means for evaluation.³

The evaluation of the school was done by the use of an evaluation sheet for checking characteristics of good elementary

1. George C. Kyte, The Principal at Work, Boston; Binn and Company, 1941, p.469.

2. Ibid, p.470.

3. Ibid, p. 475

school compiled by the Elementary Division of the San Antonio School System. * This sheet is used by all elementary schools of the San Antonio system. Before this instrument was used it was carefully checked against criteria set up by recognized authorities on the subject of evaluation.

As can be seen from a study of the evaluation sheet, the good elementary school will rate "adequate" on more items than it will rate "inadequate". In instructions for use of this sheet, principals were advised to consider it in terms of percentages and to plan a future program for the school in the light of the findings.

A careful and impartial rating of Cuney School, by this device, shows the following results:

In answer to

I. Is the program conceived and operated as a "whole"?

of the ten items, there were

a- adequate----- 2 items
 b- inadequate ----- 6 items
 c- comments
 (1) definite "no" 2 items

In answer to

II. Do the children served by the school enjoy a rounded program of living?

of the 17 items, there were

a- adequate -----3 items
 b- inadequate -----10 items
 c- comments
 (1) "on occasion" 4 items

* A copy of the sheet used in this evaluation program may be seen in Appendix A.

In answer to

III. Is the school contributing in a maximum way to the realization of democratic ideals?

of the 10 items, there were

a- adequate -----	0
b- inadequate -----	9
c- comments	
(1) no participation	
unless required -----	1

In answer to

IV. Is the school program based on the interests, needs, and capacities of the children it serves?

of the 8 items, there were

a- adequate -----	3
b- inadequate -----	3
c- comments	
(1) in Catholic	
School -----	1
(2) "no" -----	1

In answer to

V. Are children provided guided experiences in all important phases of living?

of the 11 items, there were

a- adequate -----	7
b- inadequate -----	4

In answer to

VI. Is the school an integral part of the community it serves?

of the 6 items, there were

a- adequate -----	0
b- inadequate -----	3
c- comments	
(1) "no" -----	3

In answer to

VII. Do the physical facilities and instructional supplies facilitate the desired educational activities?

of the 6 items, there were

a- adequate ----- 5
b- inadequate ----- 1

In answer to

VIII. Are the personal and professional growth and security of the school staff fostered?

of the 6 items, there were

a- adequate ----- 1
b- inadequate ----- 5

In answer to the last

IX. Does the plan of organization and administration of the school foster democratic values?

of the 6 items, there were

a- adequate ----- 1
b- inadequate ----- 3
c- comment
"no"----- 2

Totaling we find that there are 80 points upon which the school is to be rated. Results of the above are:

Adequate ----- 22

Inadequate ----- 44

Comments ----- 14

Looking back at and interpreting these figures, if we should consider only the score of adequate items of the 80, the school would rate only 27% adequate.

Considering 2, of the 4 points "on occasion" with the adequate, would give a rating of only 30% to the school.

Assuming that the writer is extremely critical and impatient for results, and giving benefit of the doubt to those whose work is being directly evaluated, let us take one-half of the inadequate points, as scored, and figure them as adequate. This rates 55%, little more than a school "half good".

Going further, and taking half of the 44 inadequate points, as well as half of the 14 comments, with the 22 adequate points, the school will receive a rating of 63.7 %.

The writer is aware of the fact that criteria set up for schools point toward the ideal. She is also aware of the fact that few situations, if any, outside the laboratory are ideal. But the results of this evaluation show too great inadequacies and can but mean that there exist serious weaknesses somewhere in the program. Therefore, an attempt was made to locate these weaknesses.

Evaluation of Teaching Procedures

An evaluation of individual teachers was made. For this purpose the evaluation sheet for teachers devised by the Superintendent of the Public Schools of East Saint Louis, Missouri, was used.* This particular device was selected as it had been suggested by the Superintendent's office of the San Antonio School System along with other suggestions for evaluation in a bulletin compiled and sent out by the Public Schools of Pittsburgh, Pennsylvania.

* Copy of this evaluation sheet may be seen in Appendix B.

TABLE II
EVALUATION OF TEACHERS
BY
EAST ST. LOUIS INSTRUMENT

Teach- ers	Evaluation I		Evaluation II		Variation I to II	
	2	3	4	5	6	7
	Points	Rank	Points	Rank	Points	Rank
A	2	11	4	9.5	2	1.5
B	6	1	6	1.5	0	-.5
C	4	5.5	5	5.5	1	0
D	3	9	4	9.5	1	-.5
E	4	5.5	5	5.5	1	0
F	3	9	5	5.5	2	3.5
G	4	5.5	5	5.5	1	0
H	5	2.5	6	1.5	1	1
I	3	9	3	11.	0	-2
J	4	5.5	5	5.5	1	0
K	5	2.5	5	5.5	0	-3

By way of explanation of use of this rating device it should be stated that the principal is allowed 6 points for rating the teachers under his supervision, those points to be "distributed as follows: teaching ability, 3 points; disciplinary ability, 2 points; professional attitude 1 point".¹

1. Pittsburg Public Schools, Program for Improving Teaching Procedure, 1938, Article IV, p.12.

This device was used only casually in the latter part of the first year of the writer's connection with the school. The point evaluation for that checking will be found in column 2, of Table II above. The rank of each teacher, as compared with the ratings of the other teachers of the school whose work was evaluated at the same time and by the same form, is shown in column 3.

Columns 4 and 5 show the same features of the second evaluation. This second evaluation was made in December of the second year of the writer's connection with the school.

Column 6 shows the change, if any, of each teacher in point evaluation and column 7 shows the change, if any, of rank from the first to the second evaluation.

There were only eleven teachers on the faculty of the school the first year of the rating. There were twelve teachers the second year. Although the additional teacher was rated along with the other teachers, her points are not considered in the table as it would affect the comparative ratings of the first and the second evaluations of the other teachers. Hence, consideration of her evaluations is omitted entirely here.

Still hoping to get a true picture of the situation, in spite of the fact that the work had been done as objectively as possible, the writer next used a different rating scale. The second form used was more in detail. This form was compiled by the writer after much concentrated study of recent literature on the subject.¹ It was checked against accepted criteria.

1. Note: This form may be seen in Appendix C.

TABLE III
 EVALUATION OF TEACHERS
 BY
 SPECIAL INSTRUMENT FOR CUNNEY SCHOOL

Teachers	Evaluation I		Evaluation II		Variation I to II		Supervisors	
	Points	Points	Rank	Rank	Points	Rank	Rating	Rank
A	55	52	11	11	19	0	45	11
B	79	92	2	2	13	0	85	1
C	59	64	6.5	9	5	2.5	71	9.5
D	45	61	10	10	18	0	71	9.5
E	69	74	4.5	5	5	- .5	82	3
F	50	66	9	7.5	16	1.5	73	7.5
G	59	66	6.5	7.5	7	-1	80	4.5
H	76	80	3	3	4	0	86	1
I	52	70	8	6	18	2	73	7.5
J	69	75	4.5	4	6	- .5	80	4.5
K	81	96	1	1	15	0	79	6

Notes:

The ratings of supervisors as shown above was given by special request of the writer in further attempt to get impartial judgment concerning the situation.

The two exceptions were the two teachers ranked lowest. In both of these cases the supervisors and the writer marked low.

The first evaluation on this form was made in January, 1943. The second was made in May, 1943. The supervisors ratings were made in March, 1943.

Between ratings by the writer, individual conferences and professional meetings were held.

Results of these ratings are shown in Table III. Columns 2 and 3 show total points rated on the first and second evaluations, respectively. Columns 4 and 5 show the ratings by place, or the rank of teachers for the first and second evaluations respectively. Column 6 shows the change, if any, in point ranking and column 7 shows the change, if any, in rank from the first to the second evaluation. Ratings of the supervisors are shown in columns 8 and 9.

THE CURRICULUM

As Interpreted by the Central Office

Two progressive features of the school system under discussion are in its interpretation of the curriculum and its invitation to all concerned with the instructional program of the system to participate in constructing the curriculum. These points are continuously emphasized in bulletins from the Central Office. An excerpt from one follows:

The curriculum of the elementary school consists of the sum total of educative experiences of children during their life in the elementary school. The children achieve the objectives of education through the curriculum. The curriculum is not merely a course of study. It represents all the activities transpiring in school life through which a child learns. The various studies, organized activities, and the entire school life of the school make up the curriculum. Each makes its contribution to the attainments of the goals of education. ¹

Even more progressive than the above is a later consideration of the part the child should play in the planning of the curriculum for the new school.

A comprehensive analysis of curriculum needs in all areas should be studied in order that plans may be made with the children for a well-balanced program of activities. It may be well to study achievements of individual children in the subject matter fields. A thorough diagnosis should be made in order that remedial measures may be applied. ²

1. San Antonio Public Schools, Elementary Principals' Bulletins, No.5, February, 1938, p.1.

2. San Antonio Public Schools, Elementary Principals' Bulletins, No 4, January, 1943, p.1.

As Interpreted by Cunev Teachers

The majority of the teachers of the school feel that the Curriculum Guide sent out by the Central Office settles the affair of all curriculum planning. The Guide is accepted by some as was the course of study of the traditional school. In planning the work for the semester or for the week, it is very often so religiously followed that one would think the following of it determines the keeping of one's job. Many teachers do not seem to realize that it is quite a flexible guide, something upon which to base the experiences of the school activities that there may be some unity in the procedures and the results of the various schools of the system.

Especially at this time is it necessary to understand the flexibility of the curriculum, when so much can be done toward enriching the lives of the children whose parents are giving their time to defense work.

There are those teachers in the school who accept the Guide as such, and many and varied activities are interestingly and effectively carried on in the classrooms of these teachers. It is these teachers who accept the theory that education is continuously going on, and that there should no longer be any extra-curricular activities in the school.

But even most of these teachers are reluctant to participate in planning the curriculum of the school. This is one feature which shall receive special emphasis in the future by the writer.

Professional reading and meetings have done something toward breaking down this idea concerning the curriculum.

EQUIPMENT AND SUPPLIES

In this discussion, equipment is meant to include those articles which are used but of which the supply is not exhausted by the use. Supplies are those articles which are depleted in amount by use.

The Library

Of all instructional equipment, the library is probably the most important in actual child development.

In Cusey School, the only library books which are distributed out of the school office are teachers' professional books. Of these there are eighteen late books. No evidence was noted, either by record or by use made of the book, that they had been of much assistance to the faculty..

There is no special teacher or room for library work in the school. Each room has its own library of books for recreational as well as informational reading. The books in most rooms are readily accessible to the children of that room. They are for use in school and are seldom taken home except by very reliable and older children. In most rooms there will be found reading centers. In these rooms children are given freedom in the selection and use of library books. Each room has a bookcase and a library table. There is a shortage of chairs. Some rooms have chairs and shelves made by the group. They enjoy these a great deal.

Only one room in the school has what might be called "library service". Here, under the supervision of the teacher, there is a room librarian who checks books in and out to the other children.

There are three other rooms in the school which allow greater freedom in the selection and use of their libraries than do the remaining eight rooms.

The Curriculum Guide of the system suggests a minimum of sixty minutes weekly for a combined literature and library period for grades one to three, inclusive; this is in addition to the supplementary reading of the groups. The Guide suggests a minimum of two hours weekly for literature and library periods of the upper grades of the elementary school, in addition to the supplementary reading to be done by them.

The school has a total of 376 well selected books for children's recreational and informational reading. Most of these are in good condition. In addition, there is an average of twelve Winston's Simplified Dictionaries for each room having a class of fourth, fifth, or sixth grades. A Webster's Dictionary is supplied for each teacher's desk. Each room has a Bible and there are ten extra Bibles for school use. Although discussion of denominational differences is not allowed, Bible reading is a part of the daily program.

The school has five sets of encyclopedias, three sets of which were stored away when the writer went to the school. They are all now easily accessible to all students, although they are placed in rooms in which are found the five most advanced classes. The latest of these has been sent to the school in the past two years and is the Britannica Junior with loose-leaf edition.

The Elementary Division adds annually to the stock of books

1. San Antonio Public Schools, Curriculum Guide, pp. 14-18.

2. Ibid., pp. 18-20.

of each school. This has been a procedure for the past ten years.

During the school year 1941-1942 this division spent a total of \$863.23 for library books for its 45 elementary schools. Of this amount, \$47.03 went to the three Negro schools, giving an average of \$15.67 for each of the three. The remaining \$816.20 was spent on the 42 white schools, giving an average of \$19.19. Of the \$15.67 average for Negro schools, Cuney received books valued at \$15.06. This is pointed out to show that, comparatively speaking, Cuney School gets its fair share of the total amount of money spent for library books. Although the amount spent for Cuney as shown above is smallest of the amounts stated, the per pupil amount received is larger due to the fact that the enrollment of Cuney was smallest of the schools listed.

Other Instructional Equipment and Supplies

A sufficient amount of other instructional equipment and supplies is on hand with few exceptions. These exceptions during the past year were some newly adopted textbooks. There were not available enough copies. The explanation was given by the Supply Department that the increase in enrollment in all San Antonio schools due to army concentrations and defense work in the city was far greater than was anticipated when supplies were ordered.

Important among the equipment and supplies received by the schools are:

Supplementary readers
Charts
Flash Cards
a- Number
b- Word
c- Sentence
d- Picture
Flash Card Holders

Globes
Maps
Bulletin Boards
(portable)
Basels
Pencil Sharpeners
Wax Crayons (large)
Thumb Tacks

Visual Aids

- a- Glass Slide Lanterns
- b- Opaque Picture Lanterns
- c- Stereopticons

Musical Instruments

- a- Piano
- b- Victrola
- c- Radio

Brass Paper Fasteners

Rubber Bands

Duplicators

- a- Hektographs
- b- Mimeographs
- c- Printing Sets

and

Such work materials as scissors, paste, alabastine, India ink, clay (river bottom and plastic), paper (drawing, construction, tracing, wrapping), paints (wagon and Tempera), Beaver Board and Plywood.

These articles, with few exceptions, are given to the schools of the city on the basis of their average daily attendance. There is a special fund set aside for each school and schools must stay within the amount allotted for any particular year. Cuney gets its fair share of these supplies. On hand are some of each kind. Where articles are classified in the above account, Cuney has:

- Of Visual Aids, a glass slide lantern;
- Of Musical Instruments, a piano, six radios (3 of which were bought by the school), one portable Victrola and 1 cabinet Victrola;
- Of Duplicators, four hektographs, one Mimeograph, three printing sets;
- Of Paper, all kinds;
- Of Clay, both kinds; and
- Of Paint, all kinds.

During the school year, 1941-1942, a total of \$6645.54 was spent by the Elementary Division for classroom and instructional supplies. Of that amount Cuney received \$145.09 of the \$378.86 spent for Negro schools. This amount represents \$18.80 more than the fair one-third share of Negro schools and \$4.90 more than the average spent on white schools. Cuney School's allotment was an average of 42¢ per pupil based on average daily attendance as

against the 31¢ per pupil to all Negro schools and as against the 32¢ per pupil spent for the 42 white schools.¹

These figures are emphasized to bring out the point that instructional equipment and supplies at the school are in sufficient quantity and number for the carrying on of an effective educational program.

Hearty cooperation was given the writer by both supervisors of the Elementary Department, and especially by the First Assistant Superintendent who is directly in charge of elementary education. These ladies were aware of the study being made and are desirous, too, of improving the situation at Cuney School. It was this spirit of cooperation on the part of these administrators which made possible and very helpful the interviews held in which the philosophy, the curriculum, and many other phases of the school were discussed. From these interviews, many suggestions for improvement and experimentation were offered; certain supplies and equipment which might have been delayed in the ordering or in delivery were hastened to aid in the study. Upon special invitation they made special visits to the school on several occasions and assisted, by kind criticism and welcome suggestions, in the evaluation program.

1. San Antonio Public Schools, Bulletin of Per-Pupil Costs of Instruction for the Year 1941-1942, p.2.

PROGRESSIVE PROCEDURES AS ADVOCATED
BY
ACCEPTED AUTHORITIES

There are economical and uneconomical methods of teaching.
Method is a matter of economy.

Whatever method picks up the good impulses of the child and comes forward with desirable activities to desirable goals with a minimum waste of energy and time--- that method is a good one. ¹

Such methods as these are the types advocated by the progressive school. In the new school the teacher notes, catches, directs, and utilizes the vast store of energies of children in worthwhile activities. These activities in the new school are based on interests of the group and should be deliberately planned toward satisfying needs of the present day society. "The good school finds children living and carries them forward into every richer living." The new school recognizes social needs; identifies children's desires; determines whether those desires are to be discouraged or may be controlled and expressed through activities to develop the child to fit properly into our democratic and complicated society. ²

In order to know the needs of the child, the teacher should study child nature. There are many things about the child's physical, mental, and environmental nature that we do not know. Yet there are many things we do know and fail to use. This makes

1. A Gordon Melvin, The Activities School, New York: The John Day Company, 1937, p.4.
2. Ibid, p.145.

for uneconomical methods of education. Progressive education demands that we understand the "whole" child. The great gap between the knowledge of the child and our actual care is enormous. Few recognize the many different natures of children and the necessity for different kinds of care for different types.¹

Educational procedures of the early school considered merely knowledge, skills, and abilities relating to special subjects; but education in its broader sense should consider such important pupil characteristics as physical, mental, social and emotional health; desirable personality and character traits; wholesome interests and attitudes; and effective methods of thinking.

In the traditional school children listened; in the school of today, they think and grow as they work. "The new school is a child's world in a child's sized environment."²

Rugg and Shumaker³ speak of education in this "Century of the Child" as nothing less than learning through the integration of experiences, advocate for today's education the development of the whole child, recognize materials as being as broad and as inter-related as life itself, claim the life of the new school to be individuality and experience, that personality evolves from within, that individuality develops through growth of the power of self-propulsion, and that the new school is set upon a radical program of child-centeredness.

Progressive education attempts to draw out the individual

1. M.V.O'Shea, The Child, His Nature and His Needs, A Contribution to the Children's Foundation, New York: 1931, pp.148-159.

2. Rugg and Shumaker, op.cit., p.2.

3. Ibid, p.5.

child's inherent capacities to their fullest development, to create situations in which they may be developed to their fullest in as life-like situations as the school environment will permit, whether in the classroom or outside the classroom. Today's education has a new conception of the curriculum. The belief is that all activities of school life are a part of the curriculum, not merely classroom activities.

Society is continuously changing and the school must meet the needs of society. The only way to do this is by drastic changes in the curriculum. All extracurricular activities of the old school are now considered a part of the actual curriculum of the new school.

Some of the characteristics of the daily program of the progressive school are: (1) flexibility; (2) pupil participation, both in planning and in execution; (3) provision for maximum growth; (4) many and varied activities; (5) no printed courses of study; (6) few school subjects, and, in some schools, no subjects in the lower grades, but units of work instead; (7) emphasis in elementary grades on physical and natural sciences.¹

² Saucier adds to these inclusiveness and emphasis on the social element of the assignment.

Teachers are required to continually adjust their programs, modify their plans, and to better understand the objectives of education in the new school. Therefore, continuous study on the part of teachers is advocated by progressive educators.

1. Rugg and Shumaker, op.cit., pp.72-79.

2. W. A. Saucier, Theory and Practice in the Elementary School, New York: The Macmillan Company, 1941, pp.153-159.

The objectives of education as set forth by the Educational Policies Commission are the objectives generally accepted by progressive education. Of these objectives it is said:

Educational objectives, if they are to be of significance and of practical value must not be established in defiance of known or ascertainable facts concerning the economic and the social situation as it is and as it may become. The values cherished by individuals and by social groups are the products of experience and may be changed by the same force which created them.¹

Progressive education is based upon democratic ideals. This fact has been one to which we Americans have pointed with pride through the years, but have not, before the time of progressive schools, considered the pupil in school as a real citizen of our democracy. Today's school realizes this and accepts objectives as set forth by the Educational Policies Commission.²

A few broad generalizations of the minimum essentials of a democracy are:

The General Welfare
Civil Liberty
The Consent of the Governed
The Appeal to Reason
The Pursuit of Happiness

The objectives of education should determine what it is to accomplish, what changes in human conduct the schools seek to bring about, whether the individual or society is of greater concern, whether education is concerned with ideals and attitudes or simply with facts and skills. Progressive education is concerned with the learner, with home, family, and community life, with economic demands and with social duties.

1. Educational Policies Commission, The Purposes of Education in American Democracy, Washington, D.C., 1938, p.8.

2. Ibid., pp.7-8.

With these as a basis, the big objectives generally accepted by the new school are:

- The Objectives of Self-Realization
- The Objectives of Human Relationships
- The Objectives of Economic Efficiency
- The Objectives of Civic Responsibility ¹

With such broad objectives the responsibility of the school is great. The progressive school attempts to meet this challenge not merely in material, but in the manner of the presentation of material.

The new school emphasizes the importance of real and basic interests.

Real interest is self-motivated activity that takes place when a person has an active purpose of his own, sees the steps necessary to attain it, and finds those steps as well as the final aim largely within his experience, power, and needs. ²

There is great necessity for the training of teachers in-service as is brought out by Reeder ³ when he says:

Training in service is not urged for the inadequately trained alone. It is of vital importance to those who have spent a much longer period of time in teacher-training institutions. Complete training before a teacher enters service cannot be secured in an institution of training. Training in service is necessary because teaching efficiency cannot remain static. ⁴

Some methods of in-service growth advocated by Wieland are:

- Summer school attendance
- Extension and correspondence courses
- Educational travel
- Membership in County, State, and National Teacher Organizations
- Subscription to and regular use of two or more professional magazines
- Purchase of and reading of at least two professional books annually

1. Ibid., pp.39-47.

2. Lee and Lee, op.cit., p.130.

3. Ward G. Reeder, The Fundamentals of Public School Administration, New York: The Macmillan Company, 1941, p.91.

4. John A Wieland, op.cit., pp.76-77.

In progressive philosophy, growth and learning are synonymous. A study by Langer¹ has shown that individuals have unique systems of organizing their learning and that the imposition of standardized teaching methods may run counter to the individual's optimum learning methods.

Gestalt psychology also teaches that the child is an organism, learns as a whole, and that in man, learning depends upon organization.²

One great emphasis of the new education is that every child is an individual, must be taught as such, giving full consideration to his individual interests, needs, and capacities. Progressive schools demand teachers who accept this as a basis for school work.

All teaching must begin with the recognition of persons as individuals. Each child bears the image of God for better or for worse. Each child is a small person, not someone who will be a person later on. Each student is already an organized being to whom any given experience will or will not be significant. It is of prime importance in teaching to realize that one is dealing with expanding experience. One teaches only that which the learner seizes upon and organizes within himself as part of his own growth.³

It is readily seen from this that learning is dependent upon the experiences of the individual, and that interpretations and significances are strictly individual and are based upon earlier experiences; and that learning takes place as a whole.

Progressive education certainly does not, though, advocate unlimited and indiscriminate experiences for education. This might lead to miseducation. It believes that these experiences must be guided by one who is wiser than the learner.

1. W.C.Langer, "An Experimental Critique of the Measures of Learning". In Walter S.Monroe's Encyclopedia of Educational Research, New York, The Macmillan Company, 1941, p.861.

2. Kohler, op.cit., p.297

3. Melvin, op.cit., p.13

Any experience is miseducative that leads to development in the wrong direction. Quantity of experience is not nearly as important as the quality of experience:

Everything depends upon the quality of experience. The quality of experience has two aspects. There is an immediate aspect of agreeableness or disagreeableness, and there is its influence upon later experience.¹

Progressive schools have a program of planned experiences. The educator faces the problem of determining what experiences satisfy for the present and at the same time lead toward desirable future experiences.

All this means that attentive care must be devoted to the conditions which give each present experience a worthwhile meaning. It is a cardinal precept of the new school of education that the beginning of instruction shall be made with the experience learners already have; that this experience and the capacities that have been developed during its course provide the starting point for all further learning.²

Today's education requires that all pupils be given challenges, that they be placed in situations which promote real thought, situations where discrimination must be used for the solving of school problems in order that discrimination may be developed for the solving of problems of life. Unless a given experience leads into an unexplored field, no problems arise. Growth depends upon the presence of a difficulty to overcome by the exercise of intelligence.³

Herein are summed up some of the progressive philosophy, procedures, and ideas which lead to the development of the "whole" child.

1. John Dewey, Experience and Education, New York: The Macmillan Company, 1938, p. 15.

2. Ibid., p. 88.

3. Ibid., p. 96.

CONTRASTING CUNEY WITH PROGRESSIVE SCHOOLS

In summarizing progressive schools and their procedures, the writer shall contrast the procedures this study has brought to her attention with the procedures as found in Cuney School in a manner which it is hoped will be entirely intelligible to the reader.

Progressive	Cuney
1. Definite objectives for the system, the school, and the individual teachers.	1. Stated by the system but not clearly defined by the school nor the teachers.
2. Economical methods of instruction.	2. Not always noted.
3. Flexibility and adaptation of program of instruction.	3. Too often strictly follow Curriculum Guide.
4. Utilization of children's interests.	4. Not basis of activities.
5. Activities based upon these interests.	5. Too few activities.
6. Life-like situations.	6. Formal and traditional atmosphere in many classrooms.
7. Emphasis on development of physical, mental, emotional health and desirable habits, attitudes and interests.	7. Emphasis mainly on skills and knowledge.
8. Learning based on many and varied experiences.	8. Few classrooms have many and varied experiences.

Progressive

Cuney

- | | |
|--|--|
| 9. Emphasis on social element. | 9. Too little socialized recitation and activity. |
| 10. Emphasis on the individual. | 10. Little individual instruction and recognition. |
| 11. Curriculum development is continuous. | 11. Little actual development noted; chiefly following Curriculum Guide. |
| 12. Curriculum development a democratic process. | 12. Little participation by teachers or pupils. |
| 13. Extra-curricular activities of the old school now considered a definite part of the actual school program. | 13. Few activities even as extra-curricular. |
| 14. In-service growth of teachers for purpose of a real knowledge of child nature in all its phases. | 14. Formal study made by only two teachers in past five years; informal study by reading rather neglected. |

Such is a contrast of the procedures of the progressive school as interpreted by the writer and of the procedures of Cuney School as noted from this study.

CHAPTER V

SUMMARY AND CONCLUSIONS

RECOMMENDATIONS

SUMMARY AND CONCLUSIONS

From the data presented in the study the writer may summarize by saying that conditions as found in Cuney School are not in accord with progressive procedures in the degree demanded by the new education for the purpose of sending out to society what is its rightful demand and need: a product who is able to face and to solve the problems of present life and will be able to face the problems of the future adult life which is before him.

The study has revealed that progressive schools must:

1. Have definite objectives;
2. Use economical methods of instruction;
3. Have a flexible program;
4. Have an activated program;
5. Emphasize the development of the whole child;
6. Create situations as life-like as possible, based upon the interests and capacities of the individual pupils;
7. Permit many and varied experiences under teacher guidance;
8. Realize that the curriculum must continuously change in order to meet the changing society in which we live;
9. Make curriculum development a democratic process;
10. Take all activities of the pupils under the supervision of the school as a part of the school program rather than as extra-curricular activities.
11. Encourage in-service growth of all teachers for the continuous improvement of instruction.

The study has revealed that these procedures of the new type school are noticeable only to a small degree in Cuney School.

The results of the teachers' ratings show that individual teachers of the school have much room for improvement. Between the first and the last of the ratings many conferences and staff meetings for professional study were held. Each teacher showed improvement from one rating to the other. These facts point toward the conclusion that systematic and concentrated study will work toward real improvement in the school.

Finally, most of the progressive procedures noted in this study are applicable to Cuney School; and, if applied, it is concluded that there would result a definite and a positive improvement in the school's program.

RECOMMENDATIONS

In view of the findings of this study, the writer makes the following recommendations:

1. That progressive procedures be studied by members of the faculty of the school;
2. That such procedures be practiced for the purpose of improving the situation at Cuney School;
3. That special emphasis be put on the following procedures:
 - a- Individual Instruction
 - b- Activities which develop the whole child
 - c- Participation in curriculum development by teachers and pupils in cooperation with the principal and supervisors;
4. That the principal be more democratic and broad minded in appraising the situation;
5. That the principal continue study with a view toward improvement of self as well as of school;
6. That every possible means be taken to assist the teachers to make this adjustment from the traditional type of school to the type that is desired and demanded by today's society; and
7. That Cuney School make better use of the large amount of valuable instructional equipment and supplies given to the school.

APPENDIX A

ELEMENTARY DIVISION

April, 1943

CHECK LIST ON GENERAL CHARACTERISTICS OF A GOOD ELEMENTARY SCHOOL

Characteristics	Adequate	In-	adequate	Comment
<p>I. Is the program conceived and operated as a "whole"?</p> <p>A. Are general planning conferences held?</p> <p>B. Is planning participated in by:</p> <ol style="list-style-type: none"> 1. Teachers ? 2. Principal? 3. Supervisors? 4. Parents? 5. Pupils? <p>C. Is there a general, flexible plan for the total school program?</p> <p>D. Is the work of other community agencies co-ordinated with the work of the school? List agencies :</p> <ol style="list-style-type: none"> 1. 2. 3. 4. <p>E. Is the school considered a unit with all outside services and activities utilized as the program shows need?</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 				
<p>II. Do the children served by the school enjoy a rounded program of living?</p> <p>A. Is a continuing study made of the 24-hour living schedule of each pupil?</p> <p>B. Is each pupil afforded guidance in improving his living schedule?</p> <p>C. Are major shortages in community provisions for children revealed for:</p> <ol style="list-style-type: none"> 1. Wholesome recreation? 2. Library facilities 3. Health service? 4. Work opportunities 5. 6. <p>D. Does the schedule of activities at the school provide a balance of rest and work; intellectual and manual activity?</p> <p>E. Does the policy on assignment of homework encourage children to broaden their interests and activities?</p> <p>F. Are vacation periods included in the general plans of the school?</p> <p>G. Is close contact maintained with the home to check matters pertaining to:</p> <ol style="list-style-type: none"> 1. Diet? 2. Rest? 3. Physical deficiencies? 4. Attitudes? 5. Health habits? 6. 				

	Adequate	Inade- quate	Comment
H. Does the school provide corrective measures in the program for home and community deficiencies which cannot be eliminated? List correctives:			
1.			
2.			
3.			
4.			
III. Is the school contributing in a maximum way to realization of democratic ideals?			
A. Has the school staff made a careful study of the meaning of democracy, interpreting this meaning in the form of objectives for the school program?			
B. Are all aspects of the school program directed toward the achievement of the desired objectives?			
1. The organization and administration of the school?			
2. The organization of the curriculum?			
3. The relation of teachers and pupils?			
4.			
5.			
6.			
C. Is the in-service education of the professional staff planned so as to achieve constantly deepened insights as to the meaning of democratic values and how they may be appropriately achieved in the lives of children of elementary school age? List principal means:			
1.			
2.			
3.			
4.			
IV . Is the school program based on the interest, needs and capacities of the children it serves?			
A. Does the plan of curriculum organization take into account the interest, needs and capacities of children?			
B. Is the curriculum plan sufficiently flexible to permit the individual teacher to meet the needs of the children he is instructing?			
C. Do teachers base instruction on the needs of and interests of the children taught?			
D. Are special facilities provided for children with physical handicaps?			
E. Are standards of accomplishment estimated for each child in terms of his potentialities?			
F. Is much first hand experience provided, especially for younger children?			
G. Does the school serve all children of elementary school age in the community except institutional cases? List major groups:			
1.			
2.			
3.			
4.			

Characteristics	Adequate	Inadequate	Comment
V. Are children provided guided experiences in all important areas of living?			
A. Is the scope of the curriculum checked for breath against all important areas of living?			
B. Do all pupils have experiences which deal with their personal problems in and show the social significance of areas such as:			
1. Conserving and maintaining human resources?			
2. Conserving and maintaining natural resources?			
3. Producing goods and services?			
4. Purchasing and using goods and services?			
5. Making a home?			
6. Making a living?			
7. Enjoying a leisure?			
8. Getting an education?			
9. Being an American citizen?			
10.			
11.			
12.			
VI. Is the school an integral part of the community it serves?			
A. Is the school plant used for general community activities?			
B. Does the school contribute directly to improvement of the immediate community? List examples:			
1.			
2.			
3.			
4.			
C. Do members of the school staff participate in community affairs?			
D. Do parents seek the help of the school on matters not directly a part of the school program?			
E. Are community resources used in instruction through interviews and excursions? Illustrate:			
1.			
2.			
3.			
4.			
VII. Do physical facilities and instructional supplies facilitate the desired educational activities?			
A. Is space available for conferences, reading centers, manual activities, plays, recreation and projects, as well as for seating all pupils with good lighting?			
B. Is equipment movable and adaptable to a variety of purposes?			
C. Is a wide variety of books, papers, pencils, paints, woods, tools, films, and like materials readily available?			
D. Can materials be secured expeditiously?			
E. Can unusual materials be secured with little difficulty?			

Characteristics	Adequate	Inade- quate	Comment
VIII. Are the personal and professional growth and security of the school staff fostered?			
A. Is the load assigned each staff member such as to permit recreational and general cultural activities?			
B. Is there an organized program of professional study which is considered a part of the regular work of the staff?			
C. Are significant achievements and contributions by staff members given recognition?			
D. Does the entire school staff participate in a responsible manner in planning the school program?			
E. Does the staff employ vacation periods for personal and professional growth?			
IX. Does the plan of organization and administration of the school foster democratic values?			
A. Do all members of the school community participate in the general operation of the school?			
B. Is there a plan of student government in operation?			
C. Are problems of discipline handled according to democratic standards?			
D. Are the grouping of pupils and the regulation of their progress such as to respect all pupils as persons?			
E. Are pupils, as they mature, gradually given increased responsibility for decisions?			
Illustrate :			
1.			
2.			
3.			
4.			

Reference : Hollis L. Caswell - Education in the Elementary School.
(American Book Co.)

Elma A. Neal
Assistant Superintendent
Elementary Division

APPENDIX B

Board of Education
City of Pittsburg
District No. 109

System for Rating Teachers

Article IV. **** The principal shall distribute his points as follows: Teaching ability, three points; disciplinary ability, two points; professional attitude, one point, making a total of six points.

Superintendent of Schools,
East Saint Louis, Illinois.

Dear Sir:

In harmony with the above regulations herewith find ratings of the teachers in the _____ School under my supervision for the period ending _____, 19__.

***** Ratings *****			
Names	Teaching Abil.	Discipline Abil.	Attitudes

Note:
Copied from the Bulletin of the Pittsburg Public Schools,
Program for Improving Teaching Procedure, 1938, p.12.

APPENDIX C

TEACHER RATING FOR CUNY SCHOOL

I. Personal Equipment (10)

1. General Appearance
2. Health
3. Enthusiasm and optimism
4. Punctuality and reliability
5. Tact and common sense

II. Social and Professional Equipment (10)

1. Knowledge of subject matter and professional training
2. Cooperation and loyalty
3. Attitude toward criticism
4. Relationship between teacher and pupil
5. Professional interest and growth

III. School Management (20)

1. Governing skill
2. Care of hygienic conditions
3. Care of routine
4. Neatness of room
5. Care of school equipment

IV. Techniques and Results of Teaching (60)

1. Definiteness and clearness of aim
2. Selection and organization of subject matter
3. Resourcefulness in methods and devices
4. Skill in stimulating thought and interest
5. Skill in making assignments
6. Attention to individual needs
7. Skill in drill tests
8. Growth of pupils in subject matter
9. Growth of pupils in habits of work
10. General development of pupils
(Growth in ideals, ethical standards, cheerfulness, courtesy, confidence, initiative, social interests, civic consciousness.)

Recommended for the teachers of Cuny School:

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