

THE DEPUTY STATE SUPERINTENDENT IN TEXAS
FROM 1933 TO 1941

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CHAPTER I

INTRODUCTION

Problem

The purpose of this study was to determine the effect of the work of the Deputy State Superintendents on the high schools of Texas.

Scope

This study was made for the first eight years of operation of the office of Deputy State Superintendent, and includes the school years of 1933-34, 1934-35, 1935-36, 1936-37, 1937-38, 1938-39, 1939-40, and 1940-41. It deals only with the high schools of Texas. The word school as used anywhere in the study means high school.

Sources of Data

The data used in this study were secured by personal conferences, questionnaires, and from bulletins published by the Texas State Department of Education. The data for Chapters II and IV were secured from eight bulletins published by the Texas State Department of Education for the years covered by this study, and entitled Standards and Activities of the Division of Supervision. The data for

Chapter III were obtained through a questionnaire sent those persons who have served as Deputy State Superintendent during the years covered by this study.

Organization

This study is presented in four chapters. The first chapter gives a statement of the problem, the scope of the problem, the sources of the data, and the organization of the study for presentation.

The second chapter includes a brief history of the office of Deputy State Superintendent. It also includes the duties performed by the Deputy State Superintendents in Texas each year from the year the office was created to 1940-41, inclusive. These summaries are made as visitation for classification, visitation for accreditation, visitation for equalization, visitation for other purposes, teachers' meetings attended, conferences held, talks made, and miles traveled each year since the office was established in 1933. Eight tables are included in Chapter II.

The third chapter deals with the qualifications of the Deputy State Superintendents and their effect on the activities of the Deputy State Superintendent. These qualifications are divided into training and experience. The training of the personnel is considered on the basis of the number of semester hours of college credit the Deputy State Superintendents had in English, government, history, natural

science, business education, economics, sociology, foreign languages, physical education, industrial arts, library science, mathematics, music, elementary education, high school education, supervision, and school administration. The highest degree held is also given. The experience of the personnel is divided into experience as a classroom teacher, as a supervisor, as a school administrator, and as an other school employee. Four tables are included in Chapter III.

The fourth chapter deals with the progress made by the schools of Texas since the office of Deputy State Superintendent was established. The criteria taken for the measurement of this progress were the number of schools recommended for original classification, the number of units of accreditation granted each year, the number of schools dropped each year, the number of units added to the list of accredited subjects each year, the number of schools employing only teachers with degrees from standard institutions each year, the number of schools with increased length of term each year, and the number of children who each year had the advantages of an accredited high school as a result of the system of transportation and high school tuition.

CHAPTER II

THE DUTIES AND ACTIVITIES OF THE DEPUTY STATE SUPERINTENDENTS

For the past nine years the State Department of Education in Texas has administered its standards and regulations concerning the schools through the various Deputy State Superintendents stationed at district centers throughout the state. At the present there are twenty-four Deputy State Superintendents who, under the guidance of the Director of Supervision, act as agents of the Committee on Classified and Accredited Schools.

Brief History and Purpose of the Office

In the summer of 1933 a new plan for the merger of the Department of Rural Aid and the High School Division was announced by the State Superintendent.¹ The plan of the new organization was included in the annual report of the Director of Supervision to the Committee on Classified and Accredited Schools at its Spring meeting in 1934.

On Aug. 1, 1933, State Superintendent L. A. Woods announced a plan whereby the activities of the two divisions of supervision would be merged under a single administrative set-up. The position of Chief Supervisor of High Schools was changed to Assistant State

¹Texas State Department of Education, Standards and Activities of the Division of Supervision, 1933-34, p. 15.

Superintendent and Director of Supervision. The administrative staff of the Division of Supervision has been set up as follows:

Assistant Superintendent and Director of Supervision

Assistant Superintendent in Junior High Schools

Director of Rural Aid

Secretary of Rural Aid

Librarian

Twenty-two Deputy State Superintendents (formerly supervisors)

The purpose of this plan of supervision was to enable the State Department of Education to give more supervision and less inspection to the schools of the state. The Deputy State Superintendents were stationed over the state at twenty-two strategic centers. This distribution of the supervisory force gave each of the schools of Texas a closer contact with the state system of education.²

The organization and arrangement of the Division of Supervision has remained essentially the same from the time it was organized. In 1935 the number of Deputy State Superintendents was increased from twenty-two to twenty-four, and has remained constant since that time. The functions of the Deputy State Superintendents have also remained essentially the same as those set out by the State Department of Education at the time the office originated. This can be seen from the statement of the Division of Supervision concerning the present function of the Deputy State Superintendents:

²Ibid., pp. 15-16.

The deputy state superintendent under the guidance of the Director of Supervision acts as an agent of the Committee on Classified and Accredited High Schools. From him can be secured the annual and triennial report forms; to him must be sent name and information in regard to subjects to be accredited. He visits schools with these objectives in view: to determine whether or not standards of instruction and physical equipment are being reached and are being maintained, and to work out with the local authorities methods and means of improving, if possible, the efficiency of the school. In working toward these objectives, he studies the organization and administration of the school; he observes classroom procedures; he examines written work and plans of teachers; he holds conferences with the superintendent and faculty and with the board of trustees on advice of the superintendent. As a state official he is a custodian of textbooks; hence it devolves upon him to see that all laws and regulations concerning adopted textbooks are observed. As the registrar he reports to the Division of Supervision courses to be added and dropped. This obligates him to drop credits of all courses not taught for two years or not standard in quality. At the end of his visit he makes a written report of his findings to the Director of Supervision who in turn passes this report on to local school authorities.³

Centers of the districts in which the Deputy State Superintendents reside have remained practically the same since the establishment of the office. These centers are usually located near the center of the district and at points which the Department of Education considers of greatest advantage and convenience to those who are affected by the supervision of the Deputy assigned to that district. In the main, these centers are located in the larger towns of the district.

³Texas State Department of Education, Standards and Activities of the Division of Supervision, 1940-41, p. 30.

Duties of the Office

The duties attached to the office of Deputy State Superintendent are both administrative and supervisory in nature. These duties consist chiefly of visitation, attending teachers' meetings within the district, holding special conferences both at their own suggestion and upon an invitation from the local school authorities, and making talks at meetings of teachers, school officials, service clubs, non-profit organizations of the community, and other groups interested in or influencing the schools directly or indirectly.

Visitations

Visitation for Classification. -- Visitation to schools for classification includes visits to schools already classified but not accredited, and to schools seeking increased classification or original classification.

Since little distinction was made between classified and accredited schools for the first three years after the office of Deputy State Superintendent was established, it was difficult to arrive at the number of schools visited for classification and the number visited for accreditation. Up until 1936-37 the report of the Director of Supervision grouped the visitations for classification with the visitations for accreditation.⁴ The division as it appears is

⁴Texas State Department of Education, Standards and Activities of the Division of Supervision, 1935-36, p. 15.

made upon the assumption that all schools seeking original classification or increased classification were visited, and that if the total number of schools visited for classification was less than the number of schools appearing on the classified list -- indicating some classified schools were not visited -- those schools not visited were schools already classified and accredited. This assumption was verified by a conversation with one of the deputies.⁵ Beginning with the year 1936-37, the reports of the Director of Supervision clearly separates the visits for classification from those for accreditation.

There is no uniform increase or decrease in the number of visits made to schools seeking original classification, increased classification, and those already classified but not accredited.

The year of 1940-41 shows the fewest number of schools visited for classification, which might indicate that the schools are becoming more standardized as either two-year or four-year high schools and are then working on increased accreditation. In general, the greatest number of visits for classification was made the first four years, while the least number was made during the last four years. The greatest number of visits was made during the year of

⁵Verified in conversation with Alex Dickie, formerly Deputy State Superintendent in Texas.

TABLE 1

NUMBER OF SCHOOLS VISITED FOR CLASSIFICATION
EACH YEAR FROM 1933-34 TO 1940-41*

Year	Number of Schools
1933-34	183
1934-35	127
1935-36	64
1936-37	326
1937-38	83
1938-39	149
1939-40	35
1940-41	49

*The data in this table and all other tables in this chapter were secured from the Standards and Activities of the Division of Supervision for the years shown in the table.

1936-37, which is the first year the Division of Supervision made a clear-cut distinction between the visitation for classification and that for accreditation.

Visitation for accreditation. -- As has been pointed out in the discussion of visitation for classification, the visitation for accreditation became distinct from that for classification in 1936-37. The visitations for accreditation show a steady increase from the time the present program of classification and accreditation was made effective until the year of 1940-41, when there was a decrease of twenty-one compared with 1939-40.

The fact that certain physical requirements are set up for four-year high schools and for two-year high schools,

TABLE 2

NUMBER OF SCHOOLS VISITED FOR ACCREDITATION
EACH YEAR FROM 1933-34 TO 1940-41

Year	Number of Schools
1933-34	762
1934-35	989
1935-36	1083
1936-37	1212
1937-38	1234
1938-39	1298
1939-40	1342
1940-41	1321

together with the slight decrease in the number of schools visited in 1940-41, might indicate that fewer schools are remaining that are eligible for increased accreditation. The Division of Supervision has the following regulation:

Two-year high schools must have an assessed valuation of at least \$250,000.00; four-year high schools, \$500,000.00 before they become eligible for classification. Valuation and tax rate should be such that schools will be provided with all necessary equipment, with adequate salaries, and with required length of term.

The minimum in the high school department of newly organized four-year and two-year high schools is 63 and 30, respectively. This ruling is made in the interest of efficiency and economy.⁶

Another indication that at some time the number of visits required for schools seeking increased accreditation will decrease is the ruling of the Division of Supervision concerning the number of credits a high school may receive:

Schools with fewer than 99 pupils in high school and less than \$1,000,000 property valuation subject

⁶Ibid., p. 24.

to taxation for school purposes must be restricted to a maximum of 20 credits, including the required subjects for graduation.⁷

It is possible that the slight decrease shown in the number of visits for accreditation in 1940-41 could have been influenced by this ruling.

Visitation for equalization. -- One of the most important of the Deputy State Superintendents' administrative duties is the recommendation of various schools for participation in the equalization fund. This fund is administered by the State Superintendent through the Division of Equalization and under the supervision of a Joint Legislative Committee.⁸ A section of the Legislative act follows:

There is hereby provided a special Joint Legislative Committee composed of five (5) members of the Senate to be appointed by the President of the Senate and five (5) members of the House of Representatives to be appointed by the Speaker of the House of Representatives. . . . Said committee shall concur with the State Superintendent of Public Instruction in regulations and interpretations governing the administration of this Act. Said committee shall also receive and adjust appeals from the decisions of the State Superintendent. Said committee is also directed to study the school laws of this State in order that said laws may be recodified.⁹

⁷Texas State Department of Education, Standards and Activities of the Division of Supervision, 1940-41, p. 49.

⁸The section of the equalization law providing for the Legislative Advisory Committee has recently been ruled unconstitutional by the Attorney General.

⁹Texas State Department of Education, Public School Laws of the State of Texas, 1941, p. 245.

The State Superintendent of Public Instruction is made directly responsible for the rules and regulations necessary to carry out the Act as passed by the Legislature. This section of the law is presented in the following excerpt:

It shall be the duty of the State Superintendent of Public Instruction, and he is hereby authorized, to take such action and to make such rules and regulations not inconsistent with the terms of this Act as may be necessary to carry out the provisions and intentions of this act, subject to the approval of the Joint Legislative Advisory Committee created in this Act, and for the best interests of the schools for whose benefit the funds are appropriated. It shall be the duty of the State Superintendent of Public Instruction to appoint the number of Deputy State Superintendents hereinafter authorized to make a thorough investigation, in person, of the school plant, teaching staff, and financial condition of each school applying for aid; and no aid shall be given unless it can be shown that all provisions of this Act have been complied with and that such amount of aid is actually needed as shown by the approved budget and actual expenditures and that the funds are being used as approved.¹⁰

Upon appointment by the State Superintendent of Public Instruction, the Deputy State Superintendents become responsible for the actual visitation of the districts applying for aid, for the inspection of the schools applying for aid, and for the recommendation of the amount of aid to be granted. The Legislative act provides that:

The Deputy State Superintendents authorized under the provisions of this Act are hereby directed to visit all schools desiring aid under the provisions of this Act. Such inspection as required in Article 6 shall be completed and reports made to the Director of Equalization not later than January 31st of each scholastic

¹⁰ Ibid., p. 241.

year. Such Deputy State Superintendent shall again check to ascertain whether the standards are being maintained and the funds used as approved.¹¹

Since the number of schools eligible to receive equalization aid is great, the number of visitations of the Deputy State Superintendents for the purpose of determining the amount of aid to which each school is entitled is greater than the number of visits made for any other purpose.

TABLE 3

NUMBER OF VISITS MADE FOR EQUALIZATION
EACH YEAR FROM 1933-34 TO 1940-41

Year	Number of Schools
1933-34	3591
1934-35	3311
1935-36	3204
1936-37	2972
1937-38	3735
1938-39	3561
1939-40	3878
1940-41	3841

The least number of schools visited for equalization was in 1936-37, while the greatest number was during the years of 1939-40 and 1940-41. The increase during these last two years was probably due to the liberalization of the regulations concerning eligibility of schools to participate. This liberalization took place with the increased appropriations for equalization at each session of the Legislature.

¹¹Ibid., p. 243.

Miscellaneous visitations. -- There are some miscellaneous purposes for which the Deputy State Superintendents visit the schools. These are not subject to classification and are grouped together as other schools visited by the Director of Supervision in his annual report to the Committee on Accreditation.

TABLE 4

NUMBER OF SCHOOLS VISITED FOR MISCELLANEOUS PURPOSES,
INCLUDING STANDARDIZATION, EACH YEAR
FROM 1933-34 TO 1940-41

Year	Number of Schools
1933-34	831
1934-35	536
1935-36	1239
1936-37	1086
1937-38	1082
1938-39	1131
1939-40	2312
1940-41	2092

It will be noted that the number of miscellaneous visits made by the deputies has, in general, increased. The years of 1934-35, 1936-37, and 1937-38 show slight decrease over the preceding years. However, when it is considered that this decrease represents a falling off of thirteen and one-half visits per Deputy State Superintendent for 1934-35, it becomes significant in view of the fact that an average of approximately thirty-eight visits per Deputy were made for the preceding year. The decrease shown in

1937-38 is insignificant, being a decrease of only four visits for the total twenty-four deputies.

Visitations for standardization. -- No data were available on the visitations for standardization up to 1939-40. The 1,985¹² schools visited for standardization in 1939-40 and the 1,878¹³ schools visited for the same purpose in 1940-41 are included in the number of schools visited for those two years. It is probable that the schools visited for standardization are included in the number of schools visited for each of the other years given, since no distinction was made in visitation for standardization before 1939-40.

The fact that the Deputy State Superintendents are subject to call of schools at any time the problem justifies, and the fact that they represent the state administration and are, therefore, able to speak with some degree of finality, is probably a cause for their being required to visit an increasing number of schools on miscellaneous business each year.

Other Duties

Teachers' meetings attended. -- Among the other duties

¹²Texas State Department of Education, Standards and Activities of the Division of Supervision, 1939-40, p. 16.

¹³Texas State Department of Education, Standards and Activities of the Division of Supervision, 1940-41, p. 17.

of the Deputy State Superintendent is the attendance at an ever-increasing number of teachers' meetings within the district under his supervision, such as the county teachers' meeting, and district and local unit meetings of the Texas State Teachers Association.

TABLE 5

TEACHERS' MEETINGS ATTENDED EACH YEAR
FROM 1933-34 TO 1940-41

Year	Number of Meetings Attended
1933-34*
1934-35*
1935-36*
1936-37	329
1937-38	421
1938-39	483
1939-40	558
1940-41	602

*The number of visits made for these years was not available.

Attendance of the Deputy State Superintendents at teachers' meetings is given in the reports of the Director of Supervision under the heading of Promotion of the Educational Program.¹⁴ This entry indicates that the Deputy who is in attendance is responsible for the interpretations of the regulations of the Division of Supervision as well as the promotion of the general program and objectives of the State Department of Education.

¹⁴Ibid., p. 18.

Conferences held. -- Another activity in which the Deputy State Superintendents engage to a great extent is the holding of conferences. These conferences may take the form of conferences with the many individual persons who visit the office of the Deputy State Superintendent. It may also be with groups of trustees who call at his office for interpretation and application of some regulation. It is his expressed duty to hold conferences with the superintendents, faculty, and with the board of trustees on the advice of the superintendent.¹⁵

TABLE 6

NUMBER OF CONFERENCES HELD EACH YEAR
FROM 1933-34 TO 1940-41

Year	Number of Conferences Held
1933-34*
1934-35*
1935-36*
1936-37	471
1937-38	784
1938-39	1756
1939-40	2439
1940-41	1986

*Number of conferences held during these years not available.

There was a continued increase in the number of conferences held up to 1940-41, when there was a decrease of

¹⁵Texas State Department of Education, Standards and Activities of the Division of Supervision, 1938-39, p. 30.

18.5 per cent. The greatest number of conferences held was in 1939-40, when there were held an average of a little more than 101 conferences per Deputy State Superintendent.

Talks made. -- The number of talks made by the Deputy State Superintendents has increased from 684 during the first year for which the data were available to 1,109 for the last year reported. These talks were made to various groups, as mentioned before, but they were chiefly to the teachers, trustees, and administrators, or to lay groups definitely interested in education.

TABLE 7
NUMBER OF TALKS MADE EACH YEAR FROM
1933-34 TO 1940-41

Year	Number of Talks Made
1933-34*
1934-35*
1935-36*
1936-37	684
1937-38	808
1938-39	918
1939-40	514
1940-41	1109

*The data for these years were not available.

It will be seen that the increase in the number of talks made has been almost sixty-two per cent for the five years covered by this study. This increase has been continuous except for the year of 1939-40, during which the

number of talks made by the Deputy State Superintendents decreased forty-four per cent from the preceding year, or an average of approximately seventeen talks each.

Number of miles traveled. -- The large area which each Deputy State Superintendent is required to cover and the great number of schools over which each has supervision makes it necessary that he travel extensively in performing his duties. The fact that he is required to visit most of his schools twice each year, and sometimes more, increases the mileage a great deal.

TABLE 8

NUMBER OF MILES TRAVELED EACH YEAR FROM
1933-34 TO 1940-41

Year	Number of Miles Traveled
1933-34	328,270
1934-35	339,370
1935-36	367,668
1936-37	374,334
1937-38	346,352
1938-39	389,284
1939-40	388,560
1940-41	380,467

While the increase in miles traveled has not been continuous, it will be seen that the number of miles traveled has in general increased 52,197 from the first year to the last year covered in this report. This represents an average increase in the number of miles traveled by each Deputy

State Superintendent from 14,921 miles during 1933-34 to 15,853 during 1940-41. The greatest number of miles traveled per Deputy State Superintendent was during 1938-39, when he traveled an average of 16,220 miles.

In the report of the Director of Supervision the mileage traveled during the year is divided into miles traveled at state expense, and miles traveled by courtesy. The mileage here given is the total number of miles traveled each year on official business.¹⁶

Summary

The summary for visitation shows an average of 127 visits per year for the purpose of classification, which is an average of approximately 5.4 visits per Deputy State Superintendent. The average number of visitations per year for the purpose of accreditation is 1,155, and the average per Deputy State Superintendent is 51.3. The average number of visits made for equalization per year is 3,511.6, and the average number of visits for equalization per Deputy State Superintendent is 156 per year. The Deputy State Superintendents made a total of 10,309 visits for miscellaneous purposes during the eight years. The average number of visits per year is 1,288, and the average number of visits per Deputy State Superintendent per year is fifty-seven. The total number of teachers' meetings attended for the five

¹⁶Ibid., p. 15.

years for which data were available was 2,393. The average number of teachers' meetings attended per year is 478.6, and the average number of teachers' meetings attended per Deputy State Superintendent per year is 21.3. The total number of conferences held for the five years is 7,436. The average number of conferences held per year is 1,487.2, and the average number of conferences per Deputy State Superintendent per year is 66.1. The total number of talks made for the five years for which the data were available was 4,033. The average number of talks made per year was 806.6, and the average number of talks made per Deputy State Superintendent per year was approximately thirty-six. The total number of miles traveled for the eight years was 2,914,205. The average number of miles traveled was 364,281 per year, and the average number of miles traveled per Deputy State Superintendent per year is 16,190.

If one might describe the Deputy State Superintendent in terms of individual averages for a period of eight years, he is a man who has made an annual average of 51.3 visits for accreditation, 156 visits for equalization, 5.4 visits for original classification, fifty-seven visits for miscellaneous purposes, and 21.3 visits for teachers' meetings. He has held 66.1 conferences per year, made thirty-six talks per year, and traveled 16,190 miles per year.

The duties performed and the activities engaged in by the Deputy State Superintendents indicate a constant effort on his part to increase the efficiency of the schools of Texas.

CHAPTER III

THE QUALIFICATIONS OF THE DEPUTY STATE SUPERINTENDENT AND THEIR EFFECT ON HIS ACTIVITIES

Data used in this chapter were secured by a questionnaire sent to each person who had served as Deputy State Superintendent at any time from August 1, 1933, to July 31, 1941. There have been sixty-two persons who have served as Deputy State Superintendents from 1933 to 1941. Of these sixty-two, two are deceased, the questionnaires sent to three were returned unclaimed, and the addresses of four were not available. Of the fifty-three questionnaires sent, twenty-nine, or approximately fifty-five per cent, of them were returned. These represent approximately forty-seven per cent of the total number of persons who have served as Deputy State Superintendents, and should be an adequate sampling for this study.

Training

The training of each person who had served as Deputy State Superintendent was considered under seventeen different fields. The number of semester hours of college credit in each of the seventeen fields is shown. The highest degree held by each person who has served as Deputy State

Superintendent is also shown. The different fields in which the number of semester hours of credit are shown are English, government, history, natural science, business education, economics, sociology, foreign languages, physical education, industrial arts, library science, mathematics, music, elementary education, high school education, supervision, and administration.

The number of semester hours of credit in English for those who have served as Deputy State Superintendent ranges from twelve to forty-six. The fact that no one has fewer than twelve semester hours of credit in English is probably due to a degree requirement by colleges and universities.¹ Eight have the minimum of twelve semester hours of credit in English, nineteen have eighteen semester hours or fewer, while ten have more than eighteen semester hours of credit. The mean semester hours of credit in English is nineteen, and the median is eighteen.

The range in credit in government is from zero to thirty-six semester hours. Four persons have no credit in government, fifteen have six semester hours or fewer, twenty-two have twelve semester hours or fewer, while only eight have more than twelve semester hours of credit in this subject. The mean number of semester hours of credit in

¹Bulletin of North Texas State Teachers College, No. 140, July, 1941, p. 47.

TABLE 9

THE HIGHEST DEGREE HELD AND THE NUMBER OF SEMESTER HOURS OF CREDIT HELD
IN EACH SUBJECT BY EACH OF THE TWENTY-NINE DEPUTY
STATE SUPERINTENDENTS

Supervisor	English	Government	History	Natural Science	Business Education	Economics	Sociology	Foreign Languages	Physical Education	Industrial Arts	Library Science	Mathematics	Music	Elementary Education	High School Education	Supervision	School Administration	Highest Degree
1	46	..	6	18	..	4	..	12	..	40	..	12	..	8	6	..	2	BA
2	27	6	6	18	9	6	6	..	3	..	..	9	..	..	18	6	12	MS
3	12	6	6	12	36	6	6	18	..	..	..	12	..	6	30	12	24	MA
4	12	..	18	6	36	6	..	..	..	..	..	4	..	10	18	8	21	MS
5	25	12	30	31	..	6	..	12	9	..	..	12	..	24	30	6	24	MA
6	12	9	12	24	..	2	30	4	18	..	..	24	..	10	27	9	4	MEd
7	24	18	42	18	9	12	..	24	12	..	..	12	..	12	12	6	12	MA
8	30	2	20	8	..	..	4	6	4	..	..	4	1	12	12	12	24	MA
9	18	..	30	6	12	6	6	..	18	6	..	6	4	24	24	18	18	MA
10	18	10	20	12	..	9	3	12	9	..	..	12	32	5	10	4	10	B Mus
11	15	9	9	33	..	12	6	..	12	12	6	9	..	6	30	12	12	MS
12	18	30	24	12	..	9	6	18	..	..	..	15	..	3	9	6	12	MA
13	12	3	24	12	6	3	6	12	6	..	..	6	..	18	12	6	18	PhD
14	18	24	18	6	6	6	..	12	6	..	..	6	..	6	12	18	18	MA
15	24	21	21	12	6	..	6	12	..	..	..	3	..	15	36	15	21	MS
16	18	6	30	6	..	9	30	..	6	..	..	9	..	6	15	12	15	MEd
17	13	14	18	13	3	..	..	13	6	..	..	15	..	6	6	12	24	MA
18	12	14	10	30	..	3	6	22	..	..	..	30	..	18	24	10	10	MA
19	12	..	18	12	..	..	2	..	1	..	..	10	..	..	38	4	2	MS
20	16	2	20	15	3	2	26	24	..	..	..	6	2	14	13	11	12	MA
21	12	9	12	12	..	3	..	45	6	..	..	18	..	6	12	9	18	MA
22	24	12	21	18	12	6	6	12	6	3	..	12	..	9	18	6	6	MA
23	15	6	6	18	..	6	12	..	..	28	..	24	..	12	18	6	12	MS
24	24	2	18	2	..	..	4	22	..	..	..	6	6	12	18	6	32	BA
25	18	12	12	6	3	3	18	12	..	..	..	18	..	..	18	12	18	MA
26	12	6	12	24	..	20	6	..	..	..	..	12	..	..	57	12	30	MS
27	18	36	9	24	4	8	3	12	6	..	..	12	..	6	6	12	30	MA
28	24	24	46	6	..	4	..	6	..	..	..	6	..	11	10	6	18	MA
29	24	6	12	30	3	..	..	..	12	..	..	9	9	3	27	24	30	MS

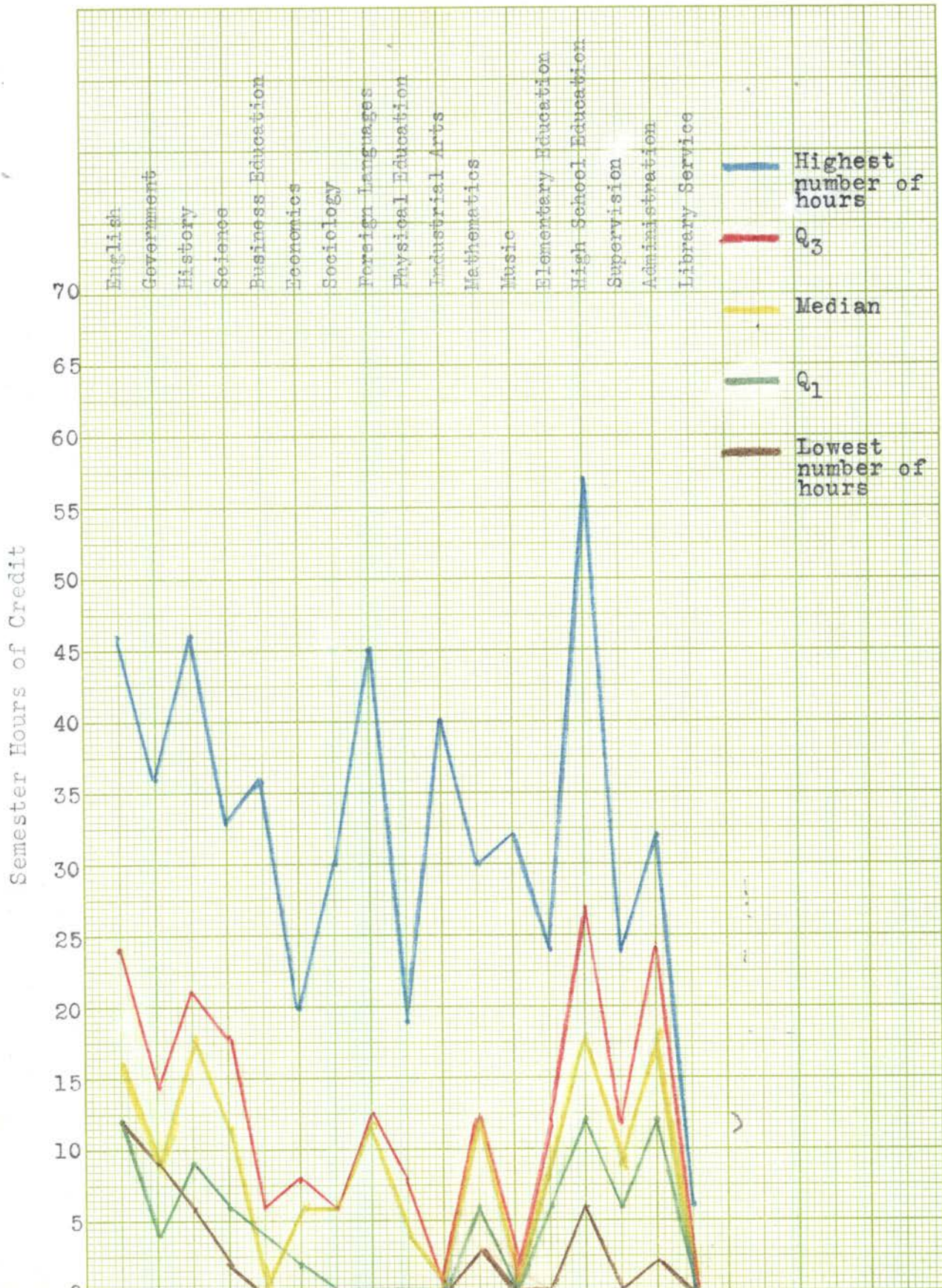


Fig. 1. -- The upper extreme, Q₃, median, Q₁, and the lower extreme of semester hours of credit held by the Deputy State Superintendents in each subject.

government for those who answered the questionnaire is 10.3, and the median is nine.

The public school laws of Texas provide that any person certified to teach in the schools of Texas must have credit to the amount of one semester hour each in Federal and State Constitutions.²

All twenty-nine of those answering the questionnaire hold some credit in history. The range is from six to forty-six semester hours of credit. Twelve have twelve semester hours or fewer, twenty-four have twenty-four semester hours or fewer, and five have more than twenty-four semester hours of credit in history. The twenty-nine answering the questionnaire have a total of 530 semester hours of credit in history, or an average of 18.28 semester hours of credit in this subject. The median semester hours of credit in history is eighteen.

Each person answering the questionnaire has credit in natural science. Only one has credit for fewer than six semester hours. Seven have six or fewer semester hours, fifteen have twelve semester hours or fewer, twenty-five have twenty-four semester hours or fewer, while four have more than twenty-four semester hours of credit in natural science. The range is from two to thirty-three semester hours of credit in natural science. The twenty-nine answering the questionnaire have a total of 444 semester hours

²Texas State Department of Education, School Laws of the State of Texas, 1941, p. 21.

of credit in natural science or an average of 15.3. The median is twelve.

Fifteen of the twenty-nine reporting have no credit in business education. The range of credit in this subject is from zero to thirty-six semester hours. Eight have credit for six semester hours or fewer, while two have credit for thirty-six semester hours. The range of semester hours of credit in business education is from zero to thirty-six. The average number of semester hours of credit in business education is five, and the median is zero.

The range of credit in economics is from zero to twenty semester hours. The twenty-nine Deputy State Superintendents reporting have a total of 156 semester hours of credit in economics. Six have no credit, twenty-one have credit for six semester hours or fewer, seven have from seven to twelve semester hours of credit, and one has twenty semester hours of credit. The average number of semester hours of credit in economics is 5.4, and the median is three.

The total number of semester hours of credit in sociology is 192. The average credit in sociology is 6.62, and the median is six. The range of credit in sociology is from zero to thirty semester hours. Nine have no credit in sociology, twenty-four have six hours or fewer, one has twelve semester hours of credit, and one has eighteen

semester hours of credit. Three have twenty-four or more semester hours of college credit in sociology.

No effort was made to separate the credit in foreign languages into the various languages. The twenty-nine persons who answered the questionnaire have a total of 310 semester hours of credit in foreign languages. Nine have no credit in foreign languages, twelve have credit for six semester hours or fewer, twelve have from twelve to eighteen semester hours of credit, while five have credit for more than eighteen semester hours in foreign languages. The range of credit in foreign languages is from zero to forty-five semester hours. The average number of semester hours of credit in foreign languages is 10.7, and the median is twelve.

Physical education is now required by law to be taught in the public schools of Texas.³ However, the law merely prescribes that instruction in physical education shall be made a part of the course of study, and makes it the duty of the State Superintendent of Public Instruction to prepare a course of study in physical education.⁴

The range of college credit in this subject for the twenty-nine answering the questionnaire is from zero to

³Texas State Department of Education, Standards and Activities of the Division of Supervision, 1935-36, p. 78.

⁴Ibid., p. 78.

eighteen semester hours of credit. Twelve have from six to twelve semester hours of credit, fifteen have fewer than six semester hours of credit, twelve have no credit, and two have credit for eighteen semester hours. The average number of semester hours of credit in physical education is 4.8, and the median is four.

Only five of the twenty-nine persons answering the questionnaire have credit in industrial arts. One has six semester hours of credit, one has three semester hours of credit, one has twelve semester hours of credit, one has twenty-eight semester hours of credit, and one has forty semester hours of credit. The total number of semester hours of credit in industrial arts is eighty-nine. The average number of semester hours of credit is approximately three, and the median number of semester hours of credit is zero.

Only one person who answered the questionnaire has credit in library science.

The range of college credit in mathematics is from three to thirty semester hours. Nine of the persons reporting have six semester hours of credit or fewer in mathematics, thirteen have from seven to twelve semester hours of credit, four have from thirteen to eighteen semester hours of credit, four have twenty-four semester hours of credit, and one has credit for thirty semester hours in

mathematics. The total number of semester hours of credit in mathematics is 333, which gives an average credit of approximately 11.5 semester hours. The median semester hours of credit in mathematics is twelve.

Only six of the persons who answered the questionnaire have credit in music. The six have a total credit of fifty-four semester hours, and of this fifty-four semester hours of credit one person has credit for thirty-two semester hours, one has credit for nine semester hours, one has credit for six semester hours, one for four semester hours, one for two semester hours, and one for one semester hour.

The range in credit in high school education is from six to fifty-seven semester hours. Eleven have credit for from six to twelve semester hours in high school education, eight have from thirteen to eighteen semester hours, two have from nineteen to twenty-four semester hours, and eight have credit for more than twenty-four semester hours in high school education. The total number of semester hours of credit in high school education is 556. The average number of semester hours of credit in high school education is 19.5, and the median is eighteen.

Three of the persons answering the questionnaire have no credit in elementary education. Thirteen have six semester hours or fewer, twelve have from seven to eighteen

semester hours of credit, three have twenty-four semester hours of credit, and one has credit for thirty semester hours in elementary education. The total credit in elementary education is 262 semester hours. The average is nine semester hours, and the median is eight semester hours.

One of the persons reporting has no credit in supervision, and two have only four semester hours. Twenty-two have credit for from six to twelve semester hours, one has fifteen semester hours, two have eighteen semester hours, and one has twenty-four semester hours. The total number of semester hours of credit in supervision is 280. The average number of semester hours in supervision is 9.65, and the median is nine.

The range in credit in administration is from two to thirty-two semester hours. The total number of semester hours of credit in administration is 498, while the average number of semester hours of credit is approximately seventeen. Four have credit for six semester hours or fewer, fifteen have credit of from seven to eighteen semester hours, six have credit of from nineteen to twenty-four semester hours, and one has credit for more than twenty-four semester hours. The median semester hours of credit in administration is eighteen.

Two of the persons who answered the questionnaire had only the bachelor's degree. One held the doctor's degree, and twenty-six held the master's degree.

Experience

The number of years of experience each person who answered the questionnaire had at the time he assumed his duties as Deputy State Superintendent is given in Table 10. The types of experiences the Deputy State Superintendent had had are classroom teaching, supervision, administration, and other types of school work.

One reported no experience as a classroom teacher. The range of experience in classroom teaching is from zero to nineteen years. The total number of years of experience as a classroom teacher is 185, the average is 6.4, and the median is five. Ten Deputy State Superintendents had fewer than five years of experience as a classroom teacher, fourteen had from five to ten years, two had from eleven to fifteen years, and two had from sixteen to nineteen years.

Seventeen of the Deputy State Superintendents who answered the questionnaire reported no experience as a supervisor, twenty-four had fewer than five years of experience as a supervisor, and four had from five to ten years of such experience. One had twelve years of experience as a supervisor. The total number of years of experience as a supervisor was fifty-one, while the average number of years of experience was less than two. The median is zero.

Only one person reported no experience as an administrator. Eight had fewer than five years of experience as

TABLE 10

NUMBER OF YEARS OF EACH TYPE OF EDUCATIONAL EXPERIENCE THAT EACH DEPUTY STATE SUPERINTENDENT HAD HAD AT THE TIME HE ASSUMED HIS DUTIES AS DEPUTY STATE SUPERINTENDENT

Super-visor	Classroom Teacher	School Supervisor	School Adminis-trator	Other type of Work	Total
1	16	6	..	1	23
2	15	2	10	5	32
3	4	..	7	..	11
4	19	..	19	..	38
5	6	..	13	3	22
6	9	8	1	..	18
7	1	..	16	2	19
8	5	12	12	..	29
9	5	..	10	..	15
10	4	1	1	..	6
11	6	6	12	1	25
12	4	..	8	..	12
13	5	2	2	..	9
14	2	..	10	..	12
15	3	..	5	..	8
16	6	..	6	7	19
17	3	2	6	..	11
18	8	..	22	..	30
19	8	..	12	2	22
20	14	1	3	1	19
21	2	..	3	..	5
22	4	..	14	..	18
23	..	..	3	..	3
24	6	..	10	..	16
25	10	..	13	..	23
26	5	..	9	..	14
27	4	3	8	..	15
28	6	6	4	..	16
29	5	2	10	..	17

an administrator, twelve had from five to ten years, six had from eleven to fifteen years, two had from sixteen to twenty years, and one had twenty-two years of experience as an

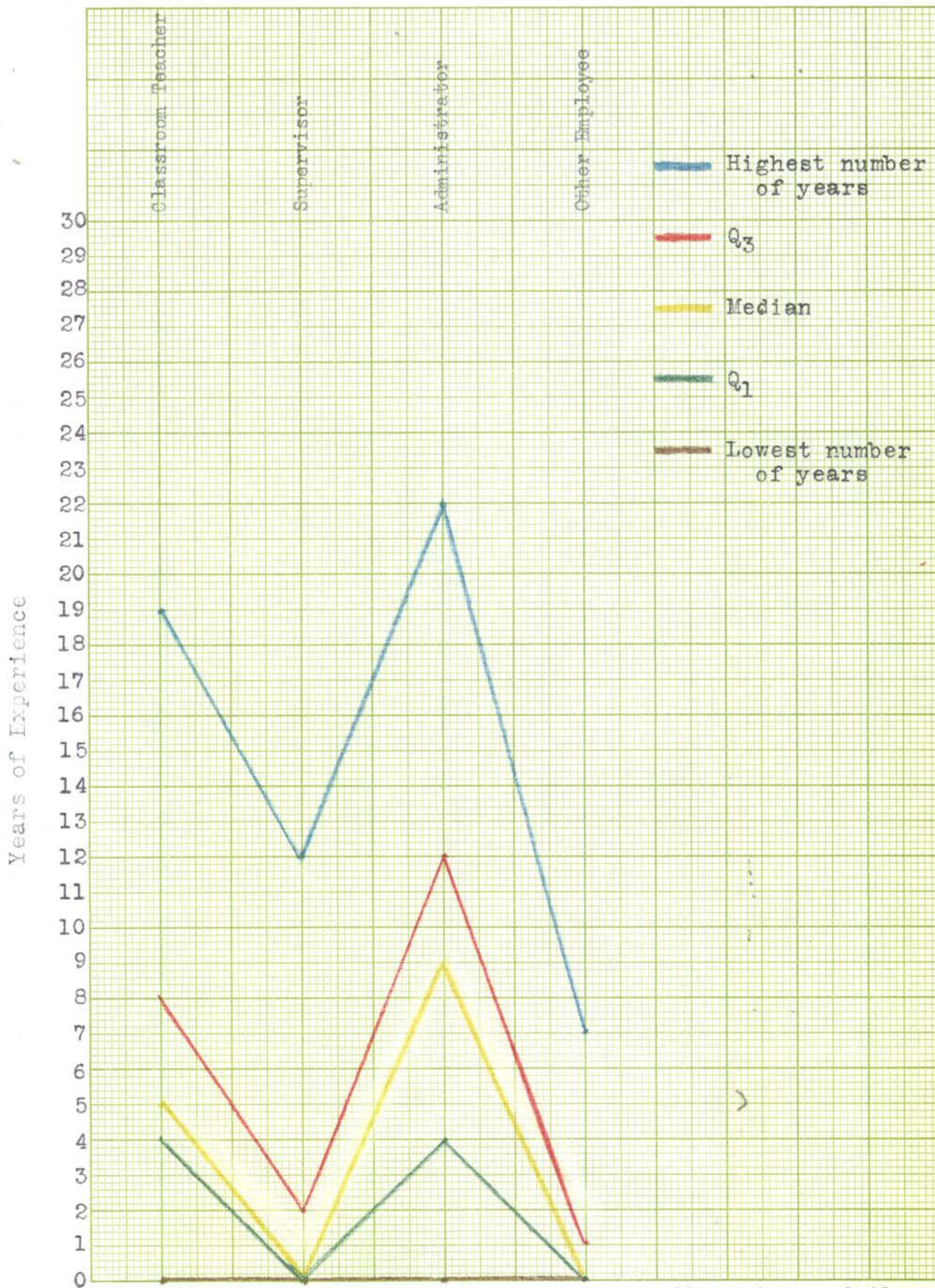


Fig. 2. -- The upper extreme, Q_3 , median, Q_1 , and the lower extreme of experience held by the Deputy State Superintendents in each field.

administrator. The total number of years of experience as an administrator was 249, the average being approximately 8.6 years. The median is nine.

Eight persons reported other types of work as part of their educational experience. Three had one year as an employee in other types of school work, two had two years, one had three years, one had five years, and one had seven years. The total number of years in other types of school work was twenty-two, while the average number of years was less than one.

Time Spent in Various Activities

Each person who acted as Deputy State Superintendent during the year of 1940-41 was asked to estimate the per cent of his time given to each of six activities. The six activities listed were office work, teachers' meetings, special conferences, visitations, talks, and other activities.

The estimates on the per cent of time spent in office work ranges from three per cent to forty per cent. Only one Deputy State Superintendent estimated less than ten per cent for office work, six gave from ten per cent to fifteen per cent, six estimated from sixteen per cent to twenty per cent, one estimated twenty-five per cent, and one estimated forty per cent of his time spent in office work. The average per cent of time estimated for office work was seventeen.

TABLE 11

THE PER CENT OF HIS TIME THAT EACH DEPUTY STATE
SUPERINTENDENT SPENT IN EACH ACTIVITY
DURING 1940-41

Deputy State Super- intend- ent	Office Work	Teach- ers' Meet- ings	Special Confer- ences	Visita- tion	Talks	Other Activ- ities
7	20	10	10	50	5	5
8	10	2	5	70	3	10
9	10	5	3	70	5	7
10	15	10	5	60	5	5
11	25	3	3	63	3	3
12	20	5	5	65	5	..
14	10	5	10	50	5	20
15	15	3	3	75	3	1
17	16.6	8.33	16.6	50	8.33	.14
18	3	1	5	90	1	..
20	40	2	6	40	2	10
21	20	5	10	55	2	8
25	20	5	5	65	5	..
26	10	1	2	80	1	6
27	20	5	5	60	2	8

The range of the estimates given for time spent in teachers' meetings was from one per cent to ten per cent. Twelve estimated that five per cent or less of their time was given to teachers' meetings, and three estimated from six per cent to ten per cent. The average per cent of time estimated as given to teachers' meetings was 4.7.

The time estimated as given to special conferences ranged from two per cent to 16.6 per cent. Ten Deputy State Superintendents estimated five per cent or less of their time was given to special conferences, one estimated six per cent, three estimated ten per cent, and one estimated 16.6 per cent. The average estimated time for special conferences was 6.2 per cent.

The range of time estimated as given to visitation was from forty per cent to ninety per cent. Four Deputy State Superintendents estimated from forty to fifty per cent of their time was given to visitation, three estimated from fifty-one per cent to sixty per cent, five estimated from sixty-one per cent to seventy per cent, two estimated from seventy-one per cent to eighty per cent, and one estimated ninety per cent of his time was spent in visitation. The average estimated time spent in visitation was sixty-three per cent.

Two Deputy State Superintendents estimated that they spent one per cent of their time in making talks, three estimated two per cent, two estimated three per cent, seven

estimated five per cent, and one estimated 8.33 per cent of his time spent in making talks. The average estimated time spent in making talks was 3.8 per cent.

Other activities include those which are not subject to classification. The range of time spent in this division was from .14 of one per cent to twenty per cent. Three reported no time spent, eight reported five per cent or less, six reported from six per cent to ten per cent, and one reported twenty per cent of his time spent in this classification of activities.

Summary

In the matter of training it was found that the Deputy State Superintendents averaged nineteen semester hours of credit in English, 10.3 semester hours in government, 18.28 semester hours in history, 15.3 semester hours in natural science, five semester hours in business education, 5.4 semester hours in economics, 6.62 semester hours in sociology, 10.7 semester hours in foreign languages, 4.8 semester hours in physical education, three semester hours in industrial arts, 11.5 semester hours in mathematics, less than one-third of one semester hour in library science, less than two semester hours in music, 19.5 semester hours in high school education, nine semester hours in elementary education, 9.65 semester hours in supervision, and seventeen semester hours in school administration.

From Figure 1 it will be seen that the high points in the line representing the median semester hours of training are English, history, high school education, and school administration. The low points in the line representing the median are business education, economics, sociology, industrial arts, and music. Those points on the line representing the median semester hours of training which are considered neither high nor low are government, foreign languages, mathematics, elementary education, and supervision.

The twenty-nine answering the questionnaire show a mean experience as a classroom teacher of 6.4 years, a mean of less than two years as a supervisor, a mean of 8.6 years as an administrator, and a mean of less than one year as an employee in other types of school work. Figure 2 shows the high point on the line representing the median years of experience to be administration, and the next highest to be classroom teaching. The points on the line representing the median years of experience are very low on both supervision and other employment.

The fifteen who served as Deputy State Superintendent during 1940-41 estimated that they spent an average of seventeen per cent of their time in office work, 4.7 per cent in teachers' meetings, sixty-three per cent in visitation, 3.8 per cent in making talks, and 11.5 per cent in other activities.

The coefficient of correlation between the number of semester hours of credit in supervision and the per cent of time spent in office work is $-.26$. The coefficient of correlation between the number of semester hours of credit in supervision and the per cent of time spent in teachers' meetings is $-.17$. The coefficient of correlation between the number of semester hours of credit in supervision and the per cent of time spent in special conferences is $-.22$. The coefficient of correlation between the number of semester hours of credit in supervision and the per cent of time spent in visitation is $.24$. The coefficient of correlation between the number of semester hours of credit in supervision and the per cent of time spent in making talks is $.16$.

The coefficient of correlation between the number of semester hours of credit in administration and the per cent of time spent in office work is $-.12$. The coefficient of correlation between the number of semester hours of credit in administration and the per cent of time spent in teachers' meetings is $-.08$. The coefficient of correlation between the number of semester hours of credit in administration and the per cent of time spent in special conferences is $-.07$. The coefficient of correlation between the number of semester hours of credit in administration and the per cent of time spent in visitation is $.15$. The coefficient

TABLE 12

COEFFICIENT OF CORRELATION BETWEEN THE NUMBER OF SEMESTER
HOURS OF CREDIT AND THE PER CENT OF TIME SPENT
IN THE VARIOUS ACTIVITIES

Items Correlated	Coefficient of Correlation
Credit in supervision and time spent in making talks .....	.16
Credit in supervision and time spent in visitation .....	.24
Credit in supervision and time spent in special conferences	-.22
Credit in supervision and time spent in teachers' meetings	-.17
Credit in supervision and time spent in office work	-.26
Credit in school administration and time spent in making talks	-.25
Credit in school administration and time spent in visitation	-.15
Credit in school administration and time spent in special conferences	-.07
Credit in school administration and time spent in teachers' meetings	-.08
Credit in school administration and time spent in office work	-.12
Total credit in education and time spent in making talks	-.47
Total credit in education and time spent in visitation .....	.68
Total credit in education and time spent in special conferences	-.61
Total credit in education and time spent in teachers' meetings	-.71
Total credit in education and time spent in office work	-.44

of correlation between the number of semester hours of credit in administration and the per cent of time spent in making talks is .25.

The coefficient of correlation between the total number of semester hours of credit in education and the per cent of time spent in office work is -.44. The coefficient of correlation between the total number of semester hours of credit in education and the per cent of time spent in teachers' meetings is -.71. The coefficient of correlation between the total number of semester hours of credit in education and the per cent of time spent in special conferences is -.61. The coefficient of correlation between the total number of semester hours of credit in education and the per cent of time spent in visitation is .68. The coefficient of correlation between the total number of semester hours of credit in education and the per cent of time spent in making talks is -.47.

The typical Deputy State Superintendent described in terms of the medians found in this study is a man who holds the degree of Master of Arts, who has had five years of experience as a classroom teacher, nine years of experience as an administrator, and who has had no experience as a school employee other than that of classroom teacher or administrator. He has eighteen semester hours of credit in English, nine semester hours in government, eighteen semester

hours in history, twelve semester hours in natural science, six semester hours in economics, six semester hours in sociology, twelve semester hours in foreign languages, four semester hours in physical education, twelve semester hours in mathematics, eight semester hours in elementary education, eighteen semester hours in high school education, nine semester hours in supervision, and eighteen semester hours in administration.

Assuming that college credit is desirable for a Deputy State Superintendent, and assuming that experience in the fields of supervision, administration, and classroom teaching is also desirable for a Deputy State Superintendent, in order to be qualified to rank in the upper one-fourth of the Deputy State Superintendents one would need eight years of experience as a classroom teacher, two years of experience as a supervisor, and twelve years of experience as an administrator. He would also need twenty-four semester hours of credit in English, fourteen semester hours of credit in history, eighteen semester hours of credit in natural science, six semester hours of credit in business education, eight semester hours of credit in economics, six semester hours of credit in sociology, thirteen semester hours of credit in foreign languages, six semester hours of credit in physical education, twelve semester hours of credit in mathematics, twelve semester hours of credit in elementary

education, twenty-seven semester hours of credit in high school education, twelve semester hours of credit in supervision, and twenty-four semester hours of credit in administration.

If the Deputy State Superintendents are expected to make visitations and to make an effort to be on the field and supervise the work done by the schools, they should have extensive training in the field of general education. If, on the other hand, they are expected to spend their time in office work, conferences, making talks, and attending teachers' meetings, they do not need the training furnished by courses in education. The function or duties to be performed by the Deputy State Superintendent will largely determine the type of training he should have.

CHAPTER IV

PROGRESS MADE BY TEXAS HIGH SCHOOLS UNDER THE SUPERVISION OF THE DEPUTY STATE SUPERINTENDENTS FROM 1933 TO 1941

There has been definite progress in the schools of Texas during the past eight years. In measuring this progress seven criteria have been used. It is not claimed that these are the only criteria by which the progress of the schools should be measured. However, they are definitely to be considered in measurement. The number of schools recommended for increased classification, the total number of units of credit granted, the increase in the subject offerings, schools dropped from the accredited list, the number of schools employing only teachers with degrees, the number of schools with increased length of term, and the number of rural children who have been furnished the facilities of accredited high schools because of transportation and high school tuition have been considered in evaluating the educational progress that has been made between 1933 and 1941.

Recommendations for Original Classification

Since there are certain requirements concerning the classification of schools which are definitely recognized

as desirable features of an adequate educational program, it is evident that the increase in the number of schools originally classified is a measure of the progress made by the schools. The Division of Supervision places the responsibility for the classification of schools on the Deputy State Superintendents as follows:

Schools seeking original or increased classification and accreditation must make application to the State Department of Education through the Deputy State Superintendent for that district not later than October 1. The Deputy State Superintendent who evaluates and approves the schools so applying must make his recommendation, concerning the school, to the central office immediately following the inspection of the school. Such schools must also have the approval of the County Board of Education. . . . Only four-year and two-year high schools will be approved for classification.¹

There are other factors which are taken into consideration by the Deputy State Superintendents when determining whether or not a school is eligible for classification.

The length of term for a standard two-year and four-year high school is nine months, or thirty-six weeks of five days each. The minimum number of teaching days is 175. Days given to holiday programs and interscholastic league activities which represent less than fifty per cent of the scholastic enrollment may not be counted as teaching days. . . . Credits may not be earned and classification and accreditation may not be retained in either two-year or four-year high schools which do not maintain a nine months free school term. . . . No class period should be less than 45 minutes. Periods for

¹Texas State Department of Education, Standards and Activities of the Division of Supervision, 1938-39, p. 28.

laboratory classes should be ninety minutes twice a week or sixty minutes three times a week.²

These requirements of the State Department of Education are designed to increase the efficiency of the schools of Texas.

TABLE 13

NUMBER OF SCHOOLS RECOMMENDED FOR ORIGINAL CLASSIFICATION
EACH YEAR FROM 1933-34 TO 1940-41*

Year	Number of Schools
1933-34	127
1934-35	99
1935-36	64
1936-37	40
1937-38	37
1938-39	47
1939-40	30
1940-41	<u>22</u>
Total	466

*The data for this table, and for all other tables in Chapter IV, were secured from the Standards and Activities of the Division of Supervision, Texas State Department of Education, for the years indicated in the table.

It will be seen that the number of schools recommended for original classification has decreased each year since the office of Deputy State Superintendent was established, with the exception of 1938-39, when there was an increase of ten over the preceding year. This general decrease was probably brought about by the limitations placed on schools eligible for classification. It also indicates that a large

²Ibid., p. 29.

number of the schools are becoming standardized as either two-year or four-year high schools. The total of 466 schools granted original classification since 1933-34 definitely indicates progress on the part of the schools of Texas, and no doubt is due to the influence of the Deputy State Superintendents and their expert guidance of the local school program.

Recommendations for Accreditation

With the creation of the office of Deputy State Superintendent the method of granting credit was changed so that the schools seeking accreditation were no longer required to submit materials direct to the State Department of Education. The Deputy State Superintendent was delegated the authority to inspect the work of each school seeking accreditation, and to make his recommendations to the Director of Supervision, who made recommendations to the Committee on Classified and Accredited Schools. The Committee has been consistent in accepting the recommendations of the Director of Supervision.

Up to June 14, 1935, schools were granted credit by subjects.³ The number of units of credit held by each school was determined by the quality of work done in each

³Texas State Department of Education, Standards and Activities of the Division of Supervision, 1940-41, p. 37.

individual subject. Under this plan it was possible to hold the maximum number of credits in any one subject without regard to any other subject taught in the school. June 14, 1935, the Committee on Classified and Accredited Schools voted to change the plan of accreditation by subject to one whereby the school was accredited as a whole.⁴ Under this plan the quality of work done by each school was to be considered as a whole, and when the school became an accredited high school any subject taught in the high school was recognized as an accredited subject. Under the plan of accrediting the school as a whole it was necessary for the entire subject offerings of the school to be of standard quality before any accreditation was granted.

The plan of accreditation by school was to be introduced gradually, and was not to become effective immediately, as is shown by the following:

The general practice of granting credit in certain subjects without the submission of material has met with such unprecedented favor with administrative school officials that the State Committee in its annual meeting on June 14, 1935, voted without a dissenting voice to change the method of accrediting schools by subjects to that of individual schools, the change to be made gradually, but to become at least partially effective during the scholastic year 1935-36.⁵

In all instances the further requirements for accreditation indicate a movement in the direction of greater efficiency in the schools, and must be accredited largely to the

⁴Ibid.

⁵Ibid.

the effective work of the Deputy State Superintendents. Other requirements include permanent records, number of teachers employed, classroom assignments, size of classes, and the use of practice teachers, which requirements are due no doubt to the recommendations of the Deputy State Superintendents. These are explained fully by the following:

A standard system of permanent records for both the high school and the grades must be kept by all classified schools. An accurate and complete record of attendance, citizenship, and grades must be kept in such form as to be accessible to any interested person. These records should be in duplicate. One copy should be filed in the administrative office, and the other in a vault or safe. . . . The minimum number of teachers employed in a four-year high school system, including the superintendent, is seven, and in the high school division alone three full-time teachers should be employed. In a two-year high school system, a minimum of five teachers should be employed, and classroom assignment should be so arranged as to provide two teachers for the three grades in the upper bracket. All two-year high schools, fully accredited, should be organized on the 8-2 plan. Since the State Department of Education approves a twelve-grade system of schools, it is suggested that four-year fully accredited high schools be organized on either the 6-6, 6-3-3, or 8-4 plan. These minima for teachers must be exclusive of any teachers who may be assigned work in a part of the system organized as a separate unit, such as elementary Latin-American, rural or negro schools. The elementary grade rooms should be limited to thirty-five pupils, preferably thirty. Not more than two grades per room may be permitted.

A school should have sufficient teaching force to limit a high school class to thirty-five pupils, preferably thirty, and the maximum teaching load should never be more than 750 pupil-periods per week with not more than six daily recitations of 45 minutes or five of 60 minutes. A science laboratory group should be limited to twenty-four pupils. Teachers of science

should meet not more than four classes daily where double periods for laboratory are given. . . .

In accredited schools where practice teaching is done, the regular teacher must be required to remain in the classroom and must be held responsible for the standard of work. This means that the regular teacher should have authority to take charge of her class at any time and should have a voice in regard to dismissing a practice teacher when the work is unsatisfactory.⁶

TABLE 14

UNITS OF ACCREDITATION GRANTED EACH YEAR
FROM 1933-34 TO 1940-41

Year	Number of Units Granted
1933-34	1268
1934-35	1975
1935-36	2152
1936-37*
1937-38	2505
1938-39	1925
1939-40	1961
1940-41	<u>1686</u>
Total	13,472

*The number of credits granted for 1936-37 was not available.

While there is no uniformity in the increase in the number of units of credits granted, it is significant that a total of 13,472 units of credit have been granted since the office of Deputy State Superintendent was established. This great increase could probably not have been accomplished if it had not been for the guidance of competent Deputy State Superintendents. This total does not include the

⁶Ibid., pp. 43-45.

credits granted in 1936-37. The decrease beginning in 1938-39 and continuing for the following two years is probably due to the fact that most schools had already secured the greatest number of credits they could economically and efficiently carry.

In view of the fact that the requirements of the State Department of Education concerning accreditation are all steps in the direction of progressive school administration, and considering the number of units of credit granted each year, it is hardly possible to deny that progress has been made in the field of accreditation of both four-year and two-year high schools, and it is only logical to attribute much of this progress to the work of the Deputy State Superintendents.

Schools Dropped

When classified or accredited high schools fail to meet the requirements as outlined previously, they are dropped from the list of classified or accredited schools. However, this drop may come either immediately or it may come as a result of continued disregard for the standards set up by the State Department of Education for classified high schools. At times high schools are put on the list of schools warned concerning some violation. At other times the offending high school is placed on the list of schools to be suspended. This suspension lasts for a period of

one year, during which time the school has the opportunity to correct the circumstances causing the suspension, and if the cause is not corrected at the end of the year the school is usually dropped from the classified and accredited list.

TABLE 15
SCHOOLS DROPPED FROM CLASSIFIED LIST EACH YEAR
FROM 1933-34 TO 1940-41

Year	Number of Schools
1933-34	5
1934-35	5
1935-36	22
1936-37	31
1937-38	13
1938-39	13
1939-40	17
1940-41	<u>10</u>
Total	116

There is no uniformity in the increase or decrease of the number of schools dropped. The significance lies in the total of 116 schools dropped from the classified list since the establishment of the office of Deputy State Superintendent, and attests to the efficiency of the work of this official. Of course, several of the schools that were dropped have been reinstated as classified and fully accredited. However, they are accounted for in the number of schools granted original classification.⁷ The actual number of new

⁷Texas State Department of Education, Standards and Activities of the Division of Supervision, 1937-38, p. 15.

schools granted original classification would then be the difference between the total number of schools granted original classification as shown in Table 9 and the total number of schools dropped. The difference is 350. This is still great enough to indicate progress in the movement of classification of schools, and to commend the efforts of the Deputy State Superintendents.

Units on the Accredited List

Another criterion which is used in measuring the progress of the schools of Texas is the breadth of the subject offerings. There has been an increase from $91\frac{1}{2}$ units of credit in the year of 1933-34 to $133\frac{1}{2}$ units of credit in the year of 1940-41. It is only logical to assume that this increase in offerings is in part if not wholly due to the advice of the Deputy State Superintendents, who were constantly studying the needs of the boys and girls in the schools that they were supervising and making recommendations in the light of these needs.

There has been a continued increase in the number of units of credit appearing on the accredited list of subjects. This increase represents a wider subject offering for the schools of Texas, thereby enabling them to select and accredit the subjects best suited to the needs of their students.

TABLE 16

UNITS OF CREDIT ON THE ACCREDITED LIST EACH YEAR
FROM 1933-34 TO 1940-41

Year	Number of Units
1933-34	91 $\frac{1}{2}$
1934-35	96 $\frac{1}{2}$
1935-36	103 $\frac{1}{2}$
1936-37	106 $\frac{1}{2}$
1937-38	108 $\frac{1}{2}$
1938-39	111 $\frac{1}{2}$
1939-40	114 $\frac{1}{2}$
1940-41	133 $\frac{1}{2}$

For the purpose of comparison, the accredited subjects as they were in 1933-34 and in 1940-41 have been listed.

TABLE 17

ACCREDITED SUBJECTS AND UNITS OF CREDIT IN EACH
SUBJECT FOR 1933-34 AND 1940-41*

Subject	Units of Credit	
	1933-34	1940-41
Advanced arithmetic	$\frac{1}{2}$	$\frac{1}{2}$
Advertising	$\frac{1}{2}$	$\frac{1}{2}$
Agriculture	$\frac{1}{2}$ to 1	$\frac{1}{2}$ to 1
Algebra	1 to 2	1 to 2
American history	$\frac{1}{2}$ to 1	$\frac{1}{2}$ to 1
Ancient history	1	1
Art	1 to 4	1 to 4
Applied science .....	...	1
Botany	1	1
Bookkeeping	1 to 1 $\frac{1}{2}$	1 to 1 $\frac{1}{2}$
Biology	1	1
Bible .....	...	$\frac{1}{2}$ to 1
Chemistry	1	1
Commercial arithmetic	$\frac{1}{2}$	$\frac{1}{2}$
Commercial geography	$\frac{1}{2}$	$\frac{1}{2}$

TABLE 17 -- Continued

Subject	Units of Credit	
	1933-34	1940-41
Contemporary social and economic problems .....	...	$\frac{1}{2}$
Civics, elementary .....	...	$\frac{1}{2}$
Civics, advanced	$\frac{1}{2}$ to 1	$\frac{1}{2}$ to 1
Commercial law	$\frac{1}{2}$	$\frac{1}{2}$
Czech	2	2
Design	$\frac{1}{2}$ to 1	$\frac{1}{2}$ to 1
Diversified occupations .....	...	2 to 4
English	2 to 4	2 to 4
Economics	$\frac{1}{2}$	$\frac{1}{2}$
English history	$\frac{1}{2}$ to 1	$\frac{1}{2}$ to 1
French	2 to 4	2 to 4
Farm engineering .....	...	1
German	2 to 4	2 to 4
General mathematics .....	...	1
General science	1	1
Homemaking	$\frac{1}{2}$ to 4	$\frac{1}{2}$ to 4
Home economics, general	$\frac{1}{2}$ to 1	$\frac{1}{2}$ to 1
Home nursing	$\frac{1}{2}$	$\frac{1}{2}$
Italian	2 to 4	2 to 4
Journalism	1	1
Junior business training	1	1
Latin	2 to 4	2 to 4
Latin-American history	$\frac{1}{2}$	$\frac{1}{2}$ to 1
Mechanical drawing	$\frac{1}{2}$ to 4	$\frac{1}{2}$ to 6
Modern history	1	1
Music	1 to 4	1 to 6
Applied music .....	...	1 to 3
Band music	1 to 2	...
Choral music .....	...	1 to 2
Instrumental music .....	...	1 to 2
Orchestra music	1 to 2	...
Negro history .....	...	$\frac{1}{2}$
Occupations	$\frac{1}{2}$	$\frac{1}{2}$
Office practice	$\frac{1}{2}$	$\frac{1}{2}$
Physics	1	1
Physical education	$\frac{1}{2}$ to 1	$\frac{1}{2}$ to 1
Plane geometry	1	1
Physiography	$\frac{1}{2}$	$\frac{1}{2}$

TABLE 17 -- Continued

Subject	Units of Credit	
	1933-34	1940-41
Physiology and hygiene	$\frac{1}{2}$ to 1	$\frac{1}{2}$ to 1
Printing	$\frac{1}{2}$ to 2	$\frac{1}{2}$ to 2
Public speaking	$\frac{1}{2}$ to 1	$\frac{1}{2}$ to 3
Retail selling	$\frac{1}{2}$	$\frac{1}{2}$
Salesmanship	$\frac{1}{2}$	$\frac{1}{2}$
Spanish	2 to 4	2 to 4
Safety education .....	...	$\frac{1}{2}$
Solid geometry	$\frac{1}{2}$	$\frac{1}{2}$
Sociology	$\frac{1}{2}$	$\frac{1}{2}$
Stenography	1 to 2	1 to 2
Secretarial training .....	...	2
Shop work	$\frac{1}{2}$ to 4	...
Auto mechanics .....	...	2
Cement work .....	...	2
Electrical work .....	...	2
Leather work .....	...	2
Woodwork .....	...	2
Laboratory of industries ..	...	2
Machine shop work .....	...	2
Machine woodwork .....	...	2
Metal work .....	...	2
Printing .....	...	2
Sheet metal work .....	...	1
Vocational shop work .....	...	3
Trigonometry	$\frac{1}{2}$	$\frac{1}{2}$
Texas history	$\frac{1}{2}$	$\frac{1}{2}$
Typewriting	$\frac{1}{2}$	$\frac{1}{2}$ to 1
Vocational agriculture	$1\frac{1}{2}$ to 4	$1\frac{1}{2}$ to 4
World history	1	1
Zoology	1	1

*These data are taken from Standards and Activities of the Division of Supervision, Texas State Department of Education, 1933-34 and 1940-41.

By a study of Table 17, it is seen that there was a gain of forty-two units in the number of accredited subjects offered in the high schools of Texas. In the subjects added to the accredited list, by far the greatest number was added to the list of vocational subjects. Twenty-seven units were added to the list of vocational subjects; five units to the field of music; two and one-half to the field of business education; two and one-half to the social studies; two to speech arts; and one each to science, mathematics, and bible. The trend in the addition of subjects to be accredited has definitely been toward the development of vocational training and music. This addition of forty-two units and the trend of the additions are probably due to the recommendations of the Deputy State Superintendents.

Employment of Teachers with Degrees

Another item of significance in the consideration of the progress made by the schools of Texas from 1933 to 1941 is the increase in the number of schools employing only teachers who hold degrees from recognized and accredited colleges and universities. No doubt this increase is due in a large part to the recommendations of the Deputy State Superintendents who had an opportunity to make personal observations of teachers at work and to compare the results

of the teaching of those who held degrees with those who did not. There would probably have been an increase in the number of schools employing only teachers holding degrees without regulations by the State Department of Education, but the rapid increase is probably due to the regulations concerning the employment of teachers who hold degrees, which became effective in 1936-37:

Beginning with the session of 1936-37 all two-year and four-year high schools fully accredited and schools properly classified by the State Department of Education and ready to pursue a program of accreditation shall employ only teachers in the primary or elementary schools, junior schools, and senior high schools, who are graduates of a standard college or university. . . . All employed as regular instructors in some part of a fully accredited public school system prior to September 1, 1933, and not having a standard college or university degree must, in order to establish their eligibility to teach in any part of such a system of schools, show progress by completing in a standard college or university at least twelve (12) semester hours of college credit every three (3) years.

Certain exceptions were made to these regulations as they applied to teachers employed prior to September 1, 1933.⁹ However, they became effective in general. This regulation is designed to cause the teachers who were in service prior to September 1, 1933, to attend school during the summer and also to cause those who are now in

⁸Texas State Department of Education, Standards and Activities of the Division of Supervision, 1935-36, p. 29.

⁹Ibid., p. 29.

colleges and universities to complete four years of college work before offering themselves for employment.

TABLE 18

NUMBER OF HIGH SCHOOLS EMPLOYING ONLY TEACHERS
WITH DEGREES EACH YEAR FROM
1933-34 TO 1940-41

Year	Number of Schools
1933-34*
1934-35*
1935-36	117
1936-37	110
1937-38	193
1938-39	283
1939-40	392
1940-41	500

*Data for these two years were not available.

The number of schools employing only teachers who held degrees from standard colleges and universities has constantly increased except for the year of 1936-37, when there was a decrease of seven from the previous year. The increase during the six years for which data were available was slightly more than 327 per cent. While the number of schools now employing only teachers who hold degrees is still relatively small, the rapid increase indicates that great strides are being made toward providing the schools of Texas with teachers who have had at least four years of training in a college or university. This forward step in the requirements concerning the training of teachers is

significant in the consideration of the progress being made by the schools.

Increased Length of Term

Another criterion used in the measurement of the progress made by the schools of Texas from 1933-34 to 1940-41 that has been adopted for this study is the number of schools with increased length of school term. It is generally accepted that schools should have at least a nine months' session. This is expressed by the Southern Association of Colleges and Secondary Schools as follows:

A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. This shall include in the aggregate not less than the equivalent of 120 sixty-minute hours of classroom work, two hours of shop or laboratory work being equivalent to one hour of prepared classroom work. . . . An academic year shall be not less than 175 days, during which the school is actually in session exclusive of holidays.¹⁰

The requirement of thirty-six weeks of schools is expressed by the North Central Association of Colleges and Secondary Schools both directly and indirectly in stating their requirements concerning the length of term:

In case of schools using the semester hour plan for designating credit, three-year senior high schools shall require for graduation a minimum of 120 semester hours and four-year high schools shall require a minimum of 160 semester hours.

¹⁰ Southern Association of Colleges and Secondary Schools, Standards of the Commission of Secondary Schools, 1933-34, p. 3.

The school year shall consist of a minimum of thirty-six weeks.¹¹

The Division of Supervision of the Texas State Department of Education requires a minimum of 175 actual teaching days.¹²

TABLE 19

NUMBER OF SCHOOLS WITH INCREASED LENGTH OF TERM
EACH YEAR FROM 1933-34 TO 1940-41

Year	Number of Schools
1933-34	2958
1934-35	545
1935-36	931
1936-37	521
1937-38	918
1938-39	549
1939-40	774
1940-41	688

It will be seen from Table 19 that there has been an increase in the number of schools with an increase in the length of term each year since the office of the Deputy State Superintendent was established. This increase in the length of term in Texas schools is no doubt due in a large measure to the supervision exercised by the Deputy State Superintendents. However, it would be a fallacy to state

¹¹North Central Association of Colleges and Secondary Schools, The North Central Association Quarterly, July, 1941, pp. 70-71.

¹²Texas State Department of Education, Standards and Activities of the Division of Supervision, 1939-40, p. 54.

that there had been a total increase in the number of schools equal to the total number shown in Table 19, because it is entirely possible that some schools which had an increase one year also have an increase the following year.

It is possible that the great increase for the year 1933-34 was caused by the requirement concerning the classification of schools, with the length of term being one consideration. In 1938-39 the required number of actual teaching days was changed from 170 to 175.¹³ This change seems to have had little effect on the number of schools with increased terms, since the number of schools with longer terms during this year is very little greater than that of the year in which there was the least number, as shown in Table 19. It is possible that a majority of the accredited schools were already having a minimum of 175 actual teaching days.

Rural Pupils Benefitting from High School
Tuition and Transportation Aid

The Rural Aid Law for 1933-34 appropriated six million dollars (\$6,000,000) for use in the equalization of educational opportunities.¹⁴ Part of this appropriation was used

¹³Texas State Department of Education, Standards and Activities of the Division of Supervision, 1938-39, p. 29.

¹⁴Texas State Department of Education, Public School Laws of the State of Texas, 1933, p. 145.

for the payment of high school tuition for rural pupils attending high schools of higher classification. Section 366 of the Rural Aid Law reads as follows:

It is hereby expressly provided that a sufficient amount of the funds appropriated by this Act shall be used for the payment of high school tuition not to exceed seven dollars and fifty cents (\$7.50) per pupil per month. High school tuition shall be paid according to the provisions of Chapter 181, of the General Laws of the Fortieth Legislature, Regular Session, as amended by Senate Bill No. 10, passed at the First Called session of the Forty-first Legislature, and as further amended by Senate Bill No. 41, Chapter 20, passed by the First Called Session of the Forty-second Legislature.¹⁵

In the same Rural Aid Law there was provided for the payment of transportation aid to those schools eligible for transportation aid according to the system of transportation set up by the County Superintendent and County School Boards of the county in which the school was located, and also eligible under the regulations provided in the Rural Aid Law. The first paragraph of Section 367 of the Rural Aid Law for 1933-34 is given here:

The county superintendent and county school board are hereby authorized to set up a system of transportation for the purpose of transporting high school pupils from their districts, where their grade is not taught, to the most convenient accredited high school. The expense of such transportation shall be paid out of the funds hereby provided, not to exceed two dollars (\$2) per pupil per month. Provided further, that in districts composing an entire county, high school transportation aid as authorized in this section may be granted for the purpose of transporting high school

¹⁵Ibid., p. 147.

pupils within such districts to the most convenient accredited high school in the county.¹⁶

The Equalization Law for 1940-41 and 1941-42 appropriated \$16,888,380 to be used for the equalization of educational opportunities in the state of Texas.¹⁷ Part of this amount was set aside for the payment of high school tuition for children who attend schools of higher classification than those located in their home districts. The payment of this high school tuition is subject to the regulations contained in the Act. Part of the Act as it affects the payment of high school tuition is here given:

It is hereby expressly provided that a sufficient amount of the funds allocated by this Act shall be used for the payment of high school tuition not to exceed Seven Dollars and Fifty Cents (\$7.50) per pupil per month, and in no instance shall more than five (5) months tuition be paid for any one pupil on the census roll for any one school year. . . . It is further provided that tuition aid as above set out shall be granted for pupils transferred into a district from an orphans' home or from either of the State Training Schools. Provided further that in consolidated districts comprising nine hundred (900) square miles or more of territory the above limitations and restrictions shall not apply, but instead a straight tuition payment of Seven Dollars and Fifty Cents (\$7.50) per month per pupil shall be paid on all high school pupils enumerated in the consolidated district and living within the present boundaries of any territory annexed or otherwise consolidated to the central receiving high school. Provided further that school districts whose area does not exceed Sixteen (16) square miles and having an accredited high school of

¹⁶ Ibid., p. 147.

¹⁷ Texas State Department of Education, Public School Laws of the State of Texas, 1941, pp. 245-246.

sixteen (16) units or more which serve Teacher Training Institutions as practice teaching laboratories shall upon the approval of the Joint Legislative Advisory Committee receive a tuition payment of not to exceed Seven Dollars and Fifty Cents (\$7.50) per month for not to exceed five (5) months on all high school pupils enumerated in said district.¹⁸

Part of the appropriation made for the equalization of educational opportunities for 1941-42 and 1942-43 was also set aside for paying transportation aid. Part of the section on transportation aid is given here:

The County Superintendent and County School Boards of the several counties of this State, subject to the approval of the State Superintendent of Public Instruction, are hereby authorized to annually set up the most ECONOMICAL system of transportation possible for the purpose of transporting both grade and high school pupils from their districts, and within their districts. . . . The expense of such transportation shall be paid on the basis of budgetary need as indicated by approved State aid application, out of the funds herein allocated for transportation aid, not to exceed Two Dollars (\$2.00) per month per pupil for those attending the most convenient accredited high school and not more than One Dollar Fifty Cents (\$1.50) per month per pupil for those transported to elementary schools. . . .¹⁹

As the result of the payments for transportation and high school tuition, a great many pupils who live in the rural districts in which there are no accredited high schools have had the benefit of the facilities of accredited high schools by a system of transportation set up within their home county. This number of rural children has increased from 14,878 in 1933-34 to 81,357 in 1940-41. The data in Table 20 show a phenomenal growth in the number of children

¹⁸Ibid., pp. 238-239.

¹⁹Ibid., pp. 239-240.

attending accredited high schools as a result of the transportation and high school tuition payments. This increase has been continuous except for the year of 1937-38, when there was a decrease of approximately ten per cent from the previous year. The increase for the period covered by this study was more than 546 per cent.

TABLE 20

THE NUMBER OF RURAL PUPILS ATTENDING ACCREDITED HIGH SCHOOLS EACH YEAR AS A RESULT OF HIGH SCHOOL TUITION AND TRANSPORTATION AID (1933-34 TO 1940-41)

Year	Number of Pupils
1933-34	14,878
1934-35	27,718
1935-36	36,903
1936-37	65,900
1937-38	59,314
1938-39	66,952
1939-40	76,593
1940-41	81,357

Perhaps no greater accomplishment has been made in the schools of Texas than extending the benefits of accredited high schools to rural children. Here again, the logical conclusion is that the expert guidance of the Deputy State Superintendents is largely responsible for this progressive action.

Summary

There were 466 schools recommended for original classification during the eight years. The average number of

schools recommended was ninety-two per year. There were 13,472 units of credit granted for the eight years covered in this study. The average number of units of credit granted per year was 1,684. The total number of schools dropped from the accredited list for the eight-year period was 116, and the average number of schools dropped per year was 14.5. The average number of schools employing only teachers with degrees from a standard institution for the eight-year period was 199.6. The total number of schools with increased length of term for the eight years was 7,884, and the average number of schools with increased length of term per year was 985.2. The total number of children having advantage of accredited high school tuition for the eight-year period was 429,615, and the average number per year was 53,702.

While there is yet a great deal to be accomplished by Texas schools, it must be concluded that the institution of the office of Deputy State Superintendent was a progressive measure, and that the result has been of immeasurable benefit to the schools of Texas.

APPENDIX

QUESTIONNAIRE

Name _____

School years you served as Deputy State Superintendent _____

I. Training you had at the time you assumed your duties as Deputy State Superintendent. If you have a transcript you would like to send instead of answering section I, I would be glad to have it. If not, will you please answer this section.

No. semester hours in English _____

No. semester hours in government _____

No. semester hours in history _____

No. semester hours in natural science _____

No. semester hours in business education _____

No. semester hours in economics _____

No. semester hours in sociology _____

No. semester hours in foreign languages _____

No. semester hours in physical education _____

No. semester hours in industrial arts _____

No. semester hours in library science _____

No. semester hours in mathematics _____

No. semester hours in music _____

No. semester hours in elementary education _____

No. semester hours in high school education _____

No. semester hours in supervision _____

No. semester hours in administration _____

Degrees held _____

II. Experience you had at the time you assumed your duties as Deputy State Superintendent.

No. years as classroom teacher _____

No. years as supervisor _____

No. years as administrator _____

No. years as other employee _____

If you have left the service as Deputy State Superintendent, to what type position did you go? _____

What salary did the position to which you went upon leaving the service as Deputy State Superintendent pay? _____

If you were a Deputy State Superintendent during 1940-41, please estimate the percentage of your time spent in each of these activities:

Office work _____

Teachers Meetings _____

Special Conferences _____

Visitation _____

Talks _____

Other activities _____

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