CREATIVE SUPERVISION
OF THE ELEMENTARY ART PROGRAM

A Thesis Presented for the
Degree of Master of Arts
by
Mary Roberta Law, B.S.

THE OHIO STATE UNIVERSITY
1947

Approved by:

James W. James
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>I. Purpose of Education</td>
<td>1</td>
</tr>
<tr>
<td>A - Survey of Educational Development</td>
<td>1</td>
</tr>
<tr>
<td>B - Duties of the Modern School</td>
<td>7</td>
</tr>
<tr>
<td>II. The Needs of the Modern Child</td>
<td>10</td>
</tr>
<tr>
<td>A - Democratic Living</td>
<td>10</td>
</tr>
<tr>
<td>B - Individual Growth</td>
<td>13</td>
</tr>
<tr>
<td>C - Social Values</td>
<td>17</td>
</tr>
<tr>
<td>D - The Art Experience</td>
<td>19</td>
</tr>
<tr>
<td>III. The Needs of the Modern Teacher of Art</td>
<td>24</td>
</tr>
<tr>
<td>A - Ideals of Education</td>
<td>24</td>
</tr>
<tr>
<td>B - Self-Expression</td>
<td>25</td>
</tr>
<tr>
<td>C - Integrated Living</td>
<td>31</td>
</tr>
<tr>
<td>D - Professional Growth</td>
<td>36</td>
</tr>
<tr>
<td>E - Economic Security</td>
<td>41</td>
</tr>
<tr>
<td>IV. Supervision of Art in the Elementary School</td>
<td>42</td>
</tr>
<tr>
<td>A - Purpose of Supervision</td>
<td>42</td>
</tr>
<tr>
<td>B - Procedure</td>
<td>44</td>
</tr>
<tr>
<td>C - In-service Training</td>
<td>47</td>
</tr>
<tr>
<td>D - Visual Teaching Aids</td>
<td>52</td>
</tr>
<tr>
<td>V. Conclusion</td>
<td>60</td>
</tr>
<tr>
<td>Bibliography</td>
<td>64</td>
</tr>
</tbody>
</table>
CHASES

NUMBER

1. COMMON AGREEMENT, DESPITE CONFLICTING OPINIONS

2. EDUCATIONAL THEORY MOVES FORWARD

3. GOOD LEARNING INVOLVES THE WHOLE CHILD

4. MEETING A NEW EXPERIENCE

5. ORGANIZED MOVEMENT FORWARD

6. ENVIRONMENTAL INFLUENCES BROADEN

7. NEEDS OF THE MODERN TEACHER

8. WHICH WAY?

9. BROAD ROAD TO CULTURE

10. ARTICULATION AND THE EDUCATIVE PROCESS

11. TEACHERS PLANNING TOGETHER

12. SCHOOL CAN BE A BURDEN
INTRODUCTION

Various problems in the field of education have served to emphasize the need for a better art program - one that takes into consideration the needs of the modern child in his ever-changing environment. Results have shown that our public school art courses are inadequate in that they have failed to help the average person to meet intelligently the art problems that confront him in his every day living.

If we are to strive for a better educated society we must provide for adequate art experiences which encourage individual self-expression as well as an understanding of the expressions of others. Too many schools have given slight consideration to the development of individual expression and have stressed imitation and skills instead.

The purpose of this discussion is to present a point-of-view as to the purpose of education and then to suggest possible solutions to the many problems involved in building a better art program in the elementary school.

Special attention is given to the needs of the child for the best kind of individual and social growth. Also emphasis is placed on the importance of the teacher and his need for professional growth and personal enrichment.

The whole conception of the art program is viewed as being organized under the leadership of an efficient, intelligent, understanding art supervisor whose primary duty is to promote good human relations among the teaching staff through helpful suggestions and guidance toward a better organized curriculum. Through improved teacher-relations, a clear understanding of the purpose of art experiences, and better trained classroom teachers, the art program will become more effective.
in contributing to the growth and development of the child. He will be more capable of meeting his everyday problems, and through his art experiences he will live a rich and satisfying life.
I PURPOSE OF EDUCATION

A - Survey of Educational Development

Educational theory has for the last decade been rapidly changing in point-of-view and direction. This has been due to experiments and new interpretations in psychology, biology, anthropology, and sociology. The result of findings in these fields combined with the problems of living today has made man more aware of the educational system and its purposes. As an outcome, varying concepts of education have been held and strong disagreements have evolved, especially in the fields of scientific experiment and philosophic speculation.

Leaders in these various scientific and philosophic fields are interested in different aspects of human life. For example, the biologist is concerned with the living processes, the physiological functioning of man; while the psychologist is interested in man's emotional feelings and behavior. The philosopher is more interested in logic, ethics, aesthetics, and the theory of knowledge. The sociologist stresses the importance of man in his relation to society. From these various fields the alert educators can take advantage of the findings and build their educational program on a sounder and better balanced foundation.

Despite the diversity of opinion in the areas of science and philosophy, a common purpose of education is developing. (Refer to chart no. 1) Man is being recognized as an individual personality within a social framework. The process of educating him is being centered around individual as well as social development.

At the beginning of the twentieth century the school was organized in a rigid and mechanized manner. The aim was primarily to impart knowledge in a formal and invariable style; the discipline being rigid to
despite conflict there is common agreement
the point that the good child was the passive and receptive one. Content of the curriculum was traditional and conventional, and instruction was largely academic and given to the children "en masse". The school was child centered, but the psychology of the child was poorly understood.

Then came a period of re-examination of all aspects of education, when educational theory began to change, and society became aware of existing conditions. (Refer to chart 2) The development of the machine brought rapid and drastic changes in industry, transportation, and communication; the movement toward urbanization brought changes in home, recreation and social life. Studies in psychology and the sciences led to greater understanding of the whole learning process.

Psychology during this period was coming increasingly to see, through experimentation, that individual abilities and characteristics are not determined for good at birth but are being developed continually through the experiences of the individual as he deals with his environment. Through these everyday experiences he builds new meanings, new insights and skills which raise him to higher levels and help him to see with a wider and deeper understanding the activities that occur around him. As he grows he develops capacity for new and more complex experience resulting in greater control over his environment. The richer the child's environment is in opportunity, the more he is aided in developing his native abilities into increasing usefulness. In the degree that he has developed he is able to meet his environment constructively and realistically, to deal with the problems of living which face him and to bring enrichment into his own life and the lives of others.
EDUCATIONAL THEORY MOVES FORWARD
Biology has also contributed to change in the educational outlook. Through this science man has conceived himself as having direct control of his own evolving life and as being able to shape future events. Biological experiments have proved that man is a complex of unorganized impulses and drives and that he may become one of many selves depending on the direction he chooses to travel. Wheeler and Perkins in their discussion of the organic laws point out: "The law of field properties states that a whole is more than the sum of its parts. The whole is something distinct, unique, over and above the parts, yet it includes the parts". Thus, man can control his innate desires and direct his actions according to his educational and environmental influence.

Sociology has contributed to educational theory the idea that man, besides having the individual wholeness of self, is also a part of an organization called society. He acquires his personality from the associations within this group and also contributes to the wholeness of it. The human nature that surrounds the individual directly influences his development. Since the child spends an important part of his early life in school, then the learning environment should be the best possible place for him to grow and live.

In the world of physics it is believed that the universe is fluid and is in a state of "becoming" rather than in a state of being. As a result the individual is continually meeting new situations and making decisions as to direction. Thus, the new experience is important in education in helping the child to deal with different problems as they arise and in giving him a wealth of personal and direct contacts with

1. R.H. Wheeler and F.T. Perkins, Principles of Mental Development p.18
living situations. So, many schools today are organized around the theory that the child is an active, dynamic being with the intention of carrying out his purposes. If the universe is ever changing then the child must be ready to meet such changes.

Just as in the sciences so in philosophy have the leaders reorganized their concepts of the learning process. They have discarded the old concepts of superimposed and fixed values. They have begun to see man as being able to direct his own actions by means of his intelligence and as responsible for conceiving and achieving his destiny. During the middle ages man was thought of as apart and superior to nature; reality was of the nature of mind or spirit. Education was indoctrination of habit formation, imitation, and obedience in preparation for future living in the safe and approved way. But as a result of revolution in scientific thought a new concept of the universe and of man's place in it evolved. With the Renaissance movement came freedom of thought. It freed man from subordination to unlimited worldly powers by revealing a world of law. It gave man an open universe in which he was free to think and responsible for working out his own fate.

The philosophy of realism developed with the scientific revolution and still is influential in the more traditional schools of today. Realism is primarily concerned with the basic subject matter fields. The fundamental approach to education is through the inductive method of scientific analysis. Realists are interested in facts which may be arrived at through surveys, statistics, laboratory experimentation, case studies, or the techniques of testing and observation. The cultural tradition for them is of primary importance in education because it contributes know-
ledge and skills, customs and laws, manners and conventions which represent the best solutions up to date of the typical problems confronting humanity.

However, there are schools today where the philosophy of realism has been replaced by experimentalism or pragmatism. This deductive theory of education centers around experience as the means by which man can direct his own evolving life. John Dewey is recognized as a great leader of the experimental or progressive movement in America and has been very influential in the philosophy of education for almost fifty years. He saw a necessity for the union of philosophy and education, and this need has been the inspiration of his work ever since. His philosophy includes a total view of man, society, and nature. In the reconstruction of experience Dewey finds the unifying concept bridging the gap between art and science, theory and practice, education and philosophy. He believes that education is a process of living and not some kind of preparation for future living. In education the process and the goal are one and the same; in other words, the continuing reconstruction of experience can be developed in such a way as to add to the meaning of experience and give increased control over the process. The goal, according to Dewey's philosophy, is democratic living conceived as a way of life which is made up of a more intelligent sharing by each member of every group in the interests of the group and the greater sharing of all groups in the activities and interests of other groups. The Industrial Revolution convinced him of the need to stress cooperative living rather than stark individualism.

Dewey believes that the school should be a form of community life,
a process of living where the complexities of social life must be simplified, purified and balanced. The curriculum should be organized according to the social life of the child at his particular stage of development with expressive or constructive activities at the center. In method, the active side should precede the passive. Dewey holds that consciousness is essentially motor, and knowledge is a by-product of action.

He maintains that genuine effort can be invited only by connecting an activity with some end with which the learner has identified himself—some end in which he has an interest. His analysis of effective thinking has also contributed to the understanding of education. He calls attention to the importance of the problem in stimulating thinking, and of the need to locate and define the heart of the difficulty, to examine possible solutions, to explore the directions of each, and then to submit the most probable solution to the test of action or experimentation. This belief has lead to the project method of teaching.

His followers have continued in his direction to the extent that they have formed the Progressive Education Association in order to further develop these newer theories. Great strides are being made toward better organization and more common understanding. As a result, the whole spirit of education has changed. The philosophy of education has been redesigned

The Progressive Education Association was organized in 1918 under the leadership of Mr. Shanwood Cobb. Members in the organization include professors, school administrators, teachers, parents and others interested in the progressive education movement. Activities of the association include the dissemination of information and knowledge of the progressive educational principles, the organization of study groups, research in curriculum building, research in child development, and study of methods of evaluation. Publications include the magazine, "Progressive Education", and a variety of books and pamphlets are available on request.
with objectives founded in anthropology, sociology, and organismic psychology. Interest has shifted from emphasis on academic instruction to concern with individual needs and differences. Subject matter is tested by criterion of social utility rather than power to develop the mind. Great emphasis is placed on health and welfare and more attention is given to enlarged and improved buildings and equipment.

E - Duties of the Modern School

Since the Dewey interpretation of education has been accepted by leading educators, more and more schools have re-examined their aims and purposes. An awakening has occurred to the realization that the schools must keep abreast of rapidly social and economic changes. Teacher-training programs have been improved in the last decade with greatly increased requirements and more suitable study programs. Scientific measurement and testing, surveys, and research have all aided in the educational advancement. The spirit of experimentalism among teachers, scientists, psychologists and biologists have presented new insights and deeper understanding of the learning process.

The philosophy of John Dewey is having a great influence on the educational principles of the present day and has played a major part in the development of the democratic ideals toward which the modern school is striving. Since children born in this country are in most cases going to live and grow in a society that is striving to promote the democratic principles of living, they should have the opportunity to experience similar situations in their school life.

According to democratic principles man should be permitted to live in his environment as a free, happy secure, and prosperous individual.
This can be possible only when his attitudes, values, and behavior are developed in the right direction. Such development results when the direction is toward the improvement of man's associated living in every sphere of life, such as political, economic, social, religious, racial and educational. The democratic way of life is sometimes referred to as the "good life" and is generally thought of as a goal toward which the school and society are striving with the hope that it will be achieved to an increasing degree as time goes on. Orville G. Brim states the characteristics of the "good life" when he says: "Ability wisely to select values, to think, to plan, to execute, are held to be the very essence of good life."

Educators are accepting the challenge that their most fundamental duty is to contribute to the mental, physical, and emotional growth of the child and to the enrichment of his daily living. More concern is being given to man's living today and less attention is given to his preparation for future living. It is generally believed that ability to live today is more important, and that the future will take care of itself. According to present educational theory, schooling is to be concerned as a period to be made worthwhile and enjoyable in itself. The greatest amount of interest can be secured only by dealing with problems vital to the student and experiences related to his own everyday life. The future does not concern the child nearly as much as the present, therefore education should aim to provide the best possible opportunities for growth and learning according to the needs of the individual from day to day.

3. Orville G. Brim, The Foundation of Progressive Education p. 3
Assuming that education should aim at the harmonious development of native abilities, both mental and physical, it is necessary to establish a unified plan in education. A well-balanced program is needed which is concerned with the whole child rather than with just some sections of him. Each individual should be recognized as a whole being with certain desires to work and play, to change and grow in a natural way, according to his inborn powers. (Refer to chart no.3)

Educators need to recognize their responsibilities toward the youth of today and need to be more concerned with giving them the best education it is possible to give. With a vision of the goal to be accomplished and with an earnest desire to change and advance along with society, the school can be organized in such a way that the child is provided with the best possible place in which to grow and learn. Such progress can come about through a reorganization of our factory system of education into a noble and living structure which can function for every American child. The ideals and the policies should be those of the enlightened educator, the creative teacher. Everyone must be concerned with an unselfish attitude and with a desire to promote good will among his co-workers, so that the best possible opportunities can be given to the children of today.
GOOD LEARNING INVOLVES THE WHOLE CHILD
II THE NEEDS OF THE MODERN CHILD

A - Democratic Living

Living in a democratic society involves the meeting and solving of a wide range of problems on the part of individual citizens that make up society. These problems include the ability to make wise selections of values, to think through individual problems, to plan courses of action, to set valid goals for individual effort, and to evaluate the extent of the success in solving problems and achieving goals. (Refer to chart no. 4) The school must assume the duty of educating the child to meet such problems by helping him to develop character, mental and physical health, responsibility, knowledge and skills.

Considering, then, these problem solving elements in the democracy and their educational implications it is necessary to discuss them separately. Two very important qualifications for democratic living are personality and character. Such traits as these are not arrived at in an easy and rapid manner. They come to the individual through struggle. He must learn to discriminate between that which is socially desirable and that which is undesirable and harmful to himself and his associates. He must learn to live harmoniously with others and to express in his group relations those attitudes which characterize a democratic personality. He must develop an attitude of unselfishness and a desire to promote the good of others as well as his own. Character develops in an individual who assumes the responsibility of his own success and aids others in reaching their goal.

The individual who desires to live democratically needs to establish a purpose or direction in life. Aimless wondering from day to day with
no purpose in mind results in failure and frustration. (Refer to chart no. 5) The child needs to learn the importance of establishing a goal before he can realize his place in society. He should be able to recognize the contributions he can make to the life of the community. By realizing his place and purpose he can better plan and act for the improvement of himself and society.

Mental and physical health also play a great part in democratic living. A person who is emotionally and physically unstable already has "two strikes" against him. In order to maintain personal health and promote healthful living the individual must follow consistently and intelligently a program of good health practices; he must understand his basic needs of food, clothing, and shelter. He must establish a balanced plan of work, rest and relaxation. Mental health comes through emotional control. Such feelings as fear, worry, jealousy, and hate can be reduced to a minimum if properly handled. Too little attention has been given to the emotional condition of our children. But society is beginning to realize the importance of the mental health of its members and is giving more consideration to the individual's emotional stability. Freedom from anxiety and fear can be attained through the development of appropriate understandings, attitudes, and habits.

The school alone cannot carry all of the burden of relieving mental strain, because much of the emotional disorder originates in the home. It is evident that public education must be improved in order to have an over all improvement in the mental health of individuals. Parents must be re-educated to recognize maladjusted children and to help in solving their problems.
PURPOSEFUL ACTIVITY PROGRAM

ORGANIZED MOVEMENT FORWARD

OR

AIMLESS WANDERING
Prescott emphasizes the importance of emotional health when he says:

Certainly, the undertone of mood or feeling that is continuously present in every classroom is influential in facilitating or retarding the assimilation of meaningful experiences. Also, when a given child has a background of feeling peculiar to himself because of special conditions pertaining in his life, its recognition by the teacher must be a primary condition to the establishment of the necessary sympathetic relationship with him. School still involves great restriction of movement in active children. Seats are uncomfortable, rooms too hot or too cold or badly lighted. Rules and lesson assignments are often rigid and arbitrary. Perhaps this accounts for the widespread tradition among children and adults too—that school is unpleasant and to be disliked by any normal human being. 4

The school can do its part by contributing to the emotional needs of the child through worthwhile activities. It can offer experiences that will orient the child in the social world, the physical world, and in aesthetical, ethical and spiritual realities. As a result the child will organize his experiences into generalizations, attitudes and value concepts. His whole living experience will become balanced, and his emotions will develop in a steady and purposeful manner.

Cooperation and responsibility are significant in the democratic way of life. The individual who realizes his place in society knows that freedom comes through working and planning together for the common good of all. He respects the opinion of others and feels free to give his own view, but he still values the common opinion of society as the important sentiment. The cooperative spirit can be fully realized in the educative process through purposeful activities in the school program. The child has a grand opportunity in his associations

with others to develop social cooperativeness and responsibility. Through well-planned and sufficiently guided experiences he develops responsibility for his own beliefs and actions and for a share of the beliefs and actions of his whole class.

Development of knowledge and skills cannot be neglected in democratic living. In addition to the personal relationships a child experiences in the modern school he needs to learn certain facts and develop certain skills. Before he can make intelligent decisions he needs to have a background of knowledge from which to work. An understanding of the cultural heritage, for example, can be a means of understanding and improving contemporary living. The skills have been over-emphasized in the past with neglect of other personality needs. Educational leaders today believe that skills can be acquired most easily and rapidly as by-products of other activities and experiences.

B - Individual Growth

The individual growth of the child is being emphasized more and more as an essential factor in the promoting of democratic living in the schools of today. Instead of educating the mass according to one standard form, the school is taking into consideration individual needs and differences. The conception of the worth of human personality in itself is expressed in Pico's, "Orations on the Dignity of Man" as quoted by Randall in "The Making of the Modern Mind".

Then the Supreme Maker decreed that unto Man, on whom he could bestow naught singular, should belong in common whatsoever had been given to his other creatures. Therefore he took man, made in his own individual image, and having placed him in the center of the world, spoke to him thus: "Neither a fixed abode, nor a form in thine own likeness, nor any gift peculiar to thyself alone, have we given thee,
O Adam, in order that what abode, what likeness, what gifts thou shalt choose, may be thine to have and to possess. The creatures, within laws appointed by ourselves, restrains by no narrow bonds, according to thy own free will, in whose power I have placed thee, shalt define thy nature for thyself. I have set thee midmost the world that hence thou mightest the more conveniently survey. Whatsoever is in the world. Nor have we made thee either heavenly or earthly mortal or immortal, to the end that thou, being, as it were, thy own free maker and moulder shouldst fashion thyself in what form may like thee best. Thou shalt have power to decline unto the lower or brute creatures. Thou shalt have power to be reborn unto the higher or divine, according to the sentence of thy intellect. Thus to Man at his birth, the Father gave seeds of all variety and germs of every form of life. 5

A well adjusted child must feel that he is attaining a worthy and effective selfhood. Consequently he needs to develop self-confidence, self control, originality, taste, and an active mind and body. Confidence in self grows through the development of a feeling of worth or usefulness in the home, school, or community. The individual needs to establish sound relationships and to achieve status in an expanding social environment. (Refer to chart no. 6) He needs to venture into new situations which contribute to his growth. He needs to strive for acceptance by his age-mates and to develop a sense of belonging to the group. Self-confidence is also strengthened by an increasing economic independence through participation in the economic life of family and community groups.

Self-control, both mental and physical, contributes to the personality growth of the individual. A certain amount of discipline is necessary to maintain a well-balanced life. The child must learn to control himself emotionally. He must develop the ability to overcome fear, anger, jealousy, and hate through a better understanding of his fellow-men. He must understand and believe in the moral codes of society and

MECHANICS
MERCHANTS
BOSSES
POLICEMEN

MINISTER

JANITOR
DOCTOR
TEACHER
CLERK

MAILMAN

PLAYMATES
SISTER
BROTHER
FATHER
MOTHER

BROADER EXPERIENCES RESULT FROM A WIDER ENVIRONMENTAL INFLUENCE
help in maintaining a high standard of ethics. He must attempt to influence others in the right direction for the betterment of society in general. Self-discipline is necessary in work, in play, in study and in rest. Moderation in all things usually aids in attaining success.

The originality and initiative of the individual should be developed to a high degree in order to help him meet life's problems successfully. He should be encouraged to plan, initiate, and carry activities to completion. He should be inspired to think clearly and effectively in both personal and group problems and to develop the ability to formulate suggested courses of action. To be told step by step just what to do and what to think involves little thought or feeling; the whole process is mechanical and lacks any educational value. Harmonious growth comes through individual initiative and through the integrated effort of the individual mind, soul, and body. Undisturbed by adult criticism the child can develop a personal and individual inventiveness which will aid him by strengthening his abilities and talents. Originality and initiative can be cultivated to a greater degree in the young child when he is given the opportunity to do his own thinking and planning. Both the school and the home should recognize the importance of the child's self-initiated activities and should provide experiences in which he can put to practical use his powers of initiative. As a result the individual develops a sense of achievement and security.

However, too much reliance upon freedom and originality can be carried to extremes. There is danger in leaving children entirely unguided and uninspired. Without external stimulus the free, expressive impulse
may be insufficient to overcome the difficulties of a beginner and
to develop a taste for new activities. Bad habits may be formed
such as aimless dissipation of energy, daydreaming, shyness, imita-
tiveness, and contentment with mediocrity. Stimulating suggestions
can be made, and hints can be dropped that will break up such restric-
tive habits.

The individual growth of the child needs to include an active mind
and body. The passive, receptive child may be less trouble to the teacher but he is being neglected and is receiving an unbalanced education. It is natural for the growing child to move around and to exercise every muscle in his body. It is also natural for him to have an active mind and to have an unlimited curiosity toward his everyday surroundings. Instead of taking advantage of the curious and active child, the schools in the past have simply ignored the fact and have organized the school program according to adult standards. They have established a curriculum in accordance with what they, as adults, thought the child needed and proceeded to instruct in a mechanical fashion. The child was more or less forced to remain passive. The good student was always the one who followed the rules and never attempted to disagree or offer any original ideas. The schools of today are abandoning these traditional principles and are striving to profit by the child’s inquisitive nature. They are giving children an opportunity to move around, to use their energy for a purpose, and to explore the mysteries of their world.

The aesthetic powers of the child should not be slighted in the educative process. He should be inspired to develop a clear, spontaneous feeling for physical, moral, and spiritual beauty. He should develop the
ability to discover and enjoy such loveliness wherever it may occur. It is not enough to educate children to earn their living and to be good citizens; they must learn to live more completely and to experience fully the aesthetic heritage of the human race. The capacity to experience beauty is inherent in every normal person, but to what degree the individual appreciates beauty depends on his educational training. Some people get enjoyment from the crude and inharmonious, while others enjoy objects with true esthetic quality. A society that is striving to widen the horizons of life for the majority of its members should include new patterns of aesthetic satisfactions if the democratic ideal is to be truly effective. The individual should be given an opportunity to develop a capacity for wise judgment and taste through real experiences. There is no better place for this experience than in the school.

C - Social Values

Social values are very important in a democratic society. The child needs not only to develop individual character, but also a social outlook on life. He needs to be able to harmonize his interests with the interests of others and to respect and accept human differences in interests, capacities, beliefs, standards, and customs. He needs to be tolerant to the extent that he believes that every person should have the same opportunity to develop to the extent of his capacities regardless of race, color, or creed. He needs to believe in the freedom of all individuals to think and act independently and inventively, so long as their actions extend the common good. The child can have a wonderful opportunity of developing respect for others and of realizing the contributions that
others are making to society, providing the school is doing it's part in contributing worthwhile experiences.

The feeling of security in a democratic society is essential to the individual who is striving for acceptance by his associates. To achieve and maintain a sense of security a person must strive to hold favorable relations with his family as well as with his friends and associates; he must feel himself a part of the family group or the social group. By venturing into new situations and meeting new people the individual gains confidence and security. He develops poise and a sense of belonging, because the work which he does actually counts in enriching and improving social living.

Another important trait to be developed for social growth is that of respect for others. A democratic personality shows respect for his family, friends, and colleagues by listening to their opinions and considering their views. He respects all men regardless of their position in life and helps them to feel secure in their environment. He respects all men regardless of their religions or political beliefs and is interested enough in them to study and attempt to understand their sentiments. Anyone with such an open mind is undoubtedly the type of person that will fit well into a democracy.

Social responsibility is also necessary for democratic living. The individual must assume responsibility for the actions of society in general. Too many people ignore their social duty by making themselves think that they are not accountable for anyone else's actions. They shrug off any responsibility for social progress and assume that the rest of the world can take care of itself. Such an attitude is unhealthy. It
is up to the school to see that children develop social respect and responsibility. It is the only way a democracy can continue to survive. There is no room for selfishness and isolation. Children must learn to live with and for others; they must recognize their social duties.

An understanding of man-kind and his peculiarities is always helpful in learning to live democratically. The school should provide the child with opportunities and experiences that will give him a deeper insight into individual differences, maladjusted personalities, and emotional unstable individuals. By understanding the causes for such conditions and developing an interest in their remedy, the individual becomes sympathetic towards such people and tries to help them to overcome their handicaps. This attitude of unselfishness is sure to contribute to character development.

D - The Art Experience

It is not within the scope of this paper to show specifically how art experience in the school implements the objectives discussed in the foregoing section. Therefore the following discussion more or less generalizes the place of art in the school.

In order to fulfill the ideals of democratic living and to complete the experiences of individual and social development art is a necessary ingredient in the make-up of the school program. The need for art experiences in the curriculum is being further recognized by leading educators who are striving to redesign the educative process for democratic living. We know now that art expression is an aspect of normal living for every human being. It is not something artificial, remote and false but is integral with living in that it arises out of human needs.
This common human need grows out of the universal urge to achieve a more gracious and satisfying life through self-expression, aesthetic satisfaction, social adjustment, and emotional growth. Therefore, it seems evident that education should help the child to develop a sound feeling for art so that it will be of service in whatever situation he may find himself in his everyday living experiences.

Since personality development is so important in a democratic society, there is a great need for more activities which encourage self-expression. The young child has an innate desire to express himself with drawing, painting, and modeling; he seems to get a great deal of satisfaction out of expressing a mood or an inner feeling by drawing or painting. This kind of expression is sometimes called "creative", because the child actually constructs from within. The term is often used too loosely to describe activities that are not creative or self-expressive. It is important to understand that creative expression refers to a state of mind, a desire or inner drive to produce, an internal reaching out without external control. Any attempt to impose outside influences on the child results in his failure to create. The child must be given a chance to "be himself" to express freely his inner feelings. Sympathy on the part of the teacher with the child's efforts is necessary to provide the best conditions for creative expression. He can inspire and guide children in such a way that they will want to express themselves. The teacher must have faith in the child's power to create, before he can help him to have confidence in himself.

In order to satisfy the needs of the child to follow his natural interests and to make use of his innate capacity to create, it is clear that
the school needs to put more emphasis on the art program.

Rugg and Shumaker, in discussing the child-centered school say:

When the creative artist entered the classroom, the child as creative artist was discovered.

Only painters, sculptors, dancers, musicians, poets, who combined a great vision of their art with an equal vision of the child's potentialities, were sensitive through their own creative travail to the requirements of the creative spirit. They could truly understand the aims and philosophy of the child-centered school. Quickly they recognized it was not theirs to transmit the visions and techniques of their respective arts, but to draw from the child the creative talent within him. The faith in the interest, impulses, and needs of the child which the new school fostered, led them to see that every child was a potential artist; that his inner vision deserved the respect and consideration which they had always accorded their own creative urges ...

For the creative impulse is within the child himself. No educational discovery of our generation has had such far-reaching implications. It has a two-fold significance; first, that every child is born with the power to create; second, that the task of the school is to surround the child with an environment that will draw out the creative power. 6

The aesthetic quality is essential for democratic living and needs to be cultivated in individuals to the extent that it is reflected in the whole of society. There is a definite need for improved taste in architecture, city planning, of parks and gardens, outdoor advertising, and industrial design. People need to develop better taste in making choices in their home, school, and community living. They need to be able to judge and select clothing, furniture, and other necessities of life more intelligently.

During the machine age art has more or less been associated with leisure, meaningless play, and luxury. It has been something apart, something in a museum, or something associated with the artists alone.

Art is just beginning to take its place in the everyday living of people.

It rests on the school to make clear the place of art in daily living and its relation to the other major aspects of life. There is sufficient proof that art adds to the enjoyment of life, helps to balance it, and acts as emotional release. Evidence can be supplied in any modern school system that is fostering a well organized art program. If art experiences are to be worthwhile to the child they must seem essential to better living. The child must feel the need for developing an aesthetic understanding of the beauty of the out-of-doors, the joy resulting from seeing a beautiful vase, a painting, or a piece of sculpture. He must realize the importance of knowing more about past cultures, their crafts, their architecture, and their painting; he must be able to enjoy them and to use them in his interpretations of contemporary life. Understanding of the art of today can be made more clear through a knowledge of what has gone before. By being familiar with the art heritage of the race, modern man can better understand and appreciate the art of his own epoch.

The development of techniques and skills in the individual should not be over-emphasized neither should it be neglected. The important thing to keep in mind is that technique or skill is a servant of creative expression and should be developed accordingly. In any genuine art expression there needs to be a fusion of the hand, the mind, and the tool of the maker. Any work of art requires the activity of the whole being. In the genuine creative process man puts each skill to its right use unconsciously, using the emotional and intellectual ability as the power and the material elements as the means.

Many traditional schools have over-emphasized skills and techniques. And many progressive schools have minimized their importance. In over-
emphasis there is danger of mechanical workmanship, and in disregard for technique there is danger of dissatisfaction and frustration. Therefore, the school needs to recognize the techniques as being necessary, but care must be used in introducing them. There are times in the experience of creating when the adept teacher can help the children without interrupting the creative process. There must be a definite need for such help so that the child will not become conscious of the technique as being separated from his creating. He must acquire such a command over his tools that he can forget them and concentrate on the expression. By integrating skills and techniques the child becomes better balanced and more whole or complete in character.

To summarize the art values that are essential for democratic living it is necessary to realize the fact that art is diffused through all living experiences. It is present in individual growth as well as in social development. The individual can acquire self confidence, self control, purpose and direction, responsibility, originality, taste, knowledge, and skill by taking advantage of the many opportunities which art has to offer. Society can develop in cooperativeness, purpose, tolerance, respect, and security by offering the many opportunities which an educational art program can give.
III  THE NEEDS OF THE MODERN TEACHER OF ART

A - Ideals of Education

It is up to the individual teacher to assume his share of the school program, and in order to do this he should have real ideals upon which to build his educational beliefs. The clarification of the needed larger directions, so important for the survival of American culture, seems to be the most immediate necessary task, and it is in this task that the individual teacher has a special role. He needs to formulate his beliefs into a consistent point-of-view with the express purpose of establishing within himself a faith in the educative process as ultimate. Such an organization of thought may be called a philosophy. Before one can decide about his own beliefs, he needs to consider many ideas and to understand them. A true philosophy cannot be formulated without a great deal of understanding and competency to choose. When a person finds a set of principles that work for him and can organize his life into something powerful he is willing to accept such principles as a philosophy of life.

Robert Rusk says:

The teacher who keeps consciously before himself the aim of education must necessarily realize the wider meaning of method. Method is merely the process of establishing and maintaining contact between the pupil and the subject matter, yet through failure to recognize the wider meaning of method, to possess a definite aim in education or an adequate philosophy of life, the very method which some teachers employ, instead of creating in the pupils the right attitude results merely in repelling the pupil from the subject. Teachers who assume that they can afford to ignore philosophy pay the penalty of their neglect, for their efforts, lacking a coordinating principle are thereby rendered ineffective. ⑦

Philosophy makes teachers aware of fundamental values; it provides criteria for judging which concepts are basic and which are of little consequence. Philosophy gives teachers courage and poise to face what often appears to be confusion, unsteadiness, and futility in education; it reveals that men differ mainly because of the limitations of their own intellects, understandings, and experiences. It suggests the great potentialities of a profession in which teachers continue to be students of education and of democracy as long as they serve, and it gives them breadth, understanding, vision and direction.

Teachers should know much more specifically what they are attempting to accomplish through the pupil-activities which they direct and should become more expert in deciding whether they are attaining these aims and objectives. The teaching profession must "grow up" and realize the importance of getting together for a common good or purpose. Every teacher can profit from others; he can exchange opinions and help others but never come to depend on another at the expense of his own intellectual integrity. The teacher must make up his own mind about a few things, but always be willing and eager to listen to others who may have some better ideas. It is the variety of ideas that makes a school rich in democracy, freedom, and common interests. Community of mind among men who have differences of philosophy means growth in the educative process.

B - Growth Through Self-expression

If the responsibility of the teacher of art is to open up to others the satisfactions of art expression and to help them to enhance the quality of their living, to make it rich and satisfying, then he needs to
have a broad concept of living, himself. He should study the changing aspects of life and deal with them constructively. Before he can do this, he must be an artist himself and be acquainted with self-expression through personal experiences. Besides helping others to cultivate this art he needs to continually increase his own ability, sensitivity, and insight.

In order to lead others the teacher, himself, should be an artist. He should have command of various mediums of expression so that he may have experience of, and feeling for the creative process which he is striving to promote, and so that on this as a basis, he may develop his own insight into the process of creating. Many teachers who have neglected their own efforts in self-expression become static in their teaching and unresponsive in creative situations. Thus, the necessity for the teacher of art to be also an artist should be regarded not as an accessory to his teaching but as the essential means to his teaching. Without experience of this type he cannot fully stimulate, inspire, or encourage the student toward growth and development. He should have a thorough grasp of the media he employs daily in his teaching: painting, modeling, sculpture, drawing, the graphic arts, stage arts and the crafts. He need not be a finished artist in all of these but he should be able to open up the possibilities to students. Other areas which offer an outlet for expression are the dramatic arts, the dance, and music.

The teacher of art needs imagination and originality if he is to enter sympathetically into the experiences of his students. He should be able to make ingenious use of his resources and show flexibility in his procedures. This accomplishment will develop through continual
participation in personal art experiences. The teacher must find time for personal enrichment if he is to grow and help others to grow. He must have the same wholesome attitude toward living that he expects to foster in his students. In order to have self-respect and faith in his potentialities he should be emotionally secure and self-confident and should have the desire to improve himself. Nothing could be less deadening to the spirit of creativeness than to be content with present patterns in a world which is changing rapidly and in which new conditions of living, new ideas, new forms of expression and new techniques are developing constantly. The creative person must extend his own horizon and keep abreast of the living and thinking in the world and reconstruct his ways and ideas according to the changes in society. (Refer to chart no. 7)

The good art teacher is often thought of as one who gets from his students work with good design, skillful drawing, excellent technique, and fine finish. The results, however, may be evidence of the teacher's dominating influence rather than the individual expression of the student. There is danger in emphasizing technique and polish and ignoring the importance of personal feeling and expression. The teacher must respect personality and try to cultivate any spark of individuality which may be found in the student, if necessary, at the expense of good design or fine technique. This means that the teacher must always be more interested in the whole development of the child as an individual than in his art, either as a finished product or as exhibit material. The art is but a means to the more important end of personality.
NEEDS OF THE MODERN TEACHER

SELF-EXPRESSION  ECONOMIC SECURITY

EDUCATIONAL IDEALS

INTEGRATED LIVING

STUDY AND RESEARCH
The good teacher must have insight and sympathetic understanding into the mental and emotional experiences of children. Sensitivity not only to art but to human beings and life about him is necessary; he should feel responsible to help those who are emotionally up set and need stability. He should be able to respond to esthetic values in the world about him and to help others to recognize and enjoy their surroundings.

If the teacher is to succeed in teaching the "well-rounded-life" in the arts, he must exemplify it in his own life. That means that he must paint, draw, or model according to his choice of medium and actually participate in creative activities for his own benefit. He must teach and learn at the same time. Display in public or publication of the results is not so important. The real value comes in the actual experience of self-expression, and in the fulfillment of his inborn powers to create in a free and personal manner. It is up to the individual teacher to continue with his creative and research activities despite his heavy load in teaching. He must see the necessity for such growth and realize its importance in helping him to lead a well-balanced life and do an effective job of teaching.

The creative teacher must enjoy life, he must be free and hopeful and have faith in himself and in his fellow man. It is too often evident, when watching a group of average teachers file into a meeting, that many of them are leading restrained and uninteresting lives. The outward and visible appearances show that the inward and spiritual feelings are undeveloped. Joy in life is the result of a will to be happy. Without this kind of determination a teacher will fail to
understand and guide the children with whom he comes in contact, and he will make his own life miserable as well as friends and colleagues. Thus, it is the responsibility of the school to employ teachers who have retained an open mind and a faith in themselves and in the children whom they are to teach. The good teacher is active and growing, sympathetic instead of resistant to change, always willing to cooperate for the betterment of the school.

John Dewey refers to open-minded people when he says:

Openness of mind means accessibility of mind to any and every consideration that will throw light upon the situation that needs to be cleared up, and that will help determine the consequences of acting this way or that. Efficiency in accomplishing ends which have been settled upon as unalterable can co-exist with a narrowly opened mind. But intellectual growth means constant expansion of horizons and consequent formation of new purposes and new responses. These are impossible without an active disposition to welcome points of view hitherto alien; an active desire to entertain considerations which modify existing purposes. Retention of capacity to grow is the reward of such intellectual hospitality.

Another qualification of the creative teacher is a conscious attitude toward life as an art, as a process of bearing fruit, as a flexible, fluent thing to be respected and studied with imagination. In order to stimulate, direct, and encourage others one must have the ability to contact all the great storehouses of wisdom and understanding and be able to present such material in a way that will not seem dictatorial. Students only remember those facts which intrigued their imaginations or which they used because they needed them. The good teacher may indicate direction and inspire with enthusiasm but he never dictates or preaches. Only such a relationship will keep him in the confidence of the children. If the teacher understands the art of

---

living and the importance of human relationships, he will realize that
the experience of children living and working together under expert
guidance is the heart and soul of educational method. (Refer to chart 8)

People may read about and discuss social problems, but they will
never really understand them until they have actually experienced and
lived with them. That is the reason children need the experience of
living in a social group and associating with others. The school can
represent a social group in which social standards of one kind or an-
other are developed. Herein lies the great opportunity to integrate
concept and process. It takes great courage and good leadership in
a teacher to face the problems that arise when youth is freed to the
degree of honest social relationships and free discussion. The per-
sonal integrity, social knowledge, and scholarship of the leader must
be superior in order to have a successful school program. He must
live with the children in order to keep in tune with their desires
and needs. Once he loses the ability to be one of them, he should no
longer try to lead or inspire them. Therefore, it is best to keep an
open mind and to strive to understand the young people in order to be
better fitted to lead and guide them in the school environment. The
successful teacher will keep abreast of the times and thus be prepared
to meet new situations and to solve educational problems as they arise.
No matter how much education or teaching experience a person has had,
there is always room for improvement. Continual growth and ever widening
fields of interest will help to make living more worthwhile. The teacher
who studies, creates, travels, intermingles with many interesting people,
WHICH WAY?
listens to new and better ideas and tries them himself is the happy, emotionally balanced, successful individual. He makes others happy and sets an example as a well rounded personality. To him life is full of joy and interesting people; his friends are numerous, and his pupils have great respect and admiration for him. They may even set him up as a shining example of the way they would like to live their life. Such personalities leave their mark in the community and actually aid in the advancement of mankind.

C - The Integrated Teacher

If the teacher of art is to contribute to the growth of children and to the enrichment of their living, his own training and background should be broad and appropriate for his area of interest. To develop an integrated personality it would be necessary that all interests and studies be directed toward helping the teacher to wider and deeper experience in his environment, to a sense of the organic character of living and learning so that he would feel capable and confident in guidance and leadership.

An interest and understanding in fields of study other than arts is essential not only for a teacher's personal development but also for his professional development. If he is to help students see interrelation of art with other areas of living he must know of these himself. Many teachers who are successful in a special field of art such as painting or sculpture may have trouble making their knowledge and experience function in the life of the student because they do not themselves see the social significance and potentialities of their art. Often they just pass on to the student their own personal
techniques and viewpoints, this being the easy way out. There is not much doubt but that the teacher will be more confident in his own line of work if he is rather well acquainted with other important fields. Anything he knows of history, science, sociology, literature, philosophy, psychology, political science and foreign language he can use to advantage in developing his special interest. (Refer to chart no. 9). No one can be well-versed in all lines, but an interest in a variety of things helps to develop personal and professional integrity. Such interests should not be engaged in merely during the training period or in summer school work but should be cultivated in one's daily living and continued throughout a lifetime. A knowledge of literature and music can especially enhance an individual's background in the teaching of art; an interest in political science will help the teacher to look with new insight into the art of the past and its reflection of social conditions. The contemporary art will be more easily understood when social conditions are considered.

Teachers who know only their own subject cannot be really successful in working cooperatively with other teachers because they become narrow and disinterested when they know and understand very little about what their colleagues are doing. Such narrow mindedness seems to increase as the teacher grows older; there is resentment toward anything new and different. There is a great possibility that this kind of situation can be avoided through a broader training program in which the future teacher is introduced to a variety of fields of study so that he may have a fuller understanding of areas other than his own. Teachers who work together, even though they are in special-
SOCIAL SCIENCES

PHILOSOPHY

ART and MUSIC

SCIENCE

BROAD CULTURAL BACKGROUND

10 EASY LESSONS IN CULTURE
ized fields, must have a common ground of understanding if the learning experiences of the student are to be worthwhile.

The teacher of art should have a broad knowledge of the traditional background of the arts as well as the contemporary period. He should be able to turn to materials which will contribute to the interests of the students and should know sources to which students can go for re-search of their own. Familiarity with both visual and literary materials, ranging from painting to the minor arts, would be very helpful in building a better school program. In such studies the teacher should realize the significance of the arts in relation to their times rather than stressing a mere chronological survey. Understanding art history as related or reflected in the social, economic, and political conditions of the period is of great importance in the development of appreciation as well as in the acquiring of historical perspective.

The passive activities in a teacher's life, such as reading and studying, should be supplemented by more active experiences that require some physical as well as mental exercise. An unbalanced life results when too much time is given to mental activities and passive recreation. There are many people today who really enjoy sitting on the side lines and watching some one else having a good time at tennis, baseball, swimming, football, bowling etc.; they spend a large sum of money annually just to experience certain forms of passive activities. It would be much more sensible for every one concerned if they would engage in some stimulating, invigorating sport themselves and in that way receive the benefit of the physical exercise. The well balanced life must include some active and some passive experiences in order
to keep physically, mentally, and emotionally fit. Reading, attending the theater, listening to good music, joining group discussions, and hearing outstanding lectures are all worthwhile activities, but they need to be supplemented with something more active such as playing a musical instrument, acting in community theater plays, hiking, horseback riding, engaging in craft work, sewing, painting, sketching etc.

The art teacher has an advantage over other teachers in that he probably already engages in some of the more active forms of recreation, but even so he must still remember to select some of both types in order to have a well balanced program of living.

The community of today is becoming more aware of the school and realizing the importance of better coordination between the two. Likewise the school is depending more and more on the community to the extent that the curriculum is being built around community living, and the child is experiencing more life-like learning processes. The closer relationship between the two naturally means that the teacher should share in the community life and feel a responsibility for it's improvement. The more creative teachers are needed in the community as leaders in youth groups. They should naturally be capable of promoting and enriching organizations such as the boy scouts, girl scouts, church groups, young peoples service clubs etc. because they meet such situations in school.

A teacher that is willing to share his leisure hours with the young people and show a sincere interest in their welfare will be highly respected. Work of this kind will help to awaken the citizens of the community to see the real value of the school and may also help in raising the standards of the teaching profession. If the teachers are asking the community for
financial assistance through salary raises, then they should be willingness to meet the citizens half-way and show an interest in community life by participating in as many worthwhile projects as time permits. Teachers can become too involved in outside work to the extent that they neglect their teaching. This should not be allowed to develop, nor should the teacher's personal life be disturbed. A well-balanced program can include some time for leisure activities, some time for community work and some time for professional improvement. The busy person is usually the happy person; one can find time for a variety of experiences simply by organizing his work and his play and not allowing for wasted time.

The integrated teacher can have a clear understanding of child development through a broad and well-directed study of psychology. Such study should accomplish several things. It should help him to see people in terms of their urges, needs and desires to the extent that he can understand the educative process and apply it in his teaching. It should help him to understand his own mental and emotional life and, accordingly, that of others. It should reveal the close interrelation between the individual and his experiences with his environment.

It should make him aware of needs and characteristics commonly found in people at various stages of their development and so help him to arrange his teaching to meet those needs as they arise. It should make him aware of the process of growth and personality development and so help him to improve these processes through his teaching. It should help him to understand the physically and mentally handicapped as well as the especially talented or superior student.
The elementary education field is concentrating on child development as the foundation of learning. Great stress is being given to the individual child, his nature, and general capacities. The whole study of the child must be approached with the conviction that each changing or growing human being has an integrity and a law of his own development which must be respected before an educational procedure can be planned. A teacher with perception, imagination, and clear discernment can bring unlimited service to the development of every child. He can bring about self-expression and honest display of interests from children who may have been backward and slower to develop simply through a deep understanding of how children live and grow.

D - Professional Growth

The professional growth of the teacher depends on continual investigation and research. In order to increase independent thinking and to develop new ideas and new ventures the individual needs stimulation from outside sources. A variety of opportunities is open to the alert teacher and the more he takes advantage of them the farther advanced he becomes.

George Carrothers, in an article in the N.E.A. Journal, says:

Every teacher needs new experiences. He needs to read books, to learn some new stories, to see new faces, and to make new friends. Teachers need to get out of their traditional grooves of living and teaching, out of the ruts into which their intellectual wagons have slipped. They need to try new plans. The exhilaration accompanying the fresh start rejuvenates the whole life and makes over the traditional teacher into a progressive, dynamic individual. Pupils at once recognize the change and unknowingly rejoice in the new birth.

A growing teacher is the successful teacher. Even tho limited in our work and tied every day to the job, we can carry on personal study and we can have wide and varied contacts.
These are possible. It takes an effort to hunt up new friends and new materials, but the results obtained are worth it. 9

Participation in professional conventions, both general and special, is stimulating as well as educational. Teachers make personal contacts which are invaluable and hear discussions by leaders in the field of education which otherwise they would have missed altogether. They come in contact with the latest findings and the most recent ideas that exist in the field of teaching. In general, the convention is made up of interested and progressive people who are there for the purpose of learning and bettering themselves. The only instance where this might not be true would be the meeting at which attendance is obligatory. This enforced attendance is not so common as it used to be. Administrators are loosening the bonds which for years they held around their teachers. Finally the school teacher is enjoying a certain amount of freedom in using his own judgment regarding such affairs. Even so, the sincere, alert teacher will realize the advantage of attending and will enter into the spirit of good professional conventions. Some schools have even gone so far as to finance part or all of the expenses of the teachers who wish to attend specialized professional meetings. The administration, with community backing, should realize the importance of growth through professional meetings and should urge their teachers to attend. There is no better way of promoting good will among teachers and administrators.

Assuming responsibilities through committee work in local situations is another opportunity for insight into more creative teaching.

Oftentimes the teacher thinks of membership on a committee as an added burden. This is the wrong attitude toward the whole purpose; the wide-awake teacher will welcome participation in constructive meetings for the benefit of the school. He will feel a personal responsibility toward the committee work and will recognize the importance of group discussion and planning. The school needs more and better organized teacher-planning groups in order to promote the unity, the interest, and the purpose of the school as a whole. Teachers are improving themselves as well as the school when they accept with enthusiasm the responsibilities connected with committee work. It is up to each individual teacher to make the discussion and planning a worthwhile project.

Many cities urge or require teachers to attend summer sessions for additional study. The value of graduate study is undoubtedly a good thing. The only fallacy lies in the teacher's attitude toward summer school. In some cases graduate students are merely attending school because of requirement or because of rewards in the form of salary raises or advancement of some kind. When this occurs the whole purpose of additional training has been defeated. Teachers must attend voluntarily with the desire for self-improvement, so that they can serve to the best of their ability. Summer school alone, is not enough. There must be continual study throughout the school year and a desire to grow and learn from day to day.

In order that graduate study can be engaged in more extensively, the community must realize the importance of additional training. It must be willing and desirous of helping the teachers in a financial
way so that they can further their study with a feeling of security and a confidence in themselves and in their community.

Attendance at a university is not the only way of individual betterment. Contacts with new ideas and new happenings in education can also be made through professional books and magazines. Rather than each teacher buying his own reading material, a plan could be worked out in each school so that all teachers could share the expense as well as the use of such books and magazines. Interest might be developed to the extent that teacher's meetings would be held to discuss the educational trends and to make possible improvements in their own school. Group discussions and planning are much more effective than individual effort, but for the best kind of group work each teacher must bring something to the meeting. He must have some individual ideas and suggestions, and must feel confident enough in his views to be able to contribute to the discussion. In order to have self-confidence a person must sincerely believe and clearly understand his point of view. Therefore, there is a definite need for individual research and investigation in order to strengthen and support one's beliefs and purposes.

In the case of special teachers, such as the art teacher, the self-improvement program should include visits to museums and art galleries. There is no better way to keep pace with the contemporary art activities than to attend the various exhibits and shows. Art magazines are also helpful in reporting current happenings and in developing aesthetic appreciation both for contemporary art and for the art of the past. Before visiting an art show it is well to do some research about the artists and the period they represent. A certain amount of historical back-
ground always helps in viewing and studying an exhibit. It is important to know if possible what the artists were striving for and what, if anything, was influencing their work. Information about the artists and their art can be put into action as a means of understanding what one sees. The art teacher should be willing to travel some distance to see important art shows. In many cases this is necessary because the best exhibits only come to large cities.

Travel can also be very helpful in professional growth. The United States offers a great variety of interesting material for the exploring traveler to study and enjoy. The large cities offer cultural material such as the opera, the theater, the music hall, museums, and art galleries. The country offers recreation in the forms of fishing, hiking, camping, hunting, and horse back riding besides all of the beautiful scenery of mountains, deserts, rivers, lakes, forests, and fields. Mexico, our southern neighbor has many interesting things to attract the tourist. The people themselves, their customs, their crafts, and their living conditions are all interesting. The past culture of the Aztec Indians, their buildings, monuments, stone carvings, and minor crafts are all educational and enlightening.

The creative teacher can acquire background through travel that he cannot get in any other way. The experience of actually seeing the real objects in their natural surroundings is much more impressive than just reading and talking about them or even looking at reproductions.

One must not overlook the fact that one's immediate environment may have treasures that have been overlooked. Local buildings may reflect some style of great architecture. Folk art and crafts may be present if
Every community usually has some form of art to offer. The art teacher should be aware of these things and should create a desire in the students to search for and appreciate local art forms.

E - Economic Stability.

One of the serious problems of the teaching profession today is the low salaries most schools are paying their teachers. During the last five years the living standards have soared; industrial workers and common laborers have been paid accordingly. But teachers have been seriously neglected. As a result young people are avoiding the profession; schools are experiencing a serious shortage. The individuals who have remained in the field are finding a great deal of difficulty in maintaining their social standards. Their lives are seriously handicapped by a feeling of insecurity. They are losing confidence in themselves and in society. As a result, the public is failing to respect the teaching profession. Teachers cannot live happily and give their "all" to teaching when conditions are in such a state. They need to feel secure in their positions and to have sufficient funds to live on a level with other professional people. They need to have enough money so that they can travel, attend the university, and enjoy some of the luxuries of life. Teachers must feel important in a community; they need to feel that they are respected by society. Their mental health depends a great deal on their social standing. Skimping and saving in order to live is not wholesome for anyone. Individuals need to feel free and independent in order to have physical and mental health so that they can put their whole self into their occupation.
A - Purpose of Supervision

There are many conflicting ideas regarding the placement of responsibilities for art teaching in the elementary school. Some educators believe that the most effective teaching can be done by a person specially trained in art. On the other hand it is believed that the classroom teacher, having closer relationship with the children, can better direct their varying personalities in art activities. The latter arrangement would undoubtedly provide richer possibilities for integrating art experiences with other aspects of the school life.

But unfortunately the teacher-training institutions have generally failed to develop the real art expression and appreciation in their elementary teachers. As a result the schools have been employing special art teachers to take care of the art program in the elementary school, and consequently, art has been isolated from the other school activities.

A better solution of the problem, considering existing circumstances is the employment of a supervisor or consulting teacher. The primary purpose being to provide a leader so that the teachers may have someone to depend on for help and advice. The right kind of leadership will also help the whole school to move forward in an organized and purposeful manner. (Refer to chart no. 10)

In the more traditional schools of both the past and present the supervising teacher has been too autocratic, superior, and critical. A scientific educational development has tended to emphasize inspection, fact finding, tests and measurements. As a result supervision
There is a need for closer articulation.
has become critical and autocratic. The classroom teachers have feared the supervisor because of his critical attitude and inspectorial methods.

Since the fundamental aim of the school is to prepare its members for democratic living, the school should exemplify that way of life through effective leadership and cooperative planning. The supervisor should help the teachers to feel that the job of teaching is a joint undertaking and that all should work together as equals to promote the good of the school.

The ideal person for the position of art supervisor would be an art specialist who is personally and professionally equipped to lead teachers and children to enthusiastic participation in the art activities, to reveal the many possibilities, for art experiences, and to assist in their development. He should also be well acquainted with the many aspects of child development and should be eager to share with the children the joy and inspiration that may develop from art expression.

Any organization or institution needs a leader to pull things together and to see that progress is being made in the right direction. The school can only go as far as the administrator can lead it. No matter how progressive some of the teachers may be, the school as a whole cannot advance without the right kind of leaders. There is a need for organization, for the establishment of a common purpose or goal, and for encouragement and stimulation. A supervisor can help the individual teachers to free themselves so that they can do their own work with confidence. He can help in establishing a work program, so that the teachers can have a better understanding of their
purpose and place in the school. He can help to establish better relations between teachers, so that jealousy and conflict will not enter into the school plan and cause trouble. He can help the teachers to concentrate on big issues involving the whole school, so that they will get away from insignificant personal issues. If necessary, he can help the teachers to a better understanding of their children so that they will be able to guide and inspire them in worthwhile activities. The secret of effective supervision is to use the indirect method. Instead of dictating and inspecting, the successful supervisor will inspire, encourage, guide and work with, and for the teacher. As a result he will gain their respect and confidence.

B - Procedure

The problem of good will is a major supervisory issue, and to meet this situation the supervisor must be a helping teacher and an educational leader. He must encourage a spirit of equality, of friendly attitude, of mutual respect and confidence, of working together, of growing together through shared responsibility. He must establish himself as a brother to his teachers rather than their boss. He must stimulate the group to work cooperatively for the achievement of common purposes.

An alert leader craves suggestions and even invites adverse criticism of present or proposed practices. He holds frequent meetings of his co-workers to discuss school problems. He helps teachers to develop their own personalities and gives them opportunities for individual thinking and planning. As a result, teachers develop an unselfish attitude and give to the school as much as they are capable of giving;
they shoulder responsibilities and work for the welfare of all the people.

The same qualifications for leadership apply in the case of the art program. The supervisor acts as a consultant and advises, encourages, and guides. In order to do an effective job he must know and understand the whole school program, so that he can make suggestions that integrate with the other school activities. This necessitates close contact with the teachers and principal through meetings, conferences, and visits.

Classroom visitation by the supervisor is often misinterpreted by the teacher. Too many times such a visit does more harm than good, especially when the teacher feels that the supervisor has come to spy and criticize. Therefore, there must be a mutual understanding between the teacher and supervisor that any classroom visits are made for a purpose, such as helping to solve a problem. The supervisor should not visit a teacher unless he is needed or has been asked to come. When the right spirit of equality has been attained and when the teachers have faith in each other they will not hesitate to ask for help and guidance from the supervisor.

Conferences with individual teachers or with small groups is very helpful in promoting the school program. Such conferences must be democratic and impersonal. The supervisor must avoid sharp criticism and try to encourage and give some honest praise to the teacher. It is best if the teachers can be indirectly led to analyze their own strengths and weaknesses. If this can be accomplished they will be much more receptive to change and suggestions for improvement.
Larger group meetings can be helpful when they deal with problems that concern the whole group. (Refer to chart no. 11) It is a mistake to call a meeting of the whole staff unless the discussion is to relate to curriculum improvement or instructional betterment. A meeting of this sort can be very useful in promoting better supervision and should be planned and carried on in a democratic way. The teachers should help in planning the discussion and should feel free to express their opinions or make any suggestions which they think might be helpful.

The use of the demonstration lesson can be helpful to the classroom teacher especially in relation to art activities. It is one of the least used supervisory techniques, but can be used to advantage in many situations. New methods or new materials may often puzzle the teacher. The supervisor can help him to better understand new ideas or techniques simply by demonstrating with the children the various possibilities involved. New or beginning teachers may lack confidence merely because they are not familiar with certain procedures. Older teachers may desire to know more about new modern methods and materials. Through the demonstration lesson the supervisor can clear all of these problems and can help the teacher to be more confident and efficient.

Another service the supervisor can render to the school is that of arousing professional interest among the teachers. He can encourage professional reading and study and can stimulate investigation and research. By bringing to their attention important magazine articles and interesting books the supervisor can help the teachers to keep abreast of the new ideas, new ventures, and new happenings in education. Professional interest of this type will in many cases lead to a desire for additional training in summer school.
TEACHERS SHOULD PLAN TOGETHER
C - In-service Training

The art supervisor often finds the classroom teacher sadly lacking in the proper training that is necessary to promote creative expression in the classroom. Before the teacher can stimulate the children he must have first experienced the feeling and insight of self-expression himself. He should be able to communicate easily with the pupils in the arts and should be capable of stimulating and guiding their creative powers. Most teachers lack confidence in situations of this kind simply because they need to have a deeper insight into the whole creative experience. Without a sympathy for the feelings of the child it is very difficult for a person to understand and direct him in his activities. A teacher needs confidence before she can enter whole-heartedly into any activity. When the classroom teacher realizes his weakness he is oftentimes anxious to improve himself in order to meet situations of this kind. (Refer to chart no. 12)

A possible solution or aid to the problem of getting the teachers better acquainted with the arts would be a type of in-service training which would provide them opportunities to express themselves creatively. A cooperative group of teachers who were really sincere in the desire to improve themselves could organize into a workshop and ask the help of the art supervisor to lead and advise them. A realization of the need of any extra training of this kind should come from the teachers themselves even though the supervisor or principal may have been indirectly responsible. Even though only a small percentage of the teachers may, at first, be interested, they should be given the opportunity to go ahead with the plan. Undoubtedly others will join them voluntarily.
SCHOOL CAN BE A BURDEN

OR

SCHOOL CAN BE A JOY
when they see the benefits that are coming from the cooperative experience.

The art supervisor has a fine opportunity in a group project of this sort to help the classroom teachers both personally and professionally. He must make the point clear to them that art expression is present in all people even though they may not have yet discovered it.

The majority of classroom teachers have experienced a course or two in art during their college training, but often these courses do more harm than good. Teachers can see no purpose in the training nor can they see the relationship of their personal art experience to their teaching ability. They often throw up their hands and say, "Let the art teacher do it". Of course there are some who have tasted a sufficient amount of the creative experience—to realize the possibilities, but they may not have gone far enough to really feel confident to the point of actually inspiring and leading children in the art experience. Both of these types of teachers need help badly from someone who knows the art field and can stimulate natural creative expression.

If the art supervisor uses the right approach by encouraging and inspiring and by offering a wide variety of materials there is a possibility that many classroom teachers will come willingly and eager to learn. The characteristic purpose should be to get the teachers to relax and enjoy themselves. Small interest groups could be organized so that a variety of activities could be going on simultaneously and, the teachers would have a chance to choose activities which interest them most.

If the administration is back of the program there should be no
trouble in obtaining a room or rooms for the class. It would be best to
have available a variety of tools so that there would be greater poss-
ibilities for more and richer experiences. An industrial arts shop
would offer many possibilities, but it would be necessary to have an
assistant who was acquainted with the mechanical devises and could help
in avoiding serious accidents. Another room adjoining could be used for
other activities such as painting, drawing, weaving, and modeling.

The more materials that can be offered the greater the interest
will be. The equipment should include easels and chairs for oil paint-
ing, tables for sculpture and pottery, drawing tables, desks or table
for linoleum printing, and work benches for sawing and hammering. Equip-
ment such as a circular saw, a jig saw, a drill press, lathes and small
hand tools offer a fine chance for working in wood. Looms, potter's
wheel, and a sewing machine will also come in handy. Before these tools
can be used there must be demonstrations made in their manipulation, al-
so certain fundamentals in the use of woodworking tools must be stress-
ed.

The materials should include tempera paint, oils, watercolor, finger-
paint, colored chalk, clay, a variety of paper, cloth, wood metal, leath-
er, yarn, linoleum, charcoal, colored ink, brushes, knives, pens, scissor-
s, paste and other smaller items. The important thing is to give them
a wealth of materials and create an atmosphere of experimentation.

It is very important to prepare ahead of time for the meeting.
First impressions make a big difference in creating a pleasing setting.
The supervisor or leader of the group must get everything in readiness,
and when the teachers arrive there must be no delay in getting organized.
The first step would be to acquaint the group with their surroundings. They should be introduced to the equipment, to the materials and to the general outline of the course which has been previously discussed in group meetings. The beginning activity should not be too difficult. Teachers can divide into interest groups and discuss further their desires and plans. But there is danger in taking too much time for talking about things, so the leader should encourage them to get started and really do something. If the situation is handled in the right manner, the teachers will soon be relaxing and enjoying themselves. (Refer to chart no. 12)

From the very first meeting the leader must keep the atmosphere free and casual. Polished, intricate results must be discouraged. The importance must be centered on the doing, the experimenting, the free expression. Results must be pushed to the background. The stress must be on doing something different, something new and exciting, something that stimulates.

Criticism must be avoided and praise should be used with care, always challenging the person to do better, to strive for a higher goal. Those who become discouraged and give up need help in getting started in a new direction. Some will need a little push in order to gain confidence in themselves. The most difficulty will come in the beginning, when some will feel self-conscious and will not be able to "loosen up" sufficiently. Patience in stimulating people of this type will generally bring them around to a freer outlook.

It is necessary to demonstrate the use of tools and to show the dangers in the power driven machines. Skills that are used in craft
work need to be demonstrated in some instances. The possibilities in the development of skills and techniques should not be emphasized above the creative experience. Only as the teacher finds the need for some help in technique should the leader demonstrate. If discussion of skills will help in developing more of a variety of self-expression then it is best to go into that phase of work.

The majority of teachers in a group experience of this type should appreciate the chance they are having to actually do things with their own hands. The chance to relax, to have a change from the ordinary routine of life; the personal growth and recreation are all important values that should result from an art program of this sort. Some may have a revelation that they have some unsuspected ability that has been hidden away; others may have gotten away from a tendency toward shyness.

Another important factor that is of value in an experience of this type is the sociability and contacts made with other teachers. Getting to know one's fellow workers better will help to promote good will in the whole school system. (Refer to chart no. 11) There is a chance for helpful exchange of ideas with fellow participants as they work together in the studio. The spirit of enthusiasm, the friendly participation, the association in creative work, and the spirit of helping each other are all very helpful in developing a democratic way of life. Such a program can help to increase their experiences and to broaden their understandings of other interests.

The classroom teachers may possibly connect their own experiences with the problems that confront their pupils. They may also be able
to understand children's art more fully and to realize the danger of using adult standards in judging the children's art work. If the outcomes are of the best, there will be a closer teacher-pupil relationships, and the whole educational process will benefit.

If the classroom teacher can fully understand the purpose of art education, then the emphasis will change from the idea of working for good results regardless of the process over to the idea of doing things for the joy of doing them. The teacher will become aware of art in every-day life and will share it with the children. The general appearance of the room will be affected; bulletin-board arrangements will improve; desks, cupboards, book shelves will be more organized. The teacher will also learn methods of handling media which he can later use in his classroom. He can try new things and new materials with confidence. A new means of expression is open and has unlimited possibilities. The art program will become a part of the school and will not be separated and brought in by an outsider.

D - Visual Teaching Aids

Since the art activities include so many visual experiences it seems logical to assume that the art supervisor should have a share in the visual education program. Therefore, it seems proper to discuss the importance of teaching aids in connection with the supervision program in the elementary school.

There is no better way to enrich a school curriculum than to provide the teachers with a variety of supplementary materials. Besides supplying the materials it is necessary to have leadership and guidance in their correct utilization.
A person is needed who has an insight into the possibilities and can stimulate and inspire the teachers. Such responsibility should undoubtedly rest with the principal and supervisors. If the art supervisor is going to do his part he should become well acquainted with the purpose of visual aids, the method of presentation, and the types and sources of available material.

The purpose of the teaching aids in the elementary school program is to give the child meaningful and concrete experiences, to increase his interest and imagination, to develop keenness and accuracy in observation, to increase his ability to think and reason, and to increase permanency in learning. The use of verbalism is all too common in education today. Such abstract material is too difficult for the child to understand; he needs more concrete experiences to develop fully into a well educated individual. The actual seeing of a process or an object will be much more impressive than just reading words about it in a book. Facts, ideas, and processes will be retained in the mind much longer when they are actually seen in reality or in pictures.

Many schools have good equipment for audio-visual education but lack the ability to utilize the material. They have no idea of the vast amount of suitable pictures, slides, exhibits, movies, maps and charts, and film strips that are available. Nor do they realize the possibilities of the use of free and inexpensive aids which can be secured from industrial concerns, travel bureaus, museums, and educational organizations. Magazines are a wonderful source for teaching aids. National Geographic, Life, Look, Coronet and Holiday are all full of suitable pictures and interesting reading material.
Of all the various types of visual aids the field trip is the most concrete or realistic. The child can learn more by seeing the actual process or the real live object in a natural environment than by any other means. By having direct contact with things that interest them, children can learn more in less time than they ever could by simply reading or talking about them.

A school that is situated near a museum has many advantages. There the children can see in three dimensional form certain specimens of plants and animals, also models of houses, villages, trains, boats, and airplanes. Some museums include paintings, sculpture, and crafts which also are essential for a child's educational development.

The motion picture adds motion experience to pictorial experience and ranks second to seeing the real object or process. Sound is used more commonly now and adds greatly to the moving picture. Films are available from many sources; some states furnish them free-of-charge to their schools. Along the same line is the film strip which can be used to advantage in many learning activities. Slides offer another possibility and are available on almost any subject.

The still picture is the most readily available of all visual aids. Valuable material fills the magazines; authentic prints and photographs are available from commercial houses; books are being more profusely illustrated and post cards are always obtainable. All material of this type should be assembled in a file so that it would be usable for many purposes and by the whole staff.

Maps, charts, graphs and cartoons are helpful as visual symbols in the educative process. They represent reality and indispensable
time-savers and thought-builders. Many points can be made clear through the use of a chart or graph, and cartoons are very effective as teaching aids because of their forcefulness.

Having discussed the purpose of visual aids and the various types it seems necessary to emphasize the importance of correct utilization of visual material. The art supervisor can play a great part here in leading and stimulating the classroom teachers to use supplementary material, whenever he feels that the learning situation can be improved by the use of it. The supervisor should obtain new materials whenever possible and should be ready, when a teacher comes to him for help, to give him more than he can handle. Therefore, it is essential that he have material of this kind well in mind so that he can "lay his finger" on it when the need arises. The responsibility of seeing that material is used in the proper manner rests, in part, on the supervisor. In fact, a classroom teacher can mis-use the best kind of visual material simply by neglecting to organize his presentation or failing to analyze the material beforehand. The following outline is a suggestion for the classroom teacher to follow in selecting, analyzing, organizing, and integrating visual teaching aids.


   a. Avoid books and magazines with patterns in them.

   b. Material must be authentic.

   c. Material must be suitable for the particular unit being studied and also to the grade level.

   d. Photographs must be clear cut, have good composition, and show size comparison.

   e. Designs and drawings should be kept separate from photographs.
f. Current articles and pamphlets should be selected, and present resources should be added to and improved.

g. There should be variety in the material. Several views of the same object should be included.

h. Action should be shown if it is natural for the subject.

2. Analysis of Material

a. Is the picture true and accurate?

b. Is the material appropriate to the unit being studied?

c. Is the material correct for the grade level?

d. Is the student ready for the material?

3. Organization and Procedure

a. Study all possible sources.

b. Use material sparingly.

c. Present the material correctly for best results.

c. Prepare the class for the showing.

e. Discuss the material after the class has seen and studied it.

4. Application and Integration

a. Apply visual material to specific situations.

b. Create the need for it before presenting it.

c. Integrate in all possible ways with the entire curriculum.

d. Refer back to such material when possible.

Just as an example of the various possibilities for free and low cost materials five general sources are given here. The most suitable ones have been chosen with particular attention being given to elementary school situations. These pamphlets should be available to all the teachers and continual reference should be made to them for new visual material. Most of the teaching aids mentioned are free or inexpensive.
1. Free and Inexpensive Learning Materials. Chicago; Quarrie Reference Library, 35 E. Wacker Drive, 1940. $5.00. Lists pamphlets, flat pictures, charts, booklets, slides, etc. With brief descriptions and under general classifications.

2. Industrial Arts Cooperation Service, 519 West 12th St., New York, N.Y. This is a non-profit organization which makes available at a low cost booklets and catalogues which give directions for making visual materials, methods in craft work, pictures and list of study materials for colonial life, etc. Members' fee varies with the services given. Information can be secured by writing direct to the organization.

3. The Picture Collection, by Margaret Frebault. New York: H.W. Wilson Company, 950 University Ave., 1943. A list of sources of flat pictures is given with information regarding the processing and filing, and also an effective method of giving picture service to other groups is described. This is very interesting and could be applied to public school picture files in organization and utilization.

4. Sources of Free and Inexpensive Teaching Aids, by Bruce Miller. Ontario, California: The Author, Box 222, $1.00. A collection of sources of all types of teaching aids, including those that can be made by teacher and pupil. It is particularly good for crafts and party ideas.

5. Teaching Aids Service of the Library, Lili Heimers, Director New Jersey State Teachers College, Upper Montclair, N.J. This is an excellent source for information on available booklets regarding various subjects. Each booklet gives annotated listings of pictures, exhibits, recordings, films, charts, publications, slides, etc., with prices which are very reasonable. The available booklets include such subjects as recreation, science, geography, Pan-American, and China, and range in price from 25¢ to $1.00. A list of booklets is available by writing to the service organization.

Local and community resources should not be neglected. The community usually has much more to offer than the teachers realize. Study trips to factories, stores, churches, museums, libraries, and other public institutions are free for the asking. Business men should be pleased to show a group of children through their factory or store; they may even wish
to discuss the various procedures or products. First-hand information of this type is what the child needs to come in contact with and to understand. The farming section surrounding a town or city also has many possibilities. Teachers and administrators need to organize more field-trip experiences for the school children.

The community has much discarded or waste material such as scraps of wood, metal, cloth, orange crates, cartons, etc. that the children would be delighted to have for constructing objects for their sand table or play house. This possibility needs to be explored more extensively by the teachers. It is not necessary to buy expensive material for successful learning experiences, it is all around us if we just look for it.

The Coca-Cola Company in a local community can provide, teachers with a splendid group of pictures illustrating such subjects as lumbering, cotton, and steel.

Industrial concerns such as railroads, bus companies, air travel bureaus, and factories often have illustrative material that they would gladly give to the school. All possible resources in a community should be explored in order to find new and interesting material for better teaching.

To summarize the discussion of the supervision of art in the elementary school the point must be made clear that a person in a position of this type has many responsibilities to the school, the teacher, the children, and the community. The first qualification for working in this capacity should be a desire to be a helping teacher rather than a dictator. Second, there should be an understanding of the democratic
principles of education so that there will be an organized, cooperative, movement forward for the benefit of the school.

The procedure should be worked out in a democratic manner so that the supervisor and the teachers will have faith and confidence in each other; a spirit of equality will exist and individual differences will be recognized. There should be a common interest in the betterment of the whole school; personal, selfish interests should not be considered. The art supervisor should feel responsible for helping the classroom teachers by taking extra time for sponsoring workshops or interest groups. He should keep alert in the field of visual education, so that the best possible material will be available for his teachers. There is a vast field of opportunities for art supervisors who are sincerely interested in promoting art in our public schools today. Very little has been done so far, in the integration of art with the other areas of learning, but leading educators are seeing the need for art in the curriculum and are doing a great deal toward its promotion.
V CONCLUSION

Because America is dedicated to the perpetuation and strengthening of democracy, the work of the schools must help to insure its preservation. In order to promote the democratic principles of living many schools need to reconstruct their whole educational program. Teachers need to have a clear understanding and a sincere belief in democracy before they can lead and direct children in the learning process. They need to realize their purpose in life and to understand the common goal toward which education is aiming. A few teachers, no matter how progressive, cannot build a better school program unless they have the cooperative of the whole staff. Everyone must work together to promote good teaching practices in accordance with the principles of democratic living. There must be a spirit of cooperation among the teachers with a desire to work for a common purpose—one that will benefit the whole school and community. Competition, jealousy, and selfish desires must be replaced by cooperative endeavor, exchange of ideas, and a friendly attitude so that the school organization can move forward toward a better educational structure in accordance with the democratic principles of living.

One necessary change that educators must face is that of providing the greatest opportunity for the child to grow according to the laws of his own nature. Educational experiment have proved that the child has a greater desire to learn when he sees the need for it. Instead of selecting materials for educating the child by adult standards, leaders in education believe that teachers should study the needs and individual differences of the class and direct the activities accord-
ingly. The child should be reached through his interests. His experiences in actual living situations will determine the development of his ability to meet his environment constructively and realistically. By meeting situations in school activities which help to promote better social attitudes the child grows in a cooperative spirit and brings enrichment into his own life as well as the lives of others.

A second form of reconstruction must take place in the school curriculum. There needs to be better articulation in the whole system so that the learning process will seem unified to the child and he will feel a need for a variety of experiences in the various areas. The social sciences, art, music, literature, and science must be fused in such a manner that the child sees the over-all picture of the whole educative process. The various fields of interest must be brought together with teachers working cooperatively and administrators guiding and directing so that the wholeness of the learning procedure will be more secure. Subject matter must be broken down into more generalized material, so that the child becomes better integrated and develops a sense of satisfaction in his school experiences. His school work must permeate all of his daily living and help him to become better adapted to meeting and overcoming situations as they arise.

In order to improve the curriculum there must be "forward looking" administrators in charge of the school system who sincerely believe in the democratic principles of education and desire to promote better learning in the school. The leaders of education must strive to organize the curriculum and the teaching staff into a more closely woven pattern so that everyone is working together toward a common
purpose or goal. A school system is just as weak as the administrators; and cannot be improved without effective leadership.

A third requirement for better schools is improved teacher-training programs. The universities and colleges must realize the importance of proper training for prospective teachers, especially those who wish to teach in the elementary schools. More attention has been given to secondary teachers in the past, but educators are today becoming concerned with the education of the young child. Therefore, requirements have been raised and courses are being altered to better prepare the elementary teacher. There is still a great need for a more varied program which would include more courses in psychology, sociology, biology, the social sciences, literature, and the arts. The teacher needs a broad cultural background as well as a knowledge of skills and techniques in order to promote the best kind of learning in the child. He needs to have a clear understanding of the various stages of development in the child so that he can be better prepared to lead and guide according to the needs and individual differences. He needs to understand the social and economic conditions of society; he needs to develop an aesthetic appreciation of his environment; he needs to acquaint himself with good literature and music. The more a teacher can enrich his own life through study and experience the better he can enrich the lives of others. Training schools have a great responsibility in providing more suitable courses for teachers and should realize that by doing so they can greatly benefit society.

Another necessary development for improved education is the organization of the teaching staff with efficient leadership on the part of
the principal and supervisors. Such leadership should be in the form of guidance rather than authority or dictatorship. Better relations can be maintained when all teachers work together with the supervisors giving encouragement, stimulation, and guidance when the need arises. The school staff must work as a unit with teachers assuming their responsibilities and administrators doing their part to promote the best kind of learning for the modern child.
BIBLIOGRAPHY

Brim, Orville G. The Foundations of Progressive Education. Elementary Education Club of Ohio State University: Contribution to Education, Number One, July 1935.


Supervision and the Creative Teacher, Fifth Yearbook, Supervisors and Directors of Instruction, N.E.A. 1932.

