EDUCATIONAL OFFERING TO MEXICANS AND AMERICANS IN BIG-BEND COUNTRY, TEXAS

BY

WILLIAM C. JONES

1928

EDUCATIONAL OFFERING TO MEXICANS AND AMERICANS IN BIG-BEND COUNTRY, TEXAS

BY

WILLIAM C. JONES

BACHELOR OF SCIENCE

NORTH TEXAS STATE TEACHERS COLLEGE

DENTON TEXAS

SUBMITTED IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

IN THE

DEPARTMENT OF SCHOOL ADMINISTRATION

GRADUATE SCHOOL OF EDUCATION

OF

GEORGE PEABODY COLLEGE FOR TEACHERS

AUGUST 1928

APPROVED:

MAJOR PROFESSOR: (1) W W Carpenter

MINOR PROFESSOR: (2) S. T. Garrison

MINOR PROFESSOR: (3) _____

Shelton Phelps

CHAIRMAN OF COMMITTEE ON GRADUATE INSTRUCTION

C O N T E N T S

Chapter		Page
I	INTRODUCTION	
	Brief History of The Mexican Schools	6
	Statement of The Problem	10
	Needs of The Study	13
	Source of Data	14
	Summary	18
II	SCHOOL POPULATION	
	Census Enumeration	20
	Enrolment	22
	Enrolment By Grades	24
	Average Daily Attendance	25
	Length of School Term	26
	Standards of Work	26
	Health Examinations	26
	High School	27
	Permanent Records	28
	Summary	29
III	BUILDINGS AND PLAYGROUNDS	
	Buildings	31
	Toilets	46
	Playgrounds	47
	Beautification of Playgrounds	49
	Summary	50

C O N T E N T S (Continued)

Chapter		Page
IV	EQUIPMENT AND SUPPLIES	
	Heating Systems	53
	Drinking Devices	56
	Teachers' Desks	58
	Pupils' Desks	59
	Blackboards	61
	Pictures	61
	Fuel, Chalk, And Erasers	63
	Textbooks	63
	Globes And Charts	64
	Flags And Musical Instruments	65
	Miscellaneous Supplies	66
	Athletic Supplies	68
	Library	69
	Summary	70
V	TEACHERS	
	Teachers- Number, Teaching Load, Etc.	72
	Training	76
	Experience	77
	Tenure And Salaries	78
	Summary	80

C O N T E N T S (Continued)

Chapter		Page
VI	RESPONSIBILITY FOR THE EDUCATION OF THE IMMIGRANT WITH SPECIAL REFERENCE TO THE MEXICAN	
	Education- The Function of The District	82
	Education- The Function of The County--	88
	Education- The Function of The State---	91
	Education- The Function of The Nation--	94
	Summary ----------	97
VII	SUMMARY AND CONCLUSIONS	
	Summary ----------	98
	Conclusions ----------	102
	BIBLIOGRAPHY ----------	104
	APPENDIX ----------	107

T A B L E S

Table		Page
I	Length of School Year For American And Mexican Schools In The Same District For The Year Ending August 31, 1923-	11
II	Cost of Mexican And American School Buildings ----------	32
III	Per Capita Investment For Mexican And American School Buildings- Based On Enrolment ----------	34
IV	Per Capita Investment In School Buildings- Based On A.D.A. ----------	35
V	Materials of Construction And Condition of School Buildings And Date Erected-	36
VI	Materials of Construction And Arbitrary Values Assigned For Comparative Purposes ----------	38
VII	Condition of School Buildings As Expressed In Objective Rating Points---	39
VIII	Rating of School Buildings On Date Erected ----------	40
IX	Number of Square Feet of Floor Space Per Pupil ----------	43
X	Number of Cubic Feet of Air Space Per Pupil ----------	44
XI	Percentage Glass Area Is of Floor Area-	44
XII	Number of Square Feet of Glass Area Per Pupil ----------	45
XIII	Number of Square Feet of Playground Space Per Pupil ----------	47

T A B L E S (Continued)

Table		Page
XIV	Expenditure Per Pupil For Playground Equipment	48
XV	AMount Spent Per Pupil In Beautifying The School Grounds	49
XVI	Investment In Heating Equipment Per Pupil	54
XVII	Heating Equipment Provided Mexican And American Schools	55
XVIII	Cost of Drinking Devices Per Pupil	57
XIX	Number, Condition, And Objective Rating of Teachers' Desks For Both Groups of Schools	59
XX	Kind, Condition, And Objective Rating of Pupils' Desks For Both Groups of Schools	60
XXI	The Kind And Number of Framed Pictures In Both Groups of Schools	61
XXII	Number of Physiology, United States History And Texas History Charts In Mexican And American Schools	64
XXIII	Kind And Number of Musical Instruments Supplied Each Group of Schools	66
XXIV	Schools of Each Group Having An Athletic Fund, Total Amount of Fund, And Average For Each School	69
XXV	Total Number of Teachers In Mexican And American Schools And Average Number of Pupils Per Teacher On Basis of Enrolment	73

T A B L E S (Continued)

Table		Page
XXVI	Total Number of Teachers In Elementary Schools And Average Number of Pupils Per Teacher- On Basis of A.D.A. ----------	74
XXVII	Expenditure In Teachers' Salaries Per Pupil Enrolled ----------	78
XXVIII	Teacher Salary Expenditure Per Pupil In A.D.A. ----------	79
XXIX	Comparison of The Median Assessed Valuation Per Teacher And Per Pupil For The State With That of The Big Bend Country ----------	85

LIST OF TABLES

IN

APPENDIX

Table		Page
I	Number of Children Enumerated In School Census. Number of Children Enrolled And In Average Daily Attendance. Number of Children In The Elementary Grades Enrolled And In Average Daily Attendance	107
II	Enrolment By Grades In Elementary Schools	108
III	Standards of Work, Health Examinations And Length of School Term	109
IV	Schools Keeping Permanent Record of Pupils' Work And Those Providing Filing Cabinets For Preserving Specimens of Pupils' Work	110
V	Playgrounds: Size, Cost of Equipment, And Expenditure For Beautification of School Grounds	111
VI	Type And Cost of Heating Systems Installed	112
VII	Type And Cost of Drinking Equipment	113
VIII	Illumination: Average Number of Windows Per Room, Size, Approved Shades, And Artificial Lighting	114
IX	Number of Schools Supplying Teachers' Desks And Condition of Desks	115
X	Type, Number, (per room) And Condition of Pupils' Desks	116
XI	The Extent To Which The Supply of Fuel, Chalk, And Erasers Are Commensurate With The Needs of The Various Schools	117

APPENDIX TABLES (Continued)

Table		Page
XII	Variations In The Issuance of Textbooks and Supplementary Readers (Sets) To Mexican and American	118
XIII	Schools Reporting An Adequate Supply of Usuable Globes	119
XIV	Number of Physiology, United States History, and Texas History Charts In Mexican and American Schools	120
XV	Extent To Which Mexican and American Schools Are Supplied With Flags	121
XVI	Kind and Number of Musical Instruments Supplied Each Group of Schools	122
XVII	Miscellaneous Teaching Devices As Found In The Various Schools For The Mexican and American Children	123
XVIII	Methods of Financing Athletics In The Various Schools, Differences In Opportunities For Children Participation In Athletics	126
XIX	Library Facilities In The Mexican and The American Schools	127
XX	Number of Teachers In Elementary Schools	128
XXI	Salaries of Teachers	129
XXII	Finances of The Several Districts	130

LIST OF FIGURES

Figure		Page
1	The Big Bend Country	4
2	The Towns From Which Information Was Received and Their Location In The Big Bend Country	17
3	Number and Percentage of Children Represented In This Study	20
4.	Number of Pupils Enumerated In Census and Enrolled. Percentage Enrolment Is of Enumeration	21
5	Percentages Mexicans and Americans Are of Entire Enrolment In The Elementary Grades	22
6	Percentage The Elementary School Pupils Are of The Census Enumeration	23
7	Enrolment By Grades In The American and The Mexican Elementary Schools	24
8	Percentage A.D.A. Is of Enrolment	25

ABSTRACT

The purpose of this study is to compare the educational advantages afforded the Mexican and the American children in the Big Bend Country of Texas.

Data for the school year 1927-28 were secured by the return of questionnaires sent to superintendents of school systems in which the Mexican children are segregated. Ten school systems, widely distributed throughout the Big Bend Country, form the basis for this study.

The criteria for the determination of "educational advantages" were: first, amount of expenditure per pupil on various items; viz., school buildings, playgrounds, equipment, supplies, and teachers' salaries; second, the condition of buildings, playgrounds, and equipment; third, whether minimum state standards have been met on those items in which cost does not form a comparable basis; fourth, the adequacy of supplies furnished; and fifth, qualification of teachers.

An attempt was made to place the responsibility for the Americanization of the immigrant where it belongs.

viz., the district, the county, the state, and the nation.

A summary of the findings shows:

1. On every item of cost comparison, the expenditure per pupil is greater in the American schools than in the Mexican schools.

2. The condition of buildings, playgrounds, and equipment have lower ratings in the Mexican schools than in the American schools.

3. More Mexican schools are failing to meet the minimum state standards than American schools.

4. The supplies furnished each group of schools are more commensurate with needs in the American schools.

5. The number of years of training, experience, and tenure is greater in the American schools than in the Mexican schools.

CHAPTER I

INTRODUCTION

Probably one of the greatest problems confronting the people of the State of Texas today from an educational standpoint is the education of the Mexican immigrant. It is a State problem and should be dealt with as such instead of leaving its solution to the several school districts, as is now done.

"As far as the Mexican problem can be handled by State legislation and by education, the people of Texas are undoubtedly equal to it. The danger of the present situation lies in letting each community meet the problem as it pleases. Some are acting with high ideals of service and a liberal financial attitude, others are exploiting the Mexican and pursuing a financial policy toward him in school affairs. The deliberate judgment of the people of the State should determine at least the broad outlines of the policy to be pursued. This judgment should be expressed in legislation where practicable and in public sentiment when legislation is not feasible." (1)

There are those who contend that the Mexican should be permitted to enter the United States to work and when that work is finished he should be herded back into Mexico. The flaw in such contention is that children born in the United States of Mexican parents are

---

(1) Texas Educational Survey (General) Report, Vol.VIII, p. 216.

American citizens, and entitled, as such, to the same treatment accorded to the children of the native Americans. Another flaw in such contention is the impossibility of returning the Mexican to Mexico against his will.

Another view prevalent in the South-west is that the Mexican pays no taxes and is therefore not entitled to the same advantages as the tax-paying American. To furnish him with free schools, free clinics, and charities of many kinds is but to invite the immigration of Mexicans by the hundreds of thousands.

A conservative estimate of the number of Mexicans now resident in the United States is 3,000,000. El Paso, a Texas city of 100,000 inhabitants, estimates the Mexican population at fifty per cent and San Antonio, Texas, a city of 225,000 inhabitants, places the estimate of her Mexican population at 75,000. Sixty-nine per cent of the foreign-born in Texas is Mexican, and of this number the larger part, by far, is to be found in the Western part of the State. During the last eight years the Mexican population in Texas has increased about 300 per cent.

"If it were possible to control the movement of Mexicans across the border, as is done with foreigners from other countries, it would do much to relieve the school situation in many communities of Texas. This is a question to be dealt with by National rather than State authorities." (2)

The Box Immigration Bill, which places the total Mexican quota at 1500 annually, would, if passed, aid materially in checking the influx of Mexicans to this country.

As this is a study of the school situation in the Big-Bend Section of Texas a brief sketch of the topography of this country is given, showing how, in light of the above quotation, the nature of the country itself makes it impossible to control the movements of Mexicans across the border, how the nature of the country makes it the chief point of illegal entry into the State and one of the chief points of entry into the United States.

The length of the Mexican border is 1883 miles and the number of Border Patrol is less than four hundred. Of the 1883 miles of Mexican border over 1300 of it forms the Texas border. Figure 1 shows the big bend in the Rio Grande from which this section of the State got its name.

---

(2) Texas Educational Survey (General) Report, Vol. VIII, 1925, p. 215.



FIG. I. The Big Bend Country

"Beyond Del Rio, the Rio Grande dips down to the South in a great curve; and the railroads and the main highway, instead of following the bend in the river, cut straight across like a bowstring. The land lying between the curved river and the bowstring of the highway and railroads is known to the dwellers along the border as the Big Bend Country. It is an enormous country, considerably larger than the State of New Hampshire, and it is a rough and tumbled country, with canyons so commodious that the City of New York could be dripped into them without causing any noticeable amount of debris- a country into which any number of Mexicans could vanish with all the thoroughness with which a flock of pewits vanishes into the Maine woods. Armies of Mexicans, if they so desired, could cross the Rio Grande without interference at any point in the Big Bend Country and make themselves at home- provided they could live on scenery." (3)

---

(3) Roberts, Kenneth L. Wet And Other Mexicans, The Saturday Evening Post, Feb. 4, 1928, p. 157.

All the brown Mexican-Indians are, in Texas, considered as one race and are spoken of as Mexicans. There are, however, three distinct types of Mexicans; viz., the ruling class which is composed mostly of Spaniards, the mestizos or cholos, more commonly known as greasers, and the third class known as the peons.

The ruling class is the highest type of Mexican and by virtue of the high social plane and the political status of these people very few ever leave Mexico. This class constitutes about one-thirtieth of the Mexican population.

The greasers or mestizos are the half-breeds, being descendents from Spanish and Indians, and are considered the flotsam, the riffraff of the Mexican race. They are the criminals, the beggars, section hands on railroads, and street loafers. This class is comparatively small comprising but three-thirtieths of the Mexican population. It is the people of this class who form the largest part of our Mexican immigrants.

The third class is composed of various tribes of Indians. These people are still as primitive as were the early American Indians in so far as culture is concerned. They constitute the mass of the Mexican

population, approximately twenty-six thirtieths. Owing to the state of subjection in which they are held in Mexico they do not migrate in such large numbers as do the greasers.

This brief review of the Mexican people also sets forth the momentuous problem confronting the people of Texas in their efforts to educate the Mexican children in the same way as American children are educated.

Brief History of The Mexican Schools

The oldest town in Texas was founded in the year 1682 and was settled by ninety Mexican families. This town, Ysleta, is within twenty miles of the city of El Paso and in the northern part of the Big Bend Country. It was not, however, until the establishment of the frontier forts, Fort Stockton, in the year 1848, and Fort Davis, in the year 1852, that settlement of the Big Bend Country began in earnest.

During the early days the Mexican and the American school children attended the same schools. The last twenty years have seen the towns grow in size, and with growth came segregation of the Mexican school children. This segregation of the Mexican school children has met with severe criticism from various parts of the State.

Those who oppose the segregation of the Mexican children do so on the grounds that if the Mexican is to be Americanized he must not be set apart, but should be allowed to mix and mingle with the American school children, thus enabling him to learn American customs, ideals, traditions, and to give him a more perfect understanding and use of the English language. The Mexican children are not segregated in the larger school systems of the State, such as San Antonio, El Paso, Mission, and Brownsville. A report of the San Antonio Schools, made to the Texas Educational Survey Staff states:

"Our aims are being realized, partially at least, and the work of Americanizing the foreign born child is progressing. We are striving for the familiar educational trinity. Education for

Occupation
Citizenship
Character

"What one would see in a nation must first be put into the schools." " (4)

Another reason for opposing segregation is the opportunity for discrimination against the Mexican school children.

"In some instances segregation has been used for the purpose of giving the Mexican children a shorter school year, inferior buildings and equipment, and poorly paid teachers." (5)

---

(4) Texas Educational Survey (General) Report, Vol. VIII, (1925), p. 211
(5) Ibid., p.213.

There is an attitude, on the part of many people in the Big Bend Country, that there is little gained by giving school opportunities to the Mexican; that he is not like our people; and that no amount of schooling will ever succeed in Americanising him. Segregation is a natural out-growth of such beliefs as it makes possible the offering of little or no schooling to the Mexican children. There is good argument in support of our inability to Americanize the Mexican. Have the Mexicans been Americanized in those sections where he was not segregated, where they were allowed to mix and mingle with the American school children?

"In spite of the years that have passed since New Mexican children were supplied with schools in which English is taught, the courts of New Mexico have to be supplied with interpreters so that testimony may be transmitted to juries in both Spanish and English; while speeches made in English in the lower house of the New Mexican legislature must be translated into Spanish, sentence by sentence, by an interpreter, so that they may be understood by all the legislators. And naturally, the speeches made in Spanish must be translated in the same way."(6)

"....When one stops for a moment to listen to the children at play in the school yard, he finds that the children are speaking Spanish- no matter how old they may be or how advanced the school." (7)

---

(6) Roberts, Kenneth L. Wet And Other Ventures, The Saturday Evening Post, Feb. 4, 1928, p. 146.

(7) Roberts, Kenneth L., The Docile Mexican, The Saturday Evening Post, March 10, 1928, p. 41.

"Scattered through New Mexico there are today a great many small towns and villages that cannot be told from small towns and villages in the heart of Mexico. The inhabitants have been American citizens for many, many years; but those who know them best state that they have very little more idea of American principles and theories of government than they did seventy-five years ago." (8)

Segregation is favored by some for the educational advantages which it presents rather than from any racial prejudice. It is an attempt to offer the Mexican children greater opportunities for learning by supplying them with text-books adapted to their needs and teachers who have had special training in teaching non-English speaking children.

"The problem of teaching children who already have a speaking control of the vernacular is very different from teaching non-English speaking children. On pedagogical grounds a very good argument can be made for segregation in the early grades. In the opinion of the Survey Staff, it is wise to segregate, if it is done on educational grounds, and results in distinct efforts to provide the non-English speaking pupils with specially trained teachers and the necessary special training resources. This suggestion is not always a practical one, especially in the small school." (9)

The quotations presented under this heading are for the purpose of showing the various attitudes relative to the Mexican schools and not for the purpose of justifying the practices, now obtaining in certain sections of the State, of segregating the Mexican school Children.

(8) Roberts, Kenneth L., Wet And Other Mexicans. The Saturday Evening Post, Feb. 4, 1928, p. 142

(9) General Report-Texas Educational Survey Report, Vol. VIII, (1925), p. 213.

Statement of The Problem

Evidence of discrimination against the Mexican children brought out in the Texas Educational Survey:

"A consolidated school was visited shortly before the middle of March. The American children were housed in a modern brick building and had a staff of several teachers, and the school was well graded. In one corner of the same grounds stood a one-room building for the Mexican children. The observer had no opportunity to study the organization and instruction in the school as it was already closed for the year. The school for the English speaking children, however, was to continue in session for several weeks longer.

In another school there were five teachers. The American children, through the use of four of the teachers, were provided with a well organized school. The Mexicans were placed in one room, given a school year a month shorter than was available to the other children, and their work was in charge of the lowest salaried teacher in the group.

In a village of about 1500 there was found a fairly good public school for the English speaking children. 'Across the tracks' was the Mexican school. It was a dilapidated two or three-room building, the toilets were unscreened, and the grounds poorly kept. The Mexican school was limited to the elementary grades, and, in spite of the fact that there were pupils enough in it to require the services of two or three teachers, the visitor was told on good authority that no Mexican child had ever gone to the high school. It is difficult to believe that none could have profited by such experience, after observing the work of Mexican children in such school systems as San Antonio, El Paso, Brownsville, and Mission." (10)

Table I shows the discrimination against Mexican children in the length of the School year.

---

(10) Texas Educational Survey Report, General Report, Vol. VIII. (1925) p. 213-14.

TABLE I. LENGTH OF SCHOOL YEAR FOR AMERICAN AND MEXICAN SCHOOLS IN THE SAME DISTRICT FOR THE YEAR ENDING AUGUST 31, 1923. (11)

COUNTY	District by Number	American (months)	Mexican (months)
A	5	8	5
	9	9	5
	18	8	5
B	11	9	9
C	8	8	5
	17	8	5
D	52	7	6

The problem is a comparative study of the educational opportunities afforded the Mexican and the American school children in the Big Bend Section of Texas, as shown by expenditures.

That there is evidence of discrimination against the Mexican children has just been cited. It will, therefore, be the purpose of this study to determine whether the Mexican children in the Big Bend Section are being discriminated against, and if such is found to be the case, to determine the extent.

This study will be based upon a comparison of the following major items:

(11) Texas Educational Survey Report, General Report, Vol. VIII, (1925) p. 65.

1. School Population
2. Buildings and Playgrounds
3. Equipment and Supplies
4. Teachers
5. Responsibility For The Education of The Immigrant With Special Reference To The Mexican.

A separate chapter will be devoted to each of these major items and will be considered in the order given above.

Needs for The Study

There seems to be a great need for a study of this nature, for in so far as can be ascertained by careful research, no one has attempted to make a study of the extent of discrimination against the Mexican child. There have been several studies made which showed that the Mexican child is being discriminated against. (12)

The Texas Educational Survey Staff, in 1924, felt that the time was not yet ripe for presenting this problem to the people of the State.

> "There is no occasion for the survey to attempt to awaken the people of the State to the importance of giving consideration to the questions raised by the failure of these people to secure adequate schooling for American citizenship." (13)

There should be a State-wide study made showing objectively the extent of discrimination against the Mexican. Until some such study is made it will be impossible for the people of the State to realize how great are the differences in educational opportunities afforded the children of the two races.

---

(12) Professor A.C.Burkholder, Economics Department, Southwest State Teachers College, San Marcos, Texas, made a survey of one of the Southern counties, in a study of the Mexican problem.

(13) Texas Educational Survey Report, General Report, Vol. VIII, (1925), p. 207.

Source of Data

Data, for the study of this problem, were obtained by the questionnaire method. Questionnaires were sent to superintendents of schools in the Big Bend Country in which it was known the Mexican children were segregated. Information was requested regarding the aid rendered by Parent Teacher Associations, but major considerations were given to the expenditures of the Public school funds. Superintendents were asked to give the amount expended on the Mexican schools opposite the items listed and under the column headed Mexican. The same information was requested of the American schools to be given under the column headed American. Other information was requested which have direct bearings on school expenditures, such as, the physical condition of the school plant, census enumeration, enrolment, average daily attendance, financial condition of district, standards of work, length of school term, etc.

In addition to the questionnaire a personal letter was sent to each superintendent stating the plan and purpose of the investigation and asking for his cooperation. It was explained in this letter that it was not the purpose of this study to make any comparisons of one school

system with that of another. It was further explained that the information given by them would be compiled into one set of data for the purpose of showing the Mexican situation in the Big Bend Country as a whole.

This study is based on data for the school year 1927-28. The sampling was fairly well distributed over the section studied with the exception no report was received from the northern portion. Information was received from superintendents of the school systems listed below:

Alpine, Brewster County
Balmorhea, Reeves County
Fort Davis, Jeff Davis County
Fort Stockton, Pecos County
Ozona, Crockett County
Marathon, Brewster County
Monahans, Ward County
Sanderson, Terrell County
Saragosa, Reeves County
Valentine, Jeff Davis County.

No sharp line of demarcation can be drawn, as the "bowstring", in so far as the segregation of the Mexican children is concerned. As all of the towns West of the Southern Pacific Railroad to the Rio Grande river are largely Mexican, and as the American children are so small in numbers, there is no segregation as it is impossible to maintain two separate schools. It was, there-



FIG. 2. The towns from which information was received and their location in the Big Bend Section.

fore, thought advisable to stretch the "boundring" so as to include the segregated districts of Ozona, Crockett County; Fort Stockton, Pecos County; and Monahans, Ward County.

SUMMARY

The Texas Educational Survey brought out the fact that, in certain sections of the State, there was evidence of discrimination against the Mexican children. This study is primarily concerned with determining the extent of disfrimination against the Mexican children in the Big Bend Country, of Texas, if such is found to exist.

It is only during the past twenty years that separate schools have been established and maintained for the Mexicans.

Texas borders with Mexico for a distance of over thirteen hundred miles. The mountainous nature of this country makes it very attractive to the Mexican for illegal entry into Texas and the United States. It is this great movement of Mexicans across the Border which makes the problem of providing adequate schooling for them a very difficult one.

CHAPTER II

SCHOOL POPULATION

In the quotation given in Chapter I, page 1, the following statement appears:

> ".... Some (communities) are acting with high ideals of service and a liberal financial attitude, others are exploiting the Mexican and pursuing a niggardly financial policy toward him in school affairs."

Proof of this is found in one of the towns upon which this study is based. This town, though it has a Mexican section, maintains no school for the Mexican children. Last summer a new brick building was erected for the American children and the old building, though still owned by the school district, is lying idle. The report shows that no Mexican children are enumerated in the school census yet there are, admittedly, a number of children residing in the district.

Ten school districts failed to give the information requested. In one of these the superintendent was requested by his board not to do so. This town maintains a nine month's school term for the American children and occasionally a short summer term for the Mexican children. During the long term a school truck brings the children in from outlying districts but during the six-week's term

of 1927 no attempt was made to furnish the Mexican children with transportation.

Of the total number of children enumerated in the school census forty-three and four-tenths per cent are Mexican. Fig. 3 shows graphically the percentage and also the number of children of both races.

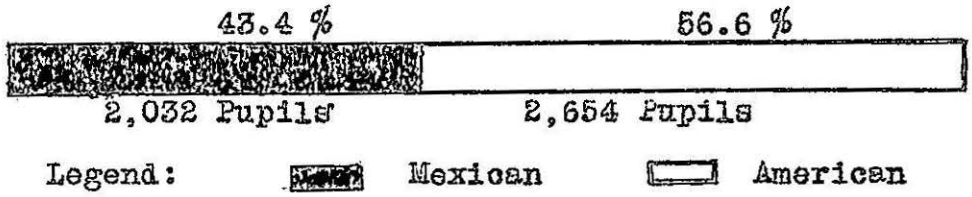


FIG. 3.- Number and percentage of children represented in this study.

"In many communities the Mexicans are lax in sending their children to school...." (1)

Of the 2,654 American children enumerated in the school census 2,294 or 86.4 per cent are enrolled in school, and of the 2,032 Mexican children 923 or 45.4 per cent are enrolled. To enforce the attendance in the Mexican schools, bringing it up to the percentage of attendance in the American schools, would force 833 additional Mexican children into the already overcrowded schools.

---

(1) Texas Educational Survey Report, Vol. VIII, General Report, p. 218.

This would, it appears, be unwise without making suitable provisions for taking care of them in a credible manner.

"The enforcement of Mexican attendance must be sane and reasonable. It is not an undertaking for the fanatic nor the extremist. It must be developed gradually." (2)

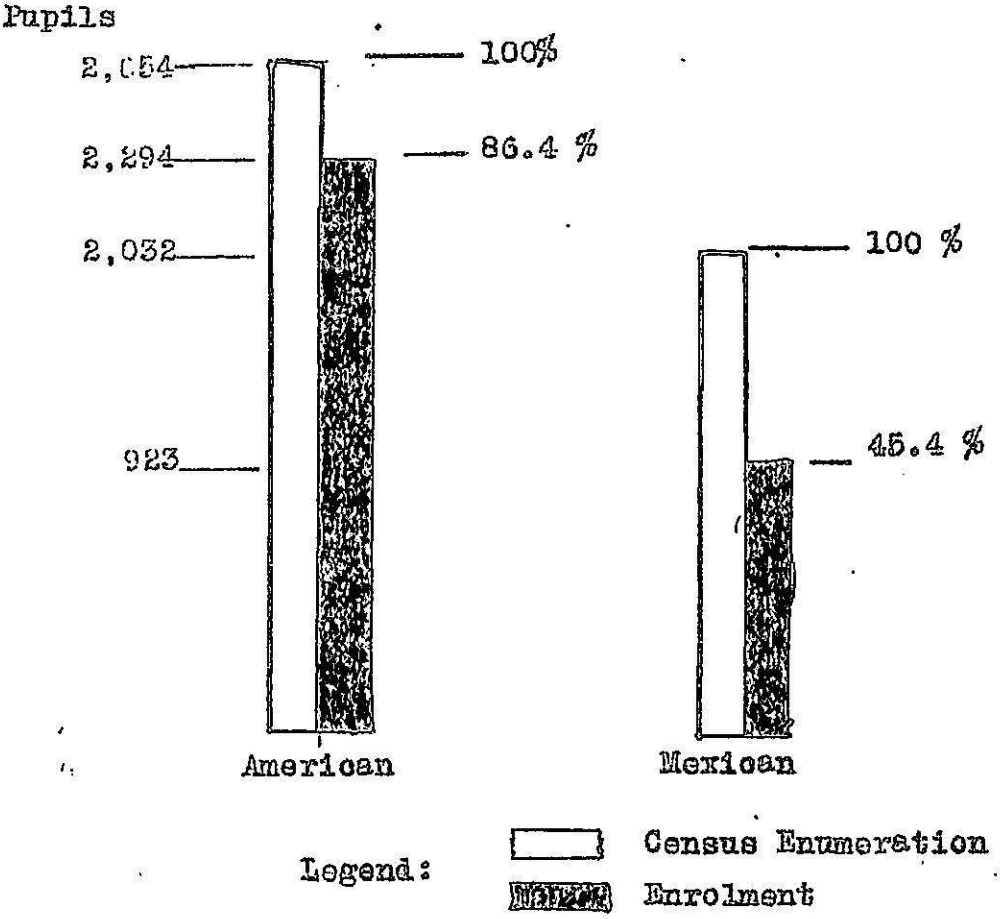


FIG. 4. Number of pupils enumerated in census and enrolled; also percentage enrolment is of enumeration.(3)

---

(2) A Report on Illiteracy In Texas, University of Texas Bulletin No. 2328.

(3) The number of children of each race enumerated in the census was taken as 100 per cent and the percentage of enrolment was calculated on this basis.

As previously stated, comparisons must be made on the basis of the number of pupils enrolled and the number of pupils in A.D.A. in the elementary schools, as no separate high schools are maintained for the Mexican children.

A graphical representation of the number and percentage of pupils enrolled in the elementary grades is shown in Fig. 5.

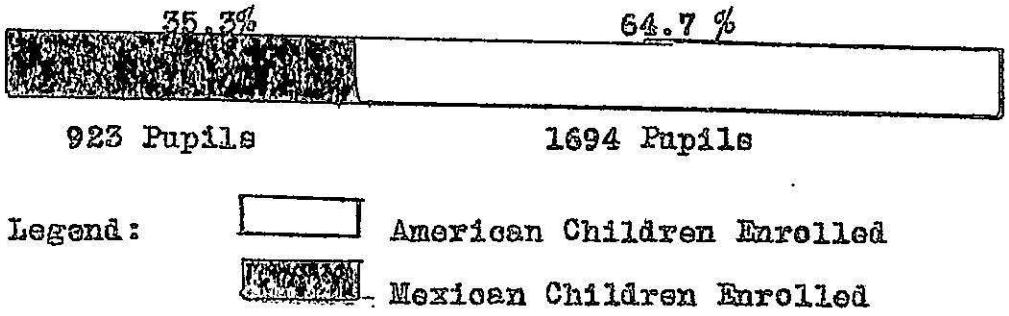


FIG. 5. Percentages Mexican and American of entire enrolment in the elementary schools. (4)

The enrolment in the American elementary schools is 60 per cent of the scholastic population as shown by the census enumeration. With this percentage as a criterion for determining what the enrolment in the Mexican schools should be, it is found that 1219 pupils should be enrolled in the Mexican elementary schools. Expressed on a percentage basis 75.7 per cent as many Mexican children are enrolled as should be.

---

(4) See Table I, Appendix.

In fig. 4, page 21, was shown the percentage of enrolment for the entire number of grades, that is, high schools and elementary grades. In fig. 6 is shown the percentage of enrolment for the elementary grades.

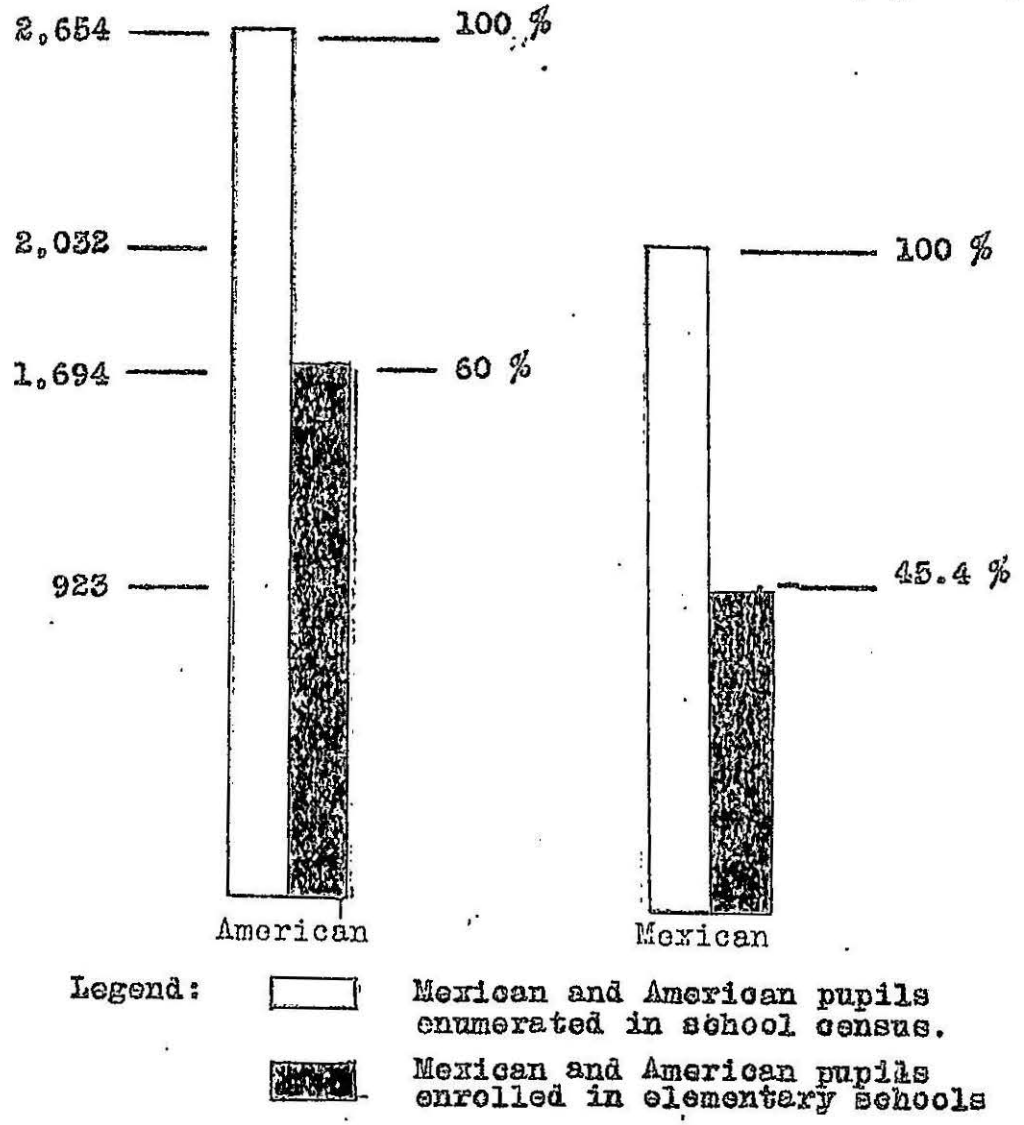


FIG. 6. Percentage the elementary school pupils are of the census enumeration.

That there is something vitally wrong with the Mexican schools is evident from the high mortality rate in the elementary grades. Beginning with an enrolment of 330 pupils in the first grade in the Mexican schools, and

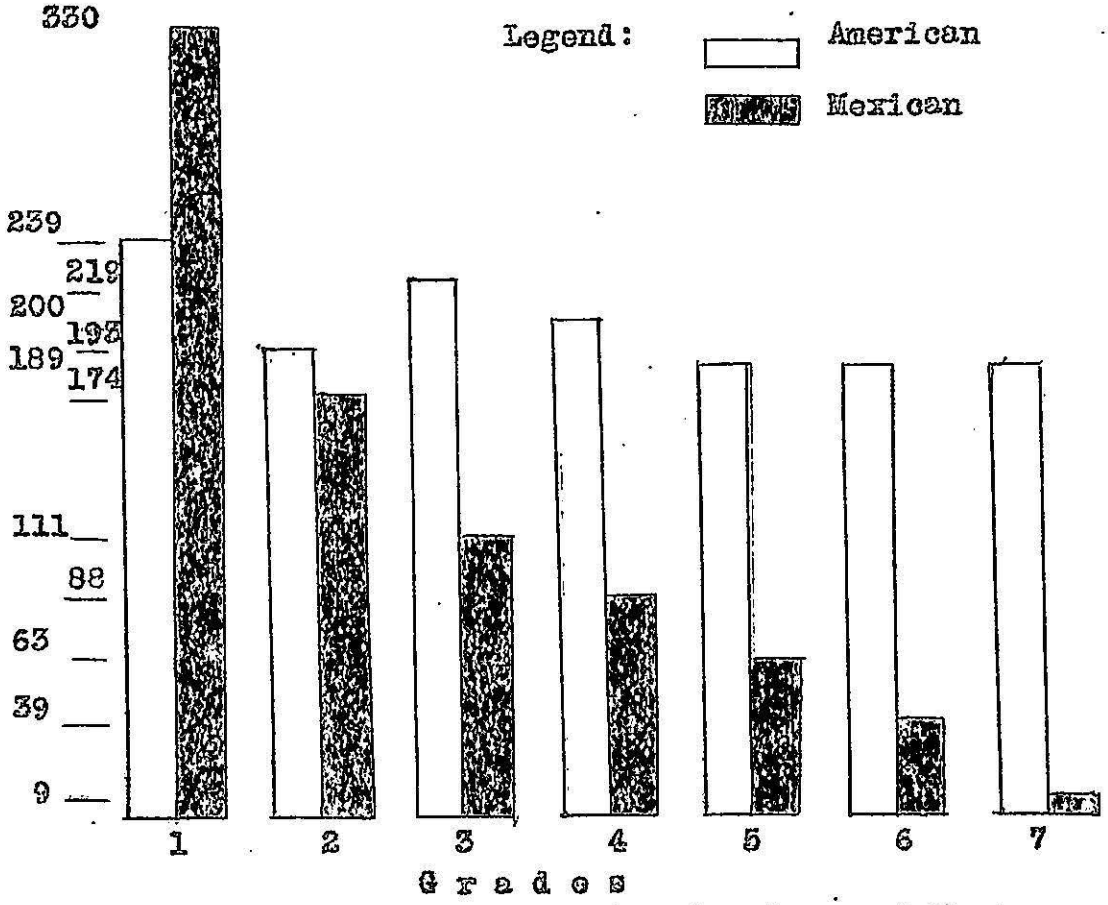


FIG. 7. Enrolment by grades in the American and Mexican Elementary schools. (5)

considering this number as 100 per cent, the mortality at the end of the first year was 47.3 per cent. There was

---

(5) See Table II, Appendix.

an additional 10 per cent average for each succeeding year, making a total of 97.3 per cent loss during the seven years in the elementary schools. The American schools, it is seen, have a greater holding power. The average percentage of enrolment in any grade after the first year is for the Mexican 24.4 and for the American 81.4. Two and seven-tenth's per cent of the Mexican children and seventy-nine per cent of the American children beginning the first grade continue through the intervening grades and enroll in the seventh.

Average Daily Attendance

The average daily attendance in the Mexican schools is 603.5 or 65 per cent of the enrolment, and for the American schools is 1337 or 78.9 per cent of the enrolment. This is shown graphically in fig. 8.

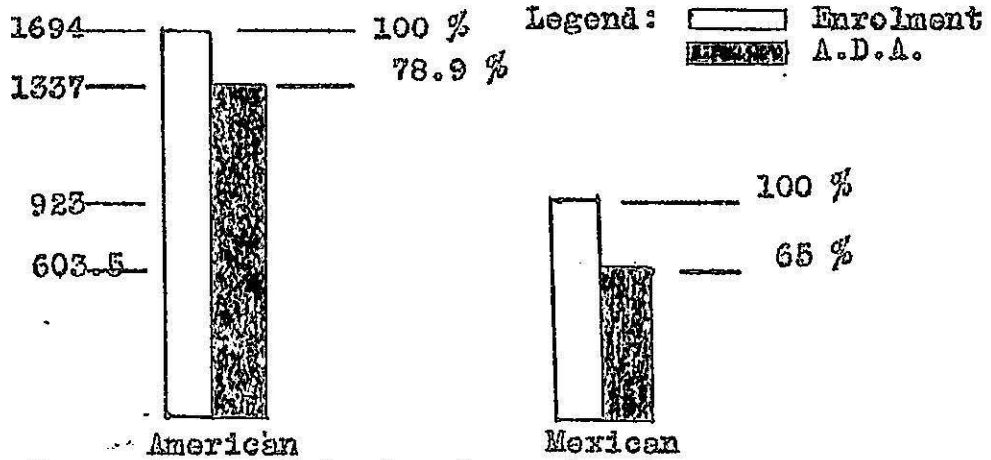


FIG. 8. Percentage A.D.A. is of enrolment.

(6) Table I, Appendix.

Length of School Term

All of the American schools are in session for a term of nine months. Seven Mexican schools are in session for nine months, one eight months, one six months, and in another school system no school is maintained for the Mexican children. The average length of the school year for the Mexican children is 7.7 months.

Standards of Work

In eight of the school systems the standard of work is not of as exacting nature and consequently not as high class in the Mexican schools as in the American elementary schools.

Health Examinations

The children in four school systems are given health examinations by either a school nurse or by a physician. The American children in two school systems are given health examinations whereas the Mexican children are not. In four school systems no health examinations are given. Thus it is seen, in the matter of health examinations, there is discrimination in two school systems against the Mexican children. (7)

---

(7) Table III, Appendix.

High School

A high school is maintained in every town for the American children. No separate high schools are maintained for the Mexican children, but in five school systems provisions are made whereby graduates of the Mexican elementary schools may attend the American high schools. In five systems the Mexican child's schooling is fimished at the completion of the seventh grade with no possible chance of a high school or college education. It is true that many Mexican children do not avail themselves of the opportunity of attending high school in those districts where such provisions are made. As previously stated, eight out of ten schools do not maintain the same standards of work for the American and Mexican elementary schools, so the Mexican child would find himself unable to do the work required in high school, should he make the attempt. Again, having been segregated until the completion of the seventh grade, he is not willing to attempt to make the social adjustment necessary to such transition. The Mexican people are a laboring class and long before the child has completed the work of the seventh grade his earning power is sufficient to induce his parents to take him out of school and put him to work helping support the family.

Permanent Records .

Permanent records are kept in nine American and four Mexican elementary schools. In one American and six Mexican schools no records are kept.

Six American schools and one Mexican school have cabinets for filing specimens of pupils' work, whereas three American and eight Mexican schools do not. (8)

---

(8) For more detailed matter concerning individual schools as to high school provisions, permanent records, and filing cabinets, see Table IV, Appendix.

SUMMARY

One town has no school for its Mexican children though it has a three room school building lying idle.

One superintendent (and probably others) was requested by his board not to give any information relative to the provisions made for schools for the Mexican children in his district.

Of the number of children enumerated in the school census 43.4 per cent are Mexican and 56.6 per cent are American. Enrolment in the Mexican schools is 45.4 per cent of the census enumeration whereas in the American schools it is 86.4 per cent. For the elementary schools the enrolment is 45.4 and 60 per cent respectively for the Mexican and American. The holding power of the American schools is much greater then in the Mexican schools. The mortality rate in the grades in the American schools is 21 per cent whereas in the Mexican schools it is 97.3 per cent.

The average daily attendance in the Mexican schools is 65 per cent of the enrolment and in the American schools it is 78.9 per cent.

The average length of school term for the American schools is nine months and for the Mexican schools is 7.7 months.

The same standards of work are not required of both group of schools in the same district.

In some schools the American children are given health examinations whereas the Mexican children are not.

Only 50 per cent of the school systems have provisions whereby the Mexican children, on the completion of the elementary grades may attend the American high schools.

Six Mexican schools and one American school keep no permanent records.

CHAPTER III

BUILDINGS AND PLAYGROUNDS

"Pupils and teachers do their best work in wholesome surroundings. It goes without saying that classrooms should be clean, well lighted, well ventilated, and supplied with needed equipment; that lavatory arrangements should be sanitary; and that school grounds should furnish ample space for play, physical training, and athletics." (1)

A person does not have to be a careful observer to notice the difference in appearance, size, material of construction, and condition of the American and the Mexican school buildings as he passes through any of the small western towns of this section. Neither does he have to have a vast amount of knowledge of buildings in order to guess rather accurately that several dollars are being spent on the American school buildings to every dollar spent on the Mexican school buildings. The amount of expenditures on American and Mexican school buildings verifies the correctness of these observations. For the ten school systems, upon which this study is based, twelve dollars and twenty-three cents have been spent on the American school buildings to every dollar spent on the Mexican school buildings.

---

(1) Public Education In Indiana, A Report Of The Indiana Educational Commiasion, 1923, p. 87.

As it is the purpose of this study to make an impartial investigation in an attempt to determine whether there is evidence of discrimination against the Mexican school child, it will be necessary to reduce the two groups to a comparable basis. To do this will necessitate the consideration of several factors other than the total cost of the school buildings. Table II gives the initial cost of the school buildings.

TABLE II COST OF MEXICAN AND AMERICAN SCHOOL BUILDINGS

School	Mexican	American
1	$ 2,500	$ 35,000
2	800	2,000
3	4,000	33,000
4	3,500	25,000
5	-----	22,000
6	1,000	15,000
7	1,000	100,000
8	4,250	10,000
9	15,000	150,000
10	2,000	30,000
Total	$ 34,050	$ 422,000

As previously stated, the two groups of schools are not comparable. The total expenditure of $34,050 represents the amount spent on the Mexican elementary school buildings whereas the $422,000 represents the total expenditure on the American high and elementary school buildings. To reduce them to a comparable basis it will be necessary to determine what part of the cost of the American school buildings should be allocated to the American elementary schools. The criterion for arriving at What this part should be was to take such fractional part pf the total cost of the buildings as the total number of rooms devoted to elementary instruction are of the entire number of rooms in the buildings. (2)

$$\frac{\text{Forty-five and one-half}}{\text{Ninety-eight}} \times \$422,000 = \$193,775.51$$

The American and Mexican elementary schools are thus placed on a comparable basis. It is found that $193,775.51 have been spent on the American elementary school buildings to the $34,050 spent on the Mexican elementary school buildings; a ratio of 5.69 to 1.

(2) The total number of rooms devoted to the use of the elementary grades in all the American schools was taken as the numerator and the total number of rooms in the entire buildings as the denominator. This fraction was multiplied by the total cost of the buildings to determine the proportionate cost of the American elementary school buildings.

To stop here and draw the conclusion that the Mexican children are being discriminated against, because it is found that over five and one-half times as much is being spent on school buildings for the American children as is spent on buildings for the Mexicans, would fail to take into account the number of children of each race to be educated. If the numbers were the same, then there would be no need of making any further calculation, and the conclusion as stated would be correct. To determine whether or not there is discrimination it will be necessary to make the comparison on a per capita basis. As there is no way of knowing the grade to which a child belongs, as enumerated in the census, it will be necessary to limit the comparison to a per capita in enrolment and the per capita in average daily attendance.

Table III gives the per capita investment in school buildings for the two races, based on enrolment.

TABLE III PER CAPITA INVESTMENT FOR MEXICAN AND AMERICAN SCHOOL BUILDINGS BASED ON ENROLMENT.

Schools	Enrolment	Value of Buildings	Per Capita
Mexican	923	$ 34,050.00	$ 36.89
American	1,694	193,775.51	114.39

The ratio of expenditures on school buildings, on the

basis of number of children enrolled, for the American and the Mexican is 3.10 to 1.

Table IV gives the per capita investment in school buildings for the two races computed on the average daily attendance.

TABLE IV PER CAPITA INVESTMENT IN SCHOOL BUILDINGS BASED ON THE AVERAGE DAILY ATTENDANCE.

School	A.D.A.	Value of Buildings	Per Capita
Mexican	603.5	$ 34,050.00	$ 56.42
American	1337.0	193,775.51	144.93

The ratio of expenditure for school buildings based on the number of American and Mexican children in average daily attendance is 2.57 to 1.

Up to the present the chief point of concern has been to determine whether there is evidence of discrimination in the expenditures on school buildings. This, in itself, is worth little until it is learned the kind and condition of buildings provided.

Table V shows the material of which the various buildings are constructed, condition of buildings, and date erected.

The conditions are rated as poor, fair, or good. Superintendents were instructed to rate the condition of the buildings as if they, the buildings, were to be used alternately by the same number of children of each race.

TABLE V MATERIALS OF CONSTRUCTION AND CONDITION OF SCHOOL BUILDINGS AND DATE ERECTED

School Number	Material of Construction		Condition		Date Erected	
	Mexican	American	Mexican	American	Mex.	Amer.
1	Stucco	Brick	Good	Good	1923	1911
2	Adobe	Brick	Fair	Good	1917	1926
3	Wood	Wood	Fair	Fair	1926	1910
4	Adobe	Adobe	Good	Good	1922	1923
5	----	Brick	----	Good	----	1928
6	Stone	Brick	Poor	Good	1918	1913
7	Wood	Stone	Poor	Good	1900	1910
8	Adobe	Adobe	Good	Poor	1924	1894
9	Stucco	Brick	Fair	Fair	1911	1917
10	Wood	Brick	Good	Good	1914	1914

There is no school building provided for the Mexican children in school district number five. A frequency distribution of the remaining schools shows the Mexican school buildings to be constructed of adobe 3, wood 3,

stucco 2, stone 1, brick 0; and the American school buildings, adobe 2, wood 1, stucco 0, stone 1, brick 5.

A frequency distribution of the condition of the condition of the school buildings shows the Mexican school buildings to be, poor 2, fair 3, good 4; and the American school buildings to be, poor 1, fair 2, good 6.

Regarding the dates of erection of the school buildings it is found that two buildings, one Mexican and one American, were build before 1905; seven buildings, two Mexican and five American, were built during the period 1906-17; and nine buildings, six Mexican and three American, were built during the period 1918-28.

For purposes of comparison arbitrary values of 1, 2, 3, 4, and 5 were assigned, respectively, to adobe, wood, stucco, stone, and brick. The criteria by which the above listed materials were ranked are: first, durability; second, fireproofness; third, cost; and fourth, adaptability for building purposes. The materials, as arranged, fit nicely into this grouping with the exception of adobe which is more durable and less inflamable than either wood or stucco. Though it ranks next to stone in durability and in its fire-resisting qualities

it does not lend itself well to the construction of modern school buildings.

Table VI gives a comparison of the materials of construction of the Mexican and American school buildings expressed in objective rating points.

TABLE VI MATERIALS OF CONSTRUCTION AND ARBITRARY VALUES ASSIGNED FOR COMPARATIVE PURPOSES

Materials of Construction	Frequency		Objective Rating Points	
	Mexican	American	Mexican	American
Adobe	3	2	3	8
Wood	3	1	6	2
Stucco	2	—	6	—
Stone	1	1	4	4
Brick	—	6	—	30
Total	9	10	19	38

Out of a possible 50 objective rating points the American school buildings rated 38 and the Mexican school buildings rated 19; a ratio of 2 to 1.

In the same manner values were assigned to the rating of the condition of the buildings. Poor was given a value of 1, fair a value of 2, and good a value of 3.

Table VII shows the comparative ratings of the two groups of schools as to condition of school buildings.

TABLE VII CONDITION OF SCHOOL BUILDINGS AS EXPRESSED IN OBJECTIVE RATING POINTS

Condition of School Buildings	Frequency		Objective Rating Values	
	Mexican	American	Mexican	American
Poor	2	1	2	1
Fair	3	2	6	4
Good	4	7	12	21
Total	9	10	20	26

Out of a possible 30 points rating on the condition of the school buildings, the American buildings rated 26 points and the Mexican buildings rated 20 points; a ratio of 1.3 to 1.

In making the comparison of the two groups on the date of erection of the buildings, all buildings erected during the period 1893-1905 were given a rating of 1; buildings erected 1906-17 a rating of 2; and buildings erected 1918-28 a rating of 3.

Table VIII gives the number of points assigned each group of schools under this rating.

TABLE VIII RATING OF SCHOOL BUILDINGS ON DATE ERECTED

Date of Erection	Frequency		Objective Rating Values	
	Mexican	American	Mexican	American
1893-1905	1	1	1	1
1906-1917	2	5	4	10
1918-1928	6	4	18	12
Total	9	10	23	23

Table VIII, which gives a building-age rating, shows that the American and Mexican school buildings each rated 23 points out of a possible 30.

The technique employed in comparing in an objective manner the condition of the two groups of school buildings has made possible the comparing of attributes of primal importance to this study. The constancy, throughout, of the values assigned to these attributes makes the ratio constant. It is not claimed that these values are the most desirable but for purposes of comparison they are sufficient for this study. The criteria for assigning values to the materials of construction, the condition of the buildings, and the date of erection have already been given and justified. It should be stated, however, that such values are not intended to

indicate the relative value of such materials for construction purposes. Thus, because brick was assigned an arbitrary value of 5 and adobe 1 does not mean that brick is worth five times as much for building purposes. In like manner, just because a building rated as poor was given a value of 1 does not mean that a building rated as fair is twice as valuable, in reality it might be many times as valuable. The same may be said as to the values assigned to the class ages of the buildings.

Under the heading of adequacy no attempt will be made to set up criteria for determining the adequacy of the buildings, other than that necessary for making a comparison of the two groups of buildings.

A comparison will be made on the number of points scored by each group of buildings according to accepted standards. The following items will be considered for purposes of comparison:

1. Number of rooms devoted to elementary instruction.
2. Number of square feet of floor space per pupil.
3. Number of cubic feet of air space per pupil.
4. Percentage glass area of windows is of floor area.

The number of rooms devoted to elementary instruction in the Mexican schools is 22 and in the American

schools is 45½. With two exceptions seven grades are maintained in all Mexican schools the same as in the American schools. In one district the Mexican children may attend the American elementary school after completing the fourth grade in the Mexican school. The other exception is that in one district no school is maintained for the Mexican children. The average number of rooms in the Mexican schools is 2.20 and in the American (3) schools is 4.55; a ratio of 1 to 2.07.

Based on enrolment the number of pupils per room in the Mexican schools is 42.0 and in the American schools is 37.2. Calculated on the basis of average daily attendance the number of pupils per room in the Mexican schools is 27.4 and in the American schools is 29.7.

According to approved standards (4) there should be 15 square feet of floor space and 200 cubic feet of air space per child. Table IX gives the number of square feet of floor space per child enrolled and per child in A.D.A.

---

(3) As comparisons are made of Mexican and American elementary schools only, the use of the word school shall be taken to mean elementary school unless otherwise specified.

(4) Strayer, G. D. and Engelhardt, N. L. Standards For Elementary School Buildings. Teachers College Contribution, Columbia University, 1923, p. 31.

TABLE IX NUMBER OF SQUARE FEET OF FLOOR SPACE PER PUPIL

	Mexican	American
Enrolment	14.80	23.29
A.D.A.	22.64	29.58

The number of square feet of floor space per pupil enrolled in the American schools is well above the minimum standards but is slightly below in the Mexican schools. On the basis of average daily attendance it is well above for both groups of schools. A further study of Table IX reveals the fact that every American child enrolled has 8.49 square feet more than has the Mexican child and from the standpoint of average daily attendance the American child has 6.94 square feet more than the Mexican child. Expressing these differences in percentages it is found that the Mexican child has, on the basis of enrolment, 63.5 per cent the floor space as has the American child and on the basis of A.D.A., 76.5 per cent that of the American child.

The number of cubic feet of air space per pupil for each group far exceeds the minimum standard of 200 cubic feet. The number of cubic feet of air space per pupil enrolled and per pupil in A.D.A. is given in Table X.

TABLE X NUMBER OF CUBIC FEET OF AIR SPACE PER PUPIL

	Mexican	American
Enrolment	369.1	368.4
A.D.A.	564.5	467.5

This high per capita of cubic feet in air space in the Mexican school buildings with a comparatively low per capita floor area leads to the deduction that the ceilings in the Mexican school buildings are higher than in the American school buildings. This may be accounted for in the fact that the Mexican school buildings are not as old as the American school buildings.

The minimum standards for the glass area ranges from one-fifth to one-fourth the floor area. (5) Table XI gives the per cent the glass area is of the floor area.

TABLE XI PERCENTAGE GLASS AREA IS OF FLOOR AREA

Group	Floor Area In Square Feet	Glass Area In Square Feet	Percentage Glass Area Is of Floor Area
Mexican	13,668.00	1,660.83	12.15
American	39,526.00	6,045.47	15.29

(5) Strayer, G. D. and Engelhardt, N. L., op. cit., p. 34.

From the data given in Table XI it is seen that both groups of school buildings fall far short of the minimum standards. Considering that twice as many Mexican school buildings were built during the period 1918-1928 as American school buildings, one would have expected the standards regarding the construction of the buildings to have been higher in the Mexican than in the American school buildings.

Table XII shows the average number of square feet of glass area per pupil enrolled and per pupil in A.D.A.

TABLE XII NUMBER OF SQUARE FEET OF GLASS AREA PER PUPIL

	Mexican	American
Enrolment	1.79	3.57
A.D.A.	2.75	4.52

A pupil enrolled in the Mexican school has but a trifle over half the chance to see well as has a pupil enrolled in the American school, that is, if it can be said that twice the glass area of a room gives twice as much light and that doubling the amount of light, up to a certain limit, enables a pupil to see twice as well. At any rate, the Mexican child enrolled in school has but 50.14 per cent as many square feet of glass area as has the

American child. On the basis of average daily attendance the Mexican child has 60.84 per cent the glass area as has the American child.

Toilets

Of the nine Mexican schools studied, eight have out-door open type toilets and the other has an in-door flush system. In the American schools there are four out-door open type toilets and six in-door flush systems. Six Mexican and two American schools have insanitary toilets. Three Mexican and eight American schools have sanitary toilets. Expressing these numbers in percentages, 66 2/3 per cent of the Mexican schools and 20 per cent of the American schools have insanitary toilets.

The approximate cost of the toilets was not obtained but from the information given above it is clear there has been discrimination against the Mexican children in the failure to provide sanitary toilets for the Mexican schools.

Playgrounds

Both group of schools are fortunate in having such spacious playgrounds. Table XIII gives the number of square feet of playground space per pupil enrolled and per pupil in A.D.A.

TABLE XIII NUMBER OF SQUARE FEET OF PLAYGROUND SPACE PER PUPIL

	Mexican	American
Enrolled	944	849
A.D.A.	1,443	1,075

If the larger the playground space the better up to a certain limit, and this limit has not been reached by either school, then the Mexican has the best of it and the evidence of discrimination is against the American child in so far as the size of the playground is concerned. In other words the American child, on the basis of enrolment, has 90 per cent the playground space as has the Mexican child, and on A.D.A. he has only 75 per cent as much space.

The penduleum swings to the other extreme when it comes to equipping or beautifying the playground. The total cost of playground equipment for the Mexican

schools is $260.00 and for the American schools is $764.24 (45.9 per cent of the total expenditure of $1,665.00 for American elementary and high schools). (6) The average expenditure for the Mexican schools is $26.00 and for the American schools is $76.42. The $260.00 represents the actual expenditures for the nine Mexican schools instead of ten as figured. One district does not maintain a school for the Mexicans and consequently there are no expenditures for playground equipment. This gives an average expenditure for the Mexican schools of $28.89 against the average of $76.42 for the American schools. Table XIV shows the amount spent per pupil enrolled and per pupil in A.D.A.

TABLE XIV EXPENDITURE PER PUPIL FOR PLAYGROUND EQUIPMENT

	Mexican	American
Enrolment	$ 0.28	$ 0.45
A.D.A.	0.43	0.57

The per cent of expenditures for playground equipment on the basis of enrolment is 62.0 as much for the Mexican pupil as for the American pupil, and on the basis of A.D.A. it is 75.4 as much.

(6) Table V, Appendix, Playgrounds; size, equipment, and beautification.

Beautification of School Grounds

The total amount spent on the beautification of school grounds for the Mexican schools is $300,00 and for the American schools is $1,160 (45.9 per cent of $2570.00) This is an average of $30.00 per school for the Mexicans in the ten school systems studied. For the nine Mexican schools represented and for which expenditures were actually made the average was $33.34. The average for the American schools is $116.00. Table XV gives the expenditure per pupil enrolled and per pupil in A.D.A.

TABLE XV AMOUNT SPENT PER PUPIL IN BEAUTIFYING THE SCHOOL GROUNDS

	Mexican	American
Enrolment	$ 0.33	$ 0.70
A.D.A.	0.50	0.88

On the basis of enrolment 47.1 per cent as much was spent on the Mexican child as on the American child for the beautification of school grounds. On average daily attendance 56.8 per cent as much was spent on the Mexican child as on the American child.

(7) Table V, Appendix, op. cit.

SUMMARY

In the ten school districts studied there are nine Mexican and ten American school buildings. The total cost of the ten American school buildings is $422,000.00 and the total cost of the Mexican school buildings is $34,050; a ratio of 12.39 to 1. The $422,000.00 represents the cost of the buildings for high schools and elementary grades, which in every district are housed in the same building, whereas the $34,050.00 represents the cost of the Mexican elementary school buildings. In most of the districts the Mexican children, after completing the grades, are permitted to attend the American high schools.

For purposes of comparing the expenditure for buildings in the American and Mexican schools , it was necessary to determine the amount spent on the American elementary schools. It was found that $193,775.51 was spent on the American elementary schools for buildings. For the elementary grades the ratio of expenditure of the American to the Mexican school buildings is 5.69 to 1.

The ratio of school building costs,on the basis of the number of children enrolled, for the American and the Mexican is 3.09 to 1. On A.D.A. the ratio is 2.56 to 1.

The Mexican school buildings are not built of as substantial material as are the American and consequently are not in as good condition, though, on an average, they lack three years of being as old. The average age of the American buildings is fourteen years and for the Mexican buildings is eleven years.

On the basis of enrolment the number of square feet of floor space per Mexican child is 63.5 per cent that of the American child, and on average daily attendance it is 76.5 per cent.

The number of cubic feet of air space per child enrolled is practically the same for the Mexican and the American, the latter being 99.8 per cent that of the former. Of the number in average daily attendance the American child has 82.8 per cent the number of cubic feet of air space as has the Mexican child.

Both groups of schools are below the minimum standards in the percentage of clear glass area. From the standpoint of enrolment the Mexican child has 50.14 per cent as many square feet of glass area as has the American child, and from the standpoint of A.D.A., 60.84 per cent.

The kind and condition of toilets provided shows, in this item also, there has been discrimination against the Mexican child. The condition of the toilets indicates that more attention is given to sanitation in the American schools than in the Mexican schools.

Both groups of schools have, according to accepted standards, sufficient playground space. Calculations made on the number of pupils enrolled shows that the American child has but 90 per cent the playground space that the Mexican child has, and on average daily attendance only 75 per cent the playground space provided the Mexican child.

The amount spent on playground equipment per Mexican pupil enrolled is 62.0 per cent the amount spent on each American child enrolled, and on A.D.A. 75.4 per cent.

On the basis of enrolment, 47.1 per cent as much has been spent on the Mexican child for the beautification of the school grounds as has been spent on the American child. On the basis of A.D.A., 56.8 per cent as much has been spent on the Mexican child as that spent on the American child.

CHAPTER IV.

EQUIPMENT AND SUPPLIES

In Chapter III it was found that 45.9 per cent of classroom space in the American school buildings was devoted to the elementary grades. This percentage formed the basis for determining costs, playground space, floor area, cubical air space, and the like that should be allocated to the American elementary schools. In this chapter, as well as in succeeding shapters, the figures given for the American elementary schools will represent 45.9 per cent of those for the combined high schools and elementary grades.

Heating Systems

The total cost of the heating plants for the American elementary schools is $4,808.03 (45.9 per cent of the $10,475.00 spent on the American schools), and the total expenditure for heating systems for the Mexican schools is $1,010.00. Table XVI gives the amount per pupil invested in heating systems. Out of every dollar spent for heating equipment, on the basis of enrolment, twenty-seven and seven-tenth cents were spent on the Mexican child and seventy-two and three-tenths cents were spent on the American child. On the basis of average

daily attendance the expenditures were thirty-one and seven-tenths and sixty-eight and three-tenths cents respectively.

TABLE XVI INVESTMENT IN HEATING EQUIPMENT PER PUPIL

	Mexican	American
Enrolment	$ 1.09	$ 2.84
A.D.A.	1.67	3.60

Of the total amount spent for heating equipment for the two elementary school groups 17 per cent was spent on the Mexican schools and 83 per cent on the American schools. These figures are misleading in that they indicate there has been discrimination against the Mexican schools on a gigantic scale. In the consideration of this one item cost does not furnish a comparable basis for making a comparison of the two groups. The impractibility of installing an expensive heating system in a small building of three rooms, the average size of the Mexican schools, needs but to be mentioned to be evident; whereas, the installation of steam or hot air systems in the average size American school building of ten rooms is entirely feasible.

The criterion, then, for the determination of whether there has been discrimination will be: have both groups met

the State's requirements in the matter of providing suitable heating equipment?

"Uniform temperature, experience shows, cannot be maintained by means of the ordinary unjacketed stove or radiator. It is, therefore, necessary to provide some kind of heating system which will adequately heat and, at the same time, properly ventilate the room." (1)

Immediately following this statement the bulletin launches into an extensive discussion of the advantages of the jacketed stove as a desirable heating device for small schools. From Table XVII it is seen that all of the American schools and five of the Mexican schools have approved heating systems and that four of the Mexican schools have the box or unjacketed stoves which do not receive state approval.

TABLE XVII HEATING EQUIPMENT PROVIDED MEXICAN AND AMERICAN SCHOOLS (a)

School Group	Box Stove	Jacketed Stove	Hot Air	Steam	Combination Hot Air and Steam
Mexican	4	5	—	—	—
American	—	4	1	3	2

(1) School Grounds, School Buildings, And Their Equipment, State Department of Education, Austin, Texas, Bulletin 65, August 1, 1917, p.26.

(a) Table VI, Appendix, Heating Equipment.

As the cost of jacketed stoves is comparatively low and as the room is the unit for installation, there can be no legitimate reason why four of the Mexican schools are equipped with this very undesirable and obsolete type of heating device.

Drinking Devices

All of the American schools and six of the Mexican schools have sanitary drinking fountains while three Mexican schools have the antique watering system- buckets and dippers.

> " Some form of sanitary and convenient drinking device....should be installed. The common drinking cup or even individual cup should bot be tolerated because both are transmitters of disease and should be outlawed." (2)

Applying the same criterion to drinking devices as was applied to heating systems, there are three Mexican schools that do not meet state requirements and consequently indicates there has been discrimination against these schools in this matter. Table XVIII gives the cost per pupil of the drinking devices. The cost of buckets and dippers does not appear in the figures given in the table.

---

(2) Texas State Bulletin No. 65, op. cit., p. 28.

TABLE XVIII COST OF DRINKING DEVICES PER PUPIL

	Mexican	American
Enrolment	$ 0.14	$ 0.29
A.D.A.	0.22	0.36

The total cost of the drinking devices for the Mexican schools is $133.00 and for the American schools is $ 490.67 (b). The average expenditure for the Mexican schools is $13.30 and for the American $49.07.

Illumination (3)

The question of natural illumination was discussed in Chapter III under the heading of buildings, from the standpoint of glass area. No attempt has been, or will be, made to consdder the arrangement of windows with reference to the direction light enters the classroom. The average number of windows per room in the Mexican school buildings is five and the average for the American school buildings is five and two-tenths. Eight American and five Mexican schools are equipped with satisfactory and State

(b) Table VII, Appendix, Drinking Equipment.

(3) Table VIII, Appendix, Illumination, Natural and Artificial

approved window shades, and two American and four Mexican schools had either no shades or unsatisfactory ones.

In answer to the question regarding the provisions made for lighting the classrooms artificially on dark, cloudy, and rainy days it was found that six American schools had made such provisions and that four American and all the Mexican schools had no such provisions.

Teachers' Desks

All of the American schools are equipped with teachers' desks whereas but seven of the Mexican schools are so equipped. Employing the same technique of showing objectively the condition of the desks, as was done in regard to the condition of the buildings, viz., assigning good a value of three, fair a value of two, and poor a value of one, there is thus obtained an objective rating as is shown in Table XIX.

TABLE XIX NUMBER, CONDITION, AND OBJECTIVE RATING OF TEACHERS' DESKS FOR BOTH GROUPS OF SCHOOLS

School Group	Number of Schools Supplying Desks	Condition of Desks	Objective Rating Values	
			Value	Total
Mexican	7	Good-2	6	
		Fair-3	6	
		Poor-2	2	14
American	10	Good-6	18	
		Fair-3	6	
		Poor-1	1	25

Out of a possible 30 points the American schools rated 25 and the Mexican schools 14; a ratio of 1.79 to 1.

Pupils' Desks

The basis of comparison of pupils' desks was the kind, whether single or double, the average number per room, and the condition.

All ten of the American schools are equipped with single desks, seven Mexican schools have single desks, one has both single and double desks, and one double desks only.

Incomplete information was obtained as to the number of desks per room so an average was taken for the schools reporting. The average for the eight Mexican reported was 28 desks per room. In Chapter III, page 42, it was found that, on the basis of enrolment, there were in the Mexican schools an average of 42 pupils per room and in the American schools an average of 37.2 pupils per room. On the basis of A.D.A. there were 27.4 and 29.7 pupils per room in the Mexican and American schools respectively. As all of the desks in the American schools are single, the number of desks per room, 27 in number, represents the seating capacity. In the Mexican schools the seating capacity is somewhat greater than the number

of desks per room due to the number of double desks. The average seating capacity per room in the Mexican schools is 32 pupils. On the basis of enrolment the seating capacity is 76 and 73 per cent respectively for the Mexican and the American schools. On the basis of A.D.A. the seating capacity is 117 and 91 per cent respectively for the Mexican and American Schools.

In the column headed condition, (Table XX) is given the condition of the desks as rated by superintendents, and in the column headed objective ratings is given the number of points rated according to values assigned good, fair, and poor as in Table XIX.

TABLE XX KIND, CONDITION, AND OBJECTIVE RATING OF PUPILS' DESKS FOR BOTH GROUPS OF SCHOOLS (c)

School Group	Kind			Condition of Desks	Objective Rating Values	
	Single (S)	(S & D)	Double (D)		Values	Total
Mexican	7	1	1	Good-3	9	
				Fair-4	8	
				Poor-2	2	19
American	10	-	-	Good-4	12	
				Fair-4	8	
				Poor-2	2	22

(c) Table IX , Appendix (Teachers' Desks)
Table X Appendix (Pupils' Desks)

Out of a possible 30 points the Mexican schools rated 19 and the American schools rated 22.

Blackboards

The blackboard space in all of the American schools and in six of the Mexican schools is commensurate with the needs of the schools, whereas in four of the Mexican schools there is a lack of sufficient blackboard space.

Pictures

Table XXI gives the five classifications of pictures on which information was obtained and the number of each kind found in both groups of schools.

TABLE XXI THE KIND AND NUMBER OF FRAMED PICTURES IN BOTH GROUPS OF SCHOOLS

Kind of Pictures	Number of Pictures	
	Mexican	American
Eminent Americans	5	35
Landscape Scenes	5	24
Animal	4	11
Americal Industrial or Historical	1	3
Portraying Desirable Human Traits	1	8
Total	16	81

The total number of pictures in the elementary schools is sixteen for the Mexican and thirty-seven for the American. A distribution of one picture to the room would leave six rooms in the Mexican schools and eight in the American schools without a picture. Here, also, the discrimination is against the Mexican child, as the percentage of rooms supplied with a picture is 82 for the American and 65 for the Mexican.

Supplies

Fuel, Chalk, and Erasers

There is no discrimination in the supply of fuel, chalk, and erasers as all schools reported a supply commensurate with their needs.

Textbooks

Two schools reported there was a distinction in the issuance of testbooks to the Mexican children. One of these schools stated that the Mexican children were not given old basal texts and supplementary readers which had gone out of adoption. Another school stated that there is no distinction made in the issuance of textbooks, yet said that the Mexican children are given old textbooks which have gone out of adoption, whereas the American children are given new-adopted texts. Six schools reported that the same number of sets of supplementary readers are supplied to each the Mexican and American schools. Of the four schools reporting that the same number of sets are not furnished the Mexican schools, one superintendent stated that no school is maintained for the Mexican children, two gave no reasons, and the fourth said the reason why the Mexican children are not given the same number of sets "Only because Mexican school teachers seem unable to use full quota."

Globes

Twenty percent of the Mexican schools and seventy percent of the American schools have an adequate number of usuable globes. An additional ten per cent of the American schools have usuable globes though not a sufficient number. (4)

Charts

In Table XXII is given the number of "up-to-date" physiology charts, United States History charts, and charts for the teaching of Texas History, in both groups of schools. (5)

TABLE XXII NUMBER OF PHYSIOLOGY, U.S.HISTORY, AND TEXAS HISTORY CHARTS IN MEXICAN AND AMERICAN SCHOOLS

Chart	Mexican	American
Physiology	—	5
U. S. History	3	10
Texas History	1	9
Total number of Charts Supplied ----	4	24

(4) Table XIII, GLOBES Appendix.
(5) Table XIV, Charts Appendix.
Table XI, Fuel, Chalk and Erasers, Appendix
Table XII, Textbooks, Appendix.

In all items thus far considered the greatest discrimination has been in the matter of supplying the Mexican schools with charts. The number of charts supplied the American and Mexican schools is 6 to 1. It is by and through an intelligent use of charts that the schools may hope to bring about the Americanization of the Mexican children.

Flags

Thirty per cent of the Mexican schools and one-hundred per cent of the American schools are equipped with a flag-pole and have a United States Flag. Ten per cent of the Mexican and twenty per cent of the American schools have a small United States Flag for each room. Not a single school, Mexican or American, has a state flag. (6)

Musical Instruments

The Mexican people are a music loving race. The guitar appears to be their favorite musical instrument, but this may be due to its convenience in moving around and for its relatively low cost. Table XXIII shows how

---

(6) Table XV , Flags, Appendix.

little the schools are attempting to cultivate this love of music in the Mexican child. (7)

TABLE XXIII KIND AND NUMBER OF MUSICAL INSTRUMENTS SUPPLIED EACH GROUP OF SCHOOLS

Musical Instruments	Number of Instruments Mexican	American
Piano	1	10
Phonograph	2	9
Radio	-	1
Total	3	20

Without music in the Church, none in the school, and very little variety in the home it is little wonder that the "baile" (public dance) is so popular with the Mexicans.

Miscellaneous Supplies

Under the heading of miscellaneous supplies comparisons will be given on the following teaching devices: busy-work materials, sand table, projector, and duplicating devices.

(7) Table XVI, Musical Instruments, Appendix.

Fifty per cent of the Mexican and eighty per cent of the American schools are provided with construction paper, molding clay, raffia, etc.

Fifty per cent of the Mexican and ninety per cent of the American schools are provided with sand tables.

The greatest discrimination against the Mexican children thus far noticed is the failure to provide them with some means of visual instruction. Not one Mexican school is supplied with a projector whereas seventy per cent of the American schools are thus supplied. It is not from the standpoint of dollars and cents that this is considered the greatest evidence of discrimination but from the standpoint of the communities' unwillingness to offer equal educational opportunities to the children of both races.

Fifty per cent of the Mexican and eighty per cent of the American schools are supplied with some kind of duplicating device such as a mimeograph or a hectograph.(8)

In securing information relative to supplies the superintendents were instructed to credit any supplies used jointly by both schools as being supplied to each.

---

(8) Table XVII, Miscellaneous Supplies, Appendix.

Athletics

Six Mexican schools have no athletic fund and no equipment is supplied. Three schools have their own fund. Another school has its needs supplied but has no fund of its own.

Six American schools have their own athletic fund. An additional school has the equivalent thereof, in that its needs for athletic equipment are supplied. Three schools have no athletic fund and no athletic equipment is furnished.

The total amount of the American elementary school athletic fund is $481.95 (45.9 per cent of the $1,050 in the American school athletic fund) and for the Mexican schools (the total amount for the three schools reporting) is $75.00. Table XXIV shows the number of schools having an athletic fund, the amount of the fund, and the average for each school. (9)

---

(9) Table XVIII, Athletics, Appendix.

TABLE XXIV SCHOOLS OF EACH GROUP HAVING AN ATHLETIC FUND, TOTAL AMOUNT OF FUND, AND AVERAGE FOR EACH SCHOOL

School Group	Number of Schools Having a Fund	Amount of Fund	Average for School
Mexican	3	$ 75.00	$ 25.00
American	6	481.95	80.33

From the above table it is seen that twice as many schools have a fund and that the amount of the fund is over three times as much in the American schools than in the Mexican schools. According to the above table the ratio of expenditures for athletics is 6.42 to 1 for American and Mexican schools respectively. This, however, is not a fair sampling of the schools and according to the interpretations of Table XVIII, Appendix, many schools without a fund have their needs supplied.

Library

Three Mexican and ten American schools have general reading libraries, and two Mexican and nine American schools have reference libraries in every room. (10)

(10) Table XIX, Library Facilities, Appendix.

SUMMARY

All of the American schools are equipped with approved heating systems and drinking devices, whereas four Mexican schools have heating systems below standard, and three Mexican schools have insanitary drinking arrangements.

Twice as many Mexican schools as American schools have unsatisfactory window shades. Sixty per cent of the American schools are equipped for artificially lighting the classrooms while no such provisions have been made for the Mexican schools.

The condition of both teachers' and pupils' desks have a lower rating in the Mexican than in the American schools. All American schools and seven Mexican schools are equipped with single desks. One Mexican school has both single and double desks and another has only double desks.

The supply of fuel, chalk, and erasers is commensurate with the needs of both group of schools. The linear feet of blackboard is greater, per child, in the American than in the Mexican schools. Textbooks, it appears, are probably issued on the basis of the schools' ability to use them.

The percentage of pictures per room is higher in the American than in the Mexican schools.

The number and kind of charts, globes, flags, and musical instruments is lower and inferior in the Mexican schools than in the American.

The supplu of busy-work materials, sand tables, projectors, and duplicating devices ranges from zero to fifty per cent in the Mexican schools and from seventy to ninety per cent in the American schools.

Six Mexican and three American schools have no athletic funds and no athletic equipment is supplied. Four Mexican and seven American schools have athletic funds or have athletic equipment supplied them.

Three Mexican and ten American schools have general reading libraries. Two Mexican and nine American schools have a reference library in every room.

CHAPTER V

TEACHERS

"The definition of a college as Mark Hopkins on one end of a log and James A, Garfield on the other emphasizes the essential elements of a good school. Whatever may be provided in the way of buildings, equipment, supervision, and administration, a good teacher makes a good school; a poor teacher makes a poor school." (1)

"Perhaps most significant in determining the efficiency of the schools of a community or state are the teachers." (2)

It is a generally accepted fact that the qualifications of the teachers in any school system largely determines the educational advantages afforded the children.

The purpose of this chapter is to compare the educational advantages afforded the Mexican and the American children as indicated by the qualifications of the teachers employed in each group of schools.

"The three most important characteristics of teachers affecting their work are, in general, preparation, experience, and maturity." (3)

---

(1) Public Education In Indiana, Survey Report- General Education Board, 1923, p. 34.
(2) Texas Educational Survey Report, General Report, Vol. VIII, 1925, p. 149.
(3) Texas Educational Survey Report, loc. cit.

Data relative to the maturity of teachers in the Big Bend Country were not obtained therefore comparisons will be made only on the preparation and experience of the teachers of each group of schools. Three other factors having a direct bearing on the educational opportunities of the children, viz., the number of grades per teacher, the tenure of the teacher, and the salary paid the teacher, will be considered.

In table XXV is given the number of teachers in each the Mexican and the American schools and the average number of pupils per teacher on the basis of the number of pupils enrolled.

TABLE XXV TOTAL NUMBER OF TEACHERS IN MAXICAN AND AMERICAN SCHOOLS AND AVERAGE NUMBER OF PUPILS PER TEACHER ON BASIS OF ENROLMENT

School Group	Number of Teachers*	Number of pupils Enrolled	Average Number of Pupils per Teacher
Mexican	22	923	42.0
American	48	1694	35.3

* Table XX, Appendix.

And in Table XXVI is given the number of pupils in A.D.A. per teacher.

TABLE XXVI TOTAL NUMBER OF TEACHERS IN ELEMENTARY SCHOOLS AND AVERAGE NUMBER OF PUPILS PER TEACHER ON BASIS OF A.D.A.

School Group	Number of Teachers	Number of Pupils In A.D.A.	Average Number of Pupils per Teacher
Mexican	22	603.5	27.4
American	48	1337.0	27.9

The number of pupils per teacher on the basis of A.D.A. is practically the same in the Mexican as in the American schools. On the basis of enrolment it is somewhat greater in the Mexican schools. The educational offering is but slightly affected by the number of pupils per teacher, providing such number is not in excess of 45 to 48, according to educators of national repute; viz., McGinnis, Elliott, Rice, Stevenson, Read and McCarthy, Bruce, and Others. (4)

"Enough studies of class size and efficiency have been conducted so that the data available is reliable. The evidence is strongly against the theory that small classes do better work. On the whole the conclusions are that the size of the class up to 45 or 48 has no relation to the quality of the work. (5)

(4) Bruce, William George Bruce, Grade School Buildings, Book II, p. 22.

(5) W.C.McGinnis, Superintendent of Schools, Revere, Mass., Grade School Buildings, Book II, p. 21-22

But such offering is greatly affected by the number of grades which the teacher must teach. It is clearly evident that the more grades a teacher has to teach the less time she can devote to each grade and consequently the shorter the recitation period.

The average number of grades per teacher is the quotient obtained by dividing the product of the number of schools and the number of grades in the elementary school by the number of teachers. In one school system the Mexican children are transfered to the American school on the completion of the fourth grade. It then becomes necessary to subtract the product of the number of grades transfered to the American school, before the completion of the seventh grade, and the number of schools employing such practice from the total number of schools times the seven elementary grades. In like manner this product was added to the product of the number of American schools and the number of grades.

$$\frac{\text{No. grades x No. Schools - No. Grades Transfered x No.Sch.}}{\text{Number of Teachers}}$$

equals the average number of grades per teacher.

$$\frac{7 \times 9 - (3 \times 1)}{22} = 2.7$$

(Average number of grades per teacher in the Mexican schools.)

$\frac{7 \times 10 \text{ plus } (3 \times 1)}{48} = 1.5$ (Average number of grades per teacher in American schools.)

The ratio of the number of grades per teacher in the American and Mexican schools is 1.8 to 1.

The average number of recitations per grade and the time school is actually open for instruction remaining constant for both group of schools the ratio of the length of Class periods in the American and the Mexican schools is 1.8 to 1.

The ratio of the number of teachers in the American schools to the number in the Mexican schools is 2.18 to 1.

Training

The teachers in the Mexican schools have, on an average, 1.63 years of training above high school, whereas teachers in the American elementary schools have an average of 2.94 years of training above high school. The number of years of training above high school for the American and the Mexican teachers is in the ratio of 1.8 to 1.

"If the Mexicans are to be placed in poor buildings, given inferior equipment, provided with a short school year and underpaid teachers, as is now the case in some communities, the suggestion regarding the training of teachers for teaching non-English speaking children will not attain the largest results, even if accepted.

Capable men and women will not prepare themselves for a service in communities where that service is regarded as being of a distinctly inferior character." (6)

Through an oversight the questionnaire sent out did not provide for the giving of information relative to training, experience, tenure, and degrees held. It was, therefore, necessary to send out a second questionnaire asking information on these four items for Both American and Mexican schools. Three schools that sent in the first questionnaire failed to answer the second, and one school failing to answer the first gave the information on the second.

Of the eight schools reporting, five of the thirty-four teachers in the American elementary schools or 14.7 per cent have degrees, whereas no degrees are held by the sixteen teachers in the Mexican schools. (7)

Experience

The average number of years of experience for teachers in the American elementary schools is 6.31 and for teachers in the Mexican schools 4.88; a ratio of 1.3 to 1. (8)

---

(7) Table XX , Appendix.
(8) Table XX , Appendix.

Tenure

The average length of time teachers in the American elementary schools have been in their present positions is 2.88 years and for teachers in the Mexican schools 1.88 years; a ratio of 1.5 to 1. (9)

Salaries.

The total amount of teachers' salaries in the ten elementary schools for the school year 1927-28 was $50,356.80, an average of $1,049.10 for the 48 teachers employed. The average annual salary for teachers in the Mexican schools was $739.60, a total of $16,271.20 for the 22 teachers employed. Table XXVII shows the expenditure in teachers' salaries per pupil enrolled. (10)

TABLE XXVII EXPENDITURE IN TEACHERS' SALARIES PER PUPIL ENROLLED

School Group	Enrolment	Total Amount of Teachers' Salaries	Expenditure Per Pupil
Mexican	923	$16,271.20	$ 17.63
American	1694	50,356.80	29.73

(9) Table XXI, Appendix.
(10) Table XXI, Appendix.

From Table XXVII it is seen that $17.63 is spent on every Mexican child enrolled to furnish him a teacher, whereas $29.73 is spent on every American child enrolled to pay his teacher. Stating this in the form of a ratio, $1.69 is spent on the American child to every dollar spent on the Mexican child.

Table XXVIII gives the average expenditure per pupil on teachers' salaries on the basis of A.D.A.

TABLE XXVIII TEACHER SALARY EXPENDITURE PER PUPIL IN A.D.A.

School Group	Number of Pupils in A.D.A.	Total Amount of Teachers' Salaries	Expenditure Per Pupil
Mexican	603.5	$ 16,271.20	$ 26.96
American	1337.0	50,356.80	37.66

For every dollar spent on teachers' salaries for the Mexican child in A.D.A., $1.40 is spent on the American child.

We generally get what we pay for. If communities continue to discriminate against the Mexican children in such items as teachers' salaries, buildings, supplies, equipment, and the like, it will be impossible for those communities to make much progress educationally howevermuch they may spend on their American schools.

SUMMARY

The average number of pupils per teacher on the basis of enrolment is 42.0 for the Mexican schools and 35.3 for the American elementary schools. On the basis of A.D.A. it is practically the same for both groups of schools.

The ratio of the number of grades in the Mexican and American schools, per pupil, is 1.8 to 1, and the length of class periods probably bears the same ratio.

The average number of years of training above high school for teachers in the Mexican schools is 1.63 and in the American elementary schools is 2.94. Fourteen and seven-tenths per cent of the American elementary teachers are holders of degrees while no one teaching in the Mexican schools holds a degree.

The average number of years of experience of teachers in the American elementary schools is 6.31 and a tenure of 2.88 years, whereas in the Mexican schools the average experience is 4.88 years with a tenure of 1.88 years.

The average annual salary for teachers in the Mexican schools is $739.60 and in the American schools it is $1,049.10. The ratio on the Basis of enrolment is 1.69 to 1

and on the basis of A.D.A., 1.40 to 1 respectively for the American and Mexican schools.

The evidence presented in this chapter discloses the fact that the Mexican children are being discriminated against in the teachers supplied them as to number, training, experience, teacher turnover, and salaries.

CHAPTER VI

RESPONSIBILITY FOR THE EDUCATION OF THE IMMIGRANT WITH SPECIAL REFERENCE TO THE MEXICAN

It will be the purpose of this chapter to show that the education of the immigrant is a function of the district, the county, the state, and the nation. It will also be the purpose of this chapter to show the extent to which each is meeting its responsibilities in this matter.

Education Is The Function of The District

Education is the function of the district if for no other reason than it, the district, is by statue designated as the unit of organization and administration. However undesirable the district as a unit of school organization and administration may be, it is the duty of the district to offer to every child an equal chance, and that the best possible chance, to equip and prepare himself for a life of service.

The failure of the school districts of the Big Bend Country to offer equal educational opportunities to the Mexican children was shown in the preceeding chapters. But in order that a fair judgment may be rendered, it is necess

sary to consider several phases of the problem confronting the districts in their efforts to educate and Americanize the Mexican.

From lack of evidence to the contrary, segregation may be considered an attempt of the district to offer greater educational advantages to the Mexican children. Segregation of the Mexican is a great drain on the resources of a community for it requires that two schools be maintained,-additional playground space must be purchased, buildings erected and equipped, supplies furnished, and teachers employed.

It might be argued that the Big Bend Country has no different problem from those sections of the State having to provide for Negro education. In many respects this is true and in many other respects the problem is quite different. Both involve additional expenses in building separate school buildings and financing the schools thus established. As a rule there is very little wealth back of the Negro or the Mexican as a race.

The chief difference in the two racial problems is that one race has been Americanized and the other has not. The negro child is born of English speaking parents, from

infancy hears English spoken in the home, his associates speak English, and he is somewhat familiar with American traditions, customs, and ideals. The Mexican child is born of parents who tenaciously cling to the Spanish language, hears Spanish spoken in the home, his associates speak Spanish, he is taught to worship Spanish heroes and observe Spanish holidays, and consequently he knows very little of American traditions, customs, and ideals. On entering school the Negro child has to learn to read his native language. The Mexican child has to learn, not only to read but to learn to read a foreign language and in addition he has to learn to speak it as well. The negro child receives special aid through the Jeans and the Rosenwald funds. The Mexican child receives no such aid. The State has provided schools for giving special training to teachers for the negro child. The State has made no effort to train teachers especially for the Mexican child.

Another difference is that some of the districts in the Big Bend Country are occasionally compelled to maintain, in addition to the American and the Mexican schools, schools for the negro children as well

These differences plainly show that the problems

of educating the children of the two races are not comparable, that the education of the Mexican entails difficulties which are not met with in Negro education.

A scientific study of the ability of the Big Bend Country to support education does not come within the realm of this study, but a few facts brought out in this investigation will be mentioned.

The ability of the Big Bend Country to support education, as indicated by the wealth back of each teacher or scholastic, is greater than the ability of the State as a whole.

TABLE XXIX COMPARISON OF THE MEDIAN ASSESSED VALUATION PER TEACHER AND PER PUPIL FOR THE STATE WITH THAT OF THE BIG BEND COUNTRY

	Assessed Valuation Per teacher	Assessed Valuation Per Pupil
Independent School Districts	$ 100,000.00	$ 2,678.00 (a)
Common School Districts	60,382.00	-------- (b)
Big Bend Country (Independent and Common School)	178,422.00	4,159.00 (c)

(a) Texas Educational Survey Report, Vol.II, Financial Support, 1925, p.98-99.
(b) Ibid. p. 103.
(c) Table XXII, Appendix.

An interpretation of the data given in Table XXIX indicates the ability of the Big Bend Country to support education equivalent to 1.78 times that of the State as a whole on the basis of assessed valuation per teacher and 1.55 times as great on the basis of assessed valuation per pupil. (1) This magnitude, of course, means nothing until compared with the instructional cost per pupil.

It costs more in sparsely settled sections to offer the same educational advantages as that offered in more densely settled sections.

"In States having 6 or less people per square mile, school costs are increased approximately 33 per cent by low population density." (2)

The Big Bend Country has slightly more than one person per square mile. The instructional cost per pupil is $64.84 whereas the median for the State is $34.72 and $37.50 (d) respectively for schools of 500 or fewer and 501-1000. The instructional cost per pupil in the Big Bend Country is between 1.73 and 1.86 times as great as that for the State as a whole.

---

(1) Comparisons were made between the data given for Independent school districts and the Big Bend Country as Complete information was not obtainable for the common school districts.

(2) Norton, John K., Ability To Support Education, p.66.

(d) Texas Educational Survey Report, op. cit., p.50

A comparison of the assessed valuation, of wealth per teacher or per pupil and the instructional cost per pupil shows there to be practically no difference in the ability of this section to support education and that of the State as a whole.

Another crieteria for determining a community's ability to support education is a measure of its effort as indicated by its local tax rate. The median tax rate for Independent districts of the State is 51.3 cents on the $100 valuation and for common school districts is 50.3 cents, whereas for the Big Bend Country it is 61.8 cents. (e)

Judged by the second measure, the Big Bend Country by having to put forth more effort is less able than the State as a whole to support education.

A summary calculation shows that for the Big Bend Country to give the same educational advantages to the 4,686 scholastics enumerated in the school census as is given the 2,845 in A.D.A., it would necessitate the assessment of property at three times the present valuation

---

(e) Ibid. p. 100-01

and the raising of the local tax rate from the average of 61.8 cents to $1.00 on the $100 valuation.

Education Is The Function of The County

Education is the function of the county because of the greater possibilities which it possesses for giving to every boy and girl an equal chance.

"When county and state government are instituted both of these larger units, as the history of the country has shown, will exercise a certain control over the schools because both recognize that education is a county and state function as well as a district function.

The community, like the individual, does not exist for itself alone. It is a part of a larger whole, and the interests of the larger whole should be the essential consideration so far as educational affairs are concerned. It is not a matter of indifference to one community that another community has schools of a low grade. For the good of all, all schools must be good. For this reason, if for no other, a highly developed school system is practically impossible under the district organization." (3)

The Constitution of Texas declares that "A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the legislature of the State to establish and make suitable provisions for the support and maintenance of an efficient system of public free schools." (4)

---

(3) Cubberley, Elwood P. State School Administration. p. 175-76.

(4) Constitution of Texas, 1876, Article VII, Section 1.

Under the district system, as it usually operates it is practically impossible to maintain an efficient system of public free schools. The fundamental consideration of the school is the child. The ultimate value of the school system of a state is the character and extent of the educational opportunities it offers its children. Because of the use of the county as the administrative unit for so many other purposes, it offers a natural unit for use in school administration as well.

Webster parish (county), Louisana, is a good example of what may be accomplished in offering equal educational opportunities to all the children of the county.

"In addition to giving the children of the parish better educational facilities, Webster's program of 'Equal Educational Opportunity' inaugurated in 1921 has so crystalized the sentiment of all the people of the parish that all corporation, ward, and district lines have been obliterated, so far as they divide the town from the country. The banker and the merchant have become friends of the farmer and the dairyman because of the friendship that has grown up among their children who attend the same school, play in the same games, receive the same type of instruction from the same teacher, and finally graduate in the same class. There is no longer in Webster the town boy and the country girl; they are classmates and friends. No prejudice and hatred now exist between communities; the people in the poorer sections feel that they are getting a square deal; and the citizens of the wealthier centers think it good business to educate all the children of all the people." (5)

---

(5) Bulletin, The Operation of The Webster Parish (County) Unit of School Administration from 1921 to 1927. Back Cover.

What do the people of Webster county think of education as a function of the county?

> "Webster's school program, no matter how meagre or how significant, has been developed and executed in such a manner as to convert the citizens in the wealthy centers that it is the part of good citizenship to assist in the education of the children in the poorer sections, and to convince all that nothing short of good schools for all the children will be tolerated in Webster and that the leadership and the responsibility must be placed where it belongs- in the parish." (6)

Just what effect the introduction of the county-unit system in the Big Bend Country would have on the Mexican situation is problematical. Such a system would necessitate the adoption of a definite policy of Mexican education and it is quite likely that more generous provisions would be made.

---

(6) Ibid. Foreword.

Education Is The Function of The State

Education is the function of the State for having been left by the Federal Government to the States the authority to administer and create school systems rested with the States.

Cubberley sums up the major educational problems for which the State is responsible, as follows:

> "These special state problems group themselves about the questions of the nature and the extent of state oversight and control; the extension of educational advantages; the scope of and the best organization of the forms of educational opportunity provided; proper methods in taxation and in the apportionment of funds; the stimulation of subordinate units to new educational activity; the provision of adequate professional supervision for all schools; the best subordinate unit or units for local organization and control; the proper division of powers and functions, as between the State and its subordinate units; the large social and educational problems surrounding the village and rural school; industrial and vocational training; part time, extension, and adult education; the material equipment of schools; health and sanitary control; the training and after-training of the teacher; salary schedules, tenure, and pensions; the State and the child; and the relation of the State to non-state educational agencies." (7)

It is clearly evident that the framers of the Constitution of Texas considered it the function of the State to guarantee to every child within its borders equal educational opportunities.

---

(7) Cubberley, Elwood P., op. cit. p.301.

"....It is made the imperative duty of the legislature to see to it that all the children in the State, within the scholastic age, are, without delay, provided with ample means of education...." (8)

It is interesting to note what the State Superintendent of Maryland has to say regarding education as the function of the State.

"It is a fundamental principle of American education that the wealth of the state shall educate the children of the state, regardless of where the wealth is located and of where the children reside. A unit of the state that does not have sufficient wealth to educate its children must be helped by the wealthier communities, through a state school fund. The purpose of a state school fund is to equalize the burden of taxation for schools, and to secure, in a measure, equality of educational opportunity for all the children of the state." (9)

Just what portion of the total cost of education should be borne by the state is still an unsettled question. Cubberley states that from 40 to 60 per cent should come from the state (10) sources and Swift places state support at 65 to 75 per cent. (11)

It should be a matter of concern to the people of the state as to what happens to the immigrant within its borders. Apparently the State of Texas takes no cognizance of the problems confronting the several districts

---

(8) Constitution Of Texas, Article IX, Section 9.
(9) Cook, Albert S., State School Funds, American School Board Journal, July, 1928, p.141.
(10) Cubberley, Elwood P., op. cit., p. 436.
(11) Swift, F.H., Existing Educational Inequalities, American School Board Journal, Vol. 60, May,1920, p.29-30.

in their efforts to educate non-English speaking people. The State, as such, does recognize its duty in flood (12) and storm (13) but denies any responsibility in the Americanization of the immigrant. This, it considers to be purely a local problem. With the advent of "rapid transit" the day of isolation passed. Ignorance cannot be segregated in any one locality.

From such differences in the abilities of the counties of Texas to support education, such differences in the educational offerings to the city children and the rural children, and such discriminations against the negro children and the Mexican children, it is the children first of all who suffer. Born and reared in a commonwealth which professes to give every child an equal chance, and that the best possible chance, the children of Texas are needlessly handicapped by an education which, if it chose, the State could provide at a reasonable cost. But, in the long run, if the children suffer, so does the entire

---

(12) In the year 1900 there was a flood on Galveston Island which almost completely destroyed the City of Galveston. The amount of property destroyed was immense and thousands of lives were lost. The State, as such, rendered the city financial aid and extended this aid over a number of years.

(13) In 1927 a cyclone destroyed the town of Rock Springs killing many people. Again the State, as such, came to the aid of a town.

state. Socially, politically, and industrially, Texas is hurting itself through its failure to give thousands of its children, especially its non-English speaking children, a more effective preparation for life.

Education Is The Function of The Nation

Nothing has contributed more to the realization of this fact than did the problems arising from the mobilization of soldiers during the World War. The revelation of such a large percentage of illiteracy in the United States was startling. Within a few months the Nation, as such, awoke to the realization that its welfare depends upon an enlightened citizenship, that if it is to continue to hold a position of power and influence among the nations of the earth, a greater educational offering is necessary.

"The Federal Policy in education in relation to the States reveals certain definite trends, which may be summarized as follows:

1. The National Government has always been interested in education in the States.
2. The precedents established have been maintained, and have not been judicially interfered with.
3. Both land and money grants to the States have been made, and all grades of education have been aided.
4. The money grants have given the best returns.
5. Contractural relations with the States for definite purposes seem to have been arrived at as a satisfactory policy.
6. Some Federal supervision of the grants made to the States is very desirable. (14)

(14) Cubberley, Elwood P., op. cit., p. 76.

The Federal Government considers it an infringment upon its treaty-making powers and rights for any state to attempt to regulate, in any manner, immigration into the state.

"Aside from a twenty-year proviso relating to the importation of slaves, the Federal Constitution placed the control of immigration wholly under the Federal Government. There it has remained, and any attempt to regulate the admission of the foreign born within the borders of a state has been resisted by the Federal Government." (15)

"The Immigration Problem is one of vital interest to the American people. President Roosevelt said that he considered it, with the possible exception of that of the conservation of the natural resources of the country, our most important problem. Upon our policy in dealing with the immigrants depend, to a noteworthy extent, the progress and nature of the development of the nation economically, politically, and socially. (16)

The Federal Government, through failure to enact into law the Box Immigration Bill, is permitting an almost free flow of Mexicans into the Country, and by failure to make adequate provisions for the patrol of the Mexican Border additional thousands, paupers, illiterates, and refugees are entering the countyy illegally. It is estimated that as many Mexicans enter the country

---

(15) Cubberley, Elwood P., op. cit., p. 505.
(16) Jenks, Jeremiah W. and Lauck, W. Jett, The Immigration Problem, p. XIX, Preface.

illegally as those coming thwaugh the proper channels.(17)

"While the responsibility for the coming of the alien hordes has been national, the burden of their education and training for citizenship has been thrown wholly upon the States." (18)

As the Federal Government is solely responsible for the coming of the immigrants it seems only just that it should bear the larger portion of the expense incident to their Americanization.

It thus appears that the Americanization of the immigrant is a case of "Let George do it". The national Government is responsible for the immigrants' coming but throws the burden of their assimilation into our national life upon the State. The State, though responsible for education within its borders passes the responsibility on to the district. The district, having no smaller divisions to which to delegate the duty, struggles heroically to carry on and to fulfil the obligations of the nation, the State, the county, and the district.

---

(17) The Immigration Problem, Pro and Con, The Congressional Digest, April, 1928, p. 268.
(18) Cubberley, Elwood P., op cit., p. 506.

SUMMARY

The ability of the Big Bend Country to support education is not as great as that of the State as a whole. To offer the same educational advantages to all the scholastics within this section as that offered the children of the American schools in A.D.A., would necessitate four or five times the amount of money now available.

It is the duty of the State to give special aid to those districts upon which is thrown the burden of educating and Americanizing the Mexican children. The Mexican problem is a State problem as well as a local problem, and should not be left to the district alone to solve.

The Federal Government should bear a large portion of the expense in the Americanization of the Immigrant. The Mexican problem is not only a problem of the district, the county, and the state, but is also a national problem.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The data of this study show much greater expenditure per pupil in the American schools than in the Mexican schools.

The Mexican school buildings are constructed of cheaper and poorer materials and are not in as good condition as the American school buildings. The number of square feet of floor space and the percentage of glass area is less per pupil in the Mexican school buildings, but the cubical air space is slightly greater.

Ten per cent of the Mexican schools and sixty per cent of the American schools have in-door toilets. Sixty-six and two-thirds per cent of the Mexican schools and twenty per cent of the American schools have in insanitary toilets.

The ratio of expenditures on playground equipment and beautification of the playground ranges from $1.33 to $2.12 for the American schools to every dollar spent on the Mexican schools.

There is no discrimination in the supply of fuel,

chalk, and erasers, but the linear feet of blackboard per pupil is slightly greater in the American schools than in the Mexican schools.

All of the American schools have State approved heating systems and drinking devices, whereas four Mexican schools have obsolete heating systems and three have insanitary drinking devices- buckets and dippers.

The average number of windows per room is practically the same in both groups of schools. Eight American and five Mexican schools are equipped with satisfactory window shades, whereas two American and five Mexican schools have either no shades or unsatisfactory ones. Six American schools have provisions for artificially lighting the classrooms, whereas four American and all the Mexican schools have no such provisions.

Three Mexican schools have no Teachers' desks and two schools are equipped, wholly or partly, with double pupil-desks. All of the American schools have an adequate number of teachers' desks and are equipped wholly with single pupil-desks.

There is a greater number of pictures per room in the American schools than in the Mexican schools.

A slight distinction is made in the issuance of textbooks but this is probably due to the inability of Mexican school teachers to use full quota. A much greater, and seeming uncalled for, distinction is made in the supply of teaching devices such as, sand tables, busy-work materials, flags, charts, globes, projectors, musical instruments, and duplicating devices.

The allowances for athletic supplies is much greater for the American children than for the Mexican children.

The school census shows there to be 2654 American scholastics, 86.4 per cent of which, or 2292, are enrolled in school and 60 per cent or 1694 are in average daily attendance. Of the 2032 Mexican children enumerated in the census 45.5 per cent, or 923, are enrolled in school and 29.7 per cent, or 603.5, are in average daily attendance. The loss in the grades, due to dropping out of school or otherwise, is 21 per cent for the American and 97.3 per cent for the Mexican.

The length of the school term for the American schools and for seven Mexican schools was nine months while two Mexican schools had terms of eight and six

months and in another system no school was maintained for the Mexican children. The average length of the school term for the American schools was nine months and for the Mexican schools seven and seven-tenths months.

Neither the standards of work nor the provisions for health examinations are the same in the Mexican schools as in the American schools.

In all of the school systems high schools are maintained for the American children but in only five of these systems are the Mexican children given the opportunity of attending a high school.

Teachers in the Mexican schools have a greater number of pupils per room and teach more grades than teachers in the American elementary schools. The training, tenure, experience, and salary of teachers in the Mexican schools is much less than that of the teachers in the American schools.

In some cases no part of the local tax and only a part of the State per capita goes for the support of Mexican schools.

An attempt was made to place the responsibility for

the Americanization of the immigrant where it belongs, viz., the district, the county, the State, and the Nation.

Conclusions

The results of this study justify the following conclusions:

1. Some school systems are drawing state money on the Mexican children and spending all or a large part of it for the support of the American schools and furnishing the Mexican with either no school or one of a very inferior class.

2. There is discrimination against the Mexican child in practically every provision made and in every item of expenditure.

3. Capable men and women will not prepare themselves for a service in which so little interest is shown educationally and where the numeration is so meager.

4. The high percentage of loss, by children dropping out of school before the completion of the seven

grades of the elementary school, is due in a large measure to the inadequacy of the school in meeting the child's needs.

5. The Mexican children are placed in poorer buildings, given equipment of inferior quality and in quantities insufficient to meet their needs, given a shorter school year, and provided with poorly trained and underpaid teachers.

B I B L I O G R A P H Y

B O O K S

Strayer, G. D. and Engelhardt, N. L. Standards For Elementary School Buildings. Teachers College Contribution, Columbia University, 1923.

Bruce, William George. Grade School Buildings, Book II. The Bruce Publishing Co., Milwaukee, 1914.

Norton, John K. Ability To Support Education. N.E.A. Publication, 1926.

Jenks, Jeremiah W. And Lenck, W. Jett. The Immigration Problem. New York: Funk and Wagnalls Co., 1912.

Cubberley, Elwood,P. State School Administration. Cambridge; The Riverside Press, 1927.

The Texas Almanac. Dallas: A. H. Belo and Co., 1927.

Constitution of Texas. Unpublished Compilation of Extracts From State Constitutions Relating To Education.

Works, George A. Texas Educational Survey Report. Vol. II, Financial Support and Vol. VIII, General Report. Austin: 1925.

Strayer, George D. Report of The Survey of The Schools of Port Arthur, Texas. New York City: Bureau of Publications, Teachers College, Columbia University, 1926.

Public Education In Indiana. A Report of The Indiana Educational Commission. New York: General Education Board, 1923.

P E R I O D I C A L S

Box, Hon. John C. The Immigration Problem. Congressional Digest, May, 1928.

Garretson, O. K. A Study of Causes of Retardation Among Mexican Children In A Small Public School System In Arizona. Journal of Educational Psychology, Jan., 1928.

Swift, F. H. Existing Educational Inequalities. American School Board Journal, Vol. 60, May, 1920

Cook, Albert S. State School Funds. American School Board Journal, July, 1928.

Roberts, Kenneth L. Wet and Other Mexicans. The Saturday Evening Post, Feb. 4, 1928.

Roberts, Kenneth L. Mexicans Or Ruin. The Saturday Evening Post, Feb. 18, 1928.

Roberts, Kenneth L. The Docile Mexican. The Saturday Evening Post, March 10, 1928.

B U L L E T I N S

Richardson, E. S. The Operation of The Webster Parish (County) Unit of School Administration From 1921 To 1927. Webster Signal Print, Minden, La. 1927.

School Grounds, School Buildings, and Their Equipment. Bulletin No. 66, State Department of Education, Austin: 1917.

A Report of Illiteracy In Texas. Bulletin No. 2328. University of Texas Publication.

APPENDIX

TABLE I

NUMBER OF CHILDREN ENUMERATED IN SCHOOL CENSUS; NUMBER OF CHILDREN ENROLLED AND IN AVERAGE DAILY ATTENDANCE; AND NUMBER OF CHILDREN IN THE ELEMENTARY GRADES ENROLLED AND IN AVERAGE DAILY ATTENDANCE

Number of School	Number of Scholastics Enumerated In Census		Number of Pupils Enrolled In School		Number of Pupils In A.D.A.		Enrolment In Elementary Grades		Pupils In A.D.A. Elementary Grades	
	Mex.	Amer.	Mex.	Amer.	Mex.	Amer.	Mex.	Amer.	Mex.	Amer.
1	321	486	190	430	162	414	190	300	162	287
2	105	81	60	85	37	75	60	55	37	50
3	110	50	45	21	25	18	45	19	25	17
4	120	205	107?	200	70	155	70	95	70	90
5	---	128	---	115	---	100	---	85	---	267
6	140	112	55	105	25	90	55	90	25	75
7	225	275	82	299	52⅔	242	82	229	52⅔	181
8	173	84	48	65	35	60	48	41	35	37
9	638	869	248	736	137	471	248	585	137	365
10	200	225	125	225	60	200	125	150	60	150
	2032	2654	923	2294	603.5	1840	923	1694	603.5	1337

TABLE II

ENROLMENT BY GRADES IN ELEMENTARY SCHOOLS

No. of Sch.	First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		Seventh Grade	
	Mex-	Amr.	Mex-	Amr.	Mex-	Amr	Mex-	Amr	Mex-	Amr	Mex-	Amr	Mex-	Amr
1	90	47	40	44	28	49	18	44	9	46	5	36	—	44
2	15	11	12	7	12	12	6	5	10	9	5	6	—	8
3	20	4	5	2	5	3	4	3	6	4	4	2	1	1
4	15	12	10	8	12	11	13	14	10	10	6	16	4	24
5	—	28	—	15	—	7	—	17	—	20	—	9	—	7
6	30	16	20	14	3	12	2	10	—*	7	—	8	—	10
7	65	40	3	29	7	38	4	31	—	29	3	28	—	34
8	17	4	7	6	9	9	7	5	12	5	—	6	4	6
9	38	55	47	44	15	58	14	45	6	45	11	46	—	45
10	40	42	30	24	20	20	10	26	10	19	5	26	—	20
	355	239	174	193	111	219	78	200	63	194	39	183	9	199

* Mexican children transfer to American school.

School number 5 maintains no Mexican school.

Schools number 1,3, 6, 8, and 9 have provisions whereby Mexican children at the completion of a stipulated amount of work in the Mexican schools may attend the American schools.

Schools number 2, 4, 5, 7, and 10 make no provisions for the Mexican children to attend the American elementary or high schools.

TABLE III

STANDARDS OF WORK, HEALTH EXAMINATIONS, AND LENGTH OF SCHOOL TERM.

School Number	Are Standards of Work The Same For Both Groups?	Are Children Given Health Examinations Occasionally?		Length of School Term In Months	
		Mex.	Amer.	Mex.	Amer.
1	Yes	Yes	Yes	9	9
2	No	No	Yes	9	9
3	No	No	No	6	9
4	No	Yes	Yes	8	9
5	--	--	No	-	9
6	No	No	Yes	9	9
7	No	NO	No	9	9
8	No	No	No	9	9
9	No	Yes	Yes	9	9
10	Yes	Yes	Yes	9	9

TABLE IV

SCHOOLS KEEPING PERMANENT RECORD OF PUPILS' WORK AND THOSE PROVIDING FILING CABINETS FOR PRESERVING SPECIMENS OF PUPILS' WORK

Number of School	Are Permanent Records Kept in Elementary Grades?		Are Filing Cabinets Provided For Keeping Specimens of Pupils' Work?	
	Mexican	American	Mexican	American
1	Yes	Yes	No	Yes
2	No	Yes	No	No
3	Yes	Yes	No	No
4	Yes	Yes	No	No
5	--	No	--	No
6	No	Yes	No	No
7	No	Yes	No	Yes
8	No	Yes	No	No
9	No	Yes	No	No
10	Yes	Yes	Yes	Yes

TABLE V

PLAYGROUNDS, SIZE, COST OF EQUIPMENT, AND EXPENDITURE FOR BEAUTIFICATION OF SCHOOL GROUNDS

Number of School	Size of Playgrounds		Cost of Playground Equipment		Amount Spent for Beautification of School Grounds	
	Mexican	American	Mexican	American	Mexican	American
1	1 B*	4 B	$ 25.00	$ 40.00	$ 50.00	$1,000.00
2	½ A**	1½ A	50.00	150.00	-----	100.00
3	5 A	10 A	15.00	100.00	50.00	400.00
4	1½ A	5 A	75.00	200.00	-----	250.00
5	-----	1 A	-----	------	-----	-------
6	⅛ A	2 A	-----	50.00	-----	20.00
7	3 A	2 A	50.00	500.00	-----	100.00
8	5 A	1 A	20.00	125.00	------	300.00
9	1 B	2 B	-----	300.00	200.00	200.00
10	1 A	6 A	25.00	200.00	-------	200.00
	***16⅛ A	32⅝ A	$260.00	$1665.00	$300.00	$2570.00

* B-Block

** A-Acre

***Note: No attempt was made to be accurate in the estimation of the size of the playgrounds as blocks were added to acres as if they were identical. The reason for this is that only an approximation was wanted and as the size of blocks vary with the town that was all that could be obtained at the best.

TABLE VI

TYPE AND COST OF HEATING SYSTEMS INSTALLED

Number of School	Type of Heating System Installed		Cost of Heating System Installed	
	Mexican	American	Mexican	American
1	Box Stove	Steam	$ 50.00	$ 1,400.00
2	Jacketed Stove	Steam	100.00	1,500.00
3	Jacketed Stove	Jacketed Stove	50.00	300.00
4	Jacketed Stove	Steam	200.00	1,000.00
5	--------	Jacketed Stove	------	500.00
6	Box Stove	Jacketed Stove	15.00	600.00
7	Box Stove	Combination Hot Air & Steam	25.00	--------
8	Jacketed Stove	Jacketed Stove	125.00	375.00
9	Jacketed Stove	Hot Air	400.00	3,500.00
10	Box Stove	Combination Hot Air & Steam	50.00	1,500.00
Totals	4 Box Stoves 5 Jacketed Stoves	4 Jacketed Stoves 3 Steam 1 Hot Air 2 Combination Hot Air & Steam	$1,010.00	$10,475.00

TABLE VII

TYPE AND COST OF DRINKING EQUIPMENT

Number of School	Type of Drinking Equipment.		Number of Bubblers in Use		Cost	
	Mexican	American	Mexican	American	Mex.	Amer.
1	Fountain	Fountain	4	8	$ 75.00	$ 150.00
2	Fountain	Fountain	1	4	5.00	30.00
3	Bucket	Fountain	-	1	-----	25.00
4	Fountain	Fountain	-	-	-----	-----
5	---------	Fountain	-	2	-----	15.00
6	Bucket	Fountain	-	6	-----	300.00
7	Bucket	Fountain	-	13	-----	375.00
8	Fountain	Fountain	1	5	15.00	100.00
9	Fountain	Fountain	12	6	36.00	18.00
10	Fountain	Fountain	1	8	2.00	56.00
Total	3 Bucket 6 Fountain	10 Fountain	19	53	$133.00	$1,069.00

TABLE VIII

ILLUMINATION: AVERAGE NUMBER OF WINDOWS PER ROOM, SIZE, APPROVED SHADES, AND ARTIFICIAL LIGHTING

Number of School	Average Number of Windows per Room		Average Size of Windows		Are Windows Equipped With Approved Shades?		Are Provisions made for Lighting Rooms?	
	Mex.	Amer.	Mexican	American	Mex.	Amer.	Mex.	Amer.
1	6	8	3'x 7'	3'x 5'	Yes	Yes	No	Yes
2	3	4	30"x70"	30"x70"	No	Yes	No	Yes
3	8	5	2'x 4'	8'x 5½'	Yes	Yes	No	No
4	4	6	3'x 7⅛'	3'x 7⅛'	Yes	Yes	No	No
5	-	3	-------	4' x 8'	---	No	--	Yes
6	6	6	30"x72"	34"x84"	No	Yes	No	Yes
7	4	5	2'x 5⅛'	4'x 8'	No	Yes	No	Yes
8	10	4	3½'x10'	2'8"x7'6"	No	No	No	Yes
9	4	4	7'x 3'	8'x 4'	Yes	Yes	No	No
10	5	5	34"x36"	43"x96"	Yes	Yes	No	No
Averages	5.5	5.2	3'2"x5'9"	3'7"x7'6"	5 Yes 4 No	8 Yes 2 No	9 No	6 Yes 4 No

TABLE IX

NUMBER OF SCHOOLS SUPPLYING TEACHERS' DESKS AND CONDITION OF DESKS

Number of School	Schools Supplying Teachers' Desks		Condition of Desks	
	Mexican	American	Mexican	American
1	1	1	Good	Good
2	-	1	----	Good
3	1	1	Fair	Good
4	1	1	Good	Good
5	-	1	----	Fair
6	1	1	Fair	Good
7	-	1	----	Good
8	1	1	Poor	Fair
9	1	1	Fair	Fair
10	1	1	Poor	Poor
Totals	7	10	2 Good 3 Fair 2 Poor	6 Good 3 Fair 1 Poor

TABLE M

TYPE, AVERAGE NUMBER PER ROOM, AND CONDITION OF PUPILS' DESKS

Number of School	Type Whether Single or Double		Average Number per Room		Condition	
	Mexican	American	Mexican	American	Mexican	American
1	Single	Single	---	---	Good	Good
2	Double	Single	15	20	Poor	Fair
3	Single	Single	30	15	Fair	Fair
4	Single	Single	30	25	Fair	Fair
5	------	Single	--	34	----	Fair
6	(Double) Single	Single	30	28	Fair	Good
7	Single	Single	31	--	Fair	Good
8	Single	Single	27	--	Good	Poor
9	Single	Single	30	35	Good	Good
10	Single	Single	30	30	Poor	Poor
Totals						
	7 Single	10 Single	28	27	3 Good	4 Good
	1 Double		Average	Average	4 Fair	4 Fair
	1 Double and Single				2 Poor	2 Poor

TABLE XI

THE EXTENT TO WHICH THE SUPPLY OF FUEL, CHALK, AND ERASERS ARE COMMENSURATE WITH THE NEEDS OF THE VARIOUS SCHOOLS

Number of School	Is the Supply of Fuel Sufficient?		Is There an Adequate Supply of Chalk and Erasers?	
	Mexican	American	Mexican	American
1	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes
5	---	Yes	---	Yes
6	Yes	Yes	Yes	Yes
7	Yes	Yes	Yes	Yes
8	Yes	Yes	Yes	Yes
9	Yes	Yes	Yes	Yes
10	Yes	Yes	Yes	Yes
Totals	9 Yes - No	10 Yes - No	9 Yes - No	10 Yes - No

TABLE XII

VARIATIONS IN THE ISSUANCE OF TEXTBOOKS AND SUPPLEMENTARY READERS (SETS) TO MEXICAN AND AMERICAN CHILDREN

Number of School	Are Any Distinctions Made In The Issuance of Textbooks?	Are Mexican Children given old books And American Children Now Adopted Texts?	Are Mexicans given Same Number Sets Supplementary Readers
1	No	No	Yes
2	Yes	Yes	No
3	Yes	No	Yes
4	No	No	Yes
5	----	----	----
6	No	No	Yes
7	No	No	No
8	No	Yes	No
9	No	No	Yes
10	No	No	Yes
Totals	2 Yes 7 No	2 Yes 7 No	6 Yes 3 No

TABLE XIII

SCHOOLS REPORTING AN ADEQUATE SUPPLY OF USUABLE GLOBES

Number of School	Is There An Adequate Number of Globes in Each of The Elementary Schools?		Are The Globes Usuable?	
	Mexican	American	Mexican	American
1	Yes	Yes	Yes	Yes
2	No	Yes	No	Yes
3	No	No	No	No
4	No	No	--	--
5	---	Yes	--	Yes
6	No	Yes	No	Yes
7	Yes	Yes	Yes	Yes
8	No	Yes	No	Yes
9	No	No	No	Yes
10	No	Yes	--	Yes
Totals	2 Yes 7 No	7 Yes 3 No	2 Yes 5 No	8 Yes 1 No

TABLE XIV

NUMBER OF PHYSIOLOGY, UNITED STATES HISTORY, AND TEXAS HISTORY CHARTS IN MEXICAN AND AMERICAN SCHOOLS

Number of School	Does The School Have an Up-to-Date Physiology Chart?		Has The School A United States History Chart?		Is There A Chart for The Teaching of Texas History?	
	Mex.	Amer.	Mex.	Amer.	Mex.	Amer.
1	No	Yes	Yes	Yes	No	Yes
2	No	Yes	No	Yes	No	Yes
3	No	No	No	Yes	No	No
4	No	No	Yes	Yes	Yes	Yes
5	--	Yes	--	Yes	--	Yes
6	No	No	No	Yes	No	Yes
7	No	Yes	No	Yes	No	Yes
8	No	Yes	No	Yes	No	Yes
9	No	No	No	Yes	No	Yes
10	No	No	Yes	Yes	No	Yes
	9 No	5 No	6 No	- No	8 No	1 No
	- Yes	5 Yes	3 Yes	10 Yes	1 Yes	9 Yes

TABLE XV

EXTENT TO WHICH MEXICAN AND AMERICAN CHILDREN ARE SUPPLIED WITH FLAGS

Number of School	Has The School A U.S. Flag And Flag-pole?		Has Each Room A Flag for Display?		Has Each School A State Flag?	
	Mex.	Amer.	Mex.	Amer.	Mex.	Amer.
1	Yes	Yes	No	No	No	No
2	No	Yes	No	Yes	No	No
3	No	Yes	No	Yes	No	No
4	No	Yes	No	No	No	No
5	--	Yes	--	NO	--	No
6	No	Yes	No	No	No	No
7	No	Yes	Yes	No	No	No
8	No	Yes	No	No	No	No
9	Yes	Yes	No	No	No	No
10	Yes	Yes	No	No	No	No
	6 No 3 Yes	- No 10 Yes	8 No 1 Yes	8 No 2 Yes	9 No - Yes	10 No - Yes

TABLE XVI

KIND AND NUMBER OF MUSICAL INSTRUMENTS SUPPLIED EACH GROUP OF SCHOOLS

Number of School	Has The School A Piano?		Is There A Phonograph for The Enjoyment and Instruction of The Children?		Has The School A Radio?	
	Mex.	Amer.	Mex.	Amer.	Mex.	Amer.
1	No	Yes	No	Yes	No	No
2	No	Yes	No	Yes	No	No
3	No	Yes	No	No	No	No
4	No	Yes	Yes	Yes	No	No
5	--	Yes	--	Yes	--	No
6	No	Yes	No	Yes	No	No
7	No	Yes	Yes	Yes	No	Yes
8	No	Yes	No	Yes	No	No
9	No	Yes	No	Yes	No	No
10	Yes	Yes	No	Yes	No	No
	8 No 1 Yes	- No 10 Yes	7 No 2 Yes	1 No 9 Yes	9 No - Yes	9 No 1 Yes

TABLE XVII

MISCELLANEOUS TEACHING DEVICES AS FOUND IN THE VARIOUS SCHOOLS FOR THE MEXICAN AND AMERICAN CHILDREN

Number of School	Are Children Supplied With Busy-work Materials?		Has the School A Sand Table		Has The School A Projector		Has The School A Duplicator	
	Mex.	Amer.	Mex.	Amer.	Mex.	Amer	Mex.	Amer.
1	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
2	No	No	No	Yes	No	Yes	No	Yes
3	No	Yes	No	Yes	No	No	No	No
4	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
5	--	No	--	No	--	No	--	No
6	No	Yes	No	Yes	No	Yes	No	Yes
7	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
8	No	Yes	No	Yes	No	Yes	No	Yes
9	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
10	Yes	Yes	Yes	Yes	No	No	Yes	Yes
	4 No 5 Yes	2 No 8 Yes	4 No 5 Yes	1 No 9 Yes	9 No - Yes	3 No 7 Yes	4 No 5 Yes	2 No 8 Yes

TABLE XVIII*

METHODS OF FINANCING ATHLETICS IN THE VARIOUS SCHOOLS. DIFFERENCES IN OPPORTUNITIES FOR CHILDREN PARTICIPATION IN ATHLETICS

No. of Sch.	Has School An Athletic Fund?		Is Fund Separate for each School?		Fund Raised Through Pupils' Efforts?		Does Board Supply Fund Wholly or In Part?		Amount of Fund		Are Athletic Supplies Furnished Children?	
	Mex	Amer	Mex.	Amer.	Mex.	Amer.	Mex.	Amer.	Mex.	Amer.	Mex.	Amer.
1	Yes	Yes	Yes	Yes	No	No	Yes	Yes	$25	$100	Yes	Yes
2	No	Yes	Yes	Yes	No	Yes	No	No	--	150	No	Yes
3	No	No	None		No	No	No	Yes	--	Needs	No	No
4	No	No	Yes	Yes	No	Yes	No	No	--	---	No	No
5	--	No	---	---	--	---	--	---	--	---	--	--
6	No	No	---	---	--	---	--	---	--	---	No	Yes
7	Yes	Yes	Yes	Yes	No	Yes	No	Yes	50	100	Yes	Yes
8	No	Yes	Yes	Yes	No	Yes	All	Part	Needs	100	Yes	Yes
9	No	Yes	---	Yes	--	Yes	---	No	--	100	No	No
10	Yes	Yes	Yes	Yes	No	No	No	No	--	500	Yes	Yes

* Interpretation of this table given on next page.

INTERPRETATION OF TABLE XVIII

SCHOOL No. 1

American: Has its own fund for athletic equipment through appropriations of the school Board from which its needs are supplied.

Mexican: Same as above.

SCHOOL No. 2

American: Has an athletic fund through effort of the pupils from which needs are supplied.

Mexican: Has no fund and no supplies are furnished.

SCHOOL No. 3

American: Has no fund, supplies furnished wholly through appropriations by the board.

Mexican: Has no fund and no supplies are furnished.

SCHOOL No. 4

American: Has no fund; supplies furnished through effort of pupils.

Mexican: Has no fund and no supplies are furnished.

SCHOOL No.5

American: Has no fund and no supplies are furnished.

Mexican: No Mexican school Maintained.

SCHOOL No. 6

American: Has no school fund; athletic equipment is supplied from some other source than through pupils' efforts or by appropriations of the school board.

Mexican: Has no athletic fund and no supplies are furnished.

SCHOOL No. 7

American: Has its own athletic fund; furnished in part through efforts of pupils and partly through appropriations made by the school board. From this fund equipment is purchased.

Mexican: Has its own fund but unlike the origin of that of the American school it is supplied from some other source than through pupils' efforts or by appropriations of the board.

SCHOOL No. 8

American: Has its own athletic fund supplied partly through efforts of the pupils and partly through appropriations of the board.

Mexican: Has no athletic fund. Athletic equipment supplied through general school fund by action of the board.

SCHOOL No. 9

American: Has an athletic fund supplied wholly through efforts of pupils.

Mexican: Has no fund and no equipment is supplied.

SCHOOL No. 10

American: Has an athletic fund supplied wholly from some other source than through pupils' efforts and appropriations by the board.

Mexican: Same as above.

TABLE XIX

LIBRARY FACILITIES IN THE MEXICAN AND AMERICAN SCHOOLS

School Number	Has The School A Library		Has Each Room A Reference And Reading Library	
	Mexican	American	Mexican	American
1	Yes	Yes	No	Yes
2	No	Yes	No	Yes
3	No	Yes	No	No
4	Yes	Yes	Yes	Yes
5	---	Yes	---	Yes
6	No	Yes	No	Yes
7	No	Yes	No	Yes
8	No	Yes	No	Yes
9	No	Yes	No	Yes
10	Yes	Yes	Yes	Yes
	6 No 3 Yes	- No 10 Yes	7 No 2 Yes	1 No 9 Yes

TABLE XX

TEACHERS: NUMBER OF YEARS TRAINING ABOVE HIGH SCHOOL, AND DEGREES HELD IN MEXICAN AND AMERICAN ELEMENTARY SCHOOLS

Number of School	Number of Teachers		Number of Degrees Held		Number Years Training above High School	
	Mex.	Amer.	Mex.	Amer.	Mex.	Amer.
1	4	12	-	2	1	3
2	2	2	-	1	2	4
3	1	1	-	1	1	4
4	2	4	-	-	2	3½
5	-	3	Information not given			
6	1	3½	Not Given		1	2
7	2	7	-	1	2	2.3
8	2	3	No Information		given	
9	6	7	No Information		given	
10	2	6	No Information		given	
11	No Information		-	-	2	2
	22	48½	-	5	1.57 Average	2.97 Average

TABLE XXI

TENURE, EXPERIENCE, AND SALARY OF TEACHERS IN MEXICAN AND AMERICAN ELEMENTARY SCHOOLS

Number of School Number	Number of Years in Present Position		Number of Years Experience		Average Salary Paid Elementary Teachers	
	Mex.	Amer	Mex.	Amer	Mex.	Amer.
1	2	2	4	6	$100.00	$120.00
2	3	1	11	6	117.00	115.00
3	1	1	1	8	85.00	125.00
4	2	3	15	5	100.00	130.00
5	No Information given				------	100.00
6	2	2	2	4	90.00	110.00
7	2	2.5	3.5	5.5	87.50	120.00
8	2	10	2	12	108.00	117.00
9	No information given				78.23	119.00
10	No information given				100.00	110.00
11	1	2	1	4	No information given	
	1.88 Average	2.93 Average	5 av.	6.3 Average	$ 96.14 Average	$ 116.60

TABLE XXII

FINANCES of THE SEVERAL DISTRICTS

School No.	Property Rendition	School Revenue	Bonded and Other Indebtedness	State Per Capita Apportionment	Local Tax Revenue	Local Tax Rate	Current Expenditure	Total Expenditure
1	$2,500,000	$ 28,000	None	$12,105	$12,500	$ 0.50	$ 28,000	$28,000
2	860,000	10,960	$22,000	2,790	8,170	.95	9,000	10,960
3	----	----	1,500	2,400	----	.50	----	----
4	2,000,000	17,500	14,000	4,875	12,100	.63	13,500	17,500
5	----	----	19,000	4,005	----	.70	----	----
6	800,000	12,000	20,000	3,780	8,000	1.00	10,000	12,000
7	5,500,000	38,000	75,000	7,500	22,000	40	27,000	35,000
8	2,500,000	14,000	None	3,855	8,750	.35	10,000	10,000
9	5,330,000	51,705	70,000	23,605	39,975	.75	35,100	42,000
10	----	----	25,000	6,375	----	.40	----	----
Total	$19,490,000	$172,165	$201,000	$58,510	$111,495	$ 6.18	$132,600	$155,460
Average	$2,784,285.71	$24,595	$28,714.29	$8,355.71	$15,927.86	$0.618	$18,942.86	$22,208.57