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## Historical Study of Public Elementary Schools in San Antonio, Texas with Special Emphasis on Elementary Schools for Negroes from 1910 to 1940

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HISTORICAL STUDY OF PUBLIC  
ELEMENTARY SCHOOLS  
IN SAN ANTONIO, TEXAS . . .



ARMSTRONG

1941

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A HISTORICAL STUDY OF PUBLIC ELEMENTARY SCHOOLS IN SAN  
ANTONIO, TEXAS WITH SPECIAL EMPHASIS ON ELEMENTARY  
SCHOOLS FOR NEGROES FROM 1910 TO 1940

By

Ira E. Armstrong

A Thesis in Education Submitted  
in Partial Fulfillment of the Requirements  
for the Degree of  
Master of Science

in The  
Graduate Division  
of

Prairie View State Normal and Industrial College  
Prairie View, Texas

LA 219  
A7

August, 1941

Dedicated:

To My Wife, Massalina Armstrong

16163

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Statement of the problem . . . . .	1
Significance of the study . . . . .	2
Scope . . . . .	2
Source of data . . . . .	3
Methodology . . . . .	3
Definition of terms . . . . .	4
II. A BRIEF REVIEW OF NEGRO ELEMENTARY SCHOOL TRAINING IN SAN ANTONIO 1870-1910 . . . . .	6
III. HISTORICAL STUDY OF ELEMENTARY SCHOOLS IN SAN ANTONIO 1910-1940 . . . . .	15
Administration . . . . .	15
Philosophy . . . . .	16
Teaching personnel . . . . .	17
Salaries . . . . .	18
Curriculum . . . . .	19
General procedures . . . . .	23
Plant and equipment . . . . .	25
Enrollment and average daily attendance . . . . .	26
Summary of findings for the period 1908-1920 . . . . .	28
Administration . . . . .	29
Philosophy . . . . .	34
Teaching personnel . . . . .	35

CHAPTER	PAGE
Curriculum . . . . .	38
Arithmetic . . . . .	40
Health education . . . . .	41
Social studies . . . . .	41
Specific objectives . . . . .	42
General purposes (Clubs) . . . . .	47
Administration . . . . .	48
Philosophy . . . . .	49
Teaching personnel . . . . .	50
Curriculum . . . . .	52
General procedures . . . . .	54
Plant and equipment . . . . .	59
IV. GENERAL SUMMARY, RECOMMENDATIONS AND CONCLUSIONS .	62
Conclusions . . . . .	65
Recommendations . . . . .	66
BIBLIOGRAPHY . . . . .	68

## LIST OF TABLES

TABLE	PAGE
I. Annual Scholastic Enrollment in San Antonio Public Schools Showing Comparative Percentage Increases for Five Years 1878-1883 . . . . .	7
II. School Census - Scholastic Age - 8 to 14 . . . . .	8
III. Increase in School Buildings in San Antonio, Texas 1898-1910. . . . .	14
IV. Formal Academic Status of Teachers in Negro Elementary Schools in San Antonio, Texas 1915-1916. .	18
V. Course Schedule of Grades One through Eight of the Elementary Schools of San Antonio 1914-1915. . . .	21
VI. Plant and Equipment in San Antonio Negro Elementary Schools 1916-1917. . . . .	25
VII. Enrollment and Average Daily Attendance in San Antonio Negro Elementary Schools 1916-1917 . . . .	26
VIII. Increase in School Buildings during the Administration of Superintendents Lufkin and Meeks . . .	27
IX. Academic Status of Teachers in Negro Elementary Schools 1939-1940 . . . . .	51

## LIST OF CHARTS

CHART	PAGE
I. Population of San Antonio 1870-1950 . . . . .	10
II. Scholastic Census from 1900-1950. . . . .	11
III. Spot Map Showing Location of Negro Elementary School, with References to the Junior and Senior Schools. . . . .	60



## CHAPTER I

### INTRODUCTION

Statement of problem. Judged by outstanding characteristics of policy and economy the history of the development of the San Antonio Public School System which this study will consider falls into three general periods. The first extends from the appointment of Superintendents Charles J. Lufkin (1908-1914) and Charles S. Meeks (1915-1920). The second period extends from 1920-1930 with the appointment of Superintendents Jerimah Rhodes (1920-1925), Marshall Johnson (1925-1929), and Hartley (1929-1931). The third covers the years since the appointment of Superintendents Chester J. Cochran in 1931-1938 and Iziah E. Stutsman to the present time. To be sure, no sharp division separates these periods; the fixing of exact dates is an arbitrary action and is accompanied by a warning against accepting them as more than conveniences. Nor were the features of the first age all destroyed in the second, or the features of the first and second in the third. There have been siftings and accumulations, borrowings and modifications, survivals and mergers, now incorporated in the San Antonio Public School System today.

Any institution or movement can be fully understood and appreciated only if its antecedents or origins are known.

The organization and activities of the San Antonio public schools today can be understood best if we know the influences leading up to the present system. Therefore, the problem of this study is to determine what are the factors and influences responsible for the present status of the Negro Elementary Schools of San Antonio.

Significance of study. Changes in educational theories in the San Antonio Elementary Schools are traced in connection with social changes, movements, and educational reformers that have directly influenced and modified school practices. Consequently it is attempted in this study to interpret all available information relating to the philosophy underlying Elementary School practices at various periods. Such material is assembled in suitable form that will serve as a reference to the history of Elementary Schools in San Antonio.

Scope. To ascertain the various means employed in the progressive evolution of the Division of Negro Elementary School in San Antonio, Texas, the first necessity is the designation of certain areas in which improvement may be noted. These areas are designated as (1) administration, (2) underlying philosophy, (3) teaching personnel, (4) curriculum, (5) general procedure, and (6) plant and equipment. By an analysis of several periods in the history of the San Antonio Elementary School from the standpoint of the achievements in

each of these areas, a systematic record of progress can be established. Such a record will reflect the rapid and progressive growth characteristic of Elementary Education in San Antonio Schools. The period included in the historical study is 1910-1940.

Source of data. Data for the study herein described were secured from records of the San Antonio Independent School Board Bulletins, superintendents' annual reports, personal visitations, and available records of each of the respective Elementary Schools. The means employed in the collection of data from the sources mentioned were by personal examination of records and questionnaires returned by teachers and principals who have been connected with the system for a number of years.

Methodology. The modes of presentation are both historical and descriptive, supplemented by tabular explanation where necessary. Such a presentation necessitates a detailed analysis of the Elementary Schools for periodic intervals. For convenience the periods have been designated as those periods during which the following superintendents served: first period, Superintendents Charles J. Lufkin (1908-1914) and Charles S. Meeks (1915-1920); second period, Superintendents Jerimah Rhodes (1920-1925, Marshall Johnson (1925-1929), and Hartley (1929-1931); and third period, Superintendents Chester J. Cochran (1931-1938) and Izziah E. Stutsman to the

present time. Such an analysis is made from the aspects of progress made along lines of administrative procedures, educational theories, teaching personnel, scope and changes of curriculum, and progressive methods of instruction and improvement of physical facilities for each of the designated periods. Data was used to give a description of the above-named areas under the respective superintendents that are named. It is further attempted to interpret the data secured in light of the existing social and economic background of each of the respective periods.

Definition of terms. The Elementary School as herein referred to is that branch of the San Antonio Public School System which comprises grades one through eight for the period 1870 to 1922, and grades one through five from 1922 to the present time. Since 1922 the Elementary School has been regarded as a separate unit of the Public School System. Its primary concern is to give pupils physical, intellectual, moral, and social training needed not only for participation in the affairs of adult life but for intelligent living now.<sup>1</sup> The Elementary School purposes to reorganize environment and to utilize all attendant factors that will contribute more adequately to pupil needs, interests, abilities, and self

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1

San Antonio Public School Bulletin, Vol. II, No. I, October, 1922, p. 25.

direction.

By administration is meant that division directly responsible for the maintenance of public education and its policies.<sup>2</sup>

The term underlying philosophy refers to the basic educational theories and principles in vogue which are responsible for the policies and procedures of the institution in question.

Teaching personnel includes those members of the staff who are actively engaged in classroom instruction and those who are prospective teachers in the system.

Curriculum as used in this study means the formal organization or progressive arrangement of subjects with the object of training for a particular purpose.<sup>3</sup>

General procedure as applied here indicates methods in classroom instruction and procedures in school activities.

Plant and equipment refer to buildings, permanent and moveable equipment, playground space and equipment, and grounds in general.

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2

Ibid.

3

Ibid.

## CHAPTER II

### A BRIEF REVIEW OF NEGRO ELEMENTARY SCHOOL TRAINING IN SAN ANTONIO 1870-1910

In order that the reader might get a comprehensive view of the Negro Elementary Schools in San Antonio prior to the date for which the study is made, a brief historical sketch is given for the period 1870 to 1910.

The first school for Negro children in San Antonio was opened about 1871.<sup>1</sup> It was begun in a four room stone building, located at Convent and St. Mary's Streets, and was built from materials purchased from the old Confederate Tannery. It was referred to by the romantic Spanish nomenclature, "El Rin Con" (bend in the river).

There were approximately one hundred Negro scholastics, hence the school grew slowly and it was not until 1885 that it became necessary to erect two additional school buildings.

Table I shows the annual scholastic enrollment in San Antonio public schools from 1878 to 1885.

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1

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

TABLE I

ANNUAL SCHOLASTIC ENROLLMENT IN SAN ANTONIO PUBLIC SCHOOLS  
SHOWING COMPARATIVE PERCENTAGE INCREASES  
FOR FIVE YEARS 1878-1883

Year	Negro				White			
	Enrollment	Average belonging	Average daily attend.	No. teachers	Enrollment	Average belonging	Average daily attend.	No. teachers
1878-1879	240	151	129	3	1184	699	627	14
1879-1880	281	173	158	4	1305	862	776	18
1880-1881	308	180	157	4	1429	964	888	21
1881-1882	431	275	227	5	1648	1134	1034	24
1882-1883	405	249	213	5	1920	1254	1130	26
Actual No. of Increase	165	98	84	2	736	545	503	12
Percentage of Increase for 5 yrs.	69%	65%	65%	66 2/3%	62%	78%	80%	85%

A study of this data will substantiate the gradual growth of public schools in San Antonio. In Table I, a contrasting view is given of the annual enrollment, average number of students belonging, average attendance, and number of teachers for both Negro and white schools over a period of five years, 1878-1883. It is interesting to note an increase of Negro scholastics from 240 in 1878 to 431 in 1882 and a decrease to 405 in 1883, thereby showing a total increase of 165

or an increased enrollment percentage of 69% for the five year period. The average number of pupils belonging, the average daily attendance, and the number of teachers increased proportionately for the same period. Data in this table serve as a definite basis for determining the trend in Elementary Schools. The growth was slow but continuous and contrast favorably with the growth characteristic of the group.

In addition to the data explained in Table I, the following excerpt is taken from a report made by the Superintendent of Public Schools July 1884:<sup>2</sup>

To the Board of Education of the City of San Antonio: Gentlemen, I have the honor to submit this, my fifth annual report of the progress and present conditions of Public Schools of this City, for the scholastic year 1882-1883, ending July 31, 1883. In order to portray more fully the growth and development of our school system, I must invite you to take a retrospective view, beginning with the year when I assumed the supervision of the Public Schools under your control. Estimated population of the City in 1878-1879 was 20,000. Estimated population as per the United States Census in 1880 was 20,500. Estimated population in 1884 was 25,000.

TABLE II

## SCHOOL CENSUS - SCHOLASTIC AGE - 8 TO 14

Year	Whites	Colored	Total
1878	1,258	252	1,511
1879	1,800	360	2,160
1880	2,532	490	3,022
1881	3,034	569	3,603
1882	3,352	654	4,006
1883	3,927	768	4,695



By references to the above table it would seem that a great increase of scholastic population had taken place from 1878 to 1880, when the fact is that during those years the growth of the City was inconsiderable. The deficiency occurred because, under the Veil Law<sup>3</sup>, the County Assessor took the census, which was done in a very careless and prefunctionary manner; but in 1880 the new law imposed this duty upon the City Assessor and the census since then has been correctly taken.

Presented for purposes of contrast and understanding the writer has included two charts from studies made by the San Antonio Board of Education showing scholastic predictions from 1904 to 1950 for San Antonio based on estimated populations from 1870 to 1950. While the study is confined largely to the Negro Elementary School its history cannot be traced apart from that of the San Antonio Public School System, for this reason it is necessary to keep in mind the picture of the system of which the Negro Elementary School is a part.

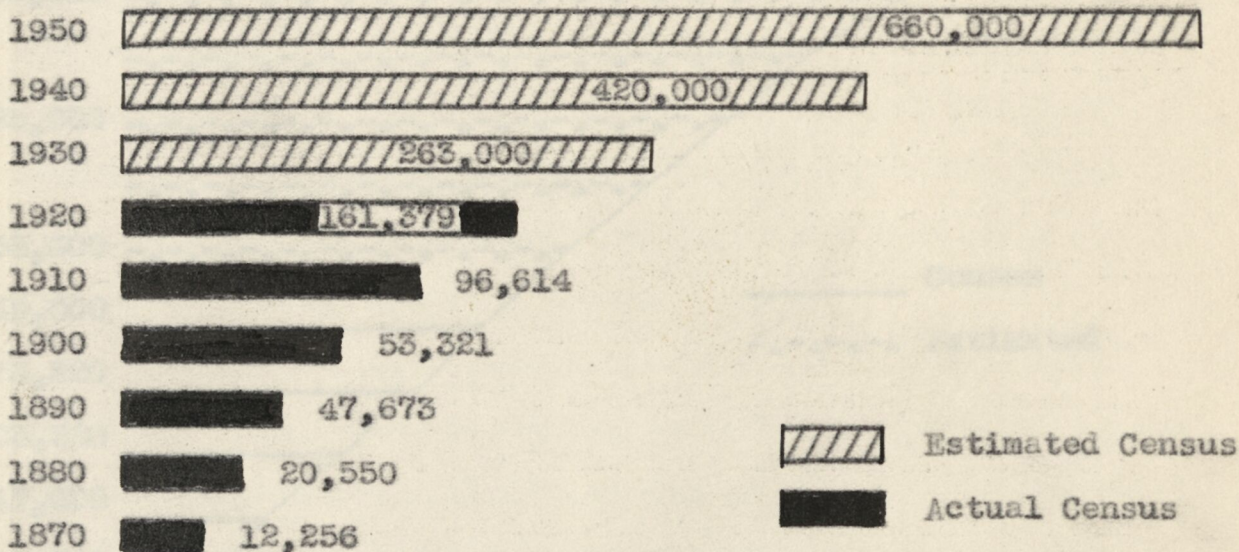
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3

The Veil Law was that law under the system of aldermen which specified, among the many duties relating to county government, that it was the duty of County Assessor to take the school census.

## CHART I

## POPULATION OF SAN ANTONIO 1870-1950

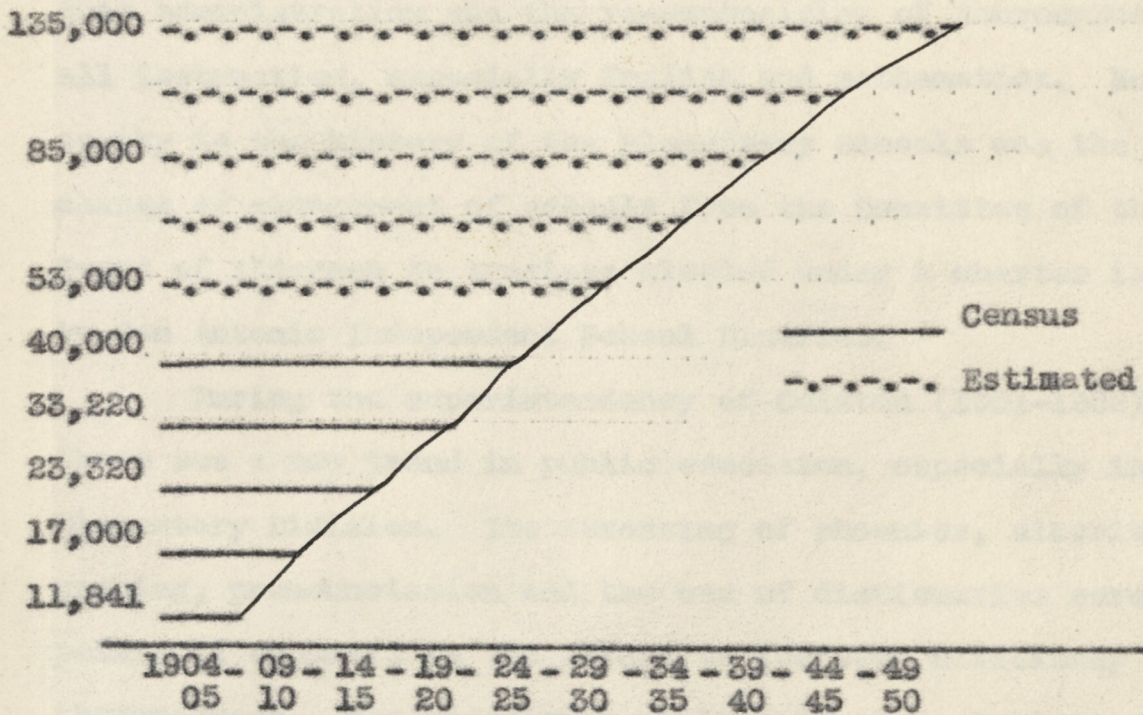


The chart shows actual census of the United States figures from 1870 to 1920. Figures for 1930, 1940 and 1950 are estimates based on the assumption that San Antonio will continue to grow at approximately the same rate in the succeeding years as it has in the past twenty-five years.

The accuracy of these predictions may be established by comparing the actual United States census for the years 1930 and 1940. The actual United States census figures are: 231,542 and 253,854 for 1930 and 1940 respectively. This shows a definite decrease in the population growth of San Antonio, which naturally affects the scholastic growth. Upon the basis of the information contained in the preceding chart, the following chart of predictions as to scholastic census was derived.

## CHART II

## SCHOLASTIC CENSUS FROM 1900-1950



This chart shows graphically the number of scholastics found in San Antonio Independent School District by intervals of five years over the past twenty years. Based upon the growth indicated in these past twenty years, the probable number of scholastics up to 1950 is predicted.

Keeping the data presented in Chart II as a basis the reader can easily see the relative position occupied by the Negro Elementary School, as it represents the larger part of the Negro scholastics of San Antonio, and they constitute approximately eight per cent of the population of San Antonio.

From 1885 to 1889 public education under Superintendents J. E. Smith and William Schooch, little was accomplished.

The transitional period (1899 to 1901) of Public Edu-

education in San Antonio was under the leadership of J. E. Smith, who was the third superintendent. The chief accomplishment of this administration was the re-emphasizing of thoroughness in all instruction, especially English and mathematics. Noteworthy in the history of the Elementary Schools was the change of management of schools from the Committee of the Board of Aldermen to trustees elected under a charter issued to San Antonio Independent School District.

During the superintendency of Colston (1901-1902) there was a new trend in public education, especially in the Elementary Division. The stressing of phonics, diacritical marking, pronunciation and the use of dictionaries were points of emphasis in the effort to increase efficiency and thoroughness. The underlying philosophy characteristic of the past was the "priming" of pupils on the basis of what adults thought necessary for them.

With the advent of the twentieth century, Elementary Education in the San Antonio Public School System was destined to undergo a thorough reorganization. This change came under the direction of Superintendent L. E. Wolff (1903-1908). Superintendent Wolff, a progressive educator, successfully sought to shift the point of interest from the subject matter to the child. To him San Antonio is indebted for the advent of the new school idea where the child was no longer regarded as a ball of "putty", but as an organism of on-going activities and interests.

It was in this period that the real foundation for the present system of Elementary Education was laid. Wolff advocated and inaugurated: (1) "an enriched course of study", (2) libraries, (3) teacher-training in service, (4) professional choice of teachers, (locally and outside of San Antonio), and (5) the holding of a school of methods each year for local and visiting teachers. The practical subjects and activities introduced included sewing, cooking, bench work, gardening, and mosquito and other pest extermination. The philosophy of Superintendent Wolff dominated the system because of its far-reaching aspects. It had its roots in the social life of the community, and made elementary education not a period of preparation for participation, but a process of improved modes of living, based on present participation and usefulness.

With the introduction of the child centered school, Elementary Education soon became an issue for study. The period from 1900 to 1910 was marked by increased enrollment and general interest in education. So significant was the increased Negro enrollment in Elementary Schools that several buildings were used for such purposes. The transition was not to be accomplished immediately, but the idea of such shifting was in the minds of the educators who were responsible for the policies of the system. It was during the decade 1910-1920 that the new philosophy was to be on trial versus that of the traditional school.

Table III shows the increase in school buildings of the San Antonio Public School System for the period 1898 to 1910.

TABLE III  
INCREASE IN SCHOOL BUILDINGS IN SAN ANTONIO, TEXAS  
1898-1910

Year	Elementary		Senior High		Total	
	Frame	Brick	Frame	Brick	Frame	Brick
1898-99	2	13		2	2	15
1899-00	6	13		2	6	15
1900-01	7	13		2	7	15
1901-02	7	13		2	7	15
1902-03	2	18		2	2	20
1903-04	3	18		2	3	20
1904-05	2	23		2	2	25
1905-06	3	22		2	3	24
1906-07	4	22		2	4	24
1907-08	1	27		2	1	29
1908-09	1	27		2	1	29
1909-10	1	27		2	1	29

## CHAPTER III

### HISTORICAL STUDY OF ELEMENTARY SCHOOLS

#### IN SAN ANTONIO 1910-1940

Administration. The administration of public education in San Antonio during the administration of Superintendent Lufkin was under a Board of Trustees, under a State Charter as an Independent School District. The Superintendent, Charles J. Lufkin (1908-1914), was a progressive educator; however, some of his views with reference to the curriculum were opposed to those of his predecessors, hence, there was expended much energy in attempts to bring about a slight reorganization with respect to policies. During the period 1915-1920, another dynamic figure Charles S. Meeks served as superintendent and continued the policies of Lufkin. Professional improvement was the keynote policy.

The Charter of 1913 was authorized by the State Legislature for the San Antonio Independent School District. It provided for the election of nine board members who after the first election were so allotted as to come up for re-election every two years in groups of three each.<sup>1</sup> This would give each group a term of six years and would insure a majority of

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<sup>1</sup>

See State Charter - 1913 in Appendix

six in office continuously. The aim was to avoid radical changes in the policy of the board. In 1917 this Charter was declared unconstitutional for the reason that it provided for the election of trustees for a period of six years, which was four years beyond the constitutional limit. In the new Charter it stipulated that the number of trustees was to be seven, and that they were to serve for two years. It also provided that three members be women, and that at the end of each two-year term, two women and one man or three men and one woman be elected.

Philosophy. The educational philosophy during the administration of Superintendent Lufkin was confronted with the task of proving itself against that of the traditional system. In the past, the Elementary School had been designed to carry pupils through a traditional program of studies. The necessity for a common pattern or philosophy to condition classroom procedure in instruction and activities was felt. The new school idea of John Dewey was to replace the formerly accepted philosophy. Even though the new educational philosophy was deemed acceptable, the problem was yet to remain, as there had to be a deliberate and systematic training of teachers to the convictions of Dewey's philosophy. Every teacher had to evaluate himself completely and honestly to determine what part, in this new set-up, he was to play in the evolution of such educational philosophy. He was then to act sincerely in terms of his own convictions. It was defi-



nitely no easy task to break with the reverence and respect held for subject matter. The practice of judging the success of the school by the extent to which it was able to fit the select few for advanced study in the high school was steadily losing ground.

Social and economic factors of this period greatly encouraged the new school idea. The World War with social and economic interruptions played a great part in making changes in the Elementary Schools. Many of the children, especially boys, were forced to replace the earnings of the older brothers or fathers who had been called to service; hence this was one of the most influencing factors. They, therefore, went to work directly from Elementary School, thus causing the timely recognition of the inadequacy of the old philosophy of fitting the child to the curriculum. The problem, however, was what procedure to follow in correcting this recognized inadequacy.

Teaching personnel. During this period in-service-training of teachers was stressed. It is characterized by the continuation of the plan of Superintendent Wolff to train teachers in-service and to hold annually a school of methods for teachers. Teachers applying for substitute work had to attend these institutes. The organization of the Southwest Texas Teachers Institute, for twenty-one counties, was among the noteworthy organizations for purposes of professional improvement. This Institute met at San Antonio for about twen-

ty years (1915 to 1935). Since that time this idea has been characteristic of the San Antonio Public School System down to the present day. The Open Forum held at Jefferson High School now replaces the previous means of providing this need for teachers. In these forums some of the country's most outstanding authorities on methods are presented to the teachers.

By 1920 there were approximately twenty-six teachers in the Negro Elementary Schools. Sixteen of the twenty-six were full time Elementary teachers. The academic training of the average number of teachers was graduation from the old normal school, which was equivalent to two years of college work. Table IV gives a view of the academic status of the teaching personnel in Negro Elementary Schools of San Antonio.

TABLE IV

FORMAL ACADEMIC STATUS OF TEACHERS IN NEGRO ELEMENTARY SCHOOLS IN SAN ANTONIO, TEXAS 1915-1916

Elementary Schools	M. A. Degree	A. B. Degree	Normal 2 yrs. college	1 yr. college	High School	Exam.
Brackenridge	0	1	3	0	4	0
Cuney	0	0	2	4	0	2
Grant	0	0	6	0	2	2
Totals	0	1	11	4	6	4

Salaries. The average salary for Negro Principals of

Elementary Schools in 1916 was \$85.00 per month for twelve months, while that for classroom teachers was \$57.00 per month for twelve months, there being a slight variation according to experience.

Curriculum. The social and economic factors during the administration of Superintendents Lufkin and Meeks gave rise to serious consideration of the inadequacies of the curriculum and instructional methods. In 1910 the elementary curriculum of San Antonio Schools was characterized by the traditional textbook. Pupils were made to fit into the curriculum, and individual needs, abilities, and interests were secondary. The Charter of 1917, under which the present schools now operate, included provisions for compulsory school attendance. This fact together with the report of the Bobbit Survey<sup>2</sup> have been important factors in influencing the curriculum. The writer wishes to give in this study background of legal enactments, rules, and regulations to which reference can be made in the investigation of what progress has been made up to the time of Bobbit's survey of San Antonio Public Schools. The writer wishes to further make the observation that not because of the Charter provision, legal enactments, rules, and regulations has the management of San Antonio

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2

S. F. Bobbit, Survey of San Antonio Public Schools 1914-1915.

Schools been good or bad, but that in most cases it has come about from the character of persons serving on the board or the person occupying the superintendent's position. A review of the superintendency from Bobbit's survey to the present show that the members of the School Board, in the majority, have been persons who have sought the greatest good for the schools and have supported the superintendent in office, in all things that made for progress.

Bobbit's report as a result of the survey had bearing directly upon the curriculum. The criticisms were as follows:

1. That the Board of Education devote less time to matters of detail;
2. That such matters of detail be left to the officers of the respective schools, these officers being the Principals;
3. That departmental supervisors be employed;
4. That the curriculum, being totally inadequate, be reorganized to meet the constantly changing needs of society; and that such organization begin at the Elementary School level;
5. That the Superintendent be relieved of detail duties; and that he be given an assistant; and
6. That each Principal be given a clerk.

The typical curriculum in vogue in the Elementary School at the time of the survey is presented in Table V, showing the grade schedule of the first eight grades.

TABLE V

COURSE SCHEDULE OF GRADES ONE THROUGH EIGHT  
OF THE ELEMENTARY SCHOOLS OF SAN ANTONIO 1914-1915

	Drawing	Spelling	Reading	Numbers	Language
1st. L-	"	"	"	"	"
Gr. H-	"	"	"	"	"
2nd. L-	"	"	"	"	"
Gr. H-	"	"	"	"	"
3rd. L-	"	"	"	"	H. Geog.
Gr. H-	"	"	"	Arith.	English
4th. L-	"	"	"	"	"
Gr. H-	"	"	"	"	"
5th. L-	"	"	"	"	"
Gr. H-	"	"	"	"	Comp. Geog.
6th. L-	"	"	"	"	"
Gr. H-	"	"	"	"	Grammar
7th. L-	"	"	"	"	"
Gr. H-	"	"	"	"	"
8th. L-	"	"	"	"	"
Gr. H-	"	"	"	"	"

From this schedule the reader might get a glimpse of what the subject matter content consisted of during this period. To further reveal the condition of the Elementary School curriculum at this time the writer has included at this point several typical graded lessons characteristic of the period. These lessons were taken from the files and records of teachers during this time. In reviewing the content observers will be able to appreciate the writer's reference to the transition from the old school idea to the new school.

Type Lessons in the Negro Elementary Schools of San Antonio in 1910 for the Fifth Grade:

GEOGRAPHY

Taught Orally

Type Questions:

1. Bound Europe.
2. What sea is south of Russia?
3. What large bay is north of Spain?
4. Name three important peninsulas forming the southern part of Europe.
5. What strait separates Europe from Africa and what waters does it connect?
6. What direction does the Rhine flow, and where does it empty?
7. Name four mountains of Europe.
8. Name the three southern peninsulas of Asia.
9. Name one of the rivers flowing north, one flowing east, and one flowing south in Asia.
10. Name three mountain chains of Asia.

NATURAL SCIENCE

Written

Type Questions:

1. What is wind? How does it differ from air?
2. Where is the pressure of the air greater, at the top of the mountain or at the level of the ocean?
3. Explain the reason why smoke rises in the chimney?
4. What does water always seek?
5. What is the difference between fog and cloud?

There is little need of comment upon the subject of reading, with reference to the subject matter content. The method employed in teaching little beginners deserves mention. Having in view the first lessons of the first reader to be used, the teacher selected such an object for an oral lesson as would bring out statements corresponding to those in the reader. The oral expression of the pupil, brought out under the direction of the teacher, is graphically presented in script forms for the contemplation of the class. Herein is the departure from the known to the unknown, from the oral statement to the written one. The children, by proper drill, are easily led to distinguish one word from another. However crude their first performance was, the teacher always encouraged them. After the children were able to read a number of statements, and had learned the names of most of the letters, and could write them legibly, they were taught their phonic value as they occurred in most of the words learned.

General procedures. Here the writer aims to give a description of general procedures in methods of instruction and school activities in general. The procedure followed by the teacher in directing pupil activity had yet to be dictated by the nature of the activities in which pupils engaged. This, however, was not long to be ignored.

The method of evaluating instruction for the period in question may be summarized briefly. The matter of con-

tent evaluation is presented in the foregoing discussion. It formed the basis for the annual examination in June and indicated the scope of the work in the Public Elementary Schools at that time:

Four kinds of examinations were held in the schools during the year, namely:

- (1) Monthly examinations: given by the teachers in charge of each class over the scope of work for the month;
- (2) Semi-annual text examination: given by the superintendent, to ascertain the uniformity of the grades;
- (3) Annual examinations: given for purposes of graduation in June; and
- (4) Public examinations: to give the parents and friends occasion to observe the work of the school.

The questions, covering the yearly scope of the work were prepared by the Superintendent. The examinations were conducted by the teacher under his supervision. No teacher was appointed to examine her own class, or one of like grade, in order to remove as far as possible, all temptation to partiality. As far as possible the teacher above examines the next lowest grade, leaving the high school classes to be examined by the Superintendent.

The scores of all the classes having been made out, the Superintendent passed upon the score obtained by each pupil at the annual examination, as well as the general average made by the pupil during the year in his monthly examinations. By this method pupils either did or did not receive grade cards of promotion. If the Superintendent had doubts of the pupils eligibility for promotion, he consulted the teacher of the particular class.<sup>3</sup>

The methods of instruction were routine and traditional.

The textbook formed the main nucleus, and all content was



strictly subjective. As early as 1915 health education was introduced but the method of instruction was far from desirable. There was no practice or activity. Supervised play was unheard of, as well as provisions for the grouping of pupils according to individual differences.

Plant and equipment. The Negro Elementary School population up to 1930 was housed in three buildings, namely: Brackenridge, Cuney, and Grant. The latter also carried grades beyond the accepted elementary level. The writer found it impossible to secure accurate data for each of the consecutive years included in this period. The year 1916-1917 was also chosen because in the opinion of the writer it represents the advent of a definite display of public interest. For convenience and purpose of clarity an estimate of the three schools is given from the aspects of buildings, library, room space, desks, and other physical appearances.

TABLE VI

PLANT AND EQUIPMENT IN SAN ANTONIO  
NEGRO ELEMENTARY SCHOOLS 1916-1917

Schools	No. Bldgs. Brick	No. Bldgs. Frame	Room Space	Desks Sing.	Desks Double	Vols. Lib.
Bracken- ridge	2	2	12	393	33	200
Cuney	1	2	10	372		260
Grant	1		8	17	300	300
Totals	4	4	30	782	333	760

Table VI gives an analysis of the Negro Elementary Schools (1916-1917). (There were eight buildings: four frame and four brick, affording a total of 30 room space, 333 double desks, 782 single desks, and 760 library volumes.)

Enrollment and average daily attendance. The writer wishes to call attention to the enrollment in these schools for this particular year. In contrasting the data in Table VII with that in Table VI, one is able to get a representative view of the growth of the Negro Elementary Schools in San Antonio. Table VII presents the enrollment, average daily attendance, and the irregular attendance for each of the respective Elementary Negro Schools for the year 1916-1917.

TABLE VII

ENROLLMENT AND AVERAGE DAILY ATTENDANCE  
IN SAN ANTONIO NEGRO ELEMENTARY SCHOOLS 1916-1917

Schools	Enrollment	Average Daily Attend.	Irregular Attend.
Brackenridge	532	327	205
Cuney	513	281	232
Grant	450	278	172
Totals	1,495	886	609

Table VII will reveal very definite implications if one considers the fact that 609, or almost 42 per cent of the

pupils enrolled in Elementary Schools for this scholastic year were not in regular attendance. In the opinion of the writer this is due to various factors, especially those of an economic nature, made even greater by the World War crisis as mentioned elsewhere in this study.

None of the Elementary Schools included facilities for cafeterias. The equipment may be recognized in a meager number of work benches, maps, globes, and charts. There was little or no playground equipment. Library provisions were very insufficient, and although mention is made in Table VI that each of the schools had a number of volumes regarded as library volumes, it must be stated that many of those volumes were duplicated textbooks.

TABLE VIII

INCREASE IN SCHOOL BUILDINGS DURING THE ADMINISTRATION  
OF SUPERINTENDENTS LUFKIN AND MEEKS

Year	Elementary		Junior		Senior		Total	
	Frame	Brick	Frame	Brick	Frame	Brick	Frame	Brick
1910-11		28				2		30
1911-12		28				2		30
1912-13		28				2		30
1913-14		29				2		31
1914-15		32				2		34
1915-16		32				2		34
1916-17		32				2		34
1917-18		32				3		35
1918-19		32				3		35
1919-20		35				3		38

Table VIII shows the increase in buildings of the Public School System during the period 1910-1920, presents

interesting data for contrast with data in Table III. There were more than eight brick Elementary Schools erected, two of which were for Negroes. The tendency to eliminate frame buildings began about 1905, was culminated during the period 1910-1920.

Summary of findings for the period 1908-1920. The greatest contribution of the period, to the progressive evolution of the San Antonio Elementary School System, may be recognized in the efforts of the administrators to encourage the training of teachers in service. In the opinion of the writer this was without a doubt the most logical point of attack for improvement in the system. In recognizing the need for improvement in content of subject matter, methods, and general policies of the Elementary School, the first step was taken by the administrators to convert its staff, who in the final analysis had the responsibility of executing these new ideas and methods. This fact can be appreciated more, when attention is called to the fact that of all the Negro teachers employed in the Elementary Schools of San Antonio, less than five per cent had a college or university degree, equivalent to four years of college training. It is well to observe further that the type of teacher-training advocated was not of a formal academic nature, but an emergency method on the field with the materials at hand. This was done through schools of method and institutes. Briefly, this period may be regarded as one of incubation. The needs revealed prior

to 1910 were in the process of cultivation, and were to materialize in the period to follow.

The slow growth of the Elementary Schools for Negroes might also be attributed to the slow growth of the Negro population, a fact which the reader must keep constantly in mind throughout the study, in considering data presented in this study.

It must be admitted that the trend of progress of this period is characterized by the recognition of the fact that society maintains schools to train its members how to live agreeably with others, and that as a philosophy of curriculum making, textbook materials are important only as they serve the practical needs of individuals.

Administration. The recommendations made by Dr. Bobbit, after his survey of the San Antonio System in 1914-1915, had not gone unheeded by those responsible for the supervision of public education. The Charter which was made effective by the State Legislation of March 10, 1917 was the basis of administrative organization. Provisions were thus made for: (1) a Board of Education, (2) a Superintendent, (3) an Assistant Superintendent, (4) Directors of Education, (5) Business Manager, (6) Superintendent of Janitors, (7) Directors of Instruction, (8) Director of Cafeterias, and (9) an Assistant Teacher.

The duties of each of the above named persons are here-

with quoted:<sup>4</sup>

Outstanding features of the Charter issued by the Legislature of Texas to the People of San Antonio are as follows:

#### THE CHARTER:

1. Passed by the Legislature March 10, 1917, specifies seven members - three women and four men. Term of office two years - one man and two women elected one year, three men and two women the other year.
2. Gives special power to the Board to validate teacher's certificates from other cities and states.
3. Makes the superintendent chief executive of the Board.
4. Makes the superintendent responsible for selection of teachers whose names be placed before the Board.
5. Makes compulsory the preparation and adoption of an annual budget.

#### The Board of Education:

The Board of Education are the elected representatives of the people. 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 Committee of the Board of Teachers, Cafeterias, Finance, and Building and Grounds. Large credit is due to the present Board for its far-seeing, 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 deems wise

and necessary.

The Superintendent then, of necessity, must be a man of a large scholarship, able business ability, far-seeing vision, sound judgement, broad and understanding sympathy, vast capacity to demand and secure faithful and unwavering operation and assistance; in short, he must in every sense be the leader and guide of the entire system.

Such characteristics are found only in really great men.

#### Assistant Superintendent:

The Assistant Superintendent of Schools is an expert of matters of administration. His attention is largely occupied with records, reports, transfers, and other administrative matters. He also especially concerns himself with education in the colored schools of the City. One of his most important duties is in presenting necessary information concerning the schools to the public.

#### Directors of Education:

The plan of organization employed in San Antonio calls for the divisions of the system to be in charge of Directors of Education. At the present time, there are three directors namely the Director of Elementary Education, the Director of Junior Education, and the Director of Industrial Education. When the organization is complete there will also be a Director of Senior Education. Each director is responsible to the Superintendent of Schools for the work in his particular division.

#### Business Manager:

The Business Manager is the representative of the schools in business transactions. He oversees the purchase and distribution of supplies; receives and opens bids; maintains a comprehensive and accurate system of accounts; handles all funds of the schools; receiving 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. He further acts as the Secretary of the Board of Education.

#### Superintendent of Janitors, Buildings, Grounds:

This officer is in particular charge of the material side of the schools. He hires the necessary janitorial

help and oversees its work. The upkeep and beautifying of the grounds, and 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.

#### Director of Cafeterias:

Commencing with the school year of 1923-24, the direction and operation of the Cafeterias. The entire direction of the cafeteria service of the schools is properly her affair. She hires necessary help, plans general menus, directs the service, purchases all supplies and utensils, audits all moneys received, determines price for food, and handles all matters connected with this department.

#### Directors 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.

#### Teacher Assistants:

In the Elementary Schools, an expert called an Assistance Teacher is in general charge.

Of the work of each grade throughout all the Elementary Schools, the Assistance Teacher is in charge. In general, their duties might be classified as trainers of teachers in service, and also as experts on subject matter and methods of instruction.

#### 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 these divisions of the system.

#### Principal:



The 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 teachers. The further duty of a Principal is to adapt his school to meet the particular needs of the community which it serves.

#### Attorney:

The Board of Education has in its employ a reputable attorney for consultation on points of law and to represent the schools in legal matters affecting them.

#### Architects:

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

#### School Physician:

One of San Antonio's reputable physicians is appointed by the Board to have charge of general health work in the schools. Beginning with the school year, 1924-25, forty-five physicians of the city are cooperating with the school physician.

#### Dentist:

A school dentist is regularly employed by the schools to care for necessary dental work which could not otherwise be done.

#### Nurses:

Four nurses are employed. They largely do emergency work and follow up work in the homes.

#### Attendance Officers:

Five attendance officers work to enforce the compulsory attendance law. Possibility their most important duty is to carry the message of what the school can do to those who are unacquainted with its program.

#### Clerical Help:

Necessary clerical help is provided to assist in the

routine matters of administration. Each Junior and Senior School employes a Secretary. In the administrative office are found the Secretary to the Superintendent, two bookkeepers, bill clerk, clerk to Elementary Department, clerk to Junior Department; clerk to Superintendent of Buildings and Grounds. Temporary clerical help is added as needed.

The perfection of this reorganization was to be effected under the leadership of Dr. Jeremiah Rhodes, Superintendent 1920-25, and his progressive co-workers, especially Miss Elma Neal, Assistant Superintendent of Elementary Division. Fortunately for the administration of this period there were only two superintendents. Dr. Rhodes was succeeded by Mr. Marshall Johnson, 1925-29. A study of the detailed features of the Charter under which the system was to operate, presents plainly the set-up which had to be perfected from the administrative standpoint.

While the administration of Rhodes and Johnson without a doubt, represents the most progressive period in the history of San Antonio Public Schools, its chief point of interest was the perfection of the Junior High School; organization of the system on the 5-3-3 plan; introduction of the unit scale of salaries; and the organization of the system under a full staff of directors and supervisors.

Philosophy. During this period there was a definite shifting of the center of gravity from the subject matter of instruction to that of the child to be taught. The needs, abilities, and interests of the child from a particular community became the concern and determining factor, and not the

more or less traditional subject matter of instruction. Viewed from the angle of child needs, and child welfare the school became a new institution. Facts became to be conceived of as important only in relation to the use they served individual needs, interests, and satisfaction.

With the advent of the newer philosophy, child welfare and social welfare were conceived of as being closely interwoven. The child had to be trained first, and introduced into the membership of the little community, of which he formed a part. From this he had to learn to extend his sense of membership outward to the life of the state, nation, and world civilization. Thus, to awaken a guiding moral impulse; to fill the child with a spirit for service; and to train the child along lines of intelligent self direction, became the great task of the modern school.

Teaching personnel. With the reorganization of the system a new attitude was taken toward professional training of teachers. They were forced to seek further formal academic training to the point of securing college degrees. Under the unit scale of salaries, Negro teachers received compensation commensurate with their professional training and experience. This held true for teachers in general; however, it was not until the last half of the period (1925-1929) that such marked progress was recognized in the Elementary School Division. During the administration of Superintendent Johnson, the Elementary School was the point of interest. Since

the strength of a school lies largely in the hands of the instructors who actually carry on the activities with the child, it was most necessary, therefore, that the teachers become experts in understanding the nature of the child, in addition to having a broad knowledge of subject matter and methods of instruction.

The teacher under the earlier type of school was essentially a drill master, and a disciplinarian. It was his business to see that his pupils learned what was set before them, and to keep order. In the period between 1890 and 1900 this was essentially the role of the teacher in the Elementary School. To impart selected subject matter and to introduce it to the mind of the child, by the most approved psychological methods are the function of the teacher; though rendered much more important during this period, still remained that of an instructor rather than a guide to instruction.

While it cannot be denied that both of the earlier functions of the teacher (drill master and disciplinarian) were retained, much improvement was recognized in the teaching processes employed under the conception of the new school idea. Both teacher and principal came to be expected to think over the work of instruction in terms of local problems, with a view of adopting and adjusting the school work to the particular capacities and needs of the pupils to be instructed. Both a science and an art of education were employed.

During the administration of Superintendents Rhodes and Johnson, teaching became a finer art and a more difficult psychological process than before. Individual results as well as group results were aimed at. The teacher proposed a problem to the pupil and then guided them in examining and studying it. Problems involving life situations became the greatest value. The involving became the thing most valued and not the effort to memorize someone else's solution.

Both teacher and principal were to stand as stimuli to individual activity as whet stones upon which those stimulated could bring their thinking to a keener edge; and as critics by whose help young people might develop their ability to reason accurately, and well. The aim of instruction became that of fitting young people (by any means suited) to their needs and capacities. They were to be trained to face reality and to stand on their own feet.

In order to assure the performance of such tasks by teachers, the administration defined the duties of the teacher and provided expert departmental and special subject supervisors. Following is a brief quotation taken from the San Antonio Public School Bulletin for October 1924 concerning the Elementary School teacher which says:<sup>5</sup>

Each teacher formulates her own program with the assistance of the Principal and Director. The length of

class periods varies from ten minutes in the lower grades to forty-five minutes in the upper grades, and is usually divided into a directed study period and the recitation proper. Very little "homework" is required of the child, any study outside regular school hours being the result of a desire on the pupil to continue work in which he became interested in the classroom.

Each generation has its unique educational problems to solve but the education of teachers appears to be a social constant that always demands our best thought. Much consideration must be given to Victor Cousin's words, as the teacher, so is the child.<sup>6</sup> The statement remains as true today as it was when written a century ago. The statement may be even more true today since the development of a broadened philosophy of education demands the introduction of progressive techniques and skills. Today's school demands not only trained technicians but liberally educated men and women as the teachers of American boys and girls. The present day teacher has the philosophy that fits the needs of the needs of the growing youth.

Curriculum. With the complete reorganization of San Antonio Public Schools on the 5-3-3 plan, a splendid opportunity was afforded for the study of specific needs of the various departments. The aim of the curriculum is to provide such content as will give pupils the physical, intellectual, moral, and social training needed. The aim is directed not

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Rice, Administration of Public School Personnel,  
MacMillan Company, 1933.

only at preparation for participation in adult life, but for intelligent living now. The elementary curriculum of this period represented a definite shift from the textbook content to the child and his immediate needs. It was at this level that guidance became a prime factor in health, education, recreation, play, and all activities in which all pupils engaged. The following quotation taken from the Bulletin of San Antonio Public Schools characterized the elementary curriculum for this period:

#### PROGRAM OF STUDIES:

It is generally conceded that pupils learn more readily and retain better, things they feel a need for knowing.

In the Elementary School, where the most important problem is to teach children to read, to write, to spell, and to use numbers effectively, effort is made to so organize the classroom work that the pupil will feel the need of acquiring these abilities, in order to accomplish purposes that are recognized by him as worth while. The traditional school subject, Reading, Writing, Spelling, Language, Arithmetic, Nature Study, Geography, History, Civics, Health Education, Music, and Art are thus included in our program of studies as a means of developing the abilities of pupils and in bringing them closer in relationship with the society of which they are a part.

#### REVISION OF COURSES:

Constructive work, looking to improvement of the curriculum has been going on for the past year. A complete revision of courses is being made by Committees of Principals, Grade Assistants, and Teachers under the guidance of the Director.

The following outline was used in constructing the curriculum:

1. Critical appraisalment of subject matter by grades.
2. Suggestive methods of procedure.

3. Listed projects of activities.
4. Standard of achievement.
5. Bibliography.

A minimum essential is set up by grades. Constant checking of the work is emphasized.

Several typical lessons are given with their objectives and procedures. These will serve to contrast with the typical lessons given as representatives of the preceding period.

Arithmetic. A monogram in arithmetic for elementary grades was developed through the combined efforts of the entire department. Principals and teachers contributing largely to the development and testing of all material. Final work in putting the material in form was carried out under the direction of the head of the department and her assistant. The entire committee gave the best thought. Much of the material incorporated in the course grew out of the desires of the children and resulted from experiments conducted in their schools. The course was based on sound principles of teaching, and learning, with a philosophy of education which recognizes the child as the center of interest.

They assume the curriculum to be a series of guided experiences selected from real life situations and so related to the interests and needs of the learner, that what is learned now serves to integrate the total life experiences of the child. The curriculum deals with real life problems which are so related to life that the child sees the need of



these learnings in every day life experiences.

Health education. The purpose of instruction in this area is to promote normal, robust children, free from defects and diseases. In so far as possible, it aims to give them wholesome ideals built upon a ground work of healthful habits developed in their early years.

In order to attain this goal each of the Elementary Schools has required a minimum of eight semester hours of physical education of each teacher. Three full time school nurses are employed in the work. Their work consists in examining children for common defects of ears, eyes, nasal breathing, teeth, and posture. This is, however, augmented by recreational activities, supervised by teachers including group games, sports, and athletics.

Social studies. The course of study in social studies illustrates the center of interest procedure most adequately. The principle set forth in this course is a child's interest as a basis for the new educational program. The school is setting up a program of work which has a personal connection with the immediate life needs and interests of the child. It starts with his needs and interests, rather than around academic studies, except when life needs coincide with school subjects.

The scope of work follows:

Low First - The child's games, pets, and toys.

- High First - Home life in the city and on the farm.
- Low Second - The community is relative to the home.
- High " - Child life in other lands.
- Low Third - Primitive life.
- High " - San Antonio past and present.
- Low Fourth - Geography and History of Texas.
- High " - World explorers connected with United States History and Geography of countries that sent explorers and of the countries explored.
- Low Fifth - Interdependence of the nations of the world in trade, health, and culture. Social study courses, courses of study monographs, Elementary School.

#### General Social Studies Objectives:

1. To develop ethical character.
2. To instill good citizenship.
3. To encourage good health habits.
4. To instill worthy home membership.
5. To impart the knowledge of the use of leisure time.
6. To develop vocational efficiency

Specific objectives. To give children an intelligent understanding of the geographic conditions which influence the lives and occupations of the people, and the products in various parts of Texas, the United States, and the world.

To give a knowledge of historical events, conditions, and persons that will develop a pride in the achievements of

the past, and feeling of responsibility in carrying on the work of the world.

To carry further the training in character, education, and healthful living begun in the lower grades.

To give children an appreciation of the contributions of various sections, and people of the world.

In selecting the material of the social studies in the upper elementary grades only those facts, principles, historical movements, and contemporary institutions are included that are necessary to the development on the part of youth for an understanding of the modern world in which he lives. There should be a fuller account of a relative small number of important things of present history, geography, and civic books, along with which may be stories, episodes, anecdotes, and a more complete illustration or narrative.

From a standpoint of learning, the materials of social studies are first, those highly personalized materials that can be learned best in vivid gripping human setting, and secondly, those materials learned easily without particular personal realizations.

The project plan is a method of instruction in the Elementary Schools. Through the plan an attempt has been made to unify the work of the grade. All subjects contribute their part to the development of some large unit of purposeful activity. The necessary drive is furnished through the interest of the children, while satisfactory outcome of ac-

tivities give immediate worth to the subject matter. In this procedure, teacher guidance is essential and it is here that supervisors, assistant teachers, and special supervisors play an important part. This plan was introduced in 1924 with the advent of the junior high school organization; however, its influence extended down into the Elementary School.

An examination of records from 1924-1927 showed the results of such practice to be the achievement of desirable aims and outcomes, with both teachers and pupils happy and interested in this type of work. They are developing habits of thinking and working that are of supreme social importance.

The classroom library is another of the innovations of this period which is of singular importance to the improvement of elementary procedure. Each classroom has a library suited to the age and development of the grade group. The books are secured through the Board of Education and the Parent Teacher Associations of the respective Elementary Schools.

Such terms as (1) program of studies, (2) course of study, (3) curriculum, (4) supervision, (5) elementary school, (6) objective and subjective tests, (7) and guidance took on definite and specific meanings; however, some were vague and useless from the standpoint of practical use. Program of studies, defined as a list of all subjects offered in the school, was distinguished from course of study, defined as an outline of subject content. Curriculum took on the connotation of an orderly and progressive arrangement of subjects

with the object of training for a particular purpose. Beginning this same year the Elementary School was redefined as that portion of the public school system including grades one through five. Supervision, regarded as the systematic and cooperative relationship of supervisor and teacher, was re-emphasized. In the line of general procedure, the attention given to the method of evaluating instruction was perhaps the most significant. Serious attention was given to the merits and desirability of objective tests versus that of the traditional subjective tests.

In the flow of reconstruction, revision, and building taking place at this time, the influence of the scientific movement in education was not overlooked. Educational measurement was regarded as a basis of education procedure and for this reason provoked an unusual interest in the problem of individual differences, ability grouping, and general intelligence of school children. The development of such interest in educational procedure soon attracted attention to the expensiveness and general handicaps of failure. This particular aspect was considered in relation to the high school; however, it, like other innovations, found its influence extending down into the Elementary Division. Pupil failure was acknowledged as a general evil of the pupil school system. Failures are costly in money and grossly injurious in their emotional effect upon the failing individual. Practically all causes of failure as given by teachers and pupils may be

removed by changes in curriculum content, administrative procedure, teacher-training, teacher-attitudes, and teacher personalities. Emphasis was placed on the fact that society maintains schools to train its members how to live agreeably with others. As a philosophy of curriculum making, textbook material became useful only as it could be employed in forming judgements, loyalties, appreciations, and skills in all things, material and mental. As further aids in preventing failures, administrators gave more serious attention to school environment, housing, teacher-selection, placement, and curriculum content. Many of these considerations for improvement may be attributed to the survey of 1928 conducted by Doctors Marberry and Shelby of the University of Texas, although their survey was concerned with overcrowded conditions.

#### CAUSES OF FAILURES:<sup>7</sup>

(Causes as given by mental hygienists)

1. No adequate examination - mental or physical.
2. Over emphasis of subject matter - teachers' devotion to subject.
3. Over emphasis of instruction. Teacher teaches too much, pupil passive.
4. Antagonism between teacher and pupil.
5. Neglect of types. Some pupils learn by being told,

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W. H. Burnham, The Normal Mind. New York: D. Appleton and Company, 1925, p. 458.

others by doing.

6. Neglect of the individual.
7. Neglect of the brighter child, the exceptional becomes retarded.
8. Neglect of defective.

Teachers list the causes as (1) lack of mental ability, (2) laziness, (3) shows, (4) parties, (5) difficulty of studying at home, and (6) dislike of study and illness. Illness constitutes the smallest per cent of failure. Upon careful examination, however, it is observed that any one of these causes for failure might be traced directly to any one of the causes listed by Burnham.

Noteworthy at this time, also was the impetus given the general environment of the Elementary School by the organization of numerous pupil clubs, with designated purposes, aims, or objectives. The listings below characterizing the clubs begun during this period and are typical of such organizations as they existed under the superintendency of Rhodes and Johnson.

#### General purposes.

#### CLUBS

1. Receive and welcome visitors to the school.
2. Boost all activities of the school.
3. To develop school pride or spirit.
4. To train for leadership.
5. To teach courtesy among student body.

6. To raise the standard of scholarship.
7. To develop Christianity in students.
8. To do better the things that they are doing each day.
9. To develop worthy citizenship.
10. To encourage high ideals.
11. To offer and promote wholesome interests in recreation.
12. To guide in finding and giving the best.
13. To develop better personality and character habits.
14. To unite in a better spirit of fruitfulness.
15. To encourage fair play and good sportsmanship.
16. To train in cooperation.
17. To create further interest in certain curriculum subjects.
18. To add zest to class work.
19. To practice distinct speaking and creative writing.
20. To discover and develop talents in special abilities.
21. To serve the school and community.

Administration. The third division of this study will be concerned with the administration of Superintendents Chester J. Cochran (1930-1938) and Isiah E. Stutsman to the present time. During this period Superintendent Hartley was succeeded by Mr. J. C. Cochran, who served from 1930 to 1938. Mr. Cochran was interested in progressive education and advocated the introduction of anything indicative of progress.



Superintendent Cochran was succeeded by the present Superintendent I. E. Stutsman in 1938. Little examination is necessary with reference to the administration for this period as its work, the present status of the Public School System, exemplifies the character far better than words can describe. To the administration of this period fell the task of executing plans, and effecting definite methods of procedure which had already been inaugurated. The first half of the period was essentially one of experimentation.

Philosophy. The philosophy characteristic of this period is identical with that of the previous one. Experience is the keynote of the new education. Education, defined by John Dewey as, "Reconstruction or reorganization of experiences which adds to the meaning of other experiences and increases ability"<sup>8</sup>, was definitely the goal of the Negro Elementary Schools. The following quotation taken from the World Book of the National Survey of Education of Teachers simplifies the philosophy of the San Antonio Elementary Schools:

We believe in the people of America; in their power to maintain a free and intelligent government; and in their desire to so educate and train their children as to provide a constantly progressing democracy.

We believe in the boys and girls of America; in their

capacity for such education and their desire for efficient living.<sup>9</sup>

Teaching personnel. The trend which began in 1925 toward increased academic training of teachers, in San Antonio Schools, was representative of a national movement.

The National Survey of Education of Teachers showed that even though much progress had been made following the World War, in increasing the qualifications of teachers, two-thirds of the teachers of the United States did not have four years of college education. It was also found that the standards for Elementary teachers was lower than those for other teachers. There was a practice of issuing certificates to teachers in rural and elementary schools who had just finished high school. State Certificate Laws, in nearly all states, made it possible for a teacher to prepare for teaching in one school division and then accept a position to teach in a different division. This practice encouraged a general education of teachers with a minimum of pre-service, professional preparation. It was further shown that American teachers spent one-fifth to one-fourth of their college periods in courses in the fields of educational psychology, methods, and practice teaching. Elementary teachers took much more work in education and practice teaching than did second-

ary teachers. Such was the national personnel equipment as found by the survey of 1930-1931.

In 1925 San Antonio teachers began an educational movement to the extent that in 1930 approximately 80 per cent of the teachers in Negro Elementary Schools had earned Bachelor of Science or Bachelor of Arts degrees from accredited state colleges. There are at present, 1940, thirty-four classroom teachers, three principals, and three clerks in the Negro Elementary Schools, with qualifications as indicated in Table IX.

TABLE IX  
ACADEMIC STATUS OF TEACHERS  
IN NEGRO ELEMENTARY SCHOOLS 1939-1940

No. Teachers	Degree A.M.	Degree A.B.	2 Yrs. Col.	1 Yr. Col.	Total
Booker T.	1	13	0	0	14
Cuney	0	13	0	0	13
Grant	1	12	0	0	13
Totals	2	38	0	0	40

The data in Table IX contrasted with that in Table IV reveal the remarkable progress made along these lines. It also compares favorably with progress made in the same direction by the other group. The writer was able to ascertain that more than 50 per cent of the teachers engaged in class-

room teaching are at present pursuing graduate work during the summers.

Curriculum. The curriculum in the past, left almost entirely to guess work, had passed away. No lofty or high sounding aims and objectives were left without interpretation at this time. The comment made by Dr. Bobbit brought curriculum making to earth. "Objectives that were only vague, high sounding, hopes and aspirations were avoided". Character building, harmonious development of individuals, social efficiency, general discipline, and self realization are just a few of the terms to which he insisted that definite meanings be attached. He brought to the attention of the educators that all the terms were valid enough but too cloud-like for guiding practical procedure. They belong to the visionary adolescence of our profession. According to Thorndike, to attain the ultimate, aim may need to be varied to suit difference in sex, race, age, previous training, and circumstances.

As a result of these demands for specific objectives, there has arisen a new theory of curriculum construction and a new theory of approach. The central theory is simple, human life, however varied, consists in the performance of specific activities. Education that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class, they can be discovered. This requires only that one go out in the world of affairs, and discover the particulars of which these affairs consist. These will show the abilities, attitudes, habits, appreciations, and forms of knowledge that men need. These will be the objectives of the Curriculum. They will be numerous, definite, and particularized. The Curriculum will then be a



11:40-12:00 VOCABULARY WORK (3 days a week)  
 TECHNICAL LANGUAGE (2 days a week)

Noon

1:00-1:30 ARITHMETIC PERIOD  
 1:30-1:45 MUSIC  
 1:45-2:00 WRITING (3 days a week)  
 NATURE STUDY (2 days a week)

Recess

2:10-2:25 SPELLING  
 2:25-3:00 LITERATURE (1 day a week)  
 LIBRARY PERIOD (1 day a week)  
 PHYSICAL EDUCATION, GAMES (2 days a week)  
 CLUB (1 day a week)

General procedures. Guidance, scientific techniques, and educational measurement, have been the lines along which marked improvement which in procedures have been made since 1930. Concentration in these areas of procedures is responsible for the present status of the San Antonio School System, and especially the Elementary division. Detailed comment is herein given with reference to trends in these significant areas.

Guidance is a part of all education. Guidance is that which directs educational growth and as the Elementary School

is the child's initial educational step, its part in guidance is very important. It is in the Elementary School, through proper guidance, that something takes place in individuals, changes are made, or briefly speaking, through guidance the individual makes changes in himself.

In the Elementary School of San Antonio, (the first five grades) habit formation and moral standards are important rather than major decision leading to divergent educational paths. Regularity in expected activities, promptness in meeting school engagements, trustworthiness in acceding to school rules, cooperation with others for the good of all the school's enterprises, happiness in learning, and success in school work, are the universal necessities for the Elementary school curriculum. They are more important than any school subject of instruction and they require direct rather than indirect guidance. In the Elementary School we are to think more about the child than about subjects. It is here that guidance is concerned with directing pupils in skills and activities among which are: going to school willingly and regularly, studying each subject and lesson as required, using good methods of study, keeping careful records of assignments and the like. Cooperation with others, forming habits of promptness, regularity, initiative and thoroughness. Skillful guidance here will form habits that carry over in any profession or vocation.

Emphasis on guidance naturally ran parallel with sci-

entific methods of evaluating and determining objective data with reference to individual pupils.

The superiority of the standardized tests over the old type tests as a measuring instrument may be considered in the light of Thorndike's definition of education as the "making of useful changes in human beings".<sup>10</sup> Educational leaders may differ as to what constitutes useful changes, but they can hardly take exception to this definition as a general proposition. This being the case, measurement becomes necessary from time to time in order to determine the changes brought about as the result of teaching. Teachers have always endeavored to measure progress of pupils toward a goal, and to diagnose defects by means of testing. The development and use of standardized tests may therefore be regarded as the extension and improvement over the old device. They are more precise and exact than ordinary teachers' examination, and so accomplish the purpose of testing more reliably. They enable one to set up definite goals of achievement because measurements are more objective and less influenced by personal judgement. They also permit the set up of natural and obtainable forms, because they are based upon the actual attainments of the pupils within their school condition. The new type is valid while the old is not.

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E. L. Thorndike, Educational Principles. New York: MacMillan Company, 1934, pp. 16-17.



Whatever is taught in the Elementary School should have some present and future utility to the learner. It is also true that economy of time in education is important. Sound business principles demand that the state should get a maximum return from its monetary expenditures. It can be effected only by a high quality of instruction with material fashioned to meet the needs of the various economic, social and racial group.

If maximum returns are to be had from any educational program, there must be adequate educational guidance for all pupils. This guidance can never be attained fully unless there is at hand a definite knowledge of the mental ability and educational achievement of the pupils to be taught. This testing should be done in the Elementary School and passed on with other accumulative records to the junior schools as a basis of guidance in that school.

In the Elementary School, guidance is a school procedure which includes all the educational activities for which the public schools are responsible. Guidance in the Elementary Schools may properly include all the studies, activities and exercises that are regularly outlined in the school and included in the school's program.

In the Elementary School, guidance improves instruction, encourages good work, and eliminates ineffective efforts and misapplied energy.

The "Success School" movement<sup>11</sup> originally initiated in the Phyllis Wheatley Negro High School, 1935-1936, has reduced failures from eight per cent under the old plan to practically none under the present system. It has helped in the elimination of truancy and "class cutting", as well as improved pupil interest in achievement, by providing for individual differences. The "Success School" movement has changed the attitude of the student body from an anxious mark-seeking group to a happy, satisfied achievement group.

It has created in the community an increased interest in the school and has turned the school into a community asset. The influence of this experiment has greatly effected procedure in the Negro Elementary Schools.

The experiment in the prevention of failure was conducted in Phyllis Wheatley High School, San Antonio, Texas, 1935-1936 and 1936-1937. To keep the idea of failure from the minds of the pupils the name "Success School" was adopted. The enrollment the first year was 654, and the second year 673. The curricula consisted of the usual academic subjects and courses in beauty culture, band, chorus, sewing, architectural and free-hand drawing, industrial arts, home making, maid service, home economics, laundering, catering,

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S. J. Sutton, The Non Failure Plan Experiment, University of Colorado, 1937, Unpublished Thesis for Master of Arts .

commercial work, vocational Smith Hughes Carpentry, and vocational and auto mechanics. There were eighteen home rooms and eleven classroom with twenty-six teachers.

First step in the guidance program in the "Success School" was to discover what each pupil was able to do. This study was made by the faculty members based on a study of the previous records. The teachers' evaluation is, of course, an important factor in the "Success School". She must motivate, stimulate, and encourage continually so that success will follow interest in any effort. It is made clear to the pupil that he will fail if he does not put forth his best efforts in every task assigned. The plan affords an opportunity for the development of individual talent, interests, and needs. Guidance, in a varied program of activities; freedom of choice of curriculum; a curriculum based on pupil ability, aptitude and participation in school management; and freedom of action within the school as a social institution, characterize the "Success School".

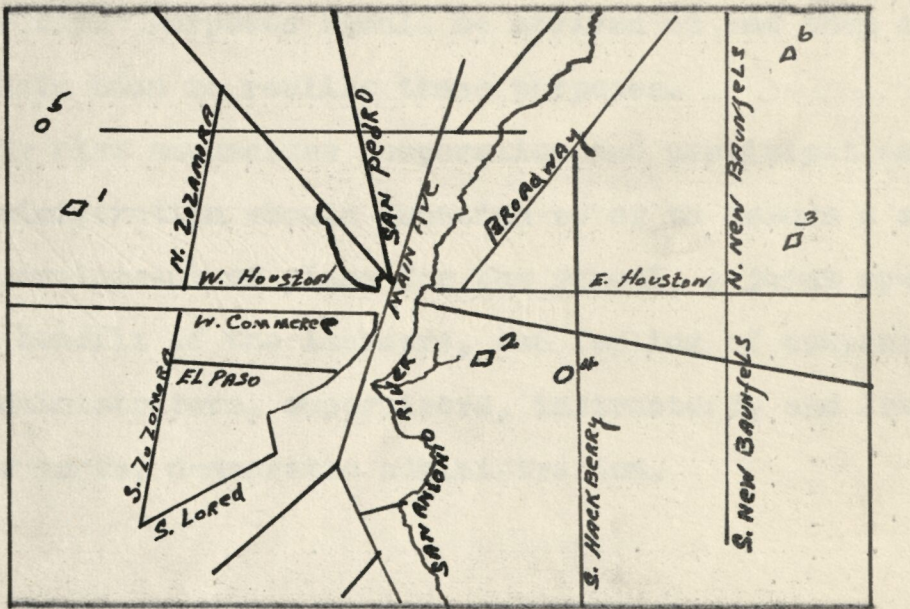
Plant and equipment. School facilities have continued to increase in accordance with the increased enrollment. There are at present three Elementary Schools for Negro children all of which are modernly constructed with adequate modern equipment. The average has twelve room space, with a total evaluation of \$65,000 for building and grounds.

These schools are strategically located with reference to accessibility and convenience to the Negro scholastics of

San Antonio. Noteworthy in this connection is the location of the junior high school with relation to the Elementary Schools. To accommodate the west side scholastics, one of the former elementary buildings, Dunbar (frame), is used as branch of the junior high school. Recently overcrowded conditions on the west side made it necessary to retain the sixth grade at Grant Elementary School. Following is a spot map showing the present location of the Negro schools of San Antonio.

### CHART III

#### LOCATION OF NEGRO SCHOOLS IN SAN ANTONIO WITH SPECIAL REFERENCE TO THE ACCESSIBILITY



○ JUNIOR SCHOOLS  
□ ELEMENTARY SCHOOLS  
△ SENIOR SCHOOLS

- 1-Grant Elementary School
- 2-Cuney Elementary School
- 3-Booker T. Washington
- 4-Douglas Junior High
- 5-Dunbar Junior High (Branch of Douglas Junior)
- 6-Phyllis Wheatley High

Superintendent Stutsman is one of the most able and outstanding superintendents in the history of the San Antonio Public School System. He is furnishing creative leadership to the teaching profession and to the board of education.

Superintendent Stutsman emphasizes that administration must be judged ultimately in terms of what it contributes to learning and to the attainment of the purposes of our school. In his administrative duties, he emphasizes direction; that is, the school as an institution created by society for educational purposes can't go in all directions and exist. It cannot be an aggregation of individuals, each going his own peculiar way. Purposes should be arrived at and then a course laid down to realize these purposes.

He also emphasizes cooperation and participation in that administration should function so as to assure a sharing in the development of plans for the school, a joint operation for the benefit of the learners, and feeling of companionship among administrators, supervisors, instructors, and learners; in other words, democratic administration.

## CHAPTER IV

### GENERAL SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

Types of work emphasized in San Antonio Schools, during the period from 1910 to 1926 and from 1926 to 1940, are recognized in contrasting the traditional school with the present day school. During the first period (1910-1926) the Elementary Schools were designed to carry pupils through a traditional program of reading, writing, and arithmetic. Pupils were compelled to fit into the set-up regardless of interests, abilities, and needs. From 1926 to 1940 a philosophy was maintained that experience and active participation were the keynotes in education. Education aimed at nothing less than the production of an individual, through the integration of experiences. The whole child is to be educated, hence the materials of life are as broad as life itself. Desirable experience involves not only intellectual attainments, but physical and emotional expressions. Thus, the vocabulary of the new school has coursing through it a unitary integrating theme of individuality, personality, and experience.

There is definite recognition of the fact that personality evolves from within, and that it individually develops only through growth in the power of self propulsion. The new

idea of education endeavors to substitute a drawing out process for the traditional coercive regime. It aims to develop capacity for self expression. As a result of the examination of the questionnaires, records, and interviews, it was revealed that schools were anything but democratic and representative of real social institution. The new school provided numerous curricula activities for pupil participation and expression. With the advent of the progressive idea debate clubs, literary clubs, bands, basketball, and supervised play became a part of school activities. This freedom of expression naturally had its effects on the activities in the Elementary Schools, and more especially in the Negro Elementary Schools, as most of them carried several higher grades.

A changed society and changed public opinion have brought to bear (1) better physical facilities; (2) more and better equipment; (3) larger playgrounds; (4) progressive leadership; (5) and a changed teaching personnel. There is definitely a demand for better teacher preparation. Age, sex, and marital status of teachers, training and experience are factors of importance in determining the eligibility of teachers in the San Antonio Elementary Schools.

Teacher-patron cooperation is a welcome and beneficial activity of the present Elementary School. Progressive Parent Teacher Associations, health programs (clinics), library facilities, contribute much to the success of the Negro Elementary School in San Antonio. These schools today have lost

much of that old selective function, and are today designed to receive all children of specified ages of the compulsory school laws, and to provide for them educational opportunities suited to their needs.

The problem of the curriculum during both the periods designated as 1910-1926 and 1926-1940, is not merely a problem because outward conditions have changed, but because education has started to move in different directions. At the bottom of the scale, in the Elementary School, we meet the demand for enrichment of life, which find expression in the introduction of subjects like music, drawing, and nature study. As the other end of the scale in high school we find presented all kinds of quasi-vocational interests which were formerly taboo. These interests are embodied in the various special curricula into which high school and college offerings are being differentiated. This marks an unmistakable conviction that higher educations must prepare for more or less direct participation in the activities of society.<sup>1</sup>

Intensive study of such plans as the Rochester, Buckingham, Dalton, and Winnetka greatly influenced the reorganization of the San Antonio Schools. The introduction of the project method, which combines group study, pupil participation in assignments, supervised study and recitation, have

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Harold Rugg, The Child-Centered School. New York: World Book Company, 1935.



done much to enhance the effectiveness of the Elementary School.

From 1910 to 1920 the Elementary Schools did not include supervised play in their programs. Club activities were not emphasized. The major participation demanded was the textbook. The only activity having the semblance of a club was the Friday afternoon programs held in the higher grades. These programs were not planned by either teacher or pupils.

Conclusions. This study has led the writer to draw several conclusions which are herein stated. The data show that:

1. The growth of the Negro Elementary Schools in San Antonio has been continuous, progressive, and commensurate with the increasing Negro Elementary scholastic population.
2. The progressive growth characteristic of the Elementary Schools has been in accordance with natural social changes.
3. In spite of the unusual degree of growth in the Negro Elementary Schools, there yet remain undemocratic practices, recognized in (1) insufficient provisions for a greater scope in grouping children according to individual differences; and (2) an in-

sufficient number of teachers in the Elementary Division of the School System.

4. The responsibility for a larger per cent of academic training, and efficiency of Negro scholastics rest upon the effectiveness of the opportunities afforded in the Elementary Schools. This is due to the fact a very large per cent fail to enter the junior school upon graduation from the first level.

Recommendations. Analysis and consideration of the data secured in this study suggest some necessary adjustments and additions for the Negro Elementary Schools in San Antonio. In view of these findings it is recommended that:

1. The San Antonio Elementary Schools for Negroes be reorganized to include grades one through six, in order to meet a more practical need of Negro Elementary scholastics of San Antonio. By raising the Elementary grade level to six years, more fundamental training would be afforded those pupils who automatically drop out after the first level of graduation has been attained.
2. The learning processes and experiences in the Elementary Schools become more adaptable to the nature of real life enterprises, which call for maximum self direction, assumption of responsibility, crea-

tive thinking, planning, and exercise of choice in terms of desired values.

3. Guidance in the Elementary Schools be made more intensive and extended to cover all areas. Especially should it cover personal, social, health, education, and vocational areas.
4. Current information regarding occupations and the occupational status of the Negro be made available to Elementary School children; this may be realized through occupational courses placed at the upper level of the Elementary grades and through current library materials placed at the disposal of the children; in any event such information should be provided before graduation from this level of the School System.

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