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AN APPRAISAL OF THE
REORGANIZATION OF THE
SAN ANTONIO SCHOOLS



BRADY

1941

AN APPRAISAL OF THE REORGANIZATION
OF THE SAN ANTONIO SCHOOLS

By

Arthur Edward Brady

A Thesis in Education Submitted
in Partial Fulfillment of the Requirements
For the Degree of

Master of Science

in the

Graduate Division

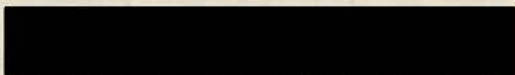
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Prairie View State Normal and Industrial College
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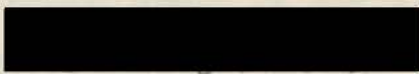
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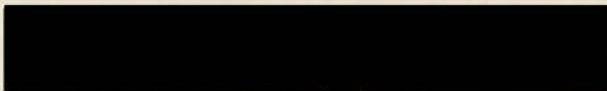
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BIOGRAPHY

Arthur Edward Brady was born December 31, 1897, at San Antonio, Texas.

He is the only son of the late Rachel Lawson Brady and the late John Thomas Brady. All of his school work in the elementary and high school was done in San Antonio, Texas, having attended Cuney, and Brackenridge Elementary Schools, graduating from Douglass High School (now Wheatley) May 29, 1914.

Having spent the first twenty years of his life in San Antonio, Texas, he took the Civil Service examination there and was appointed messenger in the Auditor for the Treasury Department, Comptroller General Office, Washington, D.C., September 4, 1917. He lived in Washington, D. C. until May, 1924, being promoted to two other positions, minor clerk and clerk in the file section.

Because of his being the only child in the family and the persistent pleading of his mother and father, he returned to San Antonio, Texas, in 1924, and accepted position as janitor with the San Antonio Board of Education. He was promoted to custodian engineer and held this position until August, 1933.

He attended Wiley College, from which school he

graduated in August, 1931 with a Bachelor of Arts degree, major in Education, minor in English.

While attending Wiley College, Arthur Edward Brady took an active part in the school and church, sang in the choir and took part in numerous student activities. He was elected and made a member of the Phi Beta Sigma Fraternity in 1929. In September, 1933, he was appointed to the regular teaching staff of San Antonio, Texas, and is now serving in that position.

He is first vice president of the San Antonio Teacher's Council, Negro Division, Trustee of St. Paul Methodist Church, vice president of Alamo Amphion Glee Club, and Scout Master.

He married Miss Myra Bess, February 5, 1927, who has been a great inspiration and help in all his work and education.

His hobby is landscaping. His ambition is to be one of the best elementary educators among Negroes, to receive his Ph.D. in Elementary Education and become principal of one of the schools he attended.

A C K N O W L E D G E M E N T

The writer wishes to gratefully express his appreciation to the following:

Dr. E. M. Norris, Professor of Agricultural Education and Chairman of Graduate Division, Prairie View College, Prairie View, Texas.

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Mr. W. A. Robinson, Professor of Education, Atlanta Laboratory School, Atlanta, Georgia.

More than to any one else, he owes an expression of gratitude to Mr. R. L. Jeffreys, Professor of Education Administration, Prairie View College, Prairie View, Texas, for directing this thesis.

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Miss Elmer A. Neal, Superintendent of Elementary Education, San Antonio, Texas.

Mr. S. O'Shea, Director of Research and Census, San Antonio, Texas.

The writer also wishes to acknowledge with deep appreciation the patience and goodwill of those persons interviewed.

A. E. B.

DEDICATED

To My Wife, Myra Bess Brady and To My

Deceased Parents

Mrs. Rachel Lawson Brady And

Mr. John Thomas Brady

Whose Lives To Me

Have been The Challenge

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CHAPTER I

INTRODUCTION

In every community, the citizens have their ideas, notions, and impressions of what the educational projects and programs are or should be. Taxpayers must know something about their institutions if they are to justify the tremendous investments in buildings, equipment, supplies, and salaries.

School patrons act upon what they think they know about their schools. Frequently, there is some difference between the complete pattern of facts and the scattered or isolated facts upon which decisions are made. School systems have been held up in carrying out their plans because misinformed communities acted upon the basis of information which was inaccurate and incomplete, even unreliable and untrue. This need not happen in any community. Leaders with social vision, scientific methods, and moral courage will face fearlessly the realities they encounter. They will map policies and programs which will provide the best opportunities that available resources permit for all the children of all the people. As guardians of the leaders and followers of tomorrow, they will organize the schools to provide a socializing process that will

help adolescents adjust effectively to a changing society.

The Problem.-- Progress has been made in reducing ignorance and illiteracy. The public schools have lifted the general level of education in the United States, therefore, the problem of this study is to appraise the San Antonio Public School System.

Previous Similar Study.-- Up to the present, so far as the writer has been able to ascertain, no similar study has been made to include Negro schools in the state. A similar study which included only schools for whites, an appraisal of the San Antonio Public Schools, was made by Amos Gray in 1929. Similar studies have been made by persons, but, so far as the writer has been able to find out, dealt with colleges. This study will differ from Gray's in that it will be concerned with all public schools, both white and Negro.

The Purpose of the Study. is to analyze and appraise the reorganized San Antonio Public School System, the organization of the 5 - 3 - 3 plan with its subsequent development by (1) the reaction of an appraisal jury; (2) by important appraisals, findings of the writer and others, and questionnaires.

Scope of Study.- This study is extended to include all eighty-five schools in the San Antonio Independent school system both white and colored, the administrative and supervisory activities, teachers, janitors, maids, and other employees.

Sources of Data:

- 1- Personal visits were made to the San Antonio Board of Education offices.
- 2- Bulletins issued by the San Antonio Board of Education, from 1924 through 1940.
- 3- Personal interviews with Superintendents, Assistant Superintendents and Principals.
- 4- Reprint from Elementary School Journal, Vol. XXIV, No. 10, June, 1924, Junior High School of San Antonio, Texas, by Charles E. Judd, University of Chicago.

Method and Procedure.-

The normative method was employed in gathering data for this thesis.

The normative method may utilize a number of tools and procedures such as: questionnaires, tests, check-lists, rating scales and interviews. The writer employed only two of these, questionnaires and interviews. Having gathered data from the above sources, the writer compiled the same for this thesis into five chapters. Chapter II deals with A Brief History and Aims of San Antonio

schools, Chapter III discusses the organization and administration of San Antonio Public Schools, Chapter IV is concerned with the Health and Recreational Facilities.

Chapter V is concerned with the Reaction of the Appraisal Jury. The important findings were compiled and sent to fifteen state officials and principals for their opinion. Chapter VI presents a general summary, conclusion, recommendations, and suggestions for further study.

Definition of Terms:- The following words used in this study are defined to mean -

Program of Studies is meant all of the subjects offered in the school.

Curriculum is a progressive arrangement of subjects with the object of training for a particular purpose.

Elementary School is that division of the school system comprising the first five grades, organized as a separate unit, and so administered as to train boys and girls of early educational adolescence.

The Senior School includes the ninth, tenth and eleventh grades, organized as a separate unit and so administered and taught to best meet the needs of the adolescence.

Project is the project method; it is a unification of the educative process involving the purposeful experience of the pupil.

Challenge is the prepared question to arouse interest in a given problem. It may cover a mass of subject matter.

Directing Study is that type or method of instruction which best meets the challenge of the pupil and urges and

arouses the pupil to discover for himself through creative thinking, the answer to the challenge.

The Related Arts comprise a number of subjects grouped together for purposes of administration, consisting of the following: Home Economics, Industrial Arts, Commercial, Music, Art, Vocations, and Science.

Junior Business Training includes instruction in typewriting and the business operations which the younger employee finds open to him. Handwriting and business Spelling receive attention.

Life Career Classes are those in which the pupil studies the various occupations with special reference to the preparation required, the personal characteristics necessary for success, the opportunities for advancement, and ultimate outlook economically and socially.

Supervision is the sympathetic and cooperative relationship of supervisor and teacher, to the end that the educational interests of boys and girls may be served to the greatest possible degree.

City Revenue is the total amount received by the city from all sources except bond issues.

CHAPTER II

A BRIEF HISTORY AND AIMS OR OBJECTIVES OF SAN ANTONIO SCHOOLS

The history of the San Antonio schools is one of steady growth and substantial progress. Up to 1879, the schools had to struggle for existence largely because of the strong prejudice still prevailing against education at public expense, and also because of the number of private schools which were fostered during this period. Up to 1880, five buildings, four for white children and one for colored children, were used. The total enrollment numbered seven hundred and the number of teachers was thirty-three.

The first public high school in San Antonio was established in 1897.

At the beginning of the twentieth century, the course of study was enriched and considerable attention was given the child rather than the subject. Industrial Work was introduced in 1915, during the same period the elective system was greatly improved in the senior high school. This gave rise to an increase in the number of high schools.

The recent reorganization of the public school system of San Antonio has been achieved under the leadership of Dr. Jeremiah Rhodes and his progressive Board of

Education. A \$2,000,000 building program has been completed, giving San Antonio schools necessary room to alleviate the crowded conditions which existed.

The 5 - 3 - 3 plan of organization has been set up and is now definitely in use. The elementary division has been thoroughly modernized and reorganized. The junior high school has been established and is now in active operation. The senior division is in the process of evolution. Teaching standards have been raised; a new higher salary schedule has been adopted, its outstanding features and modern methods of administration and instruction are evidence throughout the system.

Aims and Objectives of the San Antonio Public Schools.-

The public schools of San Antonio are to give themselves to the preservation of knowledge, and must, therefore, deal constantly and generously and sympathetically with records of the past and the achievements of civilizations.

The public school is to be zealous in its search for truth and therefore must tolerate, yea welcome, "fads and frills," experimentation, a generous use of the great laboratory methods of approach. Quoting from the San Antonio School Bulletin:

The public school is to dedicate itself to progress and must perforce give every child a chance to keep his "stride," and when necessary to make a

new start, an opportunity to come into his own. The public school must be Catholic in its interests and supremely tolerant in its view--striking everywhere at bigotry, formalism, and "rule of thumb" method."¹

The public school is to be ultra human and wholesomely sympathetic hence all domestic, social and political aspirations and achievements must pass before it.

The public school is to encourage even demand, hard hitting, fearless, constructive, industrial life, and can, therefore, justify calling for a liberal expenditure of the people's money in industrial and vocational education.

The public school is concerned, too, in a proper use of leisure time for the test of every form of civilization has ever come through the people's use of non-occupational hours of the individual citizens.

The public school must be flexible, for spiritual health, even mere existence depends upon the power of adaptation and assimilation.

The public school must be universal, reaching the whole people--racial, industrial, economic, political, religious, social, bringing a democracy of ideals through the amalgamation of ideas.

¹San Antonio Public School Bulletin, Vol. II, No. 1. October, 1924.

CHAPTER III

ORGANIZATION AND ADMINISTRATION OF SAN ANTONIO PUBLIC SCHOOLS

Organization.-- For instructional purposes, the schools are organized into two major divisions, elementary and secondary. The secondary schools have two divisions, junior high and senior high. The eleven years given over to public school training are divided into five-year elementary school, three-year junior high school, and three-year senior high school. While specific aims are set forth for each division, there is a continuous interrelation from the first through the eleventh grades.

The Elementary School.-- The aim is to give to each pupil the physical, intellectual, moral and social training needed not only for participation in the affairs of adult life but for intelligent living now.

The school day is from 8:30 A.M. to 3:00 P.M., with twenty minute periods for organized play, an hour for lunch at noon, and a ten minute recess in the afternoon. All of the schools have cafeterias where pupils may obtain, at a small cost, a very nourishing and palatable

¹ During the academic year, 1938-39, there were 45,156 scholastics enrolled in the San Antonio Public Schools, with a teaching staff of 1,290.

meal.

The Junior Schools.- The grades comprising the junior school are the sixth, seventh, and eighth. Concerning the San Antonio junior schools, Judd says:

The school system of San Antonio, Texas, inaugurated in September, 1923, was one of the most complete reorganizations which has ever been undertaken in an American city. Up to the date mentioned, the schools had been of the type common throughout Texas. The elementary schools admitted pupils of seven years of age and carried them through seven grades. The high schools were four-year institutions, accepting into their freshman classification those who had completed the work in the seventh grade. In the years preceding the reorganization, there was general congestion in most of the school buildings. In 1922, the city voted a bond issue of \$2,000,000 in order to provide new buildings.

Superintendent Rhodes, who was appointed in San Antonio three years ago, took approximately the best opportunity offered by the bond issue and the prospect of a number of new buildings to reconstruct the whole plan of education in the city. He organized the elementary schools as five-year schools. He opened in seven buildings what he calls junior schools. These provide the sixth, seventh, and eighth years of schooling. Eight of these schools are for whites and two are for Negroes. The high schools were left to provide the final three years of the total of eleven years.¹

The aims of the junior school may be briefly stated to meet the needs, educational, social, and civic, of adolescent boys and girls.

The fields of instruction in the junior school have been chosen to best meet the need of these adolescent

¹Judd, Charles H., University of Chicago, Reprinted from the Elementary School Journal, Vol. XXIV, No. 10, June, 1924.

boys and girls. They are five in number, namely, English, mathematics, social studies, health education and related arts.

The Senior Schools.- The senior schools are organized on the three-year plan. That is, they include the ninth, tenth, and eleventh grades.

The school day has six one-hour recitation periods. San Antonio senior schools have three chief objectives. The first is, to prepare the student for his civic duties to the end that he may become a valuable co-operating member of society. The second aim is the preparation of the students as a prospective worker and producer. The third purpose is to prepare the student for those activities of life whose principal object is personal development and personal happiness through the proper use of leisure time.¹

Administration.- Admittedly, one of the most important elements to a successful and efficient system of public schools, in a city the size of San Antonio, is the character and type of administration it has. With the marked reorganization of the system in 1923, administration took on a new significance and importance. Some changes and additions were necessary if the reorganized system were to function effectively.

¹San Antonio Public School Bulletin, Vol. II, No. 1, October, 1938.

A brief account of the general character of the administration of the schools, together with some of the duties of the various officers, may be of interest at this point.

Some of the outstanding features of the character of the Legislature of Texas to the people of San Antonio are as follows:

1. Passed by the Legislature, March 10, 1917.
2. Specified seven member board, three women and four men. Term of office, two years--one man and two women elected one year, three men and one woman the other year.
3. Give special power to the board to validate teacher's certificates from other cities and states.
4. Make the superintendent chief executive of the Board.
5. Make the superintendent responsible for selection of teachers whose names he places before the Board.
6. Make compulsory the preparation and adoption of an annual budget.¹

Board of Education.-- The board, seven in number, is the legislative branch of the public school system. The officers of the board are: president, vice-president, and Secretary. The Standing Committees of the Board are teachers, cafeteria, finance, building and grounds. It

¹ San Antonio Public School Bulletin, Vol. II, No. 1, October, 1924, p. 15.

is the opinion of the writer that large credit is due to the present Board for its farseeing, progressive policies.

Superintendent.- The superintendent is the executive and administrative officer of the school system. Upon him rests the whole responsibility of the operation and administration of the system. All other employees of the system are responsible to him. The superintendent, with the approval of the Board of Education, delegates such powers and duties to other members of the system as he may deem wise and necessary. Therefore, in the opinion of the writer, the superintendent, then, of necessity, must be a man of large scholarship, able business ability, far-seeing vision, sound judgment, broad and understanding sympathy, vast capacity to demand and secure faithful and unwavering cooperation and assistance, in short, he must be the leader and guide of the entire system. Such characteristics are found only in really great men.

The Assistant Superintendent.- This officer is an expert on matters of administration. His attention is largely occupied with records, reports, transfers, and other administrative matters. At the present time, there are two assistant superintendents, one each for the Elementary and Secondary Divisions. Each assistant superintendent is responsible to the superintendent of schools

for the work in his particular division.

There is also a Business Manager of Grounds and a Director of Cafeterias.

Director of Instruction.- In the junior schools, each of the five fields of instruction is in charge of a Director of Instruction. These five fields are English, mathematics, social studies, health education and related arts. These directors are experts in subject matter and in methods of instruction. As such, their large duty is the training of teachers.

Business Manager.- This officer is the representative of the schools in business transactions. He oversees the purchase and distribution of supplies, receives and opens bids, maintains, handles all funds of the schools, receives all moneys and sees to it that they are placed to the credit of the schools in its various depositories. He audits all bills and payrolls.¹

Superintendent of Buildings and Grounds.- The Superintendent of Buildings and Grounds is in particular charge of the material side of the schools. He hires the necessary janitorial help and oversees its work. The upkeep

¹San Antonio Public School, Bulletin, Vol. II,
October, 1939, pp. 64.

and beautifying of the grounds, and the care and repair of buildings are his functions. A large part of the responsibility for the efficient maintenance of the school plant is placed in this office.

Special Supervisors.- In certain technical subjects, namely, music, art, home economics, science, manual training, and foreign language, experts in these particular fields guide the work. The music and art supervisors operate in both the elementary and junior schools. The home economics, foreign language and manual training supervisors guide the work in junior and senior divisions. The supervisor of science is responsible for the work in all three divisions of the system.

Principal.- In charge of each school in the city is a principal. His duties are divided into two major fields, administration and supervision. As administrator, he is concerned with the general operation of the school. As supervisor, he is responsible for the educational growth and development of pupils and teachers. The further duty of the principal is to adapt his school to meet the particular needs of the community which it serves.

Classroom Teachers.- In the final analysis, the strength of a school lies largely in the hands of the classroom teacher who actually carries on the work of instruction

with the child. The work of the teacher is to guide and assist the pupil in his training and development. It is most necessary, therefore, that the teacher is an expert in understanding child nature, in addition to large knowledge of subject matter and methods of instruction.

Janitors and Maids.-- The janitor-engineers, janitors and maids are directly responsible to the superintendent of buildings and grounds. They carry out all instructions and rules issued by the superintendent of building and grounds pertaining to their duties, and hours of work. A cooperative relationship is maintained between them and the school principal, but if a conflict arises between the directions given these employees by the superintendent of building and grounds, it will be only subject to appeal by the principal to the superintendent of schools.

Janitor-engineers, janitors and maids are assigned to their schools for the purpose of keeping buildings and school grounds clean and assisting in other duties that are assigned to them.¹

Other Employees.-- The Board has in its employ a Director of Cafeterias, a reputable attorney for consultation on points of law and to represent the schools in all legal matters affecting them.

¹Report and Plan of Organization of the San Antonio Independent School District, 1939-1940, pp. 153-154.

School Physician.- One of San Antonio's reputable physicians is appointed by the Board to have charge of general health work in the schools. A school dentist is regularly employed by the school board to care for dental work which could not otherwise be done.

Nurses.- Registered nurses are employed by the system to do emergency and follow up work in the home.

Architects.- A firm of architects is employed for the purpose of presenting plans for new buildings and necessary changes in present plant. By this means, necessary uniformity in school building planning is secured.

Plant and Equipment.- The majority of buildings, 58 in number, are of brick or stone construction. The buildings are modernly equipped, steam or gas heated, electric lights, modern refrigeration, with principal's office, teacher's rest room, cafeteria, gymnasium, auditorium, and shower baths. In cases of emergency, frame buildings are constructed.*

Promotions and Transfers. Between Divisions.- The first five years of the pupil's school life is spent in the elementary divisions of the school. He is then transferred to the junior school. The basis of the transfer is the

*The crowded conditions in 1937-38 in Douglass Junior High School made it necessary to construct frame buildings.

certification of the elementary school principal that he is ready for the junior school. It is not based on a definite amount of knowledge but rather on the need and development of the pupil. The junior school takes this pupil where it finds him and for three years, continue the training. The pupil is then transferred to the senior division for his last three years. The basis of transfer from the junior division to the senior is based on the same premise as his admittance to the junior, namely, upon certification of the junior division that the pupil is ready for the senior division. The senior school gives him such training as seems best adapted to his needs, and at the end of the three years graduates him from the public schools.

Within a Division.- As regards transferring from one particular school to another within the same division, the following explanation is made. There are forty-two elementary schools with definite boundaries. Residence of parents determine the district. Special transfers can be made from one district to another upon approval of the superintendent of schools.

The junior schools have no boundary lines. Pupils are given their choice of schools. It may be of interest to note that up to the present time, the determining factor

in choice of attendance at the junior schools has been the proximity of the school to the student.

The six senior schools have a definite boundary line so fixed that the enrollment in the six schools may be as nearly equal as possible.

Finance.-- The San Antonio public school system is supported by the following means, namely:

1. State apportionments.
2. County apportionment
3. City taxes
4. Bond issues
5. Interest on deposits
6. Tuition and miscellaneous sources.

Single Salary Schedule.-- In this study, the writer found one of the outstanding features of the San Antonio Public School System was the single salary schedule. San Antonio has the unit salary schedule, for teachers.

The schedule can be justified, first, because it is just; second, because it will make for a unified school system; third, because it will lead to harmony, goodwill, and cooperation among teachers; fourth, because it will give the children of all the grades the nearest approach to uniform and competent instruction.¹

In working out the salary schedule, four major qualities were taken into account; first, preparedness, second,

¹San Antonio Public Schools, Bulletin, Vol. II, No. 1, October, 1924, pp. 64.

time service, third, class room efficiency, and fourth, continuous and renewed preparation. Of these four, the first, second, and fourth have been definitely incorporated in the system. The writer also found in the bulletin on application the following statement concerning salary schedule:

A single salary schedule exists for all academic teachers, irrespective of the grade taught, separate salary schedules prevail for Health Education, Manual Training, Vocational, etc. Every teacher shall be placed on the proper salary schedule according to qualifications and experience. There is no bartering as to salary.¹

Parent-teachers' Association.-- In this study, it was found that San Antonio Parent-teachers' Associations are exceptionally helpful since they are thoroughly organized and are in entire sympathy with the educational program now in operation in the public schools. The Parent-teachers' council itself is exceedingly active and efficient in all matters pertaining to the program and development of the schools; and every local Parent-teacher Association is doing some worth while constructive work in a somewhat more limited field. The association has been wonderfully helpful in bond issues and in the dissemination, in a sensible and sympathetic way, of all plans of reorganization and

¹San Antonio Public School Bulletin on Application, 1939.

adjustment. Enthusiastic approval is expressed for the very great service which the women of the city have rendered through this organization; and because of that service, San Antonio looks forward with great confidence to a much wider and more efficient building up of the public school system of San Antonio.

CHAPTER IV

HEALTH AND RECREATION

Before being employed in the San Antonio Public Schools, each successful applicant must furnish a certificate of good health, which must be obtained from a physician on the staff of the San Antonio Public Schools.¹ All teachers are required to take a yearly physical examination, and have nine semester hours of physical education.

Physical Examination.- The health work in the San Antonio schools was completely reorganized in 1939, under the leadership of Dr. W. M. Hargan, formerly President of the Board of Education. Prior to this, one doctor and four nurses attempted to cover the entire situation. Naturally they were unable to cover the field with a so limited force.

Today, forty-five physicians of the city are cooperating with the school physician in making a thorough examination of all children in the elementary and junior schools. The field can now be covered adequately and the remedial work followed up.

¹Bulletin, Meeting of the Board of Education, May, 1939.

This should mean that hundreds of children may be able to do efficient work, who, heretofore, were prevented through minor physical disabilities.

Playground Activities.- Definite playground activities have been established on the campuses of the junior and senior schools. These playgrounds are being opened for the use of the community each evening of the school week from 3:30 until 5:30 P.M. and on Saturdays from 9:00 to 12:00 o'clock. Although a new departure, hundreds of children are already using the grounds. The writer believes that this will prove a most worth while activity and will have a wholesome influence over the whole community.

CHAPTER V

SUMMARY OF FINDINGS AND CONCLUSIONS

The purpose of this study has been to analyze and appraise the San Antonio Independent Public School System to determine whether or not the schools are equal to or surpass other Southern school systems and to offer necessary recommendations. Justification for this study is based on the fact that no previous similar study has been made of the San Antonio Public School System, including both white and Negro schools.

Data from this study was secured by the normative method which includes questionnaires and interviews. Data was also secured through printed material related to the problem. Opinions of administrators and supervisors in various Southern states who made the appraisal were secured by means of questionnaires. Questionnaires were sent to supervisors and leading educators in the Southern states. Persons selected had no connection with the San Antonio Public Schools. The appraisals made by each individual were made on the basis of the criteria given in the questionnaires. Of the twenty questionnaires sent out, fourteen were received and checked from the following state and city systems, namely: Arkansas, Oklahoma, Mississippi, Tennessee,

South Carolina, North Carolina, Florida, Georgia, Alabama, Texas, Kentucky and Louisiana. The San Antonio system was compared with the systems in Houston, Tyler, Galveston and Dallas, Texas.

Reaction of the Appraisal Jury.— In making the study of the appraisal of the San Antonio Public School System the writer finds the following facts:

(1) The San Antonio Public Schools are equal to or superior to most of the schools in the Southern states which were used in comparison.

(2) There is equal educational opportunity for all scholastics regardless of race, color or creed. Equal salaries for all teachers, regardless of what division she teaches, elementary or secondary.

(3) The San Antonio public high schools for Negroes have a "class A" rating by the Southern Association of Colleges and Secondary Schools.

(4) The junior high schools of San Antonio have been under development in San Antonio longer than in most of the schools of the state of Texas.

(5) It is the only school system in the state of Texas with an equal salary schedule.

(6) The vocational schools are doing an excellent job of caring for the needs and abilities of individual differences of students.

(7) Most persons agree or state that the schools

in the San Antonio public school system are not equaled by the city system which they represent, therefore, they certainly are not surpassed.

(8) The employment of her own medical officers should make for a healthier teaching personnel in the San Antonio system.

(9) The requirement of nine semester hours in physical education should aid the teachers to make a contribution to the mental and physical health of both teacher and pupils.

(10) The other requirement of equal preparation for elementary and secondary teachers should tend toward the production of better school product.

(11) There are only three junior high schools in the state, two in San Antonio and one in Austin.

(12) San Antonio's schools are organized under the 5-3-3 plan.

Recommendations and Suggestions.- In view of the previously stated findings, the writer wishes to make the following recommendations.

(1) That more vocational courses be offered in the San Antonio schools.

(2) More work be based upon local environment.

(3) The improvement of methods of teaching in both elementary and secondary schools.

(4) That more rooms and teachers be added to carry on the program that is far ahead of the equipment.

Suggestions for Further Study.- The writer, in no way, feels that this study is complete and hopes that this study will open avenues to a more complete appraisal of the San Antonio Public Schools.

APPENDICES

NAMES AND ADDRESSES OF MEMBERS OF THE APPRAISAL JURY

1. Dr. Hob Gray, Department of Education, Texas University, Austin, Texas.
2. Mr. D. B. Taylor, State Department of Education, Austin, Texas.
3. Professor W. A. Robinson, Hampton Institute, Hampton, Virginia.
4. Mr. W. R. Johnson, State Department of Education, Raleigh, North Carolina.
5. Mr. W. A. Steward, Southern University, Baton Rouge, Louisiana.
6. Mr. Williams, Supervisor of Negro Education, Tallahassee, Florida.
7. Mr. A. G. Macklin, Virginia State College, Petersburg, Virginia.
8. Mr. Turner, Supervisor of Negro Education, Nashville, Tennessee.
9. Mr. N. C. Newbald, Supervisor of Negro Education, Raleigh, North Carolina.
10. Mr. R. B. Atwood, President of Kentucky State College, Frankfort, Kentucky.
11. Mr. E. E. Oberholtzer, Superintendent of Schools, Houston, Texas.
12. Mr. Eason, Supervisor of Negro Education, Jackson, Mississippi.

13. Mr. E. H. McGhee, Director of Negro Education,
Montgomery, Alabama.

14. Mr. Irby, Supervisor of Negro Education, Little
Rock, Arkansas.

15. Mr. Edgar L. Morphet, Department of Education,
Tallahassee, Florida.

16. Mr. E. A. Dorsey, Superintendent of Public Schools,
Dallas, Texas.

Q u e s t i o n n a i r e

AN APPRAISAL OF THE SAN ANTONIO INDEPENDENT PUBLIC SCHOOL SYSTEM

Data from this questionnaire are submitted to you for your opinion or appraisal of the San Antonio Public School System. Your immediate reply will be greatly appreciated.

Respectfully,

Arthur E. Brady
Prairie View College
Prairie View, Texas

Name Date

Address

The first public school was established in 1897. At the beginning of the twentieth century, the course of study was enriched, and considerable attention began to be paid to the child rather than the subject matter.

The schools were reorganized in 1923 under the 5-3-3 plan of organization. The elementary division has been thoroughly modernized and reorganized. The Junior High School has been established and is now in active operation. The Senior Division is in the process of evolution.

Teaching standards have been raised; a new higher salary schedule has been adopted, its outstanding features and modern methods of administration and instruction are evidenced throughout the system.

Organization.- For instructional purposes, the schools are organized into two major divisions, elementary and secondary. The secondary schools have two divisions, Junior High and Senior High. The eleven years, given over to public school training are divided into five-year elementary school, three-year junior high school, and three-year senior high school. While specific aims are set forth for each division, there is a continuous interrelation from the first through the eleventh grades.

Administration.- Admittedly, one of the most important elements to a successful and efficient system of public schools, in a city the size of San Antonio, is the character and type of administration it has.

The Board of Education, seven in number, is the legislative branch of the public school system.

The Superintendent is the executive and administrative officer of the school system.

The Assistant Superintendent.- This officer is an expert on matters of administration. San Antonio has two; assistant superintendent, Elementary Division, assistant superintendent, Secondary Division.

Director of Instruction, Business Manager, Superintendent of Buildings and Grounds, Special supervisors, Principal, classroom teachers, director of cafeterias, attorney,

architects, school physician, nurses, janitors, maids and numerous other employees. Before being employed in the San Antonio Public Schools, each successful applicant must furnish a certificate of good health, which must be obtained from a physician on the school board staff.

A single salary schedule which is used exists for all academic teachers, irrespective of the grade taught, separate salary schedules prevail for Health Education, Manual Training, Vocational, etc. Every teacher is placed on the proper salary schedule according to qualifications and experience.

1. There are eighty-five schools in San Antonio Independent District, all of modern construction, with a scholastic population of 43,000.
2. Every school has a principal or head teacher.
3. The administrative powers are vested in the Board of Education, superintendents, assistant superintendents, supervisors and principals.
4. The requirement for all teachers is the same, 4-year college course, degree, A.B. or B.S. and nine (9) semester hours in Physical Education.
5. All teachers are paid on the same salary schedule, degrees and experience being the main factors.

6. The same course of study is used in all schools.

7. There are separate buildings for each division, namely, elementary, junior high, senior high.

(Kindly answer the following questions on back of page)

1. How does this school system compare with the best school systems in your state?
2. Do you have any school systems with unique practices that are superior to the San Antonio system as described above?

Appendix

Persons Interviewed

Mr. I. E. Stutsman	- Superintendent, Board of Education San Antonio, Texas
Miss Elma Neal	- Assistant Superintendent, San Antonio, Texas
Mr. O'Shea	- Director of Research, Census and Attendance, San Antonio, Texas
Mr. S. J. Sutton	- Principal of Wheatley High School San Antonio, Texas
Mr. J. D. Lowery	- Principal of Cuney Elementary School, San Antonio, Texas
Mrs. Mary Huppertz	- Principal, Macktwan Junior School, San Antonio, Texas
Mr. S. Portwood	- Assistant Superintendent, Secondary Schools, San Antonio, Texas
Mr. J. R. Morris, Sr.	- Principal, Grant Elementary School, San Antonio, Texas
Mr. S. H. Gates	- Principal, Douglass Junior High School San Antonio, Texas
Rev. Robert Mosby	- Pastor, St. Paul M.E. Church, San Antonio, Texas
Prof. R. L. Jeffreys,	- Department of Education, Prairie View College Prairie View, Texas

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