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# A Study of Growth in the Southside Independent School District From 1949 to Present

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A STUDY OF GROWTH IN THE SOUTHSIDE INDEPENDENT  
SCHOOL DISTRICT FROM 1949 TO PRESENT

by

Alice Luna Martinez  
91

A Project

Submitted to the Faculty of the Division of Graduate Studies  
of Incarnate Word College in Partial Fulfillment of the  
Requirement for the Degree of  
Master of Arts

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Gift

Author

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## CHAPTER I

### INTRODUCTION

" . . . behind every achievement exists the motivation which is at the foundation of it and which in turn is strengthened and nourished by the accomplishment of the undertaking."<sup>1</sup>

There is no such thing as an uneducated man. From the very moment of birth, man begins a ceaseless march toward truth--a search to instruct his intellect in the laws of Nature and arrive at a liberal education where

. . . his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order; ready, like a steam-engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of Nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of Nature or of art, to hate all vileness, and to respect others as himself . . .<sup>2</sup>

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<sup>1</sup>Albert Einstein, "On Education," A College Treasury, Vol. I, ed. Paul A. Jorgensen and Frederick B. Shroyer (New York: Charles Scribner's Sons, 1956), p. 63.

<sup>2</sup>Thomas Henry Huxley, "A Liberal Education," A College Treasury, ibid., p. 42.

--to be as completely a man as possible, in total harmony with Nature.

Man has wished this totality not only for himself, but for his offspring, and in turn, for his community. He realizes, like Albert Einstein, that education is not un-moving, but constantly changing, and, thus ". . . knowledge must constantly be renewed by ceaseless effort."<sup>3</sup> Searching for the best means of transferring the wealth of knowledge from one generation to the next, he comes upon the school--the instrument for transporting the maximum quantity of knowledge to the growing leaders of tomorrow.

This applies today in an even higher degree than in former times, for through modern development of the economic life, the family as bearer of tradition and education has been weakened and there exists an even greater need for the school system. In rural areas, the school is indeed a necessity; due to geographical locations away from city life and its varying facets of activity, the rural school becomes the center of community life, and many of the social interests and financial endeavors are directed toward the school and its progress.

Many educators hold that even though rural school programs are intrinsically related to community needs, it is impossible, because of size, to offer the widespread type of curricula that a large school district offers, and

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<sup>3</sup>Einstein, ibid., p. 63.

thus, it is necessary to move in a direction to eliminate this discriminatory element in the education of rural youth. Consolidation appears to be one of the answers, with various communities coming together to share the financial aspect of a larger, more professionally functional school system. Another solution is the administrator, who, though restricted in the number of things he may successfully undertake, again due to school size, is skilled in making the best judgments and decisions for the particular system. In this case, a high salary is necessary to attract this type of established leadership.

#### The Problem

This study has been undertaken to show how the development of a school system, the Southside Independent School District, came about as a result of community needs and under the leadership of the administration, namely the superintendent. To give a full account of the district's growth, it is necessary to first trace the history of the community--one astoundingly rich in tradition, dating back to the days of the Spanish land grants.

As early 1881, leaders in the area of southern Bexar County began to realize the need for instructional facilities and personnel to teach their children, but found the end product of a school difficult to achieve.

However, after much time and effort, the dream became a reality in the form of a one-room school.<sup>4</sup>

This was but a beginning, for in the following years, as will be related in more detail later, more schools made appearances in the area. These, however, were small and located in scattered areas that served only a limited number of families. Would these persons, who had sacrificed so much to attain their first schools, continue to sacrifice for a modern, progressive, larger and united school system? Would they continue to take the same amount of interest in the school and its activities as they had under the smaller system, which was usually within walking distance? These are just two of the many questions that arise when any type of change mingles with the every-day life of a rural community, and, hopefully, will be answered at the end of this study.

The writer also has a special interest in conducting this study, for she has been a member of the community all her life and is deeply interested in the system of education that is available for the area. Her ancestors played a part in the forming of the community and its education, making the heritage aspect an exciting one.

In her search for materials related to the topic at hand, the writer found that numerous studies had been

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<sup>4</sup>The Gallardo Records, Property of Mrs. Thomas Gallardo; Contract between Carmen School Trustees and Frank O. DeHymel, September 24, 1881, showing the establishment of the first school, by Julian C. Gallardo.

conducted in the field of school district reorganization, which concerns itself with administration, school growth, curriculum organization, and school-community relations in rural areas with small-sized schools. The University of Nebraska conducted many studies related to formation of local school systems. The United States Office of Education and the National Education Association also contributed many pamphlets, leaflets, and bulletins on the subject during the period when the school system in America was in the state of transition from small to large systems. These and other sources serving as references in this study are classified in the following table:

TABLE 1  
CLASSIFICATION OF BIBLIOGRAPHY

Type of Material	Number of References
Books . . . . .	54
Bulletins . . . . .	10
Documents . . . . .	18
Interviews	
Personal . . . . .	8
Telephone . . . . .	5
Pamphlets . . . . .	6
Periodicals . . . . .	9
Theses	
Doctoral . . . . .	3
Master's . . . . .	31
Yearbooks . . . . .	10
Totals . . . . .	154



Further classification of the material was necessary, in the opinion of the writer, due to the fact that the problem of the study was a diversified one, dealing with community needs in relation to the school and superintendents' philosophies in school district growth. Subdivisions were formulated in relation to the sections in the bibliography with the most references, namely books and theses, and can be found in Tables 2 and 3.

TABLE 2

## DISTRIBUTION OF MATERIAL IN BOOKS

Topic Classification	Number of References
Community-School Relations . . . . .	1
History and Philosophy in Education . . . . .	4
History of San Antonio . . . . .	2
History of Texas . . . . .	5
Public School Administration . . . . .	21
Public School Organization . . . . .	8
Rural Education . . . . .	9
School District Reorganization . . . . .	3
Totals . . . . .	53

Table 2 deals with subdivisions of the books that were found of use as references. Appropriate divisions of materials were in regard to community-school relations, history and philosophy in education, public school administration and organization, rural education, and school district reorganization. Community-school relations, with only one reference, needs no further explanation. History and philosophy in

education reviews trends and philosophies of early education up to 1952 in the American system. Public school administration covers general practices and procedures in public systems with added emphasis on emerging trends and the rural school. Of major importance here is the topic of superintendents, followed closely by the school-board, the representative of the community. Organization deals with the total school system--size, curriculum, administration, maintenance, etc. The "consolidation" movement in education to establish better opportunities for rural youth, teachers, and communities, and dealing with the convergence of small schools into larger systems is the concern in the topic titled rural education. Synonymous to this, the school district reorganization topic views the transition period in education and its effects on American society.

TABLE 3  
DISTRIBUTION OF MATERIAL IN THESES

Topic Classification	Number of References
Community-School Relations . . . . .	9
Curriculum Programs in Small Public Schools . . .	5
History of Education (General and Localized) . . .	7
Philosophy in Education . . . . .	2
Public School Administration . . . . .	8
Totals . . . . .	31

Classifications in Table 3 followed the same general principle as Table 2, that of the relationship between growth

of the district and community needs and superintendents' philosophies, but with more emphasis on curricular programs, community-school relations, and public school administration. This is attributed to the need for more precise proven material, which is usually the case in theses work, to substantiate information which will be presented in this study.

### Review of Related Literature

In rural areas, the school has long been recognized as the center of community life, reflecting social interests, financial stamina, and educational progress in the area. Even during early colonial days, the nation's founders wanted education kept close to the people in local communities. There was the belief that centralized power could not deal as well with local problems as the inhabitants of the area, who due to their personalized interest, could analyze particulars and deal with them more effectively.<sup>5</sup>

This set the stage for the development of the present local school system, which can be examined through five periods or stages from its onset. The colonial period brought with it the formulation of principles for school governments in local communities. Following the achievement of national independence and extending through the first half of the nineteenth century, cities began to grow, more interest in the education of children began to appear, and with it came

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<sup>5</sup>Chris A. DeYoung, Introduction to American Public Education (3rd ed.; New York: McGraw-Hill, 1955), p. 178.

the beginnings of graded elementary schools. After the War Between the States great industrial development took place in the growing United States. With this development came a wider extension of public schooling. Secondary schools became prevalent and an increase in the professional status of local superintendents could be detected. The fourth period, beginning about 1900 and reaching through the first quarter of the century, brought less local control and an assertion of state authority. Teacher certification became a factor and some specifications as to curriculum requirements came to the fore. This brought education to the current period--one marking the rise of the great school district reorganization movement and the increasing dependence of local school systems upon state financial support.<sup>6</sup> Public education did not follow a predisposed plan. On the contrary, its arrangement was a result of a series of adjustments to varying circumstances and changing philosophies since early colonial times and the fact that the educational provision has been in main a happy development is more a product of good fortune than of the thoughtful projection of well-ordered plans.<sup>7</sup>

Our concern in this paper, as mentioned earlier, is with the reorganized or consolidated school district, factors

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<sup>6</sup>Howard A. Dawson, "Trends in School District Reorganization," Phi Delta Kappan, September, 1951, pp. 302-307.

<sup>7</sup>Van Miller and Willard Spalding, The Public Administration of American Schools (Chicago: World Book Field Enterprises, 1952), pp. 272-77.

leading to consolidation, and the course the district follows in its move toward improvement or growth. In the years 1948-1954, Howard A. Dawson and associates, working on the National Committee on School District Reorganization, reported on studies conducted focusing on the small school district as opposed to the larger district. They developed a series of articles dealing with school district growth, needs and desirable reorganization procedures. One conclusion arrived at was the fact that size of the student body was a determining factor in the efficiency of the school.<sup>8</sup> Another study noted that size of the school district, when accompanied by proper leadership, was not a handicap. However, as the enrollment increased, a distinct improvement in conditions could be noted.<sup>9</sup> In other words, the school runs more effectively with a larger number of students. T. L. Nelson also conducted a study comparing small and large school districts, and, using the achievement of students as a criterion, found few sizable differences in accomplishment between students in large and small schools.<sup>10</sup> Correspondingly, F. W. Hoover could find few differences in attitudes among students from small rural districts and those of much larger districts.

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<sup>8</sup>Howard A. Dawson and W. J. Ellena, "School District Reorganization," School Executive, November, 1954, pp. 39-42.

<sup>9</sup>Emery N. Ferris and others, The Smaller Secondary Schools, U. S. Office of Education Bulletin No. 17 (Washington, D.C.: Government Printing Office, 1932), p. 137.

<sup>10</sup>T. L. Nelson, "Comparison of the Achievement of Pupils in Schools of One or Two Teachers with That of Pupils of Eight or More Teachers" (Unpublished Ph.D. dissertation, University of California, 1932), p. 15.

The rural students tended to be as progressive or conservative as those who were situated in areas other than rural.<sup>11</sup> Thus, though marked differences in achievement and attitudes of the students were not apparent, the larger enrollment provided for a smoother, more effectively coordinated district.

In the majority of the studies mentioned, proper administration appeared to be the key to success for a growing school system. Certain problems, such as finances and school size, made it difficult for this type of leadership to be obtained in some cases. A larger school district usually offered better salaries for their administrative personnel (1950--\$5,700, population less than 10,000 and \$7,100, population 10,000 to 30,000, as compared to a maximum \$4,550 for small district administrators, regardless of population).<sup>12</sup> Due to more size and variety, the larger district also offered more training and experience for the administration, according to Emery N. Ferris.<sup>13</sup> The administrative personnel in the smaller systems tended to change with undesirable

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<sup>11</sup>F. W. Hoover, "The Relationship Among Attitudes of University of Nebraska Freshmen Toward Twelve Major Issues of Secondary Education and Seven Background and Status Factors" (Unpublished Ph.D. dissertation, University of Nebraska, 1941), p. 27.

<sup>12</sup>A.A.S.A., The American School Superintendency, 30th Yearbook (Washington, D.C.: Research Division of NEA, 1952), pp. 312-23.

<sup>13</sup>Emery N. Ferris, "Curriculum Characteristics and Trends in Rural Secondary Schools," in NEA, Addresses and Proceedings, 1933 (Washington, D.C.: Education Press, 1933), pp. 448-50.

frequency, usually due to the salary. Studies by W. G. Nachtigal<sup>14</sup> and W. T. Zahradnicek<sup>15</sup> showed no substantial change in the situation up to 1947, even though a small improvement was present. From 1947 to 1953, however, a steady improvement became apparent. Jane Franseth, in a 1955 U. S. Office of Education bulletin, reported a marked increase in qualified administrators and better school services.<sup>16</sup>

The small school district, as a direct result of smallness, has administration and instructional problems quite unique from those of larger districts. As mentioned before, the actual realization of needed improvements depends largely on the vision and leadership exercised by the local administrator. At first view, it may seem an easy task, but usually it is exactly the opposite. In a large district an administrator does just what his title implies--he "administers"-- and his assistants take care of various subdivisions under the same title. The small district administrator is not so lucky. His position not only entails being the chief

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<sup>14</sup>W. G. Nachtigal, "Preparation and Teaching Experience of Nebraska Public High School Principals" (Unpublished Master's thesis, University of Nebraska, 1947), p. 21.

<sup>15</sup>W. T. Zahradnicek, "The Preparation and Secondary School Experience of Nebraska School Superintendents (1945-46)" (Unpublished Master's thesis, University of Nebraska, 1947), p. 12.

<sup>16</sup>Jane Franseth, Supervision in Rural Schools, U. S. Office of Education Bulletin No. 11 (Washington, D. C.: Government Printing Office, 1955), p. 32.

administrator of the district, but also brings with it responsibility for budgets, buildings, buses, discipline, guidance, public relations, purchasing, financial accounting, inventories, instructional supervision, teacher selection, and other such duties falling under the broad realm of administration. Often he has few or no assistants and thus has little time to do the job as he would like.<sup>17</sup> Due to the amount of time taken, he is restricted in the number of things he may satisfactorily undertake at one time, and must be skilled in knowing which projects must be handled first in order to develop the district in correct perspective.<sup>18</sup> F. S. Archerd points out that since the chief task of the superintendent is to organize an effective school system, a long term contract is more desirable than one drawn up annually. Thus, the administrator can be assured of having sufficient time to set up his proposed projects or changes on a suitable work schedule.<sup>19</sup>

Consolidation of the small rural schools into a district large enough for efficiency seems to be the best

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<sup>17</sup>Stephen J. Knezevich, Administration in a Small Community School, Yearbook 1957 of the NEA (Washington, D. C.: Education Press, 1957), pp. 143-45.

<sup>18</sup>Warren C. Seyfert, School Size and School Efficiency (Cambridge, Mass.: Harvard University Press, 1937), p. 219.

<sup>19</sup>F. S. Archerd, "A Comparison of the Efficiency of School Systems in Relation to Tenure of Superintendents" (Unpublished Master's thesis, University of Nebraska, 1931), pp. 13-17.



answer to educational problems in suburban and village areas. Charles O. Fitzwater, in a study conducted in 1953, found that 72.9 per cent of secondary schools in reorganized districts had added more courses and expanded services to their programs (industrial arts, home economics, music, agriculture, driver's education, business education, and art were those reported most often; better services included improved testing, visual aids, centralized libraries, health services, etc.), thus giving the students a better chance to expand their learning environment through variety.<sup>20</sup> In spite of expenses created by the consolidation, such as increased taxation and transportation expenses, Paul H. Landis found, in his study of rural living, that parents are anxious to see their children with the better educational advantages provided by the reorganized school district.<sup>21</sup>

While the consolidated school is meeting the needs of rural youth, it is at the same time serving other purposes. Rural communities, due to their geographic location away from urbanized and industrial areas, offer a high degree of association among its members. The majority of the inhabitants belong to organizations dealing with community projects, and

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<sup>20</sup>Charles O. Fitzwater, Educational Change in Reorganized School Districts, U. S. Office of Education Bulletin No. 4 (Washington, D. C.: Government Printing Office, 1953), pp. 27-30.

<sup>21</sup>Paul H. Landis, Rural Life in Process (New York: McGraw-Hill, 1948), pp. 6-19.

the school usually serves the purpose of a common meeting ground. The school also renders services to adults, as well as students, with courses in agriculture, home economics, marketing, community organization, parent education, drama, music, art, discussion groups, use of school machinery (tractors, sewing machines, etc.), and other areas related to the specific locality.<sup>22</sup> A good example of this type of community-school interaction is shown in a study by Rudyard K. Bent and Henry H. Kronenberg on the Plainview-Rover Consolidated School in Plainview, Arkansas. The school provided courses in home economics, agriculture (care of stock, soil erosion), safety, fire prevention, offered the services of school machinery, the school processing plant and frozen-food lockers for a small fee, and school-community projects in beautification, stock disease-prevention, soil erosion, and others. The school appeared to be directing its students to better living through education as exemplified by the graduating classes (5 of 16 graduates in 1947 entered college, and 7 of 18 in 1949).<sup>23</sup>

The purpose of the consolidated rural school district is to bring the entire community into closer focus with modern ideas and practices through an interrelation of home

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<sup>22</sup>Douglas Ensminger, "Educational Activities Outside the School in Rural Areas," in Julian E. Butterworth and Howard A. Dawson, The Modern Rural School (New York: McGraw-Hill, 1952), pp. 240-53.

<sup>23</sup>Rudyard K. Bent and Henry H. Kronenberg, Principles of Secondary Education (New York: McGraw-Hill, 1949), pp. 6-9.

and school activities. The district, though small, must take the student outside his narrow community and into the large and varied surrounding environment, giving him a realization into the vastness of the world and the part his community plays in the growth of this world. The student, in turn, can reach out to other community members who have not realized the need for complete community involvement. Having learned the possibilities of a more prosperous and fulfilling life for his community and himself, the student matures, ready to reach adulthood with the knowledge that education is essential for the hierarchy of life to continue--his children must be correctly taught in order that they, too, may seek such for their offspring in future years . . . and as each generation reaches for its stars, all the past generations will be seen in the heavens pointing the traditional way to knowledge and truth.

## CHAPTER II

### THE COMMUNITY

Rich in historical heritage, the region covered by this study is situated in the southern part of Bexar County, Texas, and covers an area of approximately 126 square miles.<sup>24</sup> Larger settlements in the present territory include Buena Vista, Espada, Losoya, Thelma, Cassin, and Via Coronado. Other small hamlets exist, however, none being large enough to warrant mention as a separate entity. Best known landmarks in the area are the San Antonio and Medina Rivers, Mission San Francisco de la Espada, and El Carmen Catholic Church, previously a mission and considered to be resting on the site of the Battle of the Medina. Land in the area is mostly flat and sandy and the community owes its chief source of beauty to the towering live oak trees which grow most abundantly. Basically a farming and grazing community, this previously sparsely-populated area has begun to blossom of late.<sup>25</sup> Growth can be attributed mainly to housing

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<sup>24</sup>Texas Municipal Reports (Austin: Municipal Advisory Council of Texas), March 12, 1970, p. 1.

<sup>25</sup>Southside School District Census, 1952. Population was estimated as 2,000, an approximation calculated by allowing each school child to stand for three non-attending members, while Texas Municipal Reports estimate 1969 population at about 8,500.

developments which have served to change the farm concept of the area to one of many neighbors rather than many plants and animals, and to limited petroleum production, bringing industry to the locality.<sup>26</sup>

San Antonio and its surrounding areas were the center of missionary effort among the Indian tribes of Texas, later becoming the center of military government (a condition which remains to the present), and finally the colonial capital for the region during the time of Spanish and Mexican ownership. During the Texas Revolution, it served as an important facet in the future of Texas, hosting two important battles for freedom, first the Battle of San Antonio, and secondly the Battle of the Alamo.

In southern Bexar County the missionary effort was exemplified by Mission San Francisco de la Espada. Located in the northern section of the district (see Figure 3, page 22) and along the banks of the San Antonio River, the mission was constructed in 1726 when the first Spanish mission in Texas, namely San Francisco de los Tejas (built in 1690),<sup>27</sup> was moved from its original site in Houston County in East Texas in that same year. Espada, as it is now called, is one of a number of missions in the area built near the San Antonio River (San Juan Capistrano, San Jose Mission, Concepcion Mission). The

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<sup>26</sup>Texas Municipal Reports, March 12, 1970, p. 6.

<sup>27</sup>Eugene C. Barker, ed., Texas History (Dallas: P. L. Turner Co., 1929), pp. 13-16.

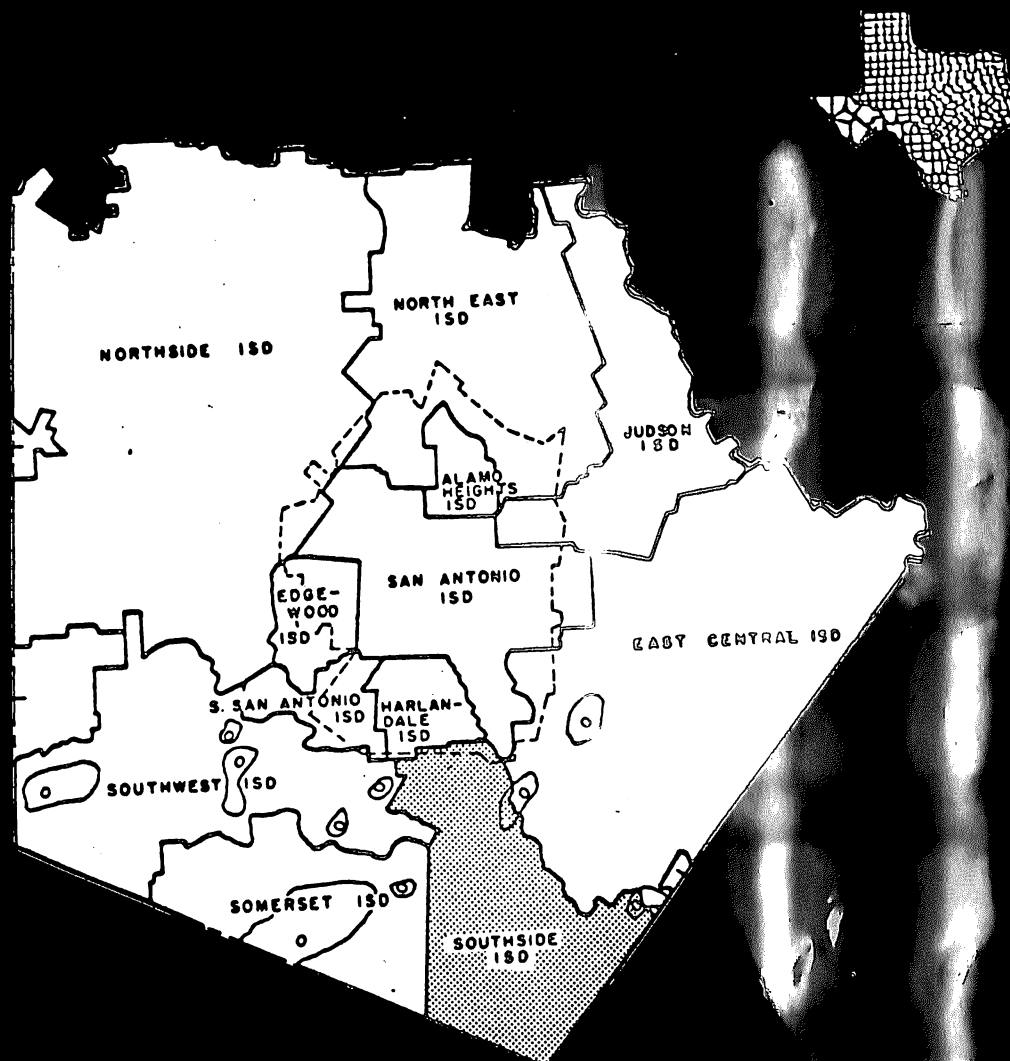


Fig. 1.--Map of Southside  
School District in Bexar County, Texas

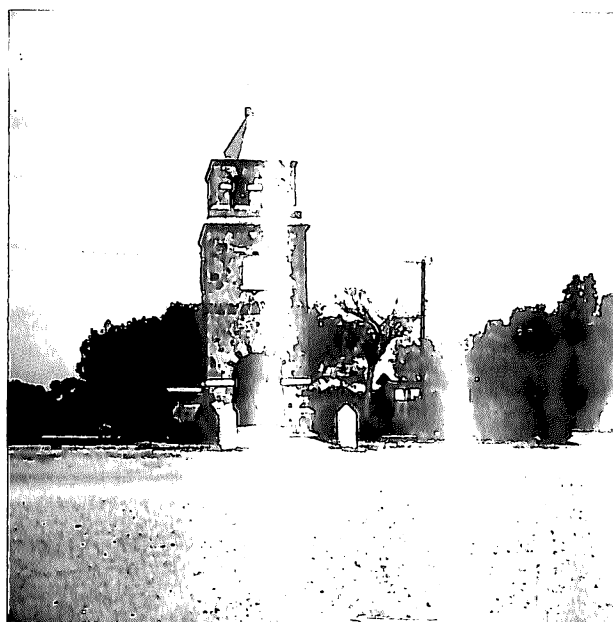


Fig. 2.--San Francisco de la Espada (upper) and Nuestra Señora del Carmen Catholic Missions (lower left). Our Lady of Mount Carmel Shrine (lower right).

area surrounding the mission was in 1836 the scene of the Battle of Concepcion, in which occurred the first casualties among Texas forces opposing Santa Anna.

The first battle to occur in the region came long before the Battle of Concepcion and is known as the Battle of Medina, which took place during Father Francisco Hidalgo's uprising against Iturbide and Spanish rule in 1813. The actual instigation of the battle was by a fellow revolutionist of Father Hidalgo, one Bernardo Gutierrez, and an American adventurer, Augustus Magee. At this time another American, Colonel Perry, and a Mexican general, José Alvarez de Toledo, came to the fore as leaders. Together with Toledo's force of Mexican revolutionists, called the "Republicans of the North," they met the Spanish Army under General José Joaquín de Arredondo in battle along the banks of the Medina River and extended nearly to the Sabine River. The battle lasting for a number of days, Toledo's revolutionaries were completely routed and almost wiped out, with only ninety-five of a force of one thousand managing to escape.<sup>28</sup> The area where the main conflict occurred is located approximately one-half mile from the school district proper that is being studied here, and the site where a major part of the revolutionaries lost their lives is now the location of El Carmen Catholic Church, now existing as an independent parish. Honoring the location

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<sup>28</sup> John Henry Brown, History of Texas. From 1685 to 1892, Vol. I (St. Louis: Becktold and Co., 1892), pp. 60-63.



● = CATHOLIC CHURCHES

- 1 -- Espada Mission
- 2 -- El Carmen
- 3 -- Our Lady of Guadalupe, Graytown
- 4 -- St. Frances Cabrini

■ = BAPTIST CHURCHES

- 1 -- Eastlake
- 2 -- Plainview
- 3 -- Shady Oaks
- 4 -- Southside
- 5 -- Thelma

△ = OTHER DENOMINATIONS

- 1 -- Salon del Reino de los Testigos de Jehova
- 2 -- Thelma Gospel Tabernacle

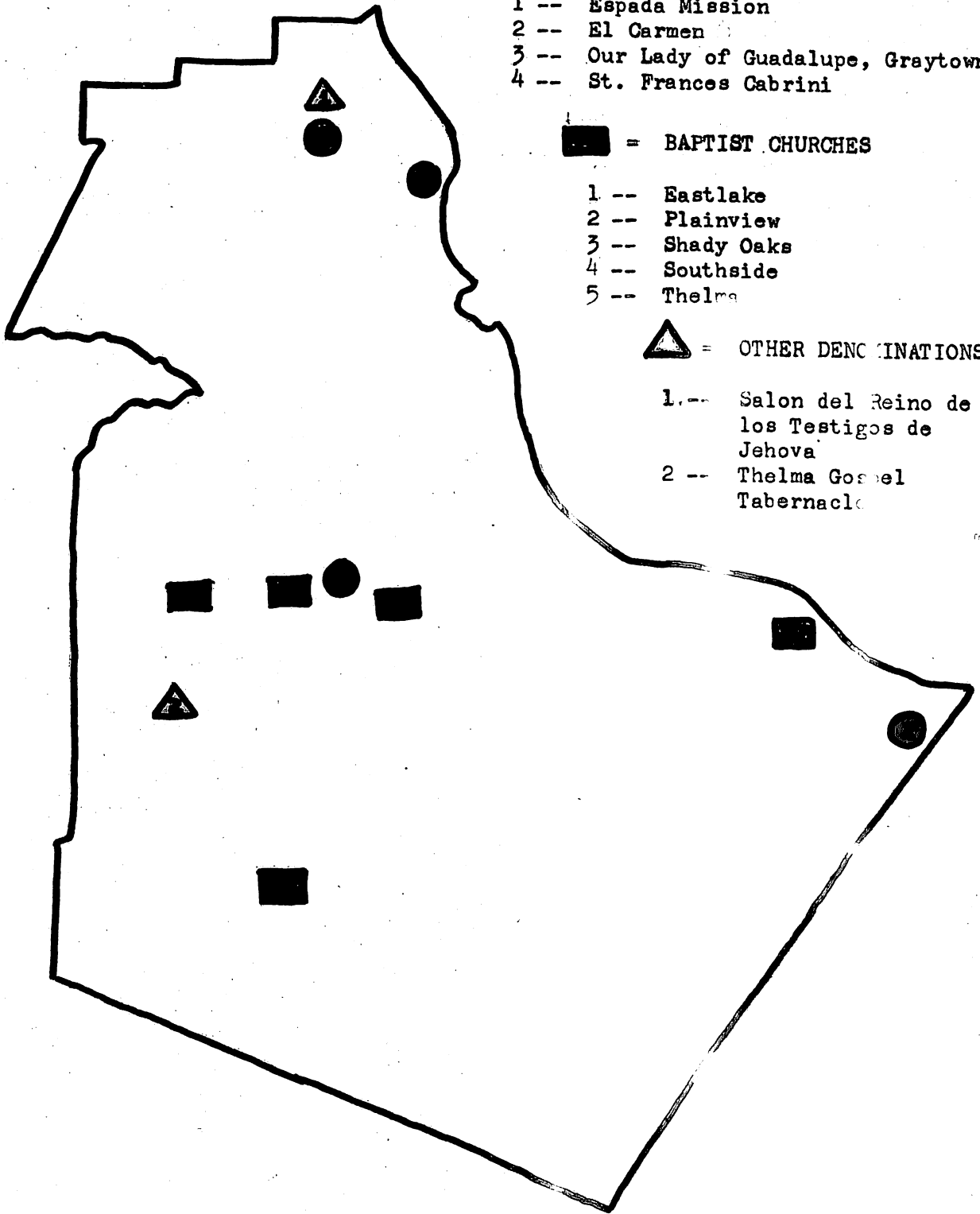


Fig. 3.--Map of Churches in the District  
From 1726 to Present

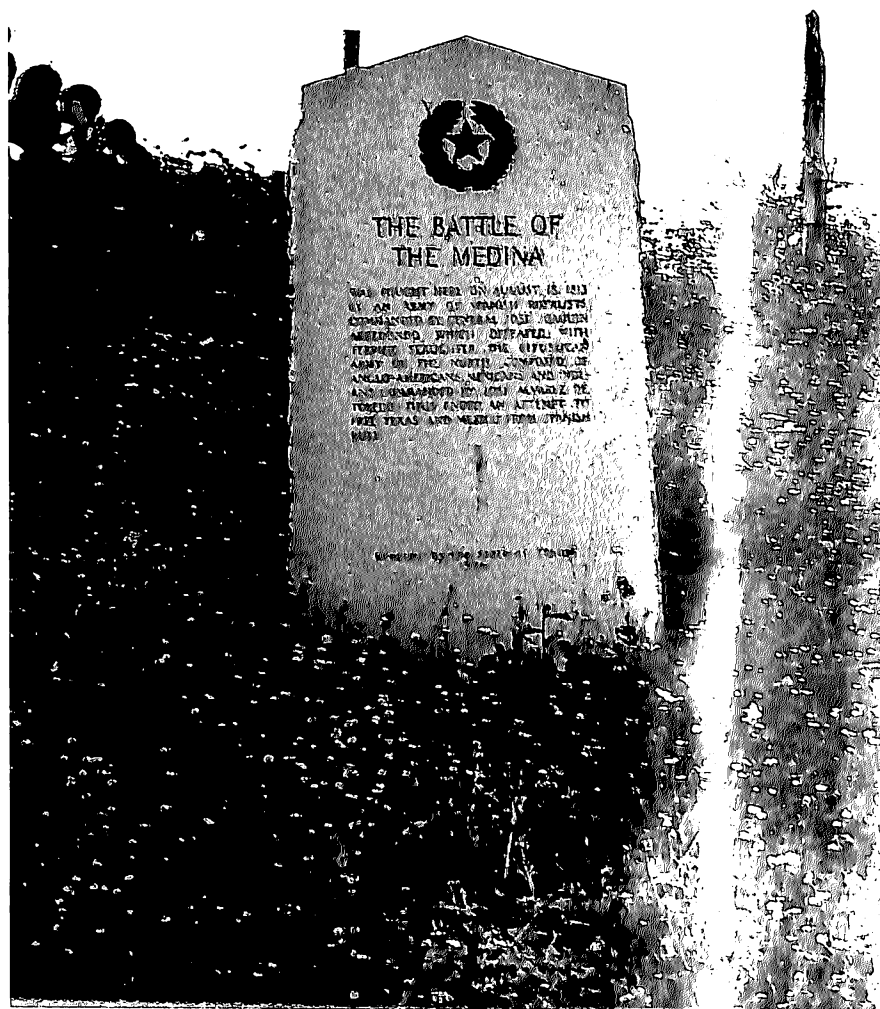


Fig. 4.--Battle of Medina Monument  
 Inscription reads: "The Battle of the Medina was fought here on August 18, 1813 by an army of Spanish royalists commanded by General José Joaquín Arredondo which defeated the Republican army of the North composed of Anglo-Americans, Mexicans, and Indians commanded by José Álvarez de Toledo --thus ended an attempt to free Texas and Mexico from Spanish rule." Erected by the State of Texas, 1936.

as playing a part in the attempt to free Texas from Spanish rule, the Daughters of the Republic of Texas, in conjunction with the State of Texas, in 1936 erected a marble slab to mark the area.<sup>29</sup>

Local traditions in south Bexar County identify another battle along lands east of the Medina River at a place called Los Positos (in Spanish, "Little Mounds"). An army of soldiers encamped in this area were one day surprised by an enemy and a running battle ensued. The existing problem seems to be a verification of the battling parties, for the locals do not know or cannot remember whether the men (on either side) were Spanish, Mexican, or American. Histories of Texas identify this battle (the Battle of Positos) as being, in reality, the Battle of the Medina, and attribute the former name in the above as a mere redressing of a particular incident by generations of the community.<sup>30</sup>

Historical consciousness in the area revolves around land ownership. Original tracts in the area came from the old Spanish grants that were awarded, in a number of cases, to ancestors of families presently occupying the area. One settlement of the region, the hamlet of Losoya, is situated on

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<sup>29</sup>First located near the settlement of Losoya, the marble monument now is situated at the intersection of Highway 281 S. and F. M. 2537 to facilitate visitors in their search for the area.

<sup>30</sup>Samuel Houston Dixon, Romance and Tragedy of Texas History, Vol. I (Houston: Texas Historical Publishing Co., 1924), p. 33.

land that was part of the Losoya family grant. Other grants included the de la Garza, Martinez, and de Luna grants, to name a few, the latter being the land belonging to the family line of which the writer is a descendent.<sup>31</sup>

Family surnames in the area remain, on the whole, unchanged, dating back to the period of Spanish occupation. Common names of Spanish origin in the district are Gallardo, Guerra, Huron, de la Garza, and Luna. Other nationalities mingled with the Spanish beginning about 1870, accounting for the "other than Spanish" surnames which can be traced back to that time. An example is the settling in the region of two families of French extraction, namely Toudouze and Matthey.<sup>32</sup> A son of the first Matthey family, Julius L. Matthey, played a part in the formation of district policy as one of the first members elected to serve on the board of education in 1949 to organize the newly consolidated district.<sup>33</sup>

The land grants of the area were of different sizes. Some were small, occupying 180 acres or what was termed a labor of land. Others were for a sitio, accounting for 4,400 acres. The grants given to Moses Austin were for a sitio and a labor, or what could be approximated as 4,600 acres of

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<sup>31</sup>Fig. 5, p. 26, shows the land grants, situated on land which presently embodies the Southside Independent School District.

<sup>32</sup>Julius Henry Matthey, *Reminiscences of Fifty Years, 1872-1922*, p. 120. (Typewritten).

<sup>33</sup>Mary L. Matthey (widow of Julius L. Matthey), personal interview, March 22, 1972.

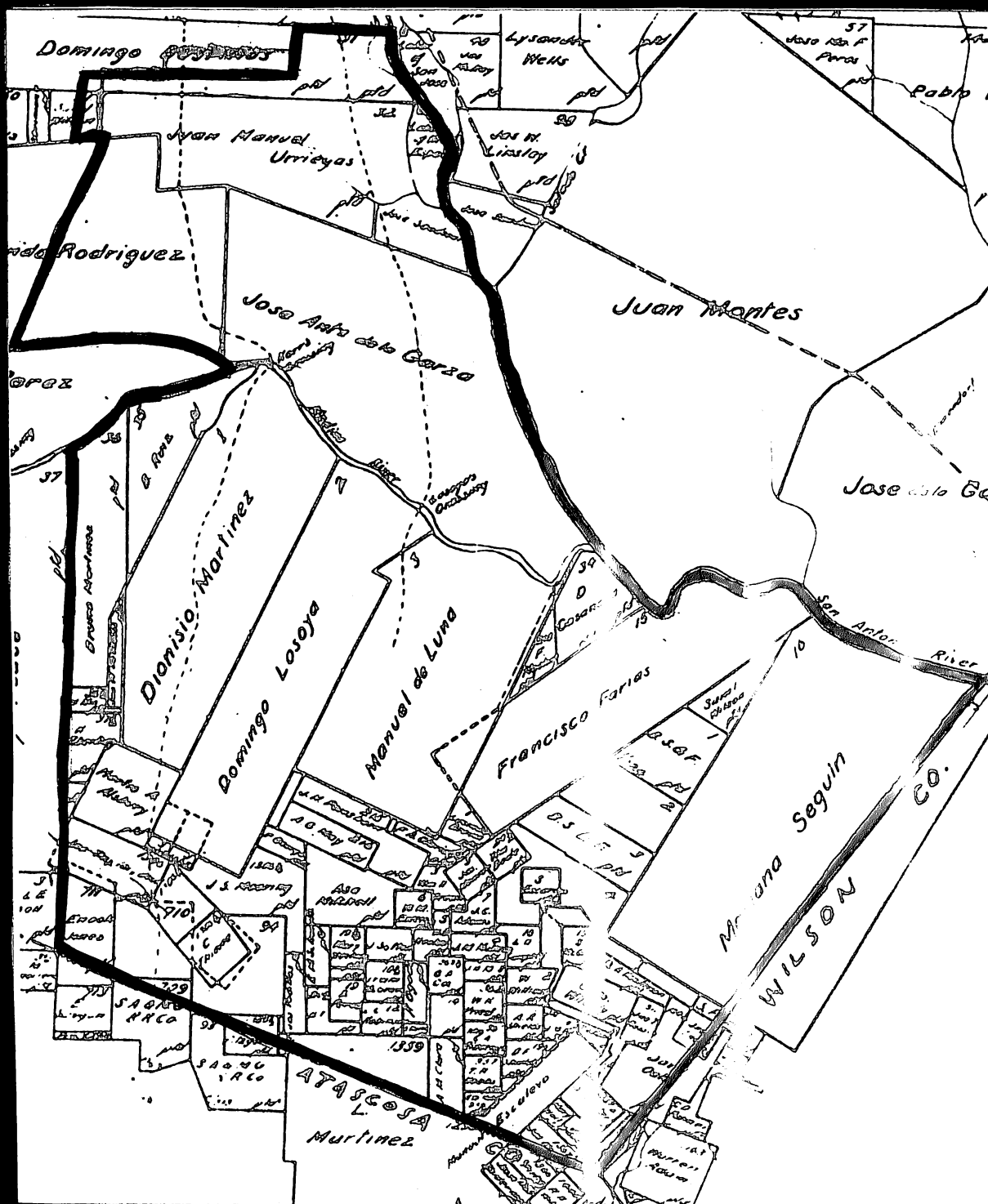


Fig. 5.--Map of Spanish Land Grants in Southside District Before 1821



L. E. WILLIS, C. O. BAKER, H. C. MILLER, J. J. BROWN, J. L. MAHNEY  
T. W. HAIR C. E. CARPENTER

Fig. 6.--Southside School  
District Board of Education, 1949

land.<sup>34</sup> Still larger grants were also awarded, as in the case of the de la Garza grant, which covered more than 8,000 acres, extending from the San Antonio to the Medina River (see Fig. 5 p. 26). These vast expanses of singly-owned territory are no longer present. This can be attributed to division of land among heirs or sale of acreage to outside parties. Examples of this are apparent in the de la Garza, Luna, Martinez, Gallardo, and Huron families of the area, as well as others, dating back to the period of expansion, which, while not maintaining their large quantities of land, nonetheless, still retain ownership of small sections.

Once known as a produce-farming area with crops of watermelon, berries, carrots, peanuts, onions, and other fruits and vegetables derived from the sandy loam soil spoken of earlier, the majority of the community as early as the 1940's and to the present has changed in terms of occupations, with the male working-population leaning heavily on the numerous Army and Air Force installations in San Antonio for professions.<sup>35</sup> The security derived from steady employment is responsible for the improvement in the district through the years and also removed the isolation element from the community. Identification with urban areas has changed the

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<sup>34</sup>Mary Austin Holley, Texas (Lexington, Ky.: J. Clarke and Co., 1836), pp. 197-98, 227.

<sup>35</sup>Francisca C. Uriegas and Maria U. Luna (descendents of Spanish settlers of the area), personal interviews, March 18, 1972.

mannerisms of the inhabitants, with one important factor being the bilingualism of the present generation.

Unity in this south Bexar County community can be attributed to the deeply religious ancestry predominant in the area. The majority of the community families practice Catholicism, largely a result of the missionary work apparent during the formation years of the San Antonio communities. The Catholic missions, in a sense, were responsible for the formation of the community, for family settlements seemed to converge around these in hopes of security from wandering Indians and wild animals.<sup>36</sup>

Approximately nine miles from the San Antonio city proper and situated on the west bank of the San Antonio River near the northeastern boundary of the district lies the oldest mission in the history of the Texas missions. Spoken of earlier, San Francisco de la Espada, so called for St. Francis, founder of the Franciscan priests, and from the sword shape of the chapel tower (see Fig. 2, p. 20),<sup>37</sup> began in 1690 near the village of Weches in Houston County.<sup>38</sup> Founded under the leadership of Father Damien Massanet, the mission was abandoned in 1693 because of trouble with Indians and epidemics, and then revived in 1716 under the name of San Francisco de de los Neches. Having the supply depot nearly a thousand

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<sup>36</sup>Herbert E. Bolton and Eugene C. Barker, With the Makers of Texas (New York: American Book Co., 1904), pp. 47-49.

<sup>37</sup>Brown, op. cit., p. 26.

<sup>38</sup>Dixon, op. cit., p. 33.



miles away in Coahuila, the mission again was abandoned and later reestablished at its present location and under its present name.<sup>39</sup>

Another mission in the region boasting a historic and glamorous background and mentioned in opening statements of the chapter is the present parish called El Carmen (see Fig. 2, p. 20). Dating back to 1813, when General José Álvarez de Toledo led a group of revolutionists in quest of Texas independence, the Church of Nuestra Señora del Carmen was erected ". . . as a lasting monument of fitting memorial to heroes of the famous Medina Battle (August 18, 1813) who met death on this hallowed ground."<sup>40</sup> Located twelve miles south of San Antonio between Highway 281 S. and the village of Losoya near the banks of the Medina River, the first chapel was built in 1817 and enlarged in 1854. The new church with connecting rectory was dedicated on January 24, 1854, and in 1872 was completely devastated by fire. In 1875, under the direction of Bishop Pellicer, a townsite, Villa del Carmen, was plotted on a tract of eighty-eight acres. Irrigated by water from the nearby Medina River, the land was leased to the people and sustained by them for a number of years. During the term of the succeeding clergyman, Bishop Neraz, the project was abandoned and most of the land sold. Eighteen hundred seventy-seven saw restoration of the Church

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<sup>39</sup>Ibid., p. 34.

<sup>40</sup>Right Rev. Robert E. Lucey, S.T.D., Archdiocese of San Antonio, Diamond Jubilee, 1874-1949 (San Antonio: Schroeder Printing Co., 1949), p. 274.

over the original site through the work of Jesus Huron, a stonemason whose descendents remain in the community to date.<sup>41</sup>

The fiery agent of combustion struck again in 1904, destroying the roof, interior, and entrance to the church. Members of the community banded together to renovate the religious abode, the steeple of which still stands as a shrine to Our Lady of Mount Carmel and a memory to the descendants of those who helped to rebuild it.<sup>42</sup> The present structure was erected in 1967 and dedicated on December 17 of the same year by Bishop Stephen A. Leven of San Antonio.<sup>43</sup>

Due to lack of transportation, the 1800's saw numerous endeavors to improve religious beliefs (especially Christianity) by the construction of churches or missions in particular areas so as to best serve scattered settlements. Such was the case in 1839, when Lucinda Rodriguez Tarin and James Gray saw this necessity in the small hamlet of Graytown, on the east-central border of the district (see Fig. 3, p. 22). With land provided for such a purpose, the Church of Our Lady of Guadalupe at Graytown or Las Islitas, as it was called, was erected and consecrated in 1854.<sup>44</sup> Modern conveniences

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<sup>41</sup>Ibid., pp. 14-18.

<sup>42</sup>Javiel Uriegas (grandfather of the writer) and his father were volunteers involved in the construction. This information was revealed to the writer by Mr. Uriegas before his death on March 4, 1970, and is presently substantiated by his widow, Francisca C. Uriegas.

<sup>43</sup>Jerome C. Calcagno, C.M., El Carmen Church Dedication Booklet, December 17, 1967, p. 7.

<sup>44</sup>Lucey, op. cit., p. 198.

eventually rendered the parish unnecessary and people in the area now attend services in Elmendorf, Texas. However, services are held in the church building approximately once a month by visiting priests or clergy from nearby parishes, helping to keep this historical abode a present reality rather than just mere history.

The most recent of the Catholic churches of the area, St. Frances Cabrini, was established in 1964 to serve the community of Via Coronado and functions as a mission of San Francisco de la Espada. Clergy from Espada conduct Sunday services in the church to help establish religion as a necessary part of everyday life in the community.

Denominations other than Catholicism are not as prevalent in this area. However, as a reaction to new members of different religious beliefs settling in the region, a few churches did spring up in the district, and are becoming more numerous as the area develops (see Fig. 3, p. 22). The Baptists appear to have the greatest determination in establishing their churches. Efforts along this line date back to 1914 when Southside Baptist Church was constructed near Losoya as a mission of Harlandale Baptist Church. Rebuilt in 1930 and becoming quite prosperous, the present structure stands as an independent church on the same site where it was first erected. Another Baptist church can be found on the eastern boundary of the district on Farm Road 1518 near Elmendorf. Named Eastlake Baptist, the structure is small but well cared for, and its organization can be noted in



Fig. 7.--Our Lady of  
Guadalupe Catholic Church, Graytown

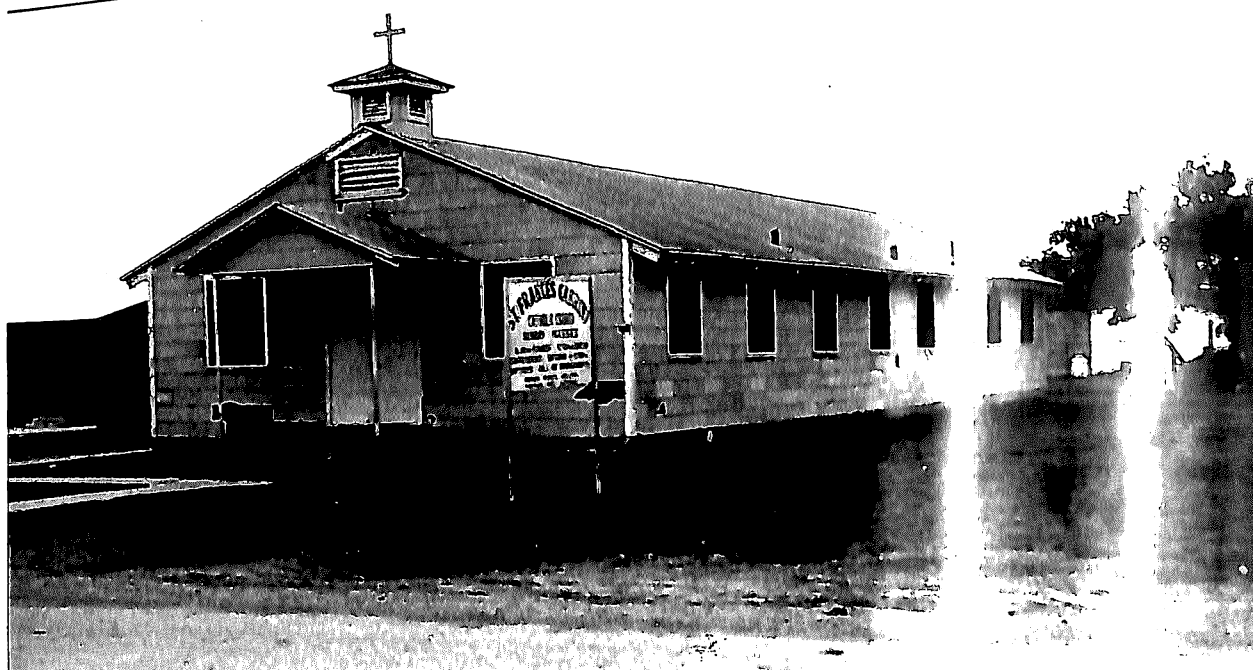


Fig. 8.--St. Frances  
Cabrini Catholic Church, Via Coronado

monthly newsletters it publishes and disperses to members of the community. Shady Oaks Baptist Church, near the southern district boundary, was primarily functioning as Shady Oaks Mission, operated by the Baptist Board of Missions, and now exists as a separate entity or independent church. Thelma Baptist, located on Pleasanton Road north of Farm Road 1518 and used in the 1950's, has been abandoned, while the church building remains unused at its original site next to Thelma Elementary School.<sup>45</sup> The newest establishment, one Plainview Baptist, is located adjacent to the site of the present high school building with services held on Sunday and Wednesday.

Community members of other religious affiliation attend church services in Pleasanton, Somerset, Elmendorf, and the San Antonio proper. The sole exceptions are two in number. A congregation of Jehovah's Witnesses has established a worship and meeting center in the settlement of Via Coronado. Built in 1961, Salon del Reino de los Testigo de Jehova was erected to serve members scattered throughout the district. The congregation is of fairly large membership, growing from an attendance of thirty members in 1961 to one of 130 in 1972, and seems to be gathering support, for the structure has been renovated, and the once wooden abode has taken on

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<sup>45</sup>Rev. H. B. Teague (long-standing resident of the district and previous pastor of Southside Baptist Church), telephone interview, June 5, 1971.



Fig. 9.--Baptist Churches of the District. Eastlake (upper left); Plainview (upper right); Shady Oaks (lower left); Southside (lower right).



Fig. 10.--Salon del Reino  
de los Testigos de Jehova (upper);  
Thelma Gospel Tabernacle (lower).



an outer appearance of uniform creme-colored field stone (see Fig. 10, p. 37).<sup>46</sup>

The second exception is that of a church structure called Thelma Gospel Tabernacle located on Pleasanton Road south of Farm Road 1518. A non-denominational church, the building used for services was moved into the district in 1953 and holds Sunday worship for any district member wishing to attend.<sup>47</sup>

Deep religious convictions have made for good working relations among the members of the district. Morals and values are involved in their every decision. Any problems arising usually are due to a lack of understanding by the responsible parties. Hopefully, as the district progresses, the educational element will have reached a point whereby the religious ancestral heritage of this people will shine forth and remove any and all barriers. Education has cured many a lack of understanding in many places over periods of time. Religion has cured many a lack of conviction. With these factors working simultaneously in each and every individual, there is no alternative but the achievement of man's ultimate goal--truth through education.

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<sup>46</sup>Irma De Leon (Secretary and member of Salon del Reino de los Testigos de Jehova), telephone interview, April 21, 1972.

<sup>47</sup>James R. Whetstone (resident of the district whose brother Raymond Whetstone, served as first minister to Thelma Gospel Tabernacle), telephone interview, April 22, 1972.

## CHAPTER III

### PRE-CONSOLIDATION EDUCATION IN THE COMMUNITY

Education has long been, and continues to be the major concern in most communities to establish knowledge patterns for the generations of the future. Such was the case in the south Bexar County area prior to school district consolidation. Realizing the need for proper tutoring of their children, the rural folk set about the task of schools in a grand way. Location of school sites was an important factor due to lack of transportation facilities in the majority of households, and the structures were so dispersed that the majority of families were able to send their children without an excess of physical or psychological care. Those not living a walking distance and being unfortunate in the transportation department, namely automobiles or such fast-moving vehicles, solved their problems otherwise --their children were sent to school in buggies, on horses, or horse-drawn wagons, often braving the elements to benefit from the educational offerings.<sup>48</sup>

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<sup>48</sup> Adam Uriegas, personal interview, March 27, 1972.

Schools built in the pre-consolidation period to facilitate the educational process in the communities of the district were:

Asa Mitchell School

In the 1850's, Asa Mitchell donated land from his grant to be used for the pupose of school facilities for the area. The constructed school building was located in the settlement of Cassin, now referred to as Florestown. As the consolidation began to take effect in 1949, the school was abandoned, with its pupils being sent to Thelma School, a member-school of the consolidated district.<sup>49</sup>

Borrego School

Located on land given by Mrs. Lucinda Rodriguez Tarin to provide for her daughter's education, the first Borrego School was constructed in 1854 as a one-room school-house. Situated on South Flores Road, now Farm Road 1518, eighteen miles southeast of San Antonio in the Mariana Seguin Grant, a second school with two instructors and two classrooms was built in 1912 and, like the Asa Mitchell School, abandoned in 1949 as consolidation strength became apparent.<sup>50</sup>

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<sup>49</sup>Mrs. Jose T. Martinez, personal interview, February 2, 1972, relating to the fact that her older children attended Asa Mitchell School, making her knowledgeable of its proceedings.

<sup>50</sup>P. F. Stewart, School Annual, 1914-1915: An Account of the History and Progress of Schools in Bexar County, Texas (San Antonio: Office of County Superintendent of Schools, 1915), p. 14.

### Oakley School

First called the Positos School, in reference to the Battle of Los Positos (more commonly known as the Battle of the Medina), this school was erected in 1875 near the location where the last battle thrust for independence was mounted in 1813. This abode was used until 1914, when a new school building was constructed to serve the rising number of students. Following the pattern of its predecessors in the community, Oakley School gave way to progress in 1949, and directed its students toward Buena Vista and Southside Elementary Schools.<sup>51</sup>

### Carmen School

The first Carmen School was constructed in March, 1883, and located approximately one mile east of El Carmen Catholic Church, near the residence of Julian C. Gallardo, who was one of the school's first trustees. Serving terms with Gallardo were Bibian Huron and Gustave Toudouze. Either Julian C. Gallardo or Frank O. DeHymel was the first instructor hired to teach in the new school, but owing to two accounts, neither of the two has ever been officially given the title of "first."<sup>52</sup> The question may have arisen from the fact that instruction had been in progress prior to the construction of the school building in 1883. Recordings of contracts dating back to 1881 are available, but do not elaborate on the

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<sup>51</sup>Ibid., p. 14.

<sup>52</sup>The Gallardo Records, accounts showing contracts for both, but with little explanation other than salary, term, and pupil attendance.

subject. In view of these, Gallardo probably was the first teacher in the school, while DeHymel, just as probably was the first teacher in the area.<sup>53</sup>

### Thelma School

Prior to 1899, Carmen School was the prima donna of the schools in the area, owing to its central location and long school term.<sup>54</sup> However, in that same year Woodland School, located on Pleasanton Road, and Encinal School, located on Trumbo Road, combined to form Thelma School in an area near the center of the district,<sup>55</sup> a move which took away some of the strength of the Carmen School.

### Carmen School (II)

Built on land donated by Julius H. Matthey of Losoya, the new school building where Mr. Matthey was an instructor, built in 1914, united two one-teacher schools. Located on South Flores Road, now Farm Road 1518, sixteen miles southeast of San Antonio, Carmen School was used until 1950, when the Southside Elementary School construction was completed.<sup>56</sup>

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<sup>53</sup>Ibid., contract between Carmen School trustees and Frank O. DeHymel, September 24, 1881, showing preparation for the constructing of a school building compared with contract between the same trustess and Julian C. Gallardo, March, 1883, showing his employment as teacher at the time the school construction was completed.

<sup>54</sup>Ibid., showing a school term to consist of five months and ten days. Other schools in the area went for four months.

<sup>55</sup>Ibid., dated May 28, 1899--east line of Manuel Gil property, dividing line of D. Martinez survey, west line of Watson property--new district No. 34 $\frac{1}{2}$ .

<sup>56</sup>Stewart, op. cit., p. 12.

### Buena Vista School

In 1915, students from Espada Mission and the hamlet of Buena Vista combined to form Buena Vista School. By 1949, it had absorbed the first and second grades of Carmen, Borrego, and Oakley Schools, with children in grades above second going to Southside Elementary and High Schools.

### Private Schools

As mentioned before, education was an important factor in the rural area of south Bexar County. Some members of the community, when unable to find suitable tutoring for their young, either formed their own schools or sent their children to private institutions. Two establishments in this category worthy of mention were the Gil School, operating in 1881 and a member of the Carmen District, and the school at Espada Mission operated by the Sisters of Charity of the Incarnate Word, working out of their motherhouse in north San Antonio. The latter contained 130 pupils and three sisters instructing grades one through seven.

Throughout this section we have numerous small schools working to suit the needs of a community rural in nature, with farming and ranching as the primary sources of support for the inhabitants.<sup>57</sup> As time progressed, however, we see the farm-ranch concept partially disappearing with the emergence of different occupations caused by job openings

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<sup>57</sup>For a view of location of the various schools, see Fig. 11, p. 44.

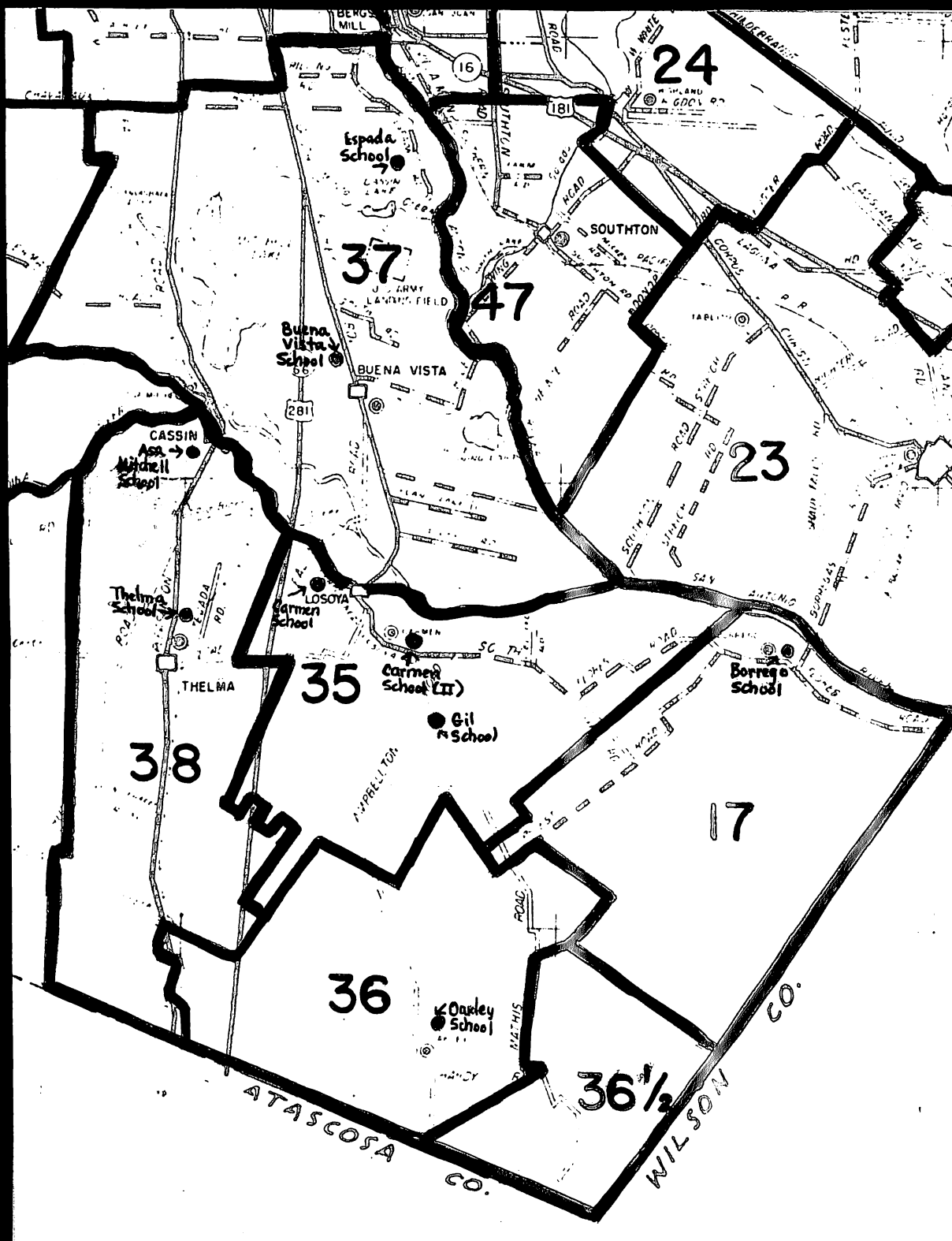


Fig. 11.--Map of the District Prior to Consolidation

in the fast-growing military complex of San Antonio, improved transportation, and the incomes brought in by these. The people of the area began to see a more sophisticated generation with more mobility. To cope with this they saw a need for more varied curricula, better facilities, and instructors qualified to teach the new material that the community felt as a necessity. This brought about the idea of forming a larger school complex through consolidation of the numerous small schools in the just as numerous small hamlets and settlements. Interest was apparent as early as 1911, with the final step coming in 1949.



CHAPTER IV  
CONSOLIDATION AND THE PRESENT  
SCHOOL SYSTEM

Act 2806 of the Texas School Law in 1949 was the final push needed by members of the community to bring about a larger and more appropriate school system, with consolidation taking place in that same year. Leaders of the community desired to make the district a rural district with an independent tax program, tax evaluation, and other features of local control. These stipulations were provided for in Act 2922, a rural school law, stating that a rural district with more than 400 children attending school therein could become a rural school district by annexing another school district with less than 200 children of school age, with the smaller district petitioning to join the larger one in order to obtain a rural school district.<sup>58</sup>

The smaller district in this instance was located in an area just south of the community, called District No. 36 $\frac{1}{2}$ , with the proper amount of schoolage children available, but no school facilities to serve them. Upon petition for consolidation, the aforementioned combined with the

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<sup>58</sup>Information derived from the files of Clyde E. Smith, Superintendent of Schools, Bexar County.

Carmen District No. 35 to form the new Southside Rural School District No. 17 in an area where the majority of families were of economic backgrounds ranging from lower-middle to lower-lower class.

### The School Complex

The consolidation process integrated the Borrego, Carmen, and Oakley Elementary Schools into three larger elementary schools, namely Buena Vista, Thelma, and Southside Elementaries. Buena Vista and Thelma remained at their previous locations, while Southside Elementary was organized in 1949, but actually taught at Carmen School until the new building was completed in 1950 at the location of the present Southside Junior High School. These three plus a junior-senior high school complex built in the same year composed the schools of the consolidated district.

As the district formed it became necessary to expand facilities to provide for the growing number of students. Nineteen hundred fifty-two saw the construction of a gymnasium with adjoining cafeteria, an agriculture department, and the organization of a school agricultural farm.<sup>59</sup> In 1958 the elementary complex expanded with a new unit consisting of four classrooms being added to the existing Southside Elementary School. A new vocational agriculture department

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<sup>59</sup>Mary L. Matthey, personal files, and Fig. 13, p. 49; livestock for this project were donated by Julius L. Matthey.





## DEDICATION

Much went into the building of our school, much labor, time and material--but first there was the dream of SOUTHSIDE RURAL HIGH SCHOOL.

The 1958-1959 annual staff wishes to dedicate this annual to a man who shared in the dreams of building Southside Rural High School and who did much during his life time to make this dream a reality--JULIUS MATTHEY.

Julius Matthey owned the land on which this school is located and sold it at a very fair price. When this school was so new it had very little money, Julius Matthey assisted financially. He was very interested in getting this school started and gave some livestock to the Agriculture program so the boys would have something with which to work. He also served on the school board for a number of years.

For this loyal service and all the little things he has done for and with us, the Feather Staff wishes to say thank you to Julius Matthey by dedicating our annual to his memory.

Fig. 13.--Julius L. Matthey, French Settler in the Area

was constructed in 1960, with the previous building remodeled to serve as the district's maintenance building.

Growth in the district continued and in 1961 it became necessary to enlarge the complex once more. Members of the community studied the influx of students and found the immediate necessity for facilities to be again at the elementary level. In view of this, a new structure was erected approximately one-quarter mile south of the high school building. Named in memory of the district's first superintendent, William M. Pearce Elementary became the counterpart of Southside Elementary, housing the fourth, fifth, and sixth grades. Southside Elementary, in turn, became Southside Junior High, and the previous junior-senior high complex became Southside High School, providing facilities for students in grades nine through twelve.<sup>60</sup> For a time a stable student population was the case and facilities were sufficient to house the incoming students. The stability enjoyed at this time served to convince the community that it was now ready to exist as a self-sufficient entity, free of county control. With the conviction to keep moving ahead as a self-directed whole, Southside Rural School District No. 17 in 1964 became Southside Independent School District No. 917.<sup>61</sup>

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<sup>60</sup>Southside Rural School District, Superintendent's Report, May, 1962.

<sup>61</sup>Southside Independent School District, Board of Education Minutes, September, 1964-February, 1965, see Fig. 16, p. 54.

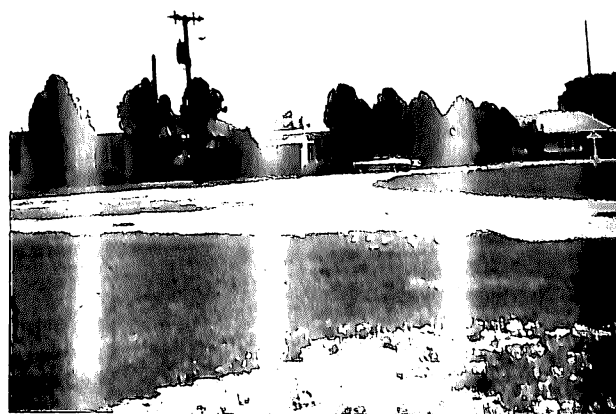
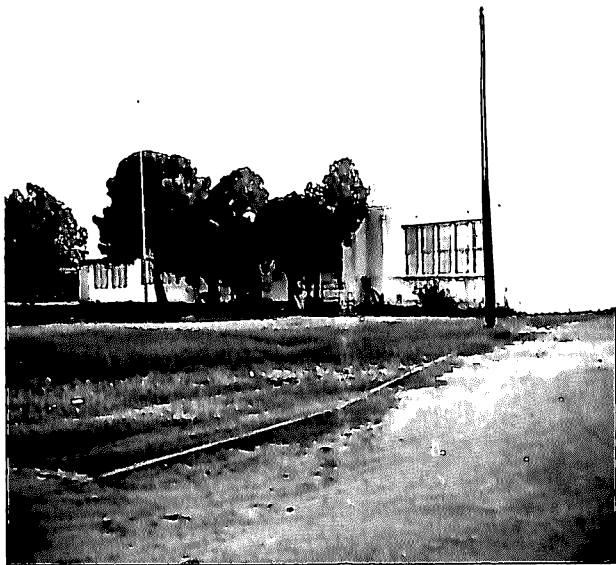
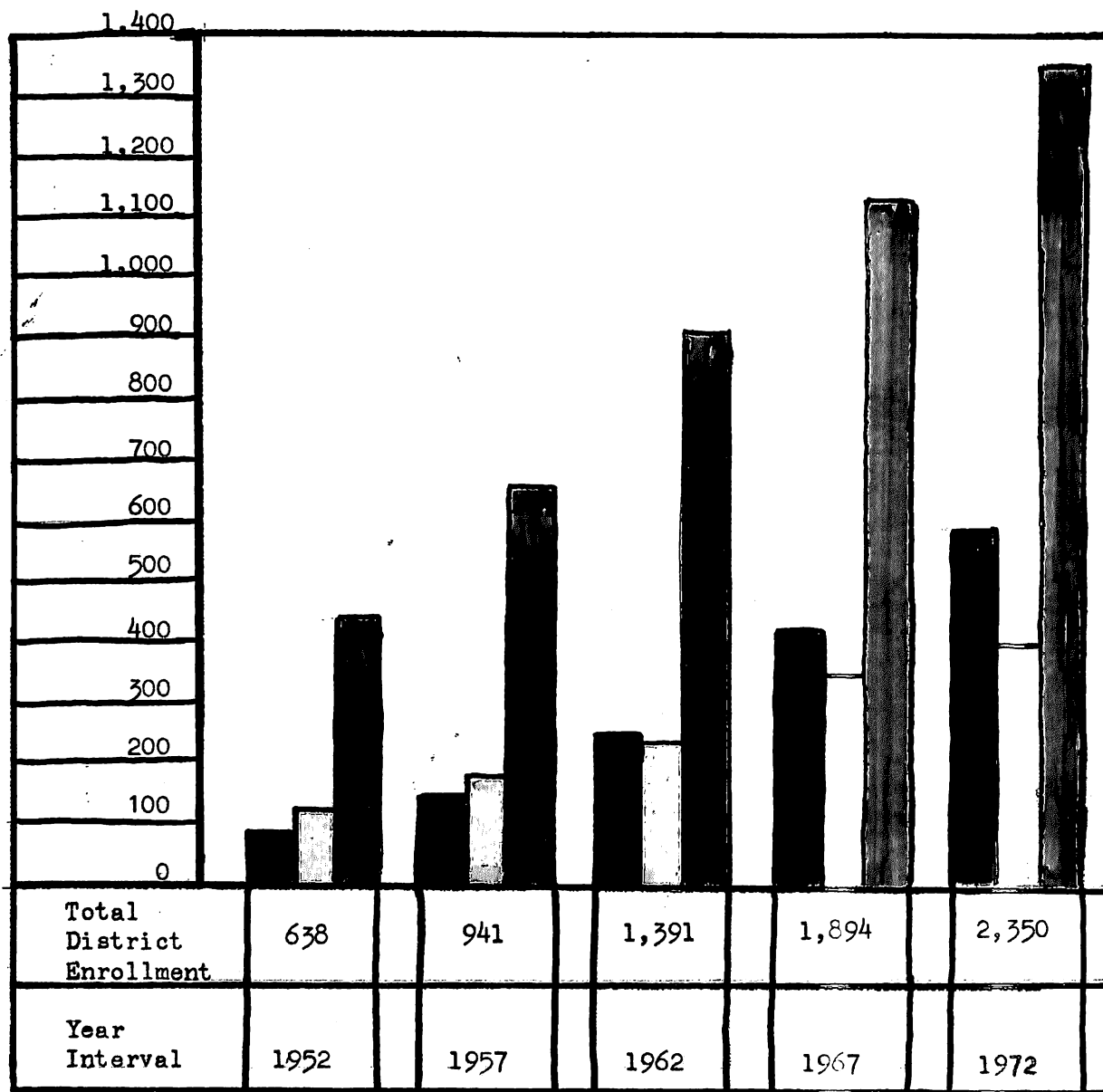


Fig. 14.--Schools of the Consolidated District. Buena Vista Elementary (upper left); Thelma Elementary (upper right); Southside Jr. High (lower left); Southside High (lower right).

TABLE 4

## DISTRICT GROWTH IN VIEW OF ENROLLMENT FACTOR



YELLOW	Elementary School
	Junior High School
	Secondary School

HOWARD H. HASTING  
ATTORNEY AT LAW  
ALAMO NATIONAL BUILDING  
SAN ANTONIO 5, TEXAS

October 1, 1964

Texas Central Education Agency  
Capitol Station  
Austin 11,  
Texas

Attention: Mr. Graham

Gentlemen:

Southside Rural High School District No. 717, of Bexar County, Texas, was converted into an independent school district by an election held in the district on September 26, 1964.

A copy of the order calling the election and the order canvassing the returns and incorporating the district, duly certified, is inclosed for your information.

Most cordially,

Howard H. Hasting  
General Counsel for the District

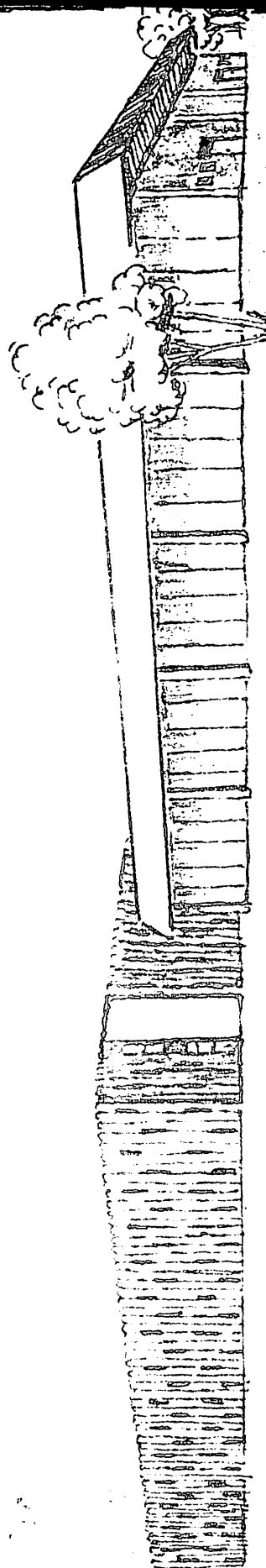


As is the case in most rural communities in the American South, housing developments began to germinate and take root in the latter 1950's and early 1960's.<sup>62</sup> This caused a vast immigration into the district, with a corresponding need for more school facilities. Increasing student population, in this case, was at the secondary school level. School officials and community representatives surmised that it was indeed time to construct a new high school. The summer of 1965 saw the laying of foundation for the new complex in an area approximately one-quarter mile from Pearce Elementary on the southern boundary of school property adjacent to Highway 281 S. The structure was completed in November, 1966, and consisted of a main building housing twenty classrooms, a science department, a vocational business department, a home economics department, a library, an activities center (a gymnasium-auditorium combination), a cafeteria, and administrative offices (see Fig. 18 p. 57). This vacated the previous secondary school building for use by the junior high component. A wing of this structure, situated away from the classroom proper, was remodeled and converted into administrative offices to house the superintendent and his staff, who had previously been functioning in another smaller section of this same building.<sup>63</sup>

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<sup>62</sup>One such development, Via Coronado, is located on the northern boundary of the district; another, Matthey Estates, joins with school property on two sides (along the southern and eastern boundaries).

<sup>63</sup>G. Darrell Pool (superintendent of Southside Independent School District), personal interview, January 27, 1972.



SCHOLASTIC BLDG. & ACTIVITIES CENTER  
 SOUTHFOE HIGH SCHOOL  
 HARVEY R SMITH & ASSOCIATES  
 ARCHITECTS  
 SAN ANTONIO, TEXAS

Fig. 17.--Proposed High School Complex



Fig. 18.--Completed High School Complex

Prosperous indeed was the year 1966 in reaping educational benefits for the community. The same year of the new high school complex saw new wings for both Thelma and Buena Vista Elementaries spring up, each containing four classrooms and a cafeteria (see Fig. 20, p. 60). Not to change the pattern, a new addition took shape in 1969 at Pearce Elementary in the form of eight classrooms and a library (see Fig. 21, p. 61). Thus, in convincing fashion, the rising need for elementary facilities was quickly and aptly met.

Constant desire and initiative to provide the best facilities and programs available continued to be an important factor in the growth of the district. Realizing the financial limitations, the community analyzed issues and needs well in advance. In this way members were able to achieve the success desired, even if it was at a slow pace. One such example was the district's stress on vocational subjects as well as the long-standing academic stress. Prior to 1964, academic subject areas had been firmly established as necessities for educating the youth. However, around this same time, the district saw a need to provide funds over the years for a vocational-type of education as well, for, in all sincerity, students were not all college-bound and had to be accordingly provided for. By 1967, these aspirations became realities in a Distributive Education program; 1968, an Industrial Cooperative Training program;

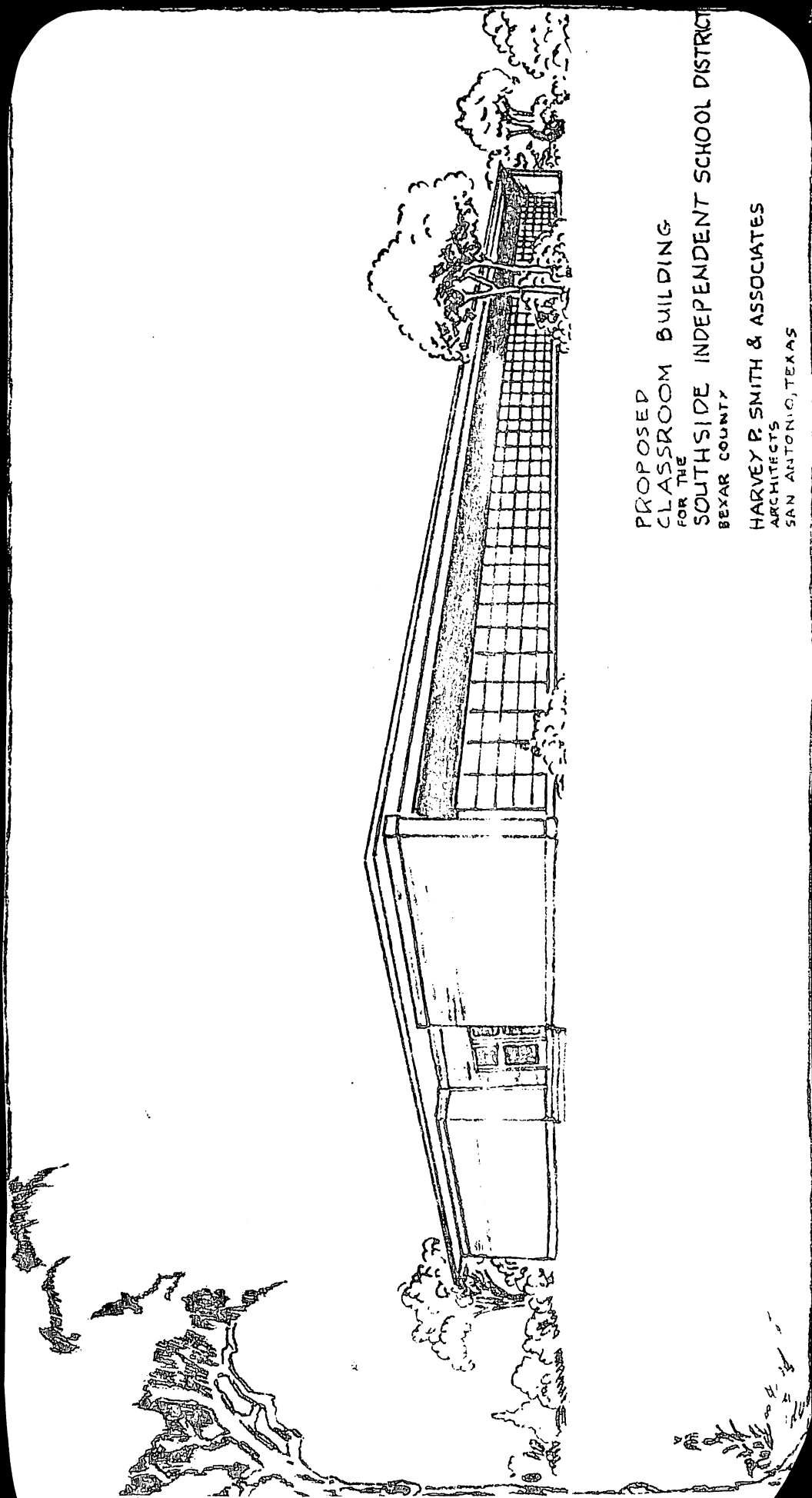


Fig. 19.--Proposed Wing for  
Buena Vista and Thelma Elementary Schools

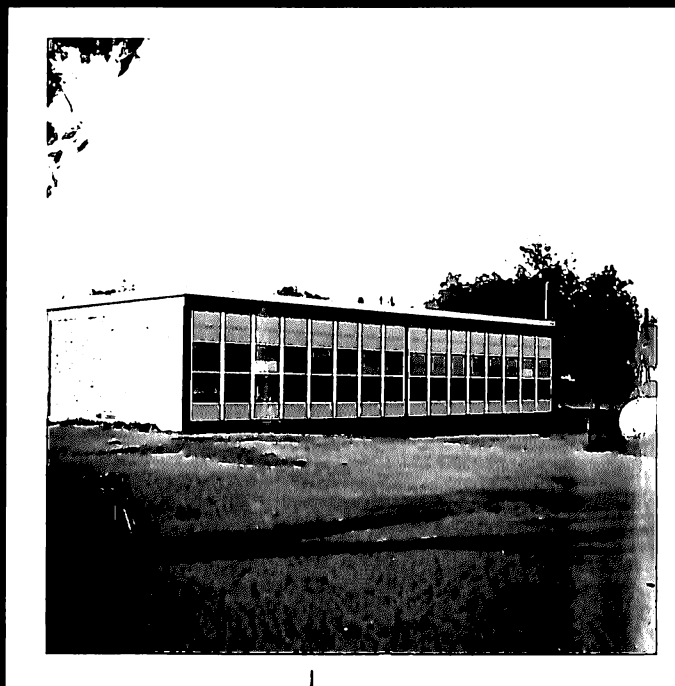
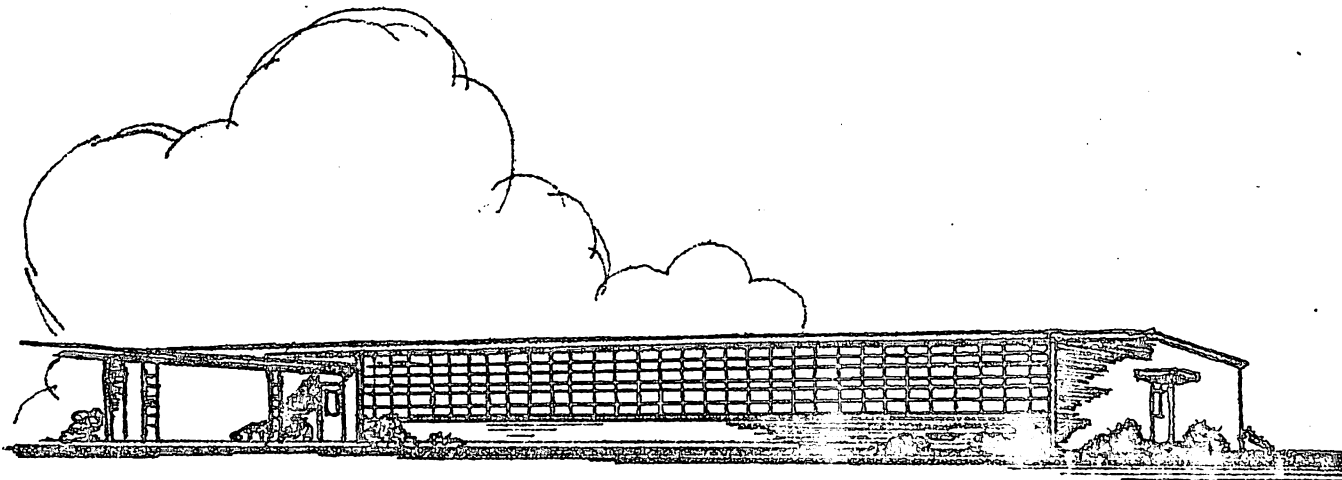


Fig. 20.--Completed Wings for  
Buena Vista and Thelma Elementary Schools

NEW CLASSROOM WING  
AT  
W. M. PEARCE ELEMENTARY SCHOOL



VIEW FROM EXISTING BUILDING

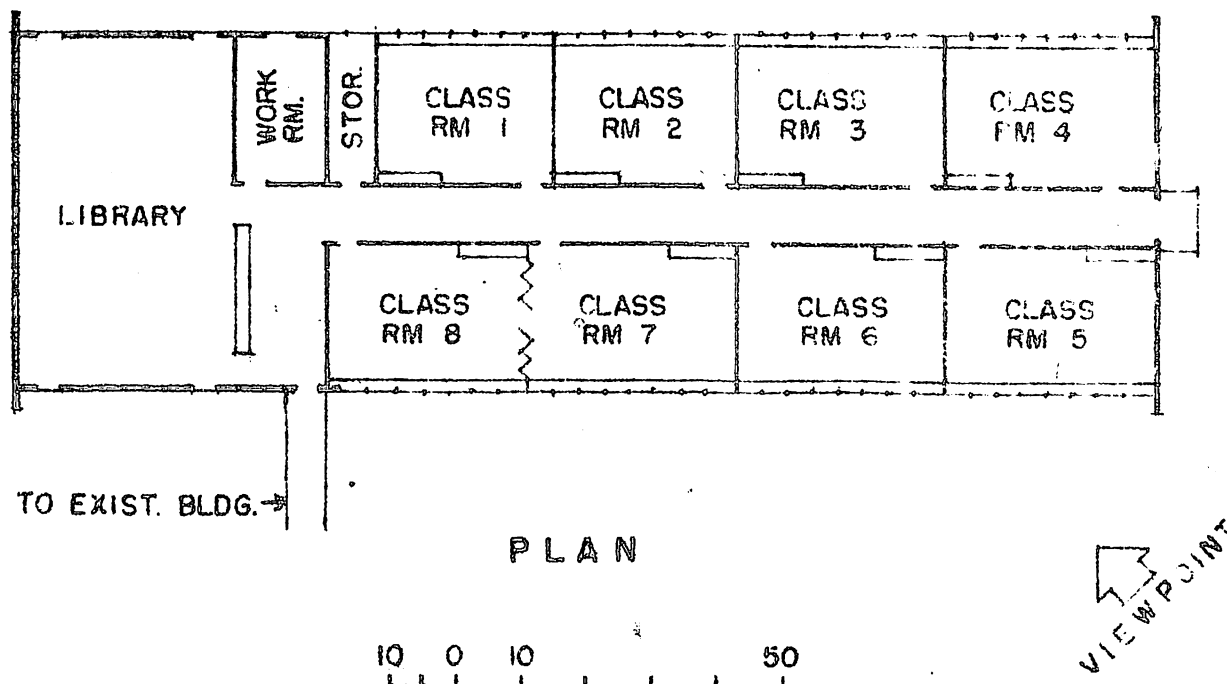


Fig. 21.--Proposed Wing for  
William M. Pearce Elementary School

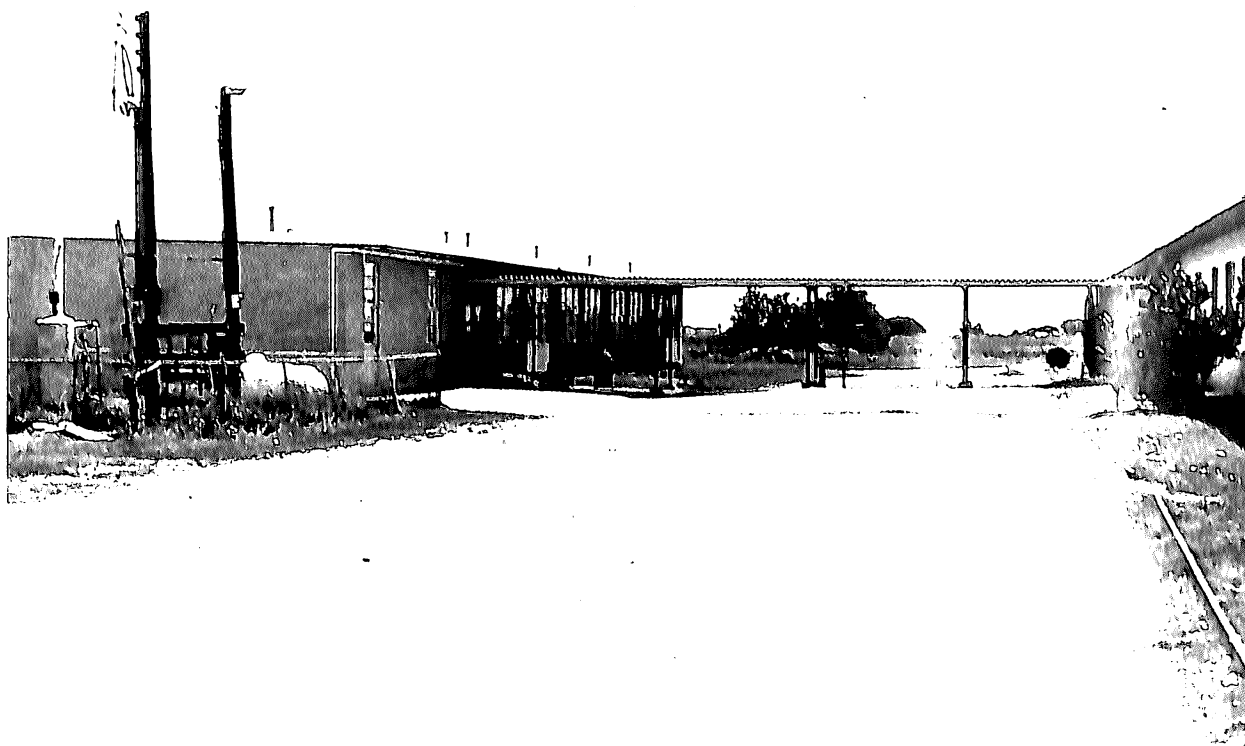
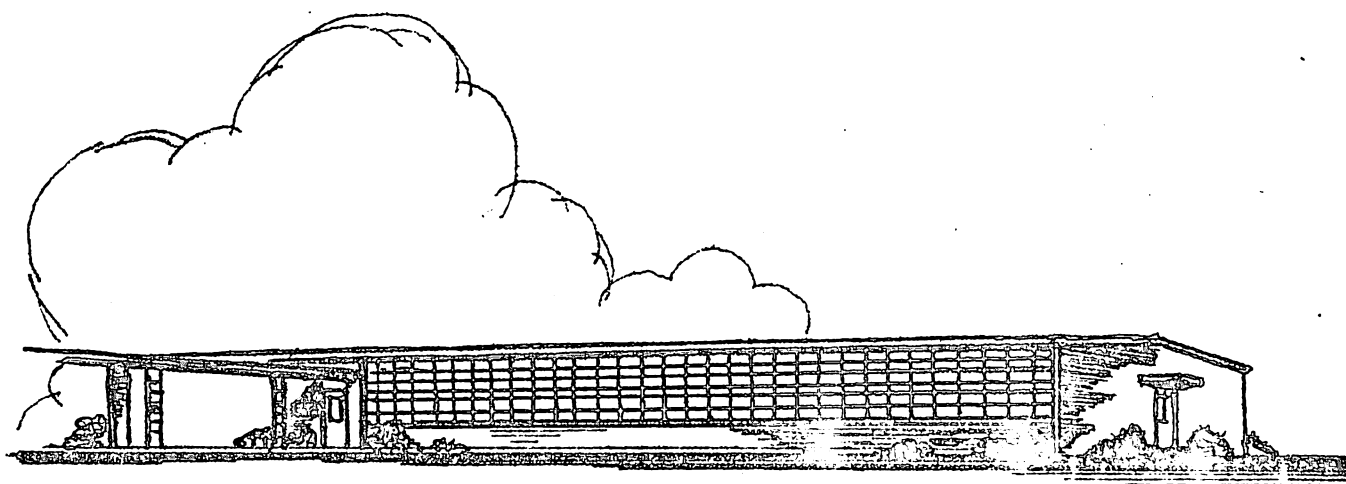


Fig. 22.--Completed Wing for  
William M. Pearce Elementary School



NEW CLASSROOM WING  
AT  
W. M. PEARCE ELEMENTARY SCHOOL



VIEW FROM EXISTING BUILDING

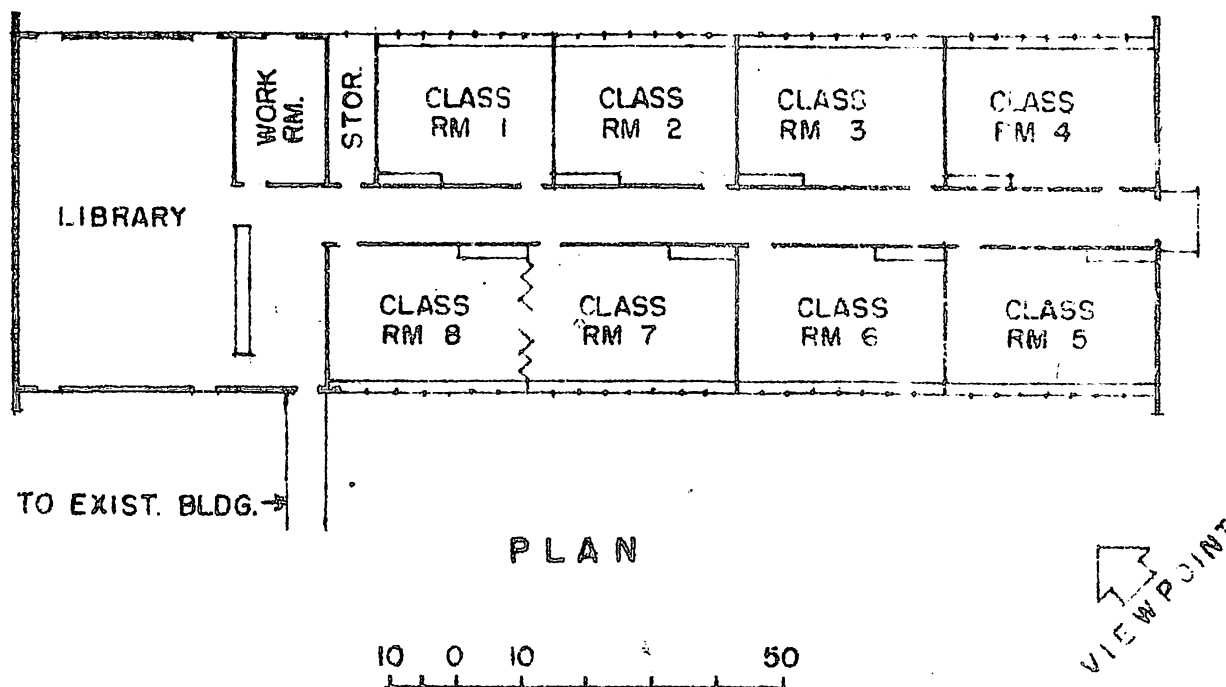


Fig. 21.--Proposed Wing for  
William M. Pearce Elementary School

1969, a Vocational Office Education program; 1970, an Auto Mechanics program; and for future years, a Cosmetology program is in the formation phase.

### Curriculum

Content to grow as prescribed by law at its initiation, the Southside District followed the state course of study with little variety until the early 1960's. At this time, the elementary levels took on remedial reading and special education. The onset of the following decade saw the formation of a kindergarten, a bilingual program, and migrant instruction, all installed to meet the needs of the majority of families in the area. Junior high school, in 1965, began a program in vocational English, reading, and social studies to assist students in terminology and practice of various aspects of business and the working world. Remedial reading also appeared in the curriculum. These were offered in addition to the required basics to provide a well-oriented stem with equal academic and vocational stress, leading at a later date to branching by the student in the direction of his choice. Vocational printing and the facilities of an off-set press were made available for use in 1969. New offerings in 1970 included courses in office duplicating, small-engine repair (in a provided shop), and library technique.

Major varieties, as is always the case, were found at the secondary level as early as 1960. Vocational home economics and agriculture, journalism, typing, music and

band, Spanish, physics, and stenography had become mainstays along with the required basics long before this time. Nineteen hundred sixty-two brought more variety with the added courses of trigonometry, probability and statistics, book-keeping, business law, and Latin American history. Drivers education made its debut in 1965 with much popularity and 1966 brought even more variety. In an attempt to reach as many levels as possible, the district in that year introduced chorale, art, speech, related mathematics, and consumer mathematics. Following closely behind, in consecutive years, were distributive education (1967), industrial cooperative training (1968), vocational office education (1969), and auto mechanics and library technique (1970). A Home-Bound program was effected in 1971, giving responsibility of all school children unable to attend school for an indefinite period of time to one instructor. This faculty member's duty is the instruction of these students in accord with the materials being covered in the classroom or subject of each. Instruction is conducted at the residence where the incapacitated student is situated, usually the home or hospital.<sup>64</sup>

### Personnel

District growth in enrollment and curriculum was necessarily followed by a growth in personnel. The administrative

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<sup>64</sup>Southside Independent School District, Curriculum and Personnel Rosters, 1952-1972.

element took shape as needs arose, with different positions installed at various intervals. Table 5 gives a view of these positions and the amount of each, placing them in the time sequence when they became a functioning necessity.

TABLE 5  
ADMINISTRATIVE PERSONNEL, 1952-1972,  
AT FIVE-YEAR INTERVALS

Position	1952	1957	1962	1967	1972
Superintendent . . . . .	1	1	1	1	1
Principal . . . . .	4	4	5	5	5
Curriculum Supervisor .	1	1	1	1	---
Truant Officer . . . . .	1	1	1	1	1
Counselor . . . . .	1	1	1	1	2
Athletic Director . . . .	---	---	1	1	1
Bilingual Supervisor . .	---	---	---	---	1
Bilingual Curriculum Specialist . . . . .	---	---	---	---	1
In-Service Training Director . . . . .	---	---	---	---	1
Home-Bound Director . .	---	---	---	---	1
Administrative Assistant	---	---	---	---	1
Special Education Consultant . . . . .	---	---	---	---	1
Total . . . . .	8	8	10	10	16

Personnel in special services also increased in response to growth in all other phases. This is noticeably detected in Table 6 which follows:

TABLE 6  
SPECIAL SERVICES, 1952-1972,  
AT FIVE-YEAR INTERVALS

Position	1952	1957	1962	1967	1972
Nurse . . . . .	---	---	1	1	1
Administrative Secretary.	---	---	1	2	5
Bookkeeper . . . . .	1	1	1	2	2
Principal and Counselor Assistants . . . . .	---	---	---	6	8
Tax Assessor . . . . .	1	1	1	1	1
Tax Secretary . . . . .	---	---	1	1	1
Cafeteria Personnel . . .	4	4	5	14	18
Maintenance Personnel . .	1	1	1	2	4
Custodial Personnel . . .	4	4	4	6	9
Bus Drivers* . . . . .	5	7	8	13	15
Total . . . . .	16	18	23	48	64

\* Two extra buses are provided in the district for extra-curricular use or during maintenance of the regulars. Thus, the bus total is always two over the number of bus drivers.

To cope with the increasing student population, faculty throughout the district increased proportionately. The quality of these members steadily improved and at present continues to do so, with non-certificate members, on the whole, eradicated.<sup>65</sup> Table 7 gives a quantitative view of the district faculty, showing the vast personnel increase from 1952 to the present academic year.

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<sup>65</sup>In 1972, non-degree teachers are nonexistent in the district, as opposed to less than 10% in the 1960's, and 20% in the early 1950's.

TABLE 7  
QUANTITATIVE FACULTY GROWTH 1952-1972,  
AT FIVE-YEAR INTERVALS

Level	1952	1957	1962	1967	1972
Elementary. . . . .	17	18	19	42	52
Junior High . . . . .	11 <sup>a</sup>	13 <sup>a</sup>	9	22 <sup>b</sup>	18 <sup>c</sup>
Secondary . . . . .	11 <sup>a</sup>	13 <sup>a</sup>	15	24	31
Total . . . . .	28	31	43	88	101

<sup>a</sup>Junior high and senior high schools were combined, thus the numbers 11 and 13 were mere repetitions in the above table.

<sup>b</sup>1966-1969, junior high school included grades 6, 7, and 8.

<sup>c</sup>1969 to present, junior high school included grades 7 and 8.

Tables 4, 5, 6 and 7, with their five-year intervals, are provided to give an overview of the growth progression in the district, and were derived from materials included in Curriculum and Personnel Rosters of the district (1952-1972).

Success is always a hard factor to compute correctly. However, it can be indirectly measured by the number of individuals performing tasks in life on a self-directed basis. Such is the case in growth exemplified in the district, with self-direction evident in adults and students alike. This self-direction has shown itself in the move toward independence, the proper use of district funds, and the constant desire to improve the curriculum, faculty, and facilities. Although not offering quite the number of facilities of variety in

curriculum that larger districts offer, the students have shown that the smaller district does not hinder and, indeed, need not hinder individuals in their search for careers in life.<sup>65</sup>

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<sup>65</sup>Maurine Bailey (secondary education counselor and previous district counselor), telephone interview, February 20, 1972. Numerous awards of academic, vocational, and athletic performance in competition with students of all school-size levels can be found on file in the district counselor's office.

## CHAPTER V

### ADMINISTRATIVE PHILOSOPHY AND ITS RELATION TO GROWTH

Southside Independent School District has run a course much like that of any institution in a developmental phase. The course was often rocky, often smooth, and often simply indifferent, with the administrative element always reaching deep down in the proverbial hidden bag of energy to garner momentum for ascending each hill or mountain as it appeared, and directing it toward a successful culmination. Analogies here to the Texas Republic and to the entire United States are indeed appropriate, for they, too, followed a weathered and varied course under just as varied supervision in reaching present status.

Change, which necessarily follows from the passing of time, always renders a present condition unstable, no matter how much stability it may appear to have. This element was a constant moving force for the district's administration for they realized that viewing change as a future factor in its relation to the present would keep the area on an educationally balanced perspective, removing the awkward element of "ignorance as bliss" at the top rung of the hierarchy.



In its twenty-three year history, Southside has been fortunate in acquiring administrative leaders who follow the aforementioned philosophy--viewing growth of the institution in advance to provide adequate facilities for present situations. William M. Pearce, the district's first superintendent, during his term of office from 1949 to 1960 (at his death), devoted his entirety to proper organization of the consolidated district in its quest toward educational stability. He placed stress on the Greek ideal of a well-rounded individual, excelling in all phases of life, especially that of the intellect. In view of this element, he provided adequate classroom facilities, a gymnasium, a cafeteria, agricultural and home economics departments, and a curriculum stressing academic electives to achieve the disciplined, self-directed student and citizen.<sup>67</sup>

Succeeding William M. Pearce in 1960 was the former Southside High School principal, Kenneth E. Pruitt. Having worked directly under Pearce during his term of office, the new superintendent served a three-year term ending in 1963, following closely the program organized during the Pearce administration, with major stress coming in the area of improvement of standing facilities. The only new development during his term was the construction of William M. Pearce Elementary, in accord with the increasing number of elementary students during that period.

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<sup>67</sup>Mrs. Emil Brehm (wife of former board member and herself secretary of the Board of Education during William M. Pearce's term of office), telephone interview, November 5, 1971.



Fig. 23--Superintendents of the District.  
William M. Pearce, 1949-1960 (upper left); Kenneth  
E. Pruitt, 1960-1963 (upper right); Jack N. Gray,  
1963-1967 (center); Harrell Holder, 1967-1970 (lower  
left); G. Darrell Pool, 1970-1972 (lower right).



JOE GARZA, CLIFF SHOOK, ROGER LOPEZ, CRUZ MARTINEZ  
JACK BROWN (insert), ANTONIO URIEGAS, MARVIN ASHLEY

Fig. 24.--Southside School  
District Board of Education, 1972

With the organizational element well under way, the third superintendent to the district, Jack N. Gray, placed a stress on self-direction. After studying previous and present conditions, Mr. Gray proceeded in 1963 to push for an independent rather than rural district, believing and advocating that a community well aware of its situation could work and exist independently of county rule. This example would in turn lead to a succeeding generation alert in its path toward achievement.

Voicing approval, the Board of Education and community decided in the affirmative and on September 26, 1964, Southside Rural School District No. 17 became Southside Independent School District No. 917. Working under able administrative leadership, the community, under its new directive of freedom, met head-on the increasing need for new facilities by providing a new high school complex and a four classroom-one lunchroom wing each for Buena Vista and Thelma Elementaries.<sup>68</sup>

Continuing the expansion phase in 1967, Harrell Holder took over the position and duties vacated by Jack N. Gray and quickly introduced a nine classroom-one library wing to William M. Pearce Elementary. His major stresses, however, were on meaningful curriculum, qualified staff, and

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<sup>68</sup> Jack N. Gray, personal letter to the writer, March 8, 1972, compared with district records for validity.

POLICY STATEMENT OF THE SUPERINTENDENT  
JACK N. GRAY, 1963

The Superintendent is vitally concerned with and has firm convictions as to his role in these basic areas: Educational Administration, Personnel Administration, School Board Relations, and School-Community Relations. These policies may be termed the philosophy of the Superintendent.

Educational Administration concerns the education of children attending schools. Prime concern is to give each individual student the best training possible within his own abilities so that each may become a productive and reasonably happy, successful adult. Curricula to help meet these individual needs are always being studied and revised where necessary. While recognizing that we live in a world of rapid change which seems to dictate rapid innovation changes in ways of teaching and concepts of learning, the Superintendent believes in a cautious, investigative approach--trying new methods but holding on to the old methods which appear to meeting a need of the individual. This results in a transitional change in methods which provide the best, least confusing education of the individual student.

In Personnel Administration, the Superintendent believes that all employees of a school district should have a profound interest in students in order to best meet the needs of the school population. Teachers concerned directly with student education are expected to be aware of the changes and at the same time assist the individual students by teaching them to meet such changes in the best manner possible. Teachers are encouraged to try new innovative approaches in teaching and, if necessary, to fall back on old methods if the needs of the individual merits. Teachers are discouraged from the textbook centered approach. They are provided and encouraged to use various audio-visual

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Fig. 25.--Policy Statement of  
the Superintendent, Jack N. Gray, 1963

aids as a more effective approach to learning. The Superintendent encourages an "Open-door" relationship between administrators and teachers, aides, and other school employees. He feels that a free exchange and discussion of ideas leads to an improved educational program for the district and builds high morale among employees.

School Board Relations provide a vital link between the school and community as the Superintendent and his staff strive to provide the best education possible for students of the district. School board members shall be consulted with and advised of the plans of the Administrator. School board members represent the pulse of the community and assist the Administration in educational planning to meet the needs of the students and--indirectly--the community. The school board employs the Superintendent as Administrator of the total school program and gives him a free hand in this area. The school board studies and adopts policies which allow successful administration of the school program.

School-Community Relations are a vital area providing for a successful school program. In this area, the public relations ability of the Superintendent is of most importance. To this end the Superintendent strives to keep the public well informed as to the needs of the total school program and presents these needs through published articles and public meetings. The community is encouraged to objectively evaluate the school program and is kept well informed on the premise that a well informed community wants to provide the best means available to assure adequate educational opportunities for the students of the district.

classroom improvement. Believing strongly that a proper climate for learning would improve any teaching program, Mr. Holder constantly reiterated and reminded instructors of the need to know students individually, provide proper counseling, and promote positive attitudes in each.

Meaningful and relevant curricula were achieved in the form of driver's education, distributive education, industrial cooperative training, vocational office education, and off-set printing to supplement the previously established academic courses. Applicants to the district were properly screened to arrive at the best in each category and recruiting campaigns at various higher-level institutions served to acquaint college students with the benefits offered by the district. Improved classroom facilities came in the form of a bond issue which provided for twenty new classrooms and facilities and equipment for vocational programs.<sup>69</sup>

The present superintendent, G. Darrell Pool, began his term of office in 1970 after a long tenure with the district dating back to 1959, during which time he held positions as assistant coach, boys' coach, athletic director, junior high principal, and high school principal, bringing him to the position he now holds. Having a feel for the area due to his familiarity with it, Mr. Pool rapidly came

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<sup>69</sup>Harrell Holder, personal letter to the writer, March 14, 1972, as compared to district records.

SUPERINTENDENT'S PHILOSOPHY  
HARRELL HOLDER, 1967

In order to educate the masses, it is necessary to educate each child. Each student is an individual worthy of respect and is entitled to be treated as such.

It would be difficult for a child to become educated unless he develops positive attitudes about himself. He must believe in himself and believe that he is capable of setting goals for himself which he can then accomplish. These goals should be attainable but should be set high enough to offer challenge.

I have always urged teachers to accept a child simply as a child, and teach him as much as they possibly could. The teacher should learn to look at the world through the eyes of the individual students. To do this he must study them, learning what makes them laugh and what makes them cry. He must know their problems without really making them an issue when dealing with the student. When the child knows his teacher genuinely accepts him, the climate for learning has been established. This climate means more than palatial buildings, carpeting, air conditioning, and other luxuries.

With this philosophy being my guideline, the following goals are set. Climate for learning will be sought by:

1. Establishing a meaningful curriculum.
2. Recruiting a good staff.
3. Putting every child in a comfortable classroom.
4. Establishing a financial system that will help attain the first three goals.



I want the boys and girls to receive an education that will prepare them to be contributors to the society in which they live. In establishing goal number one, I will emphasize reading, writing, and arithmetic at the elementary level. I want each child to get the basis for a better way of life either through furthering his education after graduating from high school or by being prepared to enter the work force with a marketable skill or trade. With the assistance of the principals, several new programs are to be started for reading improvement at the elementary level and new vocational courses are to be introduced at the secondary level.

The second goal involves staff improvement. I want to constantly update the staff, reducing the number of non-degree and uncertified teachers. I have also tried to recruit and retain teachers who are and have been sympathetic to the needs of Southside students.

Goal number three has to do with physical facilities. Tentative plans are in the making, and with passing of the upcoming bond issue, over twenty new classrooms will be constructed and made ready for use as quickly as possible. The bond issue shall also provide facilities needed for vocational programs.

The last goal is the financial support of the first three. Federal, state, and local finances shall be sought and utilized in improving instruction. It is my hope that in this way we will arrive at the best educational opportunities available for students of the district.

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to be known as advocating "education for all" and "help to the disadvantaged." Educating himself to the numerous federal programs available for educational support for the poverty-stricken, he quickly established programs in bilingual education, kindergarten, child migrant instruction, in-service education, and home-bound instruction, while at the same time instituting programs in auto mechanics, small-engine repair, French, and history of minority groups. In 1971, expansion provided for the construction of a cafeteria at William M. Pearce Elementary, showing the breadth of vision of the present superintendent in meeting the needs of his educational community.<sup>70</sup>

A review of district Board of Education minutes from 1952 to present showed a tremendous rapport between superintendents, board trustees, and the community. Administrative suggestions were usually accepted and when differences did arise, they were mostly minor and quickly resolved. A major conflict did arise during the 1970-1971 academic year in the form of a student demonstration, protesting dress codes, curriculum, faculty, holidays, facilities, and other school-related issues. Arising as a bifurcation of the general American trend toward peaceful boycott, the student strike began, and remained throughout its course, a voice of the minority by

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<sup>70</sup>T. Noel Wood (Administrative Assistant), personal interview, April 12 and 13, 1972, review of administrative records.

a minority. Effect on the district was slight, yet serving a monumental purpose--that of making the hierarchy realize that change must be met with proportionate change to achieve desired goals and maintain a stable factor in the educational process.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

"I have but one lamp by which my feet are guided, and that is the lamp of experience."<sup>71</sup>

The late nineteenth century was in south Bexar County, a period marked by many previous years of human endeavor. Striving to become a self-directed people, the inhabitants of the area comprehended well an existence under rule, and many years after independence had been achieved, the freedom aspect remained very much alive in the descendants of the once-oppressed region. Realizing the importance of knowledge as the major directive in life, the settlers of mainly Spanish heritage in the hamlets of Losoya, Buena Vista, Cassin, and Carmen searched for means to achieve a program of schooling for their children. Missionaries to the area helped to set the example, and community members quickly set to the task of providing a school facility with qualified instructors. The first educational building, a one-room abode, was far

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<sup>71</sup>Patrick Henry, "Speech to Virginia House of Delegates, 1775," World Book Encyclopedia, XVI, 37.

from being the ideal for later model, but it did serve as a pioneer to the establishment of a present system of education.

Through the years, community unity was a tremendous factor in educational growth. Ascertaining needs of the region, schools were set up in various locations by interested community leaders to serve as many students as possible. As times changed and conditions improved, the alert minds of the communities discussed the erection of a larger and united school system to provide better and more varied opportunities and facilities for the students. In 1949, the dream became a reality when neighboring communities agreed to a consolidated district.

Well beyond the phase of planning for a system, the banded communities had to now focus on the organizational element. In studying other similar systems, they unanimously agreed that the best answer was the embodiment of an able administrator to direct the organization and their unending support to help coordinate the effort. This proved to be the correct answer, giving the Southside School District the initial push toward growth it has never relinquished.

Many communities, upon successfully completing an initial move such as the above, have a tendency to view the movement as terminated, forgetting that change ultimately leads even the best machinery to breakdown and failure. The newly established Southside District, fortunately, kept pace with the times with a constant review of all levels of the program. By keeping the totality in perspective,

a community-school rapport was established, leading to tremendous educational support by residents of the entire area.

This paper studied the growth factor of the district as a direct result of assessed community need and the philosophy of the administrators. In view of the findings, the writer firmly believes that the initial push was a total community effort derived from needs exemplified in the district and the initial directive was supplied by the administrator. Working independently at the onset, both quickly combined in following years to analyze situations and coordinate plans. The administrator often proved to be the major factor in the mapping of plans, for his position as an educator as well as a citizen gave him the decided advantage in experience. Nonetheless, both elements agreed that the consolidated effort was indeed a step forward, and proved to be such as time elapsed. This step was exemplified by the youth in their response to the program, measured by attendance and study initiative, convincing the innovators that consolidation indeed had been a worthwhile effort and was an imperative need in meeting educational demands, adding substance to previous studies showing consolidation as a definite growth factor.<sup>72</sup> Consolidation proved to be quite an asset for the growing communities. Offering a greater

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<sup>72</sup>Review of Related Literature, pp. 8-16, shows studies whose positions are in accord with the above philosophy.

variety in curricula, it gave students better opportunities to develop natural talents. It also gave the school the size which is often necessary to guide a more coordinated effort, giving a better overview to those concerned with the planning element. Central location of the combined system helped to avoid slighting of any community in particular, making for good over-all rapport and relations.

Prior to consolidation, education beyond the elementary level was provided only for those who had the necessary transportation to attend schools in the city and finances to support such a move. Consolidation produced its major asset in the equal educational opportunity for all who desired such. This offered the security factor which had remained dormant in the community--a self-direction of individuals through acquired knowledge--leading to an acquiring of self-identity and purpose for living, which, in turn, teaches dignity and respect for others.

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Map of Spanish land grants in Southside District before 1821. Courtesy of Mary L. Matthey.

Maps of pre-consolidated and consolidated Southside School District. Courtesy of Office of Bexar County Superintendent of Schools.

Matthey Records. A collection of records dating back to the early 1800's, including Reminiscences of Fifty Years, 1872-1922 by Julius H. Matthey. Courtesy of Mary L. Matthey.

Photographs

Southside School District Board of Education--1949. Courtesy of Mrs. Frank Jimenez, Jr.

Julius L. Matthey Dedication. Courtesy of Mr. and Mrs. Simon B. Luna.

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