

HANDBOOK FOR MEMBERS



WE STUDY



WE INFORM

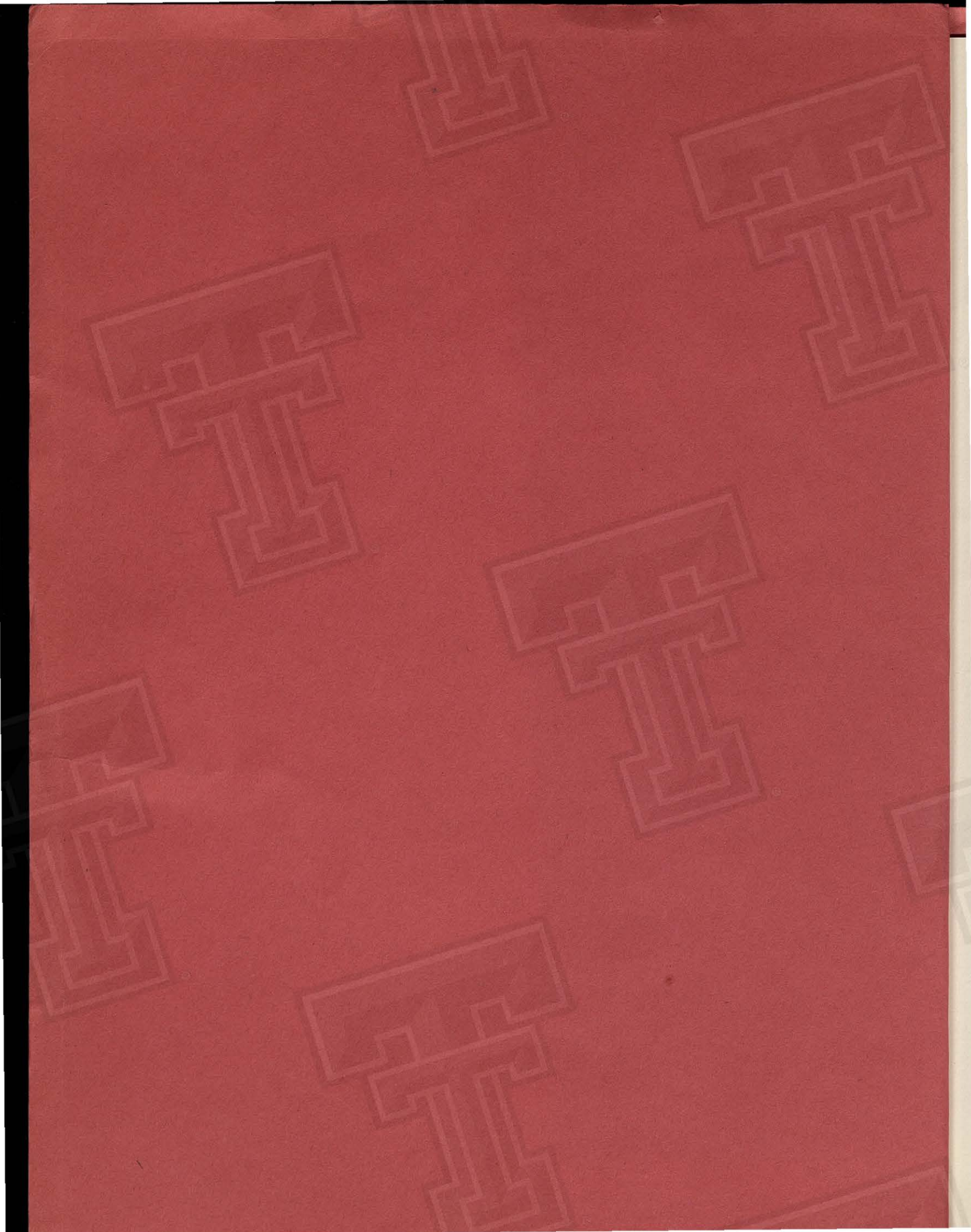
LEAGUE OF WOMEN VOTERS OF VICTORIA



WE ENCOURAGE



WE PARTICIPATE



PURPOSE OF THE LEAGUE OF WOMEN VOTERS

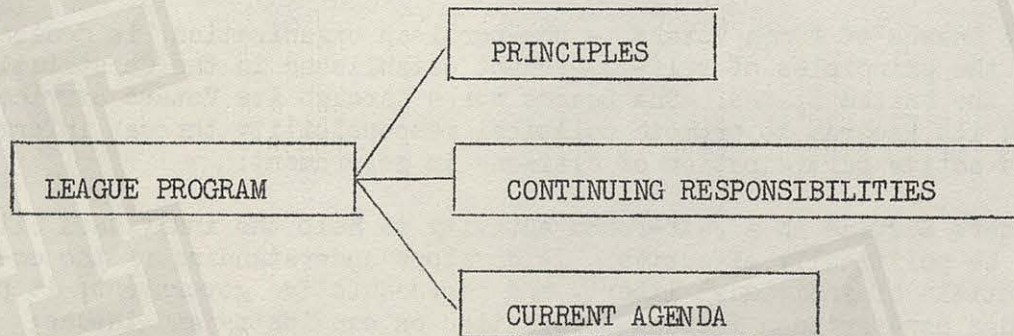
The League of Women Voters, a non-partisan organization, is dedicated to the principles of self-government established in the Constitution of the United States. The League works through its Voters Service and its Program to promote political responsibility through informed and active participation of citizens in government.

Voters Service is a year-round activity to help the individual citizen to be politically effective. It develops understanding of the essentials of individual liberty and representative government; it provides non-partisan factual information on candidates and issues; it increases citizen participation in political processes in the interest of responsible and responsive government.

The League is unique in that it is the only organization which places the training of the individual citizen in his total responsibilities first. The League also works for desirable specific goals, but always the training in individual citizen responsibility is paramount.

LEAGUE PROGRAM

WHAT IS IT?



1. PRINCIPLES

These are the things in which we believe. In choosing Current Agenda, we use these principles as our guide and authorization. (Principles are listed in FACTS pamphlet.)

2. CONTINUING RESPONSIBILITIES

Those items which have been studied and are too urgent to discard and too changeable to conclude.

3. CURRENT AGENDA

These are the items on which we are actively working.

PRINCIPLES

League of Women Voters of the United States

(Governmental measures and policies, supported by the League as a whole, which constitute the authorization for adoption on national, state, territorial, and local Current Agendas.)

1. The principles of representative government and individual liberty established in the Constitution of the United States.
2. A system of government which is responsible to the will of the people and which enables the voter to carry out his obligations as a citizen.
3. A system of government in which responsibility is clearly fixed.
4. A system of government which promotes coordination of the operations of federal, state and local governments.
5. Governmental organization and administration which contribute to economy and efficiency.
6. A merit system for the selection, retention, and promotion of government personnel.
7. Legal protection of citizens in their right to vote.
8. A system of free public education which provides equal opportunity for all.
9. Protection of minority groups against discrimination.
10. Removal of legal and administrative discriminations against women.
11. A system of federal, state, and local taxation which is flexible and equitable.
12. Fiscal and monetary policies that promote a stable and expanding economy.
13. Responsibility of government to share in the solution of social and economic problems which affect the general welfare.
14. Adequate financing of government functions and services.
15. Conservation and development of natural resources in the public interest.
16. Domestic policies which facilitate the solution of international problems.
17. Cooperation with other nations in solving international problems and promoting world peace.
18. Development of international organization and international law to achieve permanent means of cooperation.

NATIONAL PROGRAM

1958-1960

CURRENT AGENDA:

(Governmental issues chosen by the Convention for concerted action.)

I. FOREIGN POLICY

Evaluation of U. S. foreign policy with continued support of the United Nations System, world trade and economic development, and collective security.

II. WATER RESOURCES

Support of those national water policies and practices which promote coordinated administration, equitable financing, and regional or river basin planning.

CONTINUING RESPONSIBILITIES:

(Positions on National issues to which the League has given sustained attention and on which it may continue to act.)

1. Modification of Federal Loyalty-Security Programs to limit scope, standardize procedures, apply "common sense" judgment, and provide the greatest possible protection for the individual.
2. Self-government for the District of Columbia; extension of national suffrage to citizens of the District.
3. Measures granting the President authority to veto items in appropriation bills.
4. Opposition to constitutional limitation on tax rates.
5. Opposition to Constitutional changes that would limit the existing powers of the Executive and the Congress over foreign relations.

STATE PROGRAM

1958 - 1960

CURRENT AGENDA

- I. The League of Women Voters of Texas will work for revision of the State Constitution
- II. Evaluation of the role of the citizen in the Texas jury system.

CONTINUING RESPONSIBILITIES

1. Support of legislation to improve the legal status of women.
2. Support of legislation providing for a state system of Family Courts.
3. Support of legislation for the improvement of Texas election laws in the field of voting procedures.

LOCAL PROGRAM

1959

CURRENT AGENDA

1. Completion of County Survey.
2. Working toward a Probation Department for Victoria.

CONTINUING RESPONSIBILITIES

Adopted at General Meeting, March 1958

1. Study of City Charter.
2. Long Range Planning for Our Growing City.

HOW THE LEAGUE IS ORGANIZED

STATE AND NATIONAL BOARD

BOARD OF DIRECTORS
LEAGUE OF WOMEN VOTERS OF VICTORIA



Enables the League Member

Within the League:

1. To participate in making local, state and national program;
2. To expand interest in varying League activities;
3. To develop qualities of leadership;
4. To arrive at consensus through discussion.

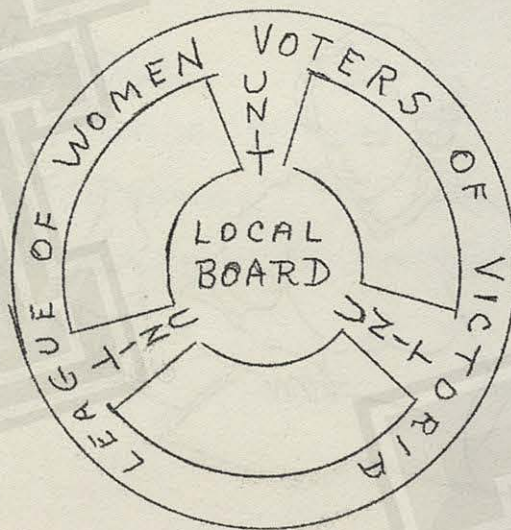
Within the Community

1. To discuss pertinent issues intelligently;
2. To write Congressmen and Legislators effectively;
3. To be an informed voter;
4. To develop good public relations for the League.

Result in an expanding League, political effectiveness in the community and an informed citizenry. Thus the member carries out the purpose of the League.

WHAT IS A UNIT?

In effect, a Unit is a group of League members (10-15) meeting regularly to participate by study, discussion, and action in the League Program. Experience has shown that only in small groups can all members have full opportunity to discuss the business and the Program of the League of Women Voters.



WHO BELONGS TO A UNIT?

Every member should belong to a Unit. Without this link with the League she is like a baseball player with no "home base".

Because all units work on the same part of the League Program at the same time, each member may choose a Unit on the basis of her own convenience.

Non-members are welcome at Unit meetings. This is the one way in which the League grows. Attendance, however, does not constitute membership in the League. Payment of dues makes you a voting member and brings other advantages including "The National Voter", the State Bulletin and the local bulletin.

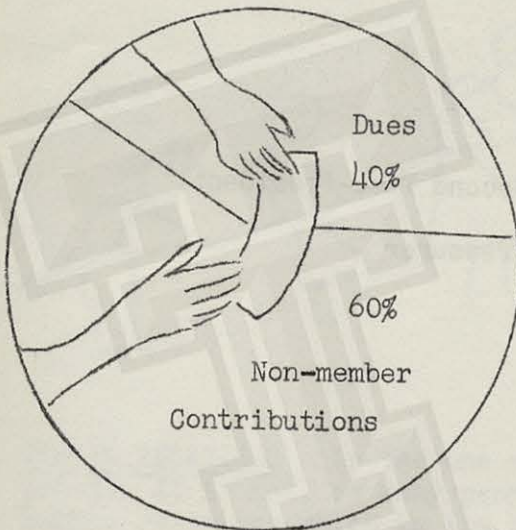
TYPES OF LEAGUE MEMBERSHIP

VOTING -- Member must be a woman citizen of the United States and must belong to a local League.

NON-VOTING -- (1) Associate Member. Any person, man or woman, interested in the League, but not eligible for voting membership, or not wanting active membership.
(2) Membership-at-large. Member who lives in a community where there is no local League....receives League publications.

HOW THE LEAGUE IS FINANCED

Here's where the money comes from:



There is no general solicitation.

A selected list of civic-minded people are contacted each year.

AND HERE'S WHERE IT GOES!

FOR:

- National Support
- State Support
- General Administration
- Unit Materials
- Publications
- Voters Service
 - Candidates Questionnaires
 - Jury Service Pamphlets
- Local Projects

THE LEAGUE DOES NOT:

- (1) Accept ear-marked funds.
- (2) Contribute to other organizations
- (3) Accept funds from other organizations which obtain their financial support from donations.
- (4) Accept contributions from candidates or office holders of public trust.

LEAGUE OF WOMEN VOTERS OF VICTORIA

LOCAL BOARD ORGANIZATION

President

First Vice-President

Second Vice-President

Secretary

Treasurer

Board of Directors

Voters Service Chairman

Finance Chairman

Public Relations

Unit Organization

Membership

Bulletin

Publications

Legislative

National Current Agenda

State Current Agenda

Local Current Agenda



PUBLIC RELATIONS is the one phase of League work in which every member participates. It is not, as many people think, publicity. Publicity is only one part of public relations which in its broader connotation is the creating of community good will toward the League.

An every-member-consciousness of public relations should not give Leagues the wrong assumption that it is poor public relations to take an unpopular stand on a public issue. Even though their stand may be opposed, it may also be respected. There is nothing to fear if League members are convinced that they have made a sound, independent, and honest decision in the public interest, and make clear to the public the basis for their decision.

VOTERS SERVICE is a phase of League work which makes the community conscious of what the League is doing. The League has always stressed the importance of participation by all citizens in political parties. This is the basic way for each citizen to be politically effective. To encourage an understanding of the political parties and their relationship to each citizen is one of the major functions of Voters Service. Urging citizens to pay poll tax, helping to get out the vote, and informing voters on issues and candidates have been some of the activities of the local Voters Service committee.

working together
not alone

POLICIES OF THE LEAGUE OF WOMEN VOTERS OF VICTORIA, TEXAS

NON-PARTISANSHIP:

That we may safeguard our reputation for non-partisanship and that there may be no rumors, nor cause for rumors to the contrary, we assume the following policies in addition to those set forth in the Local Leaders Handbook:

For Board Members:

1. Board members shall not attend Precinct Conventions, nor meetings of strictly partisan character.
2. Board members shall be especially careful and refrain from saying, "The League is non-partisan in the matter, but I feel"
3. The President shall at all times speak for the League unless she specifically designates another for a particular time and purpose.

For Membership:

Every member is urged to take an active part in politics, to work for the candidate of her choice and so forth.

Nominating Committee:

The Nominating Committee shall keep the restrictions above well in mind and make sure that persons accepting nomination to the Board understand them fully.

By-Laws:

All proposed revisions to the by-laws shall be submitted to the State Board so that there may be no conflict with State and National policies. Since the State Program is considered at each President's Council, we shall, if possible, send as our delegates the President and one of the State Resource Chairmen.

Finance:

We shall continue to keep our expenses to the absolute minimum - paying for no work that can be done by League members. This policy is laid down not only in the interest of economy but as a factor in increasing League interest by working together. Nor shall League money be spent for flowers, gifts or entertainment. FINALLY, we shall pay our bills promptly and shall incur no indebtedness that cannot be settled within 30 days.

BOARD PLANNING:

Each Board member or committee chairman shall submit for Board approval detailed plans for every proposed activity.

MINUTES AND LETTERS:

To avoid duplication and inaccuracy, minutes and letters to State Officers shall be submitted to the President Before mailing. Copies of all letters to National officers shall be mailed to the State office.

ORIENTATION:

Every effort shall be made to orient every League member to the policies and principles of the League so that in speaking of the League she shall not make erroneous statements. Emphasis should be laid on the rule that no one but the President may speak for the League.

OBSERVERS AT ADMINISTRATION MEETINGS:

Members are encouraged to attend any and all administrative meetings of county, city, school, and college where they may ask questions and participate as private citizens. However, those attending as League delegates or observers are there as reporters only. They will confine themselves to taking notes during the course of the meeting. If they are doubtful about any point, they may ask questions quietly after the meeting has adjourned.

LEAGUE LINGO

<u>ACTION</u>	The providing of factual information to League members and the community, and the support or opposition of legislation.
<u>CANDIDATES MEETINGS</u>	Non-partisan public meetings where candidates are invited to speak and answer questions.
<u>CONTINUING RESPONSIBILITIES</u>	Program Items stating positions arrived at on former Current Agenda Items which the League may continue to support or oppose.
<u>CURRENT AGENDA</u>	Those subjects of government, local, state and national adopted by the membership in Annual Meetings, and by delegates from local Leagues at State or National Conventions. Legislative action may be initiated only Current Agenda Items and only after a League has reached a consensus.
<u>CONSENSUS</u>	
<u>FIELD SERVICE</u>	Counsel, training or assistance received by local Board members to help them carry out their responsibilities, usually given by specially trained members of the State Organization Committee, but may result from visits to local Leagues by members of the State or National Boards or staff.
<u>KYS</u>	A <u>Know Your State</u> survey done by the State League on Texas.
<u>LCA</u>	<u>Local Current Agenda</u> (See above)
<u>LWV</u>	<u>League of Women Voters</u> , of course.
<u>PORTFOLIO</u>	The particular job assigned to a Board member--e.g., membership, finance, secretary, etc.
<u>PRINCIPLES</u>	Governmental measures and policies supported by the League which constitute authorization for adoption of local, State and National Current Agendas.
<u>PROGRAM</u>	Selected governmental issues with which the League demonstrates how a citizen can be politically effective. Adopted by members at Annual Meetings, State and National Conventions.
<u>RESOURCE</u>	Program information and publications gathered and/or prepared by League committees to promote discussion and action on governmental issues.
<u>TCR</u>	<u>Texas Constitutional Revision</u> .
<u>TIME FOR ACTION</u>	Notice from the local, State or National Board that concerted legislative action on a governmental issue on which the League has a position will be most effective at that time.
<u>VOTERS SERVICE</u>	Year-round activity to help citizens to be politically effective and encourage their participation in political processes. Provides non-partisan, factual information on candidates and issues.

BY-LAWS
LEAGUE OF WOMEN VOTERS OF VICTORIA

Article I

Sec. 1. The name of this organization shall be the League of Women Voters of Victoria, Texas. This local League is an integral part of the League of Women Voters of the United States and of the League of Women Voters of Texas.

Article II - Purpose and Policy

Sec. 1. Purpose. The purpose of the League of Women Voters of Victoria shall be to promote political responsibility through informed and active participation of citizens in government.

Sec. 2. Policy. The League of Women Voters of Victoria may take action on local governmental measures and policies in the public interest in conforming with the Principles of the League of Women Voters of the United States. It shall not support or oppose any political party or candidate.

Article III - Membership

Sec. 1. How Composed. The membership of the League of Women Voters of Victoria shall be composed of voting members and associate members. Any person who subscribes to the purpose and policy of the League shall be eligible for membership.

Sec. 2. Types of Membership.

- a. Voting members shall be women citizens of voting age.
- b. Associate members shall be all other members.

Article IV - Board of Directors

Sec. 1. Number, Manner of Selection and Term of Office. The Board of Directors shall consist of the officers of the League, six (6) elected Directors and not more than six (6) appointed Directors. One-half of elected Directors shall be elected by the general membership at each Annual Meeting and shall serve for a term of two years, or until their successors have been elected and qualified. The elected members shall appoint such additional Directors, not exceeding six (6), as they deem necessary to carry on the work of the League. The terms of office of the appointed Directors shall be one year and shall expire at the conclusion of the next Annual Meeting.

Sec. 2. Qualifications. No person shall be elected or appointed or shall continue to serve as an officer or director of this organization unless she is a voting member of the League of Women Voters of Victoria.

Sec. 3. Vacancies. Any vacancy occurring in the Board of Directors by reason of resignation, death or disqualification of an officer or elected member may be filled, until the next Annual Meeting, by a majority vote of the remaining members of the Board of Directors. Three consecutive absences from a Board meeting of any member without a valid reason shall be deemed a resignation.

Sec. 4. Powers and Duties. The Board of Directors shall have full charge of the property and business of the organization, with full power and authority to manage and conduct same, subject to the instructions of the general membership. It shall plan and direct the work necessary to carry out the Program as adopted by the National Convention, the State Convention, and the Annual Meeting. The Board shall create and designate such special committees as it may deem necessary.

Sec. 5. Meetings. There shall be at least nine regular meetings of the Board of Directors annually. The President may call special meetings of the Board of Directors and

shall call a special meeting upon the written request of five members of the Board.
Sec. 6. Quorum. A majority of the members of the Board of Directors shall constitute a quorum.

Article V - Officers

Sec. 1. Enumeration and Election of Officers. The Officers of the League of Women Voters of Victoria shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer who shall be elected for terms of two years by the general membership at an Annual Meeting and take office immediately. The President, the First Vice-President and the Secretary shall be elected in off-numbered years. The Second Vice-President and the Treasurer shall be elected in even-numbered years.

Sec. 2. The President. The President shall preside at all meetings of the organization and of the Board of Directors. She may, in the absence or disability of the Treasurer, sign or endorse checks, drafts and notes. She shall be ex-officio, a member of all committees except the Nominating Committee. She shall have such usual powers of supervision and management as may pertain to the office of the President and perform such other duties as may be designated by the Board.

Sec. 3. The Vice-Presidents. The two Vice-Presidents, in the order of their rank, shall, in the event of absence, disability or death of the President, possess all the powers and perform all the duties of that office, until such time as the Board of Directors shall elect one of its members to fill the vacancy. The Vice-Presidents shall perform such other duties as the President and Board may designate.

Sec. 4. The Secretary. The Secretary shall keep minutes of all meetings of the League and of all meetings of the Board of Directors. She shall notify all Officers and Directors of their election. She shall sign, with the President, all contracts and other instruments when so authorized by the Board and shall perform such other functions as may be incident to her office.

Sec. 5. The Treasurer. The Treasurer shall collect and receive all moneys due. She shall be the custodian of these moneys, shall deposit them in a bank designated by the Board of Directors, and shall disburse the same only upon order of the Board. She shall present statements to the Board at their regular meetings and an annual report to the Annual Meeting. She shall send dues notices at the beginning of the fiscal year.

Article VI - Financial Administration

Sec. 1. Fiscal Year. The fiscal year of the League of Women Voters of Victoria, Texas, shall commence on the first day of April each year.

Sec. 2. Dues. Annual dues of \$5.00 shall be payable April first. Any member who fails to pay her dues within six months after they become payable shall be dropped from the membership rolls.

Sec. 3. Budget. A budget for the ensuing year shall be submitted by the Board of Directors to the Annual Meeting for adoption. The budget shall include support for the work of the League as a whole.

Sec. 4. Budget Committee. A Budget Committee shall be appointed by the Board of Directors at least two months prior to the Annual Meeting to prepare a budget for the ensuing year. The proposed budget shall be sent to all members one month before the Annual Meeting. The Treasurer shall not be eligible to serve as chairman of the Budget Committee.

Article VII - Meetings

Sec. 1. Membership Meetings. There shall be at least four (4) meetings of the general membership each year, including the annual meeting. Time and place shall be determined by the Board of Directors.

Sec. 2 - Annual Meeting. An annual meeting shall be held in March, the exact date to be determined by the Board of Directors. The Annual Meeting shall--

- (a) adopt a local Program for the ensuing year,
- (b) elect officers and directors, members of the Nominating Committee
- (c) adopt an adequate budget, and
- (d) transact such other business as may properly come before it.

Sec. 3. Quorum. One-fifth of its members shall constitute a quorum at all meetings of the League of Women Voters of Victoria.

Article VIII - Nominations and Elections

Sec. 1. Nominating Committee. The Nominating Committee shall consist of five members, two of whom shall be members of the Board of Directors. The chairman and two members, who shall not be members of the Board, shall be elected at the Annual Meeting. Nominations for those offices shall be made by the current Nominating Committee. The other members shall be appointed by the Board of Directors immediately following the Annual Meeting. Any vacancy on the Nominating Committee shall be filled by the Board of Directors. Suggestions for nominations for Officers and Directors may be sent to this Committee by any voting members.

Sec. 2. Report of Nominating Committee and Nominations from the Floor. The report of the Nominating Committee of its nominations for Officers, Directors, and the members of the succeeding Nominating Committee shall be sent to all members one month before the date of the Annual Meeting. The report of the Nominating Committee shall be presented to the Annual Meeting. Immediately following the presentation of this report, nominations may be made from the floor by any voting member provided the consent of the nominee shall have been secured.

Sec. 3. Elections. The election shall be by ballot, provided that when there is but one nominee for each office, the Secretary may be instructed to cast the ballot for every nominee. A majority vote of those qualified to vote and voting shall constitute an election. Absentee or proxy voting shall not be permitted.

Article IX - Program

Sec. 1. Authorization. The governmental principles adopted by the National Convention, and supported by the League as a whole, constitute the authorization for the adoption of Program.

Sec. 2. Program. The program consists of the local government measures and policies on which the League of Women Voters of Victoria may take action. The Current Agenda and Continuing Responsibilities as hereinafter defined constitute the Program.

Sec. 3. Current Agenda. The Current Agenda shall be limited to such local governmental issues as the membership shall choose for action in the following manner:

- (a) The Board of Directors shall consider the recommendations sent in by the voting members two months prior to the Annual Meeting and shall formulate a Proposed Current Agenda.
- (b) The Proposed Current Agenda shall be sent to all members one month before the Annual Meeting.
- (c) A majority vote of voting members present and voting at the Annual Meeting shall be required for adoption of subjects in the Proposed Current Agenda as presented to the Annual Meeting by the Board of Directors.
- (d) Recommendations for Current Agenda submitted by voting members two months prior to the Annual Meeting but not recommended by the Board of Directors may be considered by the Annual Meeting provided that: (1) the Annual Meeting shall order consideration by a majority vote and (2) the Annual Meeting shall adopt the item by a two-thirds vote.
- (e) Changes in the Current Agenda, in the case of altered conditions, may be made provided that: (1) information concerning the proposed changes has been sent to all members at least two weeks prior to a general membership meeting at which the change is to be discussed, and (2) final action by the membership is taken at a succeeding meeting.

Sec. 4. Continuing Responsibilities. Continuing Responsibilities shall be those positions on local governmental issues to which the League of Women Voters of Victoria has given sustained attention, and on which it may continue to act.

(a) The Continuing Responsibilities may be granted by a majority vote of any Annual Meeting provided notice of the proposed changes shall have been sent by the Board of Directors to all members one month before the Annual Meeting, (b) The Annual Meeting may act upon any change proposed by a member if such change has been sent to the Board of Directors two months prior to the Annual Meeting but has not been recommended by the Board of Directors, provided that: (1) the Annual Meeting shall order consideration by a majority vote, and (2) the Annual Meeting shall adopt the item by a majority vote. (c) Every six years the Board shall review the Continuing Responsibilities and submit to the members its recommendations for keeping the Continuing Responsibilities current, using the regular procedure for amendment outlined in (a) and (b) of this section.

Sec. 5. Member Action. Members may act in the name of the League of Women Voters only when authorized to do so by the proper Board of Directors.

Article X - National Convention, State Convention and Council

Sec. 1. National Convention. The membership at a meeting before the date on which the names of delegates must be sent to the national office shall select delegates to that Convention in the number allotted the League of Women Voters of Victoria under the provisions of the By-Laws of the League of Women Voters of the United States.

Sec. 2. State Convention. The membership at a meeting before the date on which the names of delegates must be sent to the State office shall select delegates to that Convention in the number allotted the League of Women Voters of Victoria under the provisions of the By-Laws of the League of Women Voters of Texas.

Sec. 3. State Council. The membership at a meeting before the date on which the names of delegates must be sent to the State office, shall select delegates to that Council in the number allotted the League of Women Voters of Victoria under the provisions of the By-Laws of the League of Women Voters of Texas.

Article XI - Parliamentary Authority

Sec. 1. Parliamentary Authority. The rules contained in Roberts Rules of Order Revised shall govern the organization in all cases to which they are applicable and in which they are not inconsistent with these By-Laws.

Article XII - Amendments

Sec. 1. Amendments. These By-Laws may be amended by a two-thirds vote of the voting members present and voting at the Annual Meeting, provided the amendments were submitted to the membership in writing at least one month in advance of the meeting.



KNOW YOUR SCHOOLS

A Study
of the

Victoria Independent School District

Prepared by

The League of Women Voters

Victoria, Texas

April, 1961

Dedication

To the many principals and classroom teachers in Victoria's Public Schools who, without publicity or fanfare, labor faithfully year after year for the education of our children; who, with patience and vision, encourage the slow and stimulate the bright; who, long after the bell has rung, continue to give of their time, their effort and often even of their money for the benefit of a little one; and who, even in the face of frustration and fatigue can still maintain a sense of humor and faith in humanity.

Acknowledgments

Members of the committee wish to express their sincere gratitude to Mr. C.O. Chandler, Superintendent of Schools, Mr. Roy E. Greenwood, Mr. W.C. Rowland, and other members of the administrative, teaching, and clerical staff who gave so many hours of their time to help compile this information.

We have completed this survey with a far deeper appreciation of the achievements as well as the difficulties, the assets as well as the liabilities of our public schools.

Mrs. C.U. Bickford
Mrs. D.A. Brian
Mrs. Frank Buhler
Mrs. Webb Carnes
Mrs. F.L. Duckworth
Mrs. L.E. Foshee
Mrs. Lauren Johnson
Mrs. Warren Kennedy
Mrs. Harold Leon
Mrs. Joe F. Lucke, co-chairman
Mrs. Vernon Morgan
Mrs. Claude Pepper
Mrs. Glenn Putnam, co-chairman
Mrs. E.P. Wesley

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HISTORY OF EDUCATION IN VICTORIA

- I. Early history parallels history of Victoria.
 - A. Francisco Cardenas, in 1824, was Victoria's first teacher.
 1. The log cabin school was located on St. Joseph's site.
 2. First school ceased to exist during Texas revolution.
 - B. From 1840 to 1847 tradition provides supposition of neighborhood home teaching.
 - C. 1848 saw the first brick school and other schools soon appear, too.
 1. Teachers had unrestricted hand.
 2. Tuition paid teachers' salary.
 3. Victoria Female Academy established at this time.
 4. In 1851 a German Lutheran School was begun.
 5. In 1860 a Male Academy was built.
 - D. Laws provide more stable school conditions.
 1. In 1852 City Council provided education for indigent children.
 2. State gave per capita apportionment in 1856.
 - E. Civil War hit education a heavy blow, resuming at its conclusion.
 1. Victoria Female Academy resumed and included boys.
 2. In 1866 Nazareth Academy was established.
 3. In 1868 St. Joseph's College was founded.
 4. State law of 1876 replaced district system with community system.
 5. In 1881 Victoria High School, a corporation run by a board of directors, established a grading system.
- II. Between 1898 and 1900, after ups and downs of both public and private schools, Superintendent Arthur Lefevre united many of our schools into the public school system of Victoria--the birth of the Victoria Independent School District.
 - A. The first school year saw four schools, four principals, and ten teachers for white students; four schools and four principals and seven teachers for negroes.
 - B. The first school bond passed was a \$35,000 bond levying 17 $\frac{1}{2}$ ¢ on \$100, with taxable properties valued at \$2,500,000.
 - C. School board purchased Victoria High School Corporation holdings.
 - D. On land willed by J.M. Brownson, Brownson school (now Hope Development School) was built in 1910.
 - E. In 1911 Juan Linn (then North Heights) School was built.
 - F. J.J. Welder donated the property for Patti Welder High School built in 1918.
 - G. In 1919-1920 a four year high school was inaugurated.
 - H. A two year college was added to the school system in 1925.
 - I. Prior to World War II, William Offer school was started and additional buildings added to Patti Welder area.
- III. Post World War II period marks fantastic growth.
 - A. Schools' original 25 square mile metes and bounds increased only 4 square miles in 51 years; since 1949 has increased to approximately 400 square miles.
 - B. Additions to Juan Linn, F.W. Gross and Patti Welder, and Hopkins, O'Connor, Smith, Shields, Crain, and Stanly schools was the construction program from 1949 to today.
- IV. Educational policy changes were slow in coming.
 - A. Between 1935 and 1947 vocational agriculture and music were added to the curriculum.
 - B. About 1935 the twelfth grade was added and subsequently additional courses to the high school curriculum.
 - C. I.Q. tests and achievement tests were applied.
 - D. Remedial reading was started.
 - E. Separate classes in early elementary grades were discontinued in the mid-40's for non-English speaking; this problem was not solved until the summer readiness program was started in 1958.
 - F. In 1947, the Junior College separated from the Independent School District.
 - G. Most recent changes include math and science increases in high school, biology added to junior high, and non-lab sciences to elementary schools.

- V. Financial structure changes were slow to come.
- Originally state apportionment was paid on census, not attendance.
 - From early days to Gilmer-Aiken bill teachers were paid whatever they could be talked into working for, usually \$90 to \$100 per month; ~~and~~ there might be a great difference in salaries from one room to another.
 - State aid increased during World War II because issuance of ration books provided a more adequate head count.
 - Gilmer-Aiken bill established minimum teacher's salary (slightly above Victoria's).
 - Half day sessions in the late 1940's are credited with the easy passage of three bond issues.
 - In 1948 the schools established their own tax office.
 - In 1955 the adoption of the Senate bill which provided an unlimited levy for taxes for bond purposes was passed by an overwhelming majority of 6 to 1.
- VI. Teachers are required to have four years of college and a teacher's certificate; however, vacancies can be filled with personnel not meeting ~~these requirements~~.

Some Human Interest Sidelights.

The original log house school building in Victoria is said to have been built in the shape of a bee hive and to have served also as a fort where the colonists took refuge when Indians attacked.

In 1875 the state granted teachers 10¢ a day for each pupil in attendance at school.

In 1901 two schools, one for negro children and one for white, were constructed at a cost of \$32,079.63. The building for white was named Central High School. It has suffered at least two disastrous fires but is still in use as Mitchell Elementary School. As late as 1938 there was no indoor plumbing at this school and coal was carried from room to room for heating. In 1940 a mule-drawn mower was used to cut the grass.

In 1904-05 the following regulations were passed by the school board:

- All high school teachers should be men.
- Pupils who may be absent or tardy must bring to the Superintendent a written excuse from the parents. Pupils absent for four days or tardy four times, except for reasonable excuses are suspended.
- Pupils using tobacco, smoking cigarettes or pipes or chewing upon the school grounds, are suspended.
- Pupils defacing school furniture or buildings are suspended.
- Teachers who may be tardy, that is, those who reach the school building after 8:30 A.M. or 1:00 P.M., shall be fined \$1.00 for each offense. If any teacher is tardy as many as three times, the matter shall be referred to the Board of Investigation.
- Any pupil, during a written exercise, guilty of copying from the work of a fellow pupil, a textbook, or notes of any kind, or cheating in any manner, shall be kept in forty-five minutes each afternoon for a week and be given a monthly report indicating unsatisfactory work and conduct. For the second offense such a pupil shall be suspended for one week, and for the third offense expelled.

During the years of World War II, when Victoria's population increased fantastically, shortages of classroom space resulted in half day sessions for the first time. Teachers were being hired sight unseen and some of them taught only a day or two before their husbands were transferred out.

It is estimated that more than 50 citizens have served on the school board since the establishment of the district. There are 27 former trustees who are still living. They are:

W.H. Smith	J.E. Weatherly	E.L. Atzenhoffer
R.L. Daniel	Morris Roberts	W.B. Callan
T.P. Schuchert	Pat Keefe	Roy Lander
J.H. Tolson	William Offer	Melvin Roloff
A.T. Anderson	Fred Schneider	Albert York
J.V. Hopkins	D.E. Blackburn	George Pletz
C. O. Durham	Dennis O'Connor	H.E. Boek
James Hunt	F.C. Urban, Jr.	Richard Henderson
T.P. Traylor	Earl Fischer	Manuel Velasco
		Herman Baass

The 12 men who have served as President of the Board are as follows:

J.M. Brownson
V.B. Proctor
F.B. Lander
J.D. Mitchell
W.H. Smith
Hugh Stanly
E.L. Atzenhoffer
Allan Shields
Frank Guittard
Melvin Roloff
Dr. Andrew S. Tomb
W.D. O'Neill

FINANCE

What Is the Total Budget? In 1959-60 the total spent was \$2,574,436 for educating 7932 pupils in average membership. This makes a cost of \$325 per pupil for one school year.

What Are the Sources of School Funds? Local property taxes provide 54.6% of income, state aid provides 43%, and other sources provide 2.4%.

Local: Property taxes for 1960-61 are based on 106 million dollars of valuation assessed at 40% of real value at a rate of \$1.50 per \$100 valuation with 95% collection.

State: As early as 1854, Public School Lands were set aside by the Legislature to insure education in Texas. The interest from this Permanent School Fund is divided among all school districts regardless of economic index on a per capita basis on school census reports. In 1959-60 this per capita apportionment amounted to \$70.40 per child.

In addition, there is the Minimum Foundation Fund for salaries and operation (Gilmer-Aiken Act). Under this law, revenues are paid to individual districts, not on the basis of school census figures, but on average daily attendance of children in public schools and also on the basis of Economic Index. The Index is determined by economic wealth and resources, so that a wealthy district might receive no aid while a district with few resources would still be guaranteed funds for payment of minimum teachers' salaries and operation costs. Per Capita Apportionment Funds and Minimum Foundation Funds are calculated together, so that money received on Per Capita Apportionment is deducted from Foundation Fund allotments. For every 26 children in average daily attendance money is granted for the minimum salary of one teacher. There is a lag of one year in receipt of these funds.

Federal: Little Federal aid is received, except for the School Lunch Program, which is managed separately from other school finances. Some Federal money is received through the state for certain vocational courses.

Other: Incoming transfers, county funds, non-revenue sources, etc. account for the remainder of income.

How Is the Money Spent?

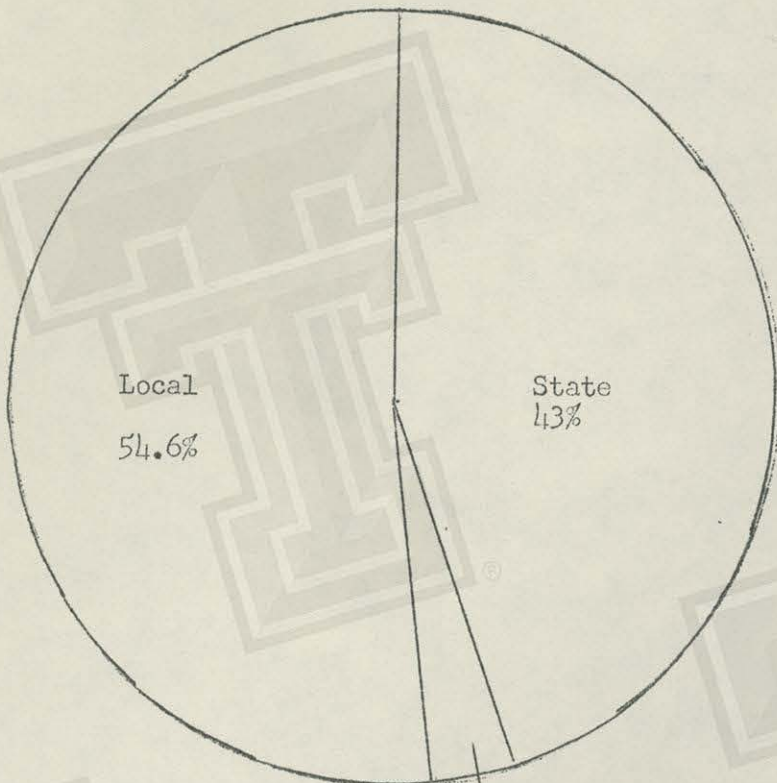
White Instruction	60 %
Colored Instruction	5.5%
Debt Service	13.2%
Maintenance and Operation	11.3%
Administration	4.0%
Miscellaneous	6.0%

Below is a financial report for 1959-60:

Receipts:	Local	1,391,703.30
	State	1,112,246.65
	Other (County, Incoming transfers, Bond Funds)	70,486.26
	Total	\$ 2,574,436.21

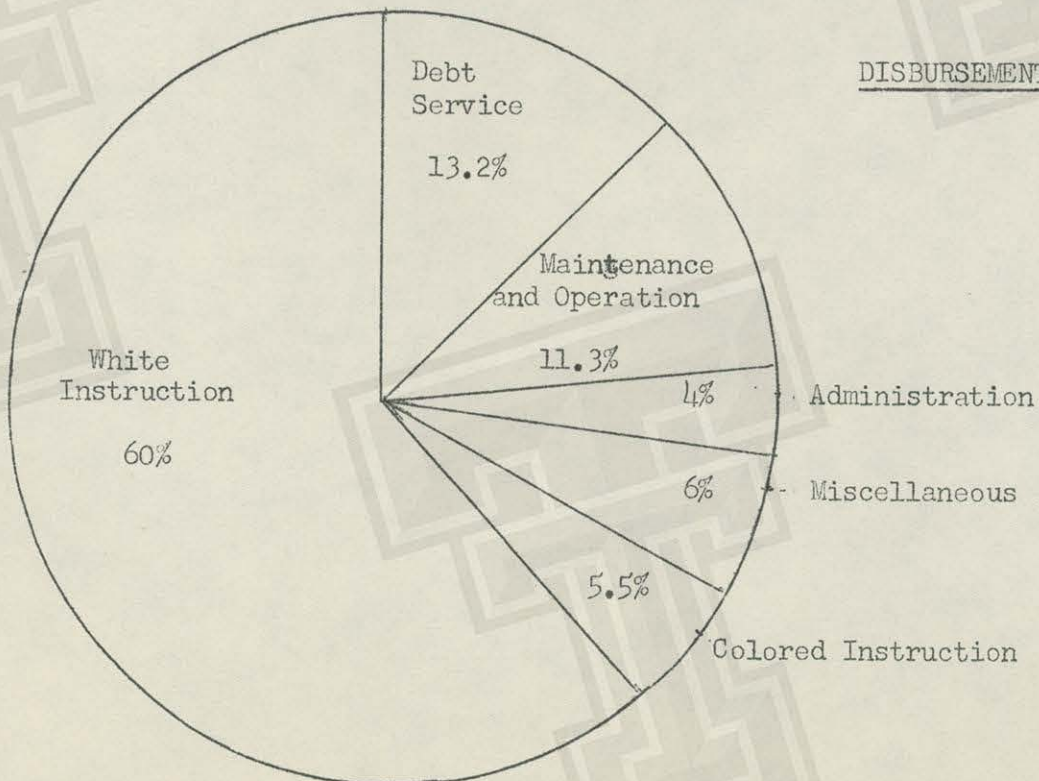
Expenses:	Administration	104,392.20
	Instruction, White (salaries, teaching supplies)	1,545,138.10
	Instruction, Colored	143,317.00
	Debt Service	340,619.33
	Maintenance and Operation	292,163.35
	Administration	104,392.20
	Miscellaneous	148,767.23
	Total	\$2,574,436.21

INCOME 1959-60



County, Incoming Transfers, Non-revenue Receipts
2.4%

DISBURSEMENTS 1959-60



School Lunch Program. The management, preparation and sale of lunches to school children is a non-profit operation. Sources of support for this program are: sale of lunches, Federal cash reimbursements for lunches served to children (reimbursement is not received on lunches served to adults), and surplus government commodities. Federal funds are managed by the Texas Education Agency. Expenses are: purchase of food (in addition to surplus received free), labor, equipment, and "other".

Surplus government commodities furnished the entire supply of butter, dry milk, dry eggs, peanut butter, cheese, and canned tomatoes. Sufficient turkeys were received to meet Thanksgiving and Christmas dinner needs. Other meats included frozen ground beef, frozen ground pork, and canned pork and gravy. Also received were limited amounts of some other foods. The cash value of foods received during the school term 1959-60 amounted to \$30,278.58. This value was reduced by transportation costs of \$1,621.61 and an assessment charge of \$952.80.

Free lunches are given to children who are unable to pay. There were 72,552 free lunches served in 1959-60. Hopkins had the largest percentage (65% in March) with Gross second (34%). Shields did not serve any free lunches and Smith served only 24.

It is necessary for the lunchroom account to carry a cash balance at all times, because there is a lag, sometimes of several months, in Federal reimbursements. Furthermore, the reimbursements are not constant, varying between .04 3/4 per meal and .08 per meal. The Texas Education Agency prohibits any lunchroom account from carrying a balance which exceeds two months' operating budget. The local account carries a balance well below the maximum allowed. Total annual average cost per meal served (food, plus labor, plus "other") was .33.

Below is a record of lunchroom operations for the year ended August 31, 1960.

Income:	Ticket sales (student and adult)	162,777.98
	Federal reimbursements	25,456.01
	Total	<u>188,233.99</u>
Expenses:	Food	116,954.50
	Labor (including administrative salaries)	56,158.90
	Equipment	12,750.22
	Other	7,769.61
	Total	<u>193,633.23</u>
Fund net decrease		5,399.24

Note: Cash income does not include the \$27,704.17 worth of surplus foods received.

Teachers

With the exception of parents, classroom teachers probably have more influence over our children than any other single group of people. A teacher can kindle a child's enthusiasm for learning or can stifle his normal curiosity; can instill in him a devotion for excellence or can let him develop habits of shoddy workmanship; can inspire in him a larger vision of his own capabilities or can stunt and thwart his development. To these influential individuals we entrust our most precious possessions -- our children.

What Are the Requirements for a Teaching Appointment? The local and state requirements are the same: a Bachelor's Degree including 18 semester hours of specific education courses and a signed statement as to good health. A teacher with 90 hours (about 3 years of college) may be employed, but in order to continue teaching he must complete at least 6 semester hours each year until he becomes fully qualified.

How Many Teachers and Principals Do We Have? Victoria employs 320 classroom teachers, 30 special teachers (art, music, library) and 13 special service teachers (counselors, special education, part time visiting teacher). There are 20 principals, two of them serving as full time teachers in the smaller schools, Guadalupe and Wood High.

How Many of Our Teachers Are Fully Qualified? What Are the Reasons for Provisional Certificates? Of the 363 teachers in this district, 333 are fully qualified and 30 have certificates but not degrees. The latter group includes those who are working toward their degrees. Two teachers who have less than 90 semester hours are employed. Special permission is granted under the Gilmer-Aiken Law to employ such teachers. Those with provisional certificates are not definitely hired until all efforts to secure fully qualified individuals have failed.

What Are the Qualifications of Substitute Teachers? The state qualifications are the same as for regular teachers. However, locally, teachers with only two years of college work are sometimes employed. They are paid \$10 a day.

What Is the Rate of Teacher Turnover? Our turnover is about 20% annually as compared with a statewide turnover of white teachers of 17%. (Apparently there is little turnover of colored teachers.) Turnover is based on the number of teachers replaced during the school year from one fall term to the next. It does not include those new teachers needed to meet increased enrollment. In other words, one out of five of our teachers resigns during the calendar year. The main reasons seem to be: maternity, transfer of husband to another city, or acceptance of a better position in the business world or in another school system.

What Are the Retirement Plans for Teachers? It is compulsory for teachers to pay into the retirement plan at the rate of 6% of their salaries up to \$50 a month. Retirement funds draw 2½% interest. If a teacher should stop teaching for 5 years, the interest stops. If he should go back into teaching, only those funds paid in after his return draw interest. At the time of retirement, the state matches the funds put in by individual teachers. There are many factors that would affect the amount a retired teacher would draw, including age of retirement, years of teaching, and the amount paid into the fund. For example, a teacher who retires at the age of 60 with 20 or more years of service will receive at least \$1200 per year. Teachers in our system do not draw social security benefits. We do not hire teachers over 65 years of age.

What Are the Sickness and Hospitalization Plans? A teacher earns one day of sick leave per month up to a total of 9 days for every school year. Unused sick leave accumulates up to 40 days. When a regular teacher is sick, the school district pays the substitute for as many days as the teacher has earned sick

leave. After this period, pay for the substitute is deducted from the teacher's salary.

A teacher has 3 days of emergency leave each year for illness or death in the family. This does not accumulate from year to year. Hospitalization insurance is available to all teaching personnel on a voluntary basis. The teacher pays the entire premium. It is a \$50 deductible policy, which pays all expenses for the same illness over \$50 on an 80%-20% basis up to \$10,000. That is, the insurance company pays 80% of all expenses while the teacher pays 20%.

What Is Done To Maintain High Standards of Instruction? In the elementary schools, a teacher who is having difficulties in the classroom can get help from several sources: (1) He may ask the principal for help. (2) He can attend study groups organized at his school. (3) He can request special material from the office of Curriculum Coordinator. (4) He can ask for a conference with the Curriculum Coordinator or ask the Coordinator to observe or even to teach his class for as long as three days. Aid for a teacher may also be requested by a principal or the Superintendent. The School Board has recently created the position of Curriculum Coordinator Assistant. The Curriculum Coordinator or the Assistant spend at least two days observing in the classes of all new teachers.

In the secondary schools it is almost impossible to find one person who is thoroughly familiar with all the subjects taught at this level. The School Board, therefore, has recently established Teaching Chairmanships in the English, History, Mathematics, Science, and Foreign Language departments. Teachers holding these positions will teach only four classes instead of the usual five, will assist the work of other teachers in the department, and will draw \$500 per year above their basic teaching salary.

What Is the Salary Schedule? All teachers spend 180 days in actual teaching duties. In addition, a conscientious teacher may spend 10 to 30 additional days in preparation and other activities related to his work. Each day, outside of school hours, there are papers to grade, lessons to plan, or meetings to attend. The additional work done outside of classroom hours cannot be calculated, since it will vary widely from teacher to teacher. Principals spend a minimum of 10 months in regular duties, but they also find many more hours and days required to complete their work properly.

It is difficult to compare a teacher's work hour for hour with that of a person in another profession or in industry. It is therefore of little value to attempt to compare pay scales on the same basis. However, we may find it instructive to note that there are some local industries in which a man with high school education can begin work at a wage as much as \$100 per month higher than that offered a qualified teacher in our school system. Moreover, several of our teachers find it necessary to hold other jobs after school hours in order to support their families adequately.

A study of salary schedules for teachers in Victoria and other communities was made. For comparative purposes, pay scales for teachers in several nearby districts are presented in Table I and plotted in Figures I and II. Information for this study was obtained from a Research Bulletin published by the Texas State Teachers Association.

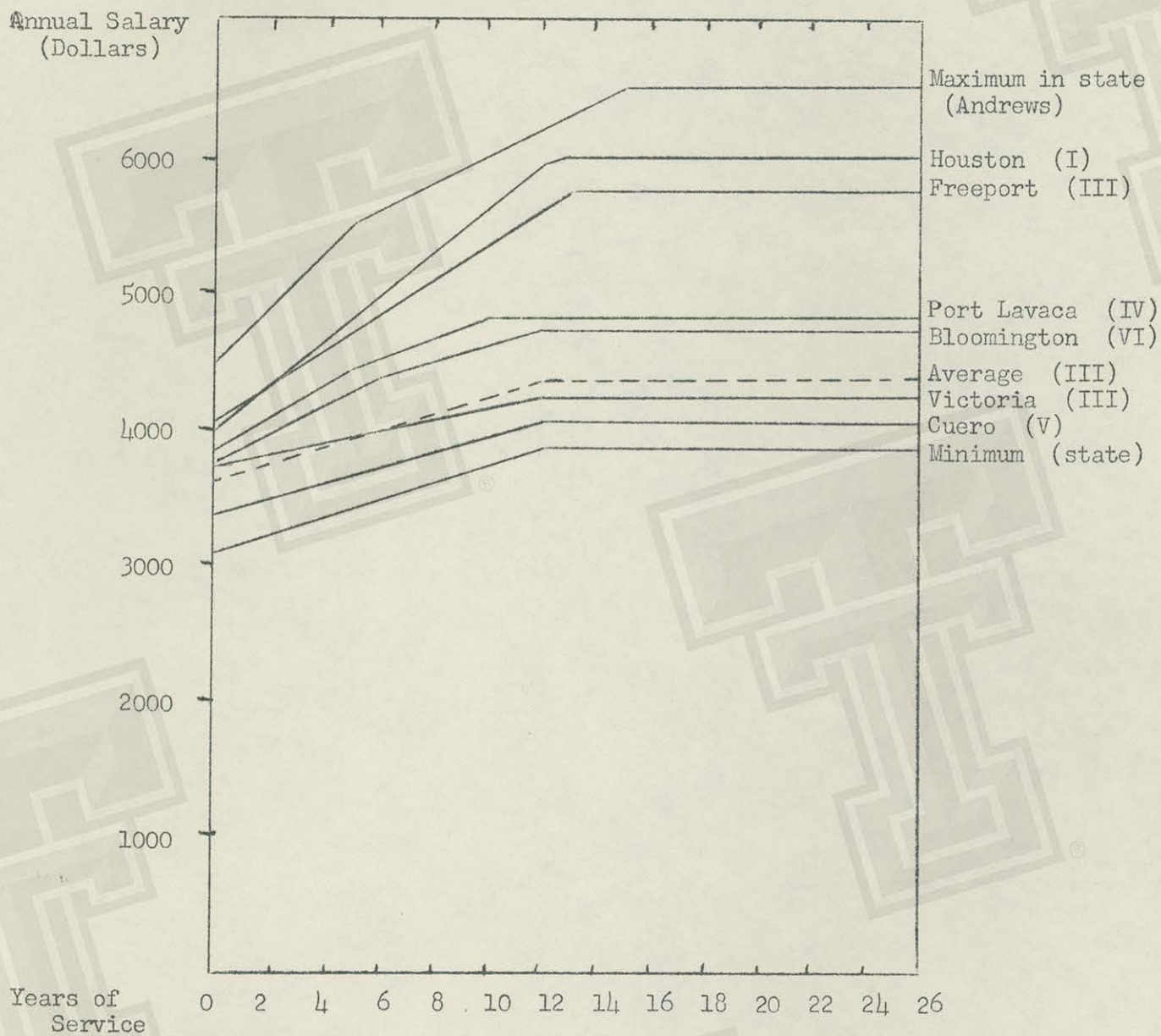
<u>Town</u>	<u>Minimum Salary</u>	<u>Increments</u>	<u>Maximum Salary</u>
Maximum (state) (Andrews)	4500	5 @ 200 10 @ 100	6500
Houston	4000	13 @ 150 1 @ 50	6000
Freeport	4005	13 @ 135	5760
Port Lavaca	3825	5 @ 120 5 @ 75	4800
Bloomington	3784	6 @ 100 6 @ 54	4708
Average Class III	3628		4383
Victoria	3699.20	12 @ 54	4247.20
Cuero	3404	12 @ 54	4052
Minimum (state)	3204	12 @ 54	3852

Comparative Salary Study of Teachers with BA Degree

Maximum (state) (Andrews)	4800	5 @ 200 10 @ 100	6800
Houston	4200	13 @ 150 1 @ 50	6200
Freeport	4320	13 @ 135	6075
Port Lavaca	4050	5 @ 120 16 @ 75	5850
Bloomington	4009	12 @ 100 14 @ 54	5965
Victoria	3924.20	26 @ 54	5328.20
Average Class III	3853		5302
Cuero	3629	26 @ 54	5033
Minimum (state)	3429	26 @ 54	4833

Comparative Salary Study of Teachers with MA Degree

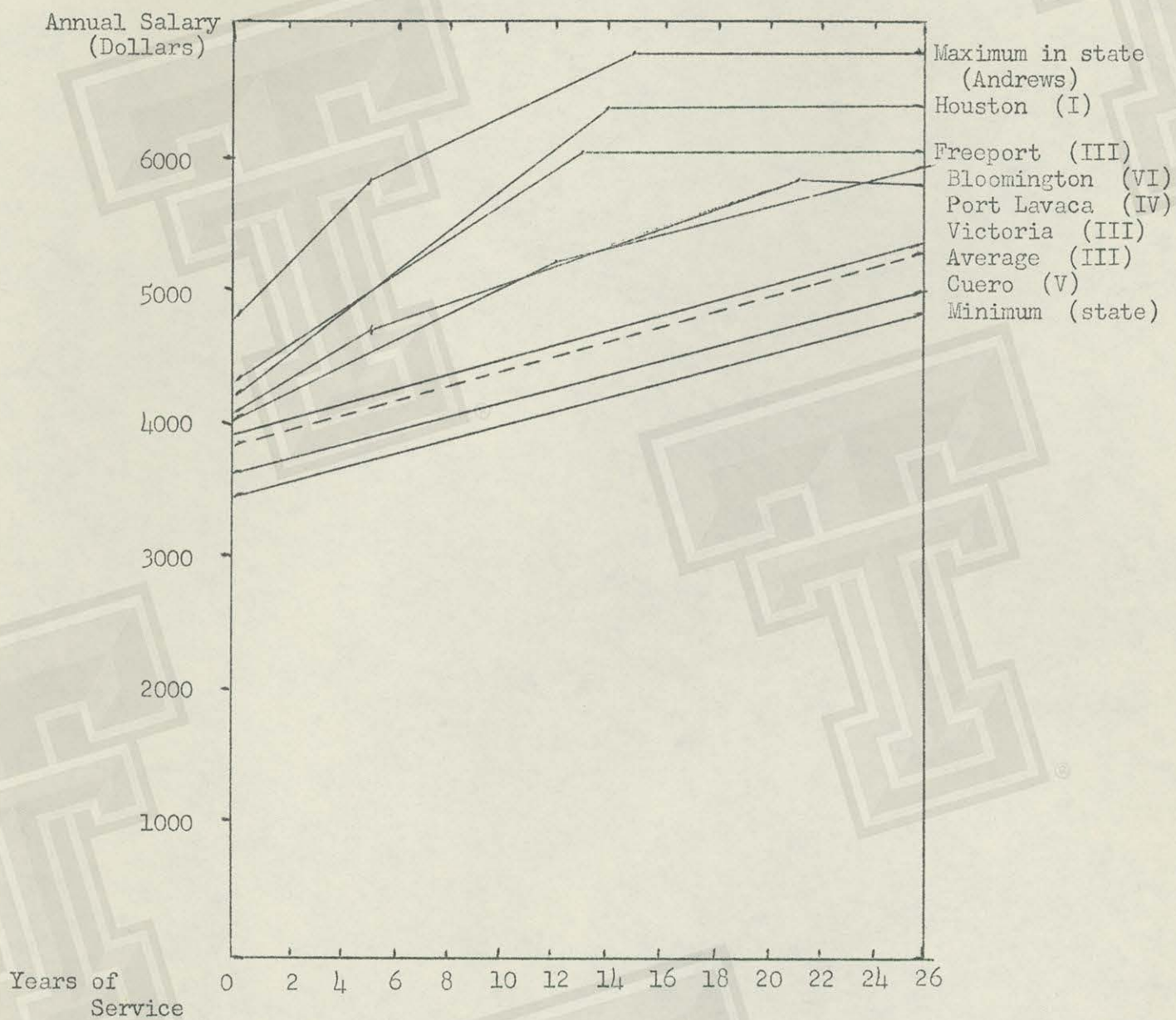
TABLE I



Comparative Salary Study for Teachers with AB Degree in Victoria and Some Neighboring Districts

I	- 15,000 or more scholastics
III	- 5,000 - 10,000
IV	- 2,500 - 5,000
V	- 1,000 - 2,500
VI	- 500 - 1,000

FIGURE I



Comparative Salary Study for Teachers with MA Degree in Victoria and Some Neighboring Districts

I	- 15,000 or more scholastics
III	- 5,000 - 10,000
IV	- 2,500 - 5,000
V	- 1,000 - 2,500
VI	- 500 - 1,000

FIGURE II

A Word About Athletic Coaches. The duties and schedules of athletic coaches differ somewhat from those of other teachers. Junior High School coaches serve 10 months duty while those in senior high serve 11 months. (One month of duty in the summer recreation program is included in the senior high coaches' schedules.) During the school term, coaches teach four regular classes (either Physical Education or an academic or vocational subject), have one period for conference, and one period for coaching. Athletic practice continues after regular school hours. Salary schedules for coaches are shown in Table II. (1959-60)

	Foundation Salary Allowance	Salary above Foundation Schedule	Coaching Cost to VISD	Actual Salary
Crain	3,258.00	295.00	2,147.00	5,700.00
	3,258.00	295.00	1,047.00	4,600.00
	3,258.00	295.00	1,047.00	4,600.00
Patti Welder	3,258.00	295.00	1,047.00	4,600.00
	3,312.00	295.00	993.00	4,600.00
	3,258.00	295.00	1,047.00	4,600.00
Gross High	3,915.00	295.00	1,689.00	5,899.00
	3,969.00	295.00	935.00	5,199.00
Victoria High	3,969.00	295.00	1,861.00	6,125.00
	3,636.00	295.00	1,968.00	5,899.00
	3,645.00	295.00	2,185.00	6,125.00
	4,239.00	295.00	1,591.00	6,125.00
	3,798.00	295.00	2,007.00	6,100.00
	4,077.00	295.00	1,728.00	6,100.00
	3,528.00	295.00	500.00	4,323.00
	4,563.00	295.00	3,942.00	8,800.00

TABLE II

What Do the Teachers Think? In order to make the study of teachers as objective as possible it was thought desirable to give them an opportunity to express their thoughts. Since it was beyond the financial means of this survey to interview or poll all 363 teachers, questionnaires were mailed to a cross-section sampling of 110 teachers, with instructions to return them unsigned by mail. Thirty were returned. Comments reaching League members indicated that the wording of some of the questions was considered ambiguous and that the intent of others was misconstrued. Therefore, because of the small number of replies, no tabulation of results will be published. However, some very definite patterns of thinking did show up, both in the written replies and in informal discussions.

Salaries. There was almost unanimous agreement that salary schedules were too low, especially for men with families.

Administration. Members of the survey committee considered it very significant that at all levels there were so many spontaneous expressions of approval of the work of the Elementary Curriculum Coordinator. Other members of the administration received a large vote of confidence, the School Board and the Superintendent being singled out for special commendation in several reports. There was criticism in some areas, but satisfaction with over-all conduct of the schools appeared generally good.

Parents. Most teachers found parents cooperative, though many pleaded for more understanding of their work and problems on the part of the general public.

Problems. The most commonly heard complaint, aside from salary, was overcrowding of classrooms. Twenty-five students per class was repeatedly suggested as a desirable maximum. Elementary teachers regretted having to neglect individual attention to

all children, while teachers in secondary schools felt that, with too many students, they could not adequately grade themes or essay type assignments which they considered essential to good instruction. (Overcrowding is very severe in some locations but is no problem in others.)

Another frequently recurring theme was "give us time to teach". Too many extra-curricular activities on the part of students, too many non-teaching duties asked of teachers, too many required meetings, too much clerical work -- all were cited as frustrations to better teaching.

Some elementary school teachers felt the need for a brief rest from supervision of children during the school day, especially a duty-free lunch period. (In some schools this problem is solved by rotation of lunchroom duty, one teacher being in charge of several classes so that the others may be free.)

A Glance at the Principals. Informal talks with principals and independent observation of schools brought to light certain recurring patterns and problems. Lack of storage space troubled some of them, and excessive office duties seemed to be a difficulty for those in elementary schools with large memberships. On the other hand, watching these people going about their work, survey members were impressed on several occasions with the very evident pride with which the school was shown by its principal. That much overworked word "dedication" best describes them.

Conclusions. At the completion of this stage of our survey, League members were of the opinion that action should be taken in two directions. Further study is recommended to discover ways in which the teacher turn-over can be reduced and improved conditions for teaching can be brought about. In addition, steps for informing the general public and bringing about better understanding of the schools and their program should be taken.

CURRICULUM

In recent years there has been a re-evaluation of the curriculum in schools across the nation. Victoria has been no exception. The school board as well as the administration and teachers are taking a long look at what is being taught in our schools and how it is presented.

Elementary Schools. The elementary school offers the opportunity to children to live profitably in a large social group with whom they must cooperate, whose rights and privileges they must learn to respect, and about whom they must develop attitudes of understanding and appreciation.

In the elementary grades, reading, spelling, oral and written language, and arithmetic skills are progressively developed. In addition, social studies and science, music, art, and physical education are part of the school day. Special teachers are used for art and music and as librarians. There is a detailed compilation of curriculum criteria and standards for each of the subjects taught, citing, where possible, the achievement standards for each grade. These curriculum standards apply uniformly for all elementary schools in the city.

How Can We Learn What Is Contained in the Curriculum? The curriculum, or course of study, is outlined in a series of curriculum guides. The right of the teacher to use these literally or as a point of departure is respected. These folders are available for parents to see at the Curriculum Coordinator's Office. Twenty guides have been compiled since the present Coordinator has been in the system. They are: Social Studies--one for each grade level; Manuscript Writing 1 & 2; Cursive Handwriting 3-6; Ideas for Art 1-6; Physical Education 1-6; Arithmetic 1-4 and 4-6 (enrichment guide 3-4 and 5-6); Handbook for teachers of Bilingual Children; Language Arts; Important Events and the People Who Made Them; Poetry; History of Victoria; and a Handbook of rules, policies, programs, and practices. Teacher's manuals for reading come with each reading textbook.

What Is the Role of the Curriculum Coordinator? Responsibility for the supervision of curriculum in the elementary schools is centered in the office of the Curriculum Coordinator. The immediate responsibility for the curriculum in each of the schools rests with the principal of that school, and direction to the teachers in matters of curriculum comes from the principal and the Coordinator. The Board of Education gives official approval to textbooks which a committee of teachers selects. We have no supervisors as such, but the principals are supervising principals. They meet once a month with the Curriculum Coordinator. The Coordinator visits in classrooms to give suggestions when needed and calls meetings of general or specific nature for teachers and principals.

Elementary School Curriculum.

Reading. The elementary schools encourage a flexible program through the use of a wide variety of reading materials provided by the school system. These include textbooks, newspapers, workbooks, and dictionaries, as well as texts, and reading materials used in other parts of the school program. Provision is made for study, at different levels, of the child with reading difficulties.

Reading First through Third Grade. First and second grades have a daily reading time of 120 minutes in reading groups. This changes to 60 minutes in the third grade, by which time reading difficulties are analyzed, reading techniques should be perfected, there should be an acquaintance with a wider variety of types of literature, oral reading is reduced, more attention is given to summarizing and interpreting, and increased work with vocabulary and with the dictionary is included.

By the end of the third year the top 25-50% of the class should have read many third and fourth grade readers and have done much independent reading. The middle group should be reading third grade books with ease, and the lower group should be making progress on the second grade level.

Victoria schools use the phonic approach to reading. There is an extended first grade for children who do not satisfactorily finish the primer. It is possible for them to go to the second grade during the school year if their reading has improved sufficiently.

Reading Fourth through Sixth Grade. In the upper grades there is increased use of outside materials and independent reading.

The class is divided approximately the same as in the third grade. The time spent per day changes from 60 minutes in fourth to 45 minutes in fifth and sixth. Standards at the end of the 6th grade include the ability to sound out any word in their vocabularies, extended skills in the use of the dictionary and encyclopedia, ability to skim material or to read in detail, ability to select topic sentence and get an organized idea from material, and the ability to read orally for pleasure, to read critically at an advanced stage, and to be developing a taste for good literature.

Arithmetic. The program in arithmetic at the elementary level aims to teach the nature and use of the number system in affairs of daily life, and to help the student use procedures effectively to achieve his purposes. These aims make necessary a broad background of quantitative information and mastery of basic skills.

Arithmetic First through Third. At the third grade level a child is expected to be able to count by 1's, 5's, 10's to 100; by 2's to 20; by 3's to 30, and by 100's to 1000 as the minimum. They learn the meaning of three and four-place numbers. Addition and subtraction are started in the first grade and by the third grade a child should have mastered some 81 facts in each of these areas. Mastery of multiplication up to 5's, and ability to multiply up to three place numbers by one place numbers is expected, as well as knowledge of division to 4's and division to two and three places, with remainders. In the second grade, the children learn the use of decimals in writing dollars and cents and the practical application of the fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{10}$, etc. The Roman numeral system is introduced.

Arithmetic Fourth through Sixth. By the fourth grade the children have been introduced to the meaning of five, six, and seven place numbers. At the sixth grade level they have covered to nine place numbers of like and unlike fractions. In division, 3 and 4 place quotients with remainders expressed as fractions, are covered by the sixth grade. The student has also had addition, subtraction, multiplication, and division of like and unlike decimals, and division of fractions with decimals.

Social Studies First through Third. In the first grade social studies is a study of the home and school. In the second grade community helpers, home, and school are studied. This program starts formally in the third grade with the study of environmental factors in the development of different cultures. The third grade studies various types of climate and usually takes a country representative of one climatic type for more extensive study. Other units are developed either from the prescribed studies or from awareness of school or community problems, of health or safety. The children also become familiar with different types of maps and their interpretation.

Social Studies Fourth through Sixth. In the fourth grade there is a broad survey of people in different climates and physical regions of the world. In the fifth grade the theme is North America, Canada, and South America. In the sixth grade the theme is early civilizations in Europe and Asia-Africa. The enrichment program is today's common problems.

Language, Penmanship, Spelling. Language as part of the school day includes informal conversation, discussions, reading aloud, phonics, telephoning, etc. As a consequence of these activities the teacher discovers particular language needs of the children and these are given attention during a special language period. Written language includes letters, reports, learning to write and spell correctly, and writing creatively.

Manuscript writing is used in the early grades because it is easier for a small child to master and has more similarity to the printed letters he is learning to read. Cursive writing occurs in the third grade. The conventional right-hand slant method is used, but left-handedness is not discouraged.

Science First through Third. In the first three grades primary science centers around plants, animals, insects, simple machines, and weather. Most units are based on the immediate interests of the children with guidance from the teacher. About 70 minutes a week are devoted to this.

Science Fourth through Sixth. About 100 minutes weekly is definitely planned for science in these grades. While there is some incidental and informal handling of science, a text is generally followed.

Music and Art. In the lower grades the music program provides for four kinds of musical experience: song singing, song reading, rhythmic activity, and listening lessons. The program tries to capitalize on the fact that primary age children learn primarily through their senses, rather than through using skills and tools.

Music and Art First through Third. The primary aim in art is to encourage creativity.

Crayons, paper cutting and tearing, and paints are some of the techniques used with the younger children. These are integrated with other studies, social studies, science, etc.

Music and Art Fourth through Sixth. Choral groups are taught in the higher grades.

In art the aim is for each child to have the following technical skills by the end of elementary school: lettering, sketching, paper cutting and tearing, three-dimensional construction, figure drawing, use of simple perspective, pasting, and with the development of these skills an opportunity to experiment with many media and materials.

Secondary Schools.

How Is the Curriculum Decided Upon? A proposed standard is published by the Texas Education Agency. This is studied and discussed

by teachers and principals who then make proposals as to what they want. In addition, twice yearly the principals meet statewide for discussions. During the 1960-61 term the principals met fourtimes in each district to study and revise the curriculum for grades seven through twelve. The results will be put into effect in 1962. Responsibility for supervision of the secondary schools curriculum is centered in the administration. Independent evaluations of courses of study are made from time to time. For instance, the head of the Political Science Department of the University of Texas and his assistant have been asked to review the entire History and Economics programs taught in the Junior and Senior High Schools. They will evaluate the planning of the courses, what is taught, and how it is presented, and they will make recommendations for improvement.

Even though there is much discussion and cooperation on statewide levels, actual curriculum is decided by local systems. The only state requirement is that American History and Hygiene be taught. Throughout the country public school curriculums are unified to an extent through the common use of published texts and more or less standard qualifications for college entrance and employment.

Junior High Schools.

How Can One Learn What Is Contained in the Curriculum? A Handbook and a Guide Book is furnished to each teacher. A

copy of these is also placed in the school library.

What Are the Objectives of the Junior High School Curriculum? The Junior High School is concerned with pro-

viding an environment in which each pupil may have an opportunity to reach his maximum capacity and to prepare him to take his place in a democratic society.

How Are These Objectives Being Met in the Junior High School? Activities which develop desirable skills, ideals,

and attitudes leading to well-integrated pupil behavior are provided. Each pupil has varying interests, capacities, backgrounds, and needs; therefore, the curriculum is adjusted to satisfy pupil variances and to provide educational facilities to meet individual needs.

Course of Study for the Junior High School.

Seventh Grade

Required: Mathematics
Language Arts
Health & Physical Educ.
History

Electives: Art
Band
Music
Shop
Science

Eighth Grade

Required: Mathematics
Language Arts
Health & Physical
Education
History

Electives: Art
Band
Music
Shop
Science
Homemaking

Ninth Grade

Required: Mathematics
(Algebra I or General
Math)
English
Health & Phys. Educ.
World History
General Science or
Biology
Electives: Art, Advanced Band,
Choral, Shop,
Homemaking
Spanish
Speech
Vocational Ag.

Each student in all three grades may select one elective each year. In the ninth grade a student must have a "B" or better in eighth grade math in order to take Algebra I. A student must have a "B" average in all academic work and show an aptitude for science, as revealed by teacher recommendation and test scores, in order to register for biology. Driver training will be advanced to the high school level in 1961-1962.

Senior High School.

Graduation Requirements for Victoria High School.

1. Twenty credits are required for graduation from Victoria High School if the student has been enrolled in Victoria Schools in grades 9 through 12.
2. Students transferring to Victoria High School from other school districts are required to earn a minimum of five credits for each year in attendance in Victoria. Prior credits earned outside of Victoria will be evaluated by the principal to determine whether a student can meet graduation requirements of Victoria High School.
3. Three years of Health and P. E. are required for graduation. With the approval of the principal, some substitutes may be made for this requirement such as marching band, office, doctor's excuse.
4. Four credits in English are required for graduation.
5. Two credits in laboratory science are required for every student for graduation. General Science taken in the 9th grade will satisfy one credit of this requirement.
6. Three credits in mathematics are required for graduation.
7. Two and one-half credits in Social Studies are required for graduation. This will include one credit in World History, one credit in American History, and one-half credit in Civics.
8. Any grade below "C" is not recommended for college.

Course of Study for Victoria High School.

Tenth Grade

Required: English II.....1 cr.
Math (Alg.I,Alg.II,
Bus. Math).....1 cr.
Biology (if science
is taken).....1 cr.
P.E..... $\frac{1}{2}$ cr.

Electives: Art I or II.....1 cr.
Band..... $1\frac{1}{2}$ cr.
Choral.....1 cr.
Gen. Bus.....1 cr.
Homemaking I or II..1 cr.
Latin I.....1 cr.
Mech. Drawing..1 cr.
Shop I or II..1 cr.
Spanish I or II..1 cr.
Speech I,II,III,IV
 $\frac{1}{2}$ cr. each
Typing I.....1 cr.
Voc. Ag. I.....1 cr.
Voc. Ag. II.....2 cr.
World Geography..1 cr.

Eleventh Grade

Required: English III.....1 cr.
Amer. History.....1 cr.
Science (if not
completed).....1 cr.
Mathematics (Alg.I,II,
Bus. Math, P.Geo.)..1 cr.

Physical Education.... $\frac{1}{2}$ cr.

.....Electives: Applied Science.....1 cr.
Art I, II or V.....1 cr.
Band..... $1\frac{1}{2}$ cr.
Bookkeeping.....1 cr.
Chemistry.....1 cr.
Choral.....1 cr.
Distributive Education....2 cr.
Homemaking I, II or III.....1 cr.
Journalism.....1 cr.
Latin I or II.....1 cr.
Mechanical Drawing.....1 cr.
Shop I, II or III.....1 cr.
Spanish I or II.....1 cr.
Speech I,II,III,IV,V,or VI.....1 cr.
Typing I or II.....1 cr.
Vocational Agriculture I.....1 cr.
Vocational Agriculture II....2 cr.
Vocational Agriculture III.....1 cr.

Twelfth Grade

Required: Civics.... $\frac{1}{2}$ cr.
English IV.....1 cr.
Science or Math (if not completed)1 cr.

Electives:Advanced math....1 or $\frac{1}{2}$ cr.
Advanced Science.....1 cr.
Applied Science.....1 cr.
Art I, II or V.....1 cr.
Band.....1 cr.

Marching Band..... $\frac{1}{2}$ cr.
 Bookkeeping.....1 cr.
 Chemistry.....1 cr.
 Choral.....1 cr.
 Consumer Math.....1 cr.
 Distributive Education.....2 cr.
 Economics..... $\frac{1}{2}$ cr.
 Homemaking II, III or IV.....1 cr.
 Home and Family Life.....1 cr.
 Journalism.....1 cr.
 Latin II.....1 cr.
 Latin III.....1 cr.
 Latin-American History..... $\frac{1}{2}$ cr.
 Marriage for Moderns..... $\frac{1}{2}$ cr.
 Mechanical Drawing.....1 cr.

Office Practice.....1 cr.
 Physical Education..... $\frac{1}{2}$ cr.
 Physics.....1 cr.
 Shop I, II or III.....1 cr.
 Spanish II.....1 cr.
 Solid Geometry..... $\frac{1}{2}$ cr.
 Trigonometry..... $\frac{1}{2}$ cr.
 Secretarial Training.....2 cr.
 Speech I, II, III, IV, V, VI.....1 cr.
 Texas History..... $\frac{1}{2}$ cr.
 Typing I or II.....1 cr.
 Vocational Agriculture II.....2 cr.
 Vocational Agriculture III,
 or IV.....1 cr.

Entrance Requirements for Most Senior Colleges.

1. English---1 units
2. Mathematics---2 units (2 units in algebra or 1 unit in algebra and 1 unit in plane geometry)
3. Natural Science---2 units
4. Foreign language---2 units (in same language)
5. Social Science---2 $\frac{1}{2}$ units
6. Electives to meet the requirements of the individual college
7. A minimum grade of "C" is required

Extra-Curricular Activities

1. Organizations for Parents and Teachers
 - a. The Parents and Teachers Association is an organization in Victoria High School. The local unit is a member of both the State and National Organizations of P.T.A.
 - b. Band Sponsors' Club is composed of the parents of the band students who are especially interested in the band's activities.
 - c. The Stingaree Booster Club is open to the public and anyone may join. It is actually a "quarterback" club.
2. Sports play a major part in school life at V.H.S. Victoria High School is a member of District 14 AAAA in which the football, basketball, track, tennis, and golf teams compete. The baseball team combines with teams from District 14 AAAA to compose its district. The B-Team and Junior Varsity football teams compete against area schools, each team playing a separate schedule. The basketball team also has a B-Team which competes against B-Teams from schools playing the Varsity. The Girls' Basketball Team competes in District 26 AA and is organized in the same way as the boys' basketball competition.
3. Student Organizations
 - a. The Student Council strives at all times to promote a better relationship between students, teachers, and the community, and directs most of the extra-curricular activities of Victoria High School.
 - b. Future Homemakers of America exists to acquaint teenagers with the skills needed by a homemaker. Its members are made up of students of all homemaking classes and ex-students of homemaking.
 - c. Future Teachers of America strives to promote student interest in entering the teaching profession by offering opportunities for student practice-teaching and observation of teaching in the elementary schools.
 - d. The Future Farmers of America provides invaluable instruction to boys interested in the study of agriculture and related fields.
 - e. The National Honor Society is composed of junior and senior students who possess recognized qualities of character, leadership, and scholarship.

(Note: The Student Council, Future Homemakers of America, Future Teachers of America, Future Farmers of America, and the National Honor Society are organized in the school and are given scheduled times for meeting during the school day.)

4. The following clubs are school approved and may be organized if students and teachers are interested. These clubs will meet either before or after school hours when the sponsors and officers feel that meetings are necessary.

- a. The Future Nurses of America is an organization which offers instruction and explanation to those who desire to become nurses. The organization operates under the direction of the Nurses Auxiliary in the community.
- b. The Distributive Education Club is composed of students in the Distributive Education classes. The highlight of their yearly activities is the annual banquet given to honor their employers.
- c. The Library Club is composed of student library assistants.
- d. The Quill and Scroll is open to outstanding junior and senior journalism students.
- e. The Anchor Club is affiliated with the Pilot Club International and it has for its aim the development of leadership and civic responsibility among high school girls.
- f. The Red Masquers is the creative drama club of Victoria High School.
- g. The Science Club is composed of science students interested in advanced study in different scientific fields.
- h. The Key Club is an organization for boys from all three grades and is affiliated with Kiwanis International.
- i. The Paleteers Club is composed of students interested in art and who enjoy working on the extra school activities requiring artistic ability.

5. Student Activities include school sponsored class picnics held toward the end of the school year; an annual Spring Coronation for which the whole student body is asked to take part in the preparation; Twirp Week; Kid Day and Field Day; and Western Day.

6. Publications include the Victorian, a bi-weekly newspaper, edited by students in the journalism department, and a Stingaree Annual.

7. Musical Organizations

- a. The Stingaree Band performs at pep rallies, football games, parades, contests and concerts.
- b. Vocal groups include the Mixed Acappella Choir and the Girls' Chorus.
- c. The Victoriadores is an organized drill team dedicated to boost school spirit, who perform in parades, pep rallies, and at football and basketball games.

Summer Recreation Program. For several years the school system in cooperation with the city administration has conducted a varied recreation program during the summer. Activities have included swimming, supervised sports, games, and handcrafts.

THE PARENT AND TEACHERS ASSOCIATION

Each of the 14 Victoria public schools sponsors a P.T.A. organization, which is affiliated with the State and National Organizations of P.T.A. In some of the schools the P.T.A. Board meets monthly; in others, especially the Junior High and Senior High Schools, the Board meets four or five times a year.

The programs at P.T.A. meetings are usually based on State P.T.A. suggestions. They may include adult education, pupil participation, panels, speakers, skits, or buzz sessions. The membership fee for the High School P.T.A. is \$1.00; all other units have a membership fee of 50¢. Almost all units have a money making project annually. The money raised goes for something that will benefit the entire school.

A survey of the major activities of individual P.T.A. organizations during the last three years was made. An outline of the results follows.

ALOE

1960-61

1. Participated in March of Dimes, Home and Family Life Program, and Health Screening Program.
2. Sponsored San Jacinto Carnival and Christmas Program.
3. Bought library books and two fans with stands.

1959-60

1. Participated in Health Screening Program and March of Dimes.
2. Sponsored Christmas program and San Jacinto Carnival
3. Bought library books.

1958-59

1. Sponsored San Jacinto Carnival and Christmas Program.
2. Bought tape recorder and tapes.
3. Participated in March of Dimes, Home and Family Life Program, and Preschool Screening.

GROSS HIGH AND ELEMENTARY

1960-61

1. Sponsored Christmas Party.
2. Helped with Preschool Screening Program and polio shots.
3. Participated in March of Dimes and Cancer Drive.
4. Helped with loading of school busses.

1959-60

1. Sponsored Christmas Party.
2. Helped with Preschool Screening.
3. Participated in March of Dimes and Cancer Drive.
4. Bought robes for Elementary Chorus.

1958-59

1. Sponsored Christmas Party.
2. Bought water coolers.
3. Helped with Preschool Screening.
4. Participated in March of Dimes and Cancer Drive.

GUADALUPE

1960-61

1. Sponsored Carnival.
2. Bought library books, fans for rooms and office, and a cart for the projector from money from the Carnival.
3. Participated in bond issue and polio shots.

1959-60

1. Carnival raised money for fans for some rooms and fan stands for all rooms, a set of encyclopedias and some library books.
2. Sponsored a Chili Supper.
3. Worked to improve organization of P.T.A.
4. Participated in preschool round-up.
5. Worked to get more mothers interested in P.T.A. work.

1958-59

1. Carnival raised money for library books, coffee urn for P.T.A., and kiln for ceramics.
2. Gave Open House Tea for Library Week.
3. Gave each teacher a surprise Birthday Party.
4. Participated in Preschool Round Up.

HOPKINS

1960-61

1. Gave Open House for Education Week.
2. Sold cakes and cookies--the money went for fans for the library and library books.
3. Campaigned for Bond Issue.

1959-60

1. Carnival.
2. Cake Sales.
3. Bought fans.

1958-59

1. Carnival.
2. Air conditioned teacher's lounge and bought books.
3. Worked with Health Unit.

JUAN LINN

1960-61

1. Jamboree raised money for movie projector.
2. Sponsored Cub Scout Troop #62.
3. Worked for increased interest and attendance.
4. Participated in Education Alert, Preschool Round-Up, polio shots, and Home and Family Life programs.

1959-60

1. Carnival.
2. Collection for March of Dimes was highest in city.
3. Participated in Preschool Screening and Health Program.

1958-59

1. Carnival.
2. Bought fans for classrooms.
3. Entered Christmas Parade.
4. Participated in Health Program.

MITCHELL

1960-61

1. Halloween project paid for two sets of encyclopedias.
2. Helped with Preschool Round-Up.
3. Helped with polio shots, Home and Family Life Program.

1959-60

1. Halloween Carnival.
2. Bought phonograph for elementary grades.
3. Participated in Health Program.
4. Entered float in Christmas Parade.

1958-59

1. Carnival.
2. Bought fans and reference books for upper rooms.
3. Participated in Health Program.
4. Entered float in Christmas Parade.

O'CONNOR

1960-61

1. Bought TV as experiment for children during P.T.A. meetings. It was successful.
2. Entered Christmas Parade and won second place.
3. Phantom Carnival raised money for encyclopedias.
4. Organized library committee to help librarian.
5. Raised money for March of Dimes.
6. Participated in Flower Show and won a Blue Ribbon.

7. Worked with Health Unit in giving polio shots and T.B. Patch Test.
1959-60

1. Halloween Carnival.
2. Finished buying fans, and bought five record players and records.
3. Entered Christmas Parade and won second place.

1958-59

1. Carnival raised funds for public address system, coffee urn, and furniture for the teacher's lounge.
2. Worked to get sidewalks.
3. P.T.A. officers collected money for poll taxes.
4. Sponsor of Lillian Cain Dance Review.

SHIELDS

1960-61

1. House-to-House Canvas in school district for money to put sidewalks around school.
2. Campaigned for Bond Issue.
3. Purchased library books.
4. Participated in Preschool Screening, and polio shots.

1959-60

1. Fall Festival.
2. Bought visual education material.
3. Organized library committee to help librarian.
4. Participated in Preschool Screening and March of Dimes.
5. Program for "Know Shields School".

1958-59

1. Fall Festival.
2. Bought 9 sets of encyclopedias.
3. Participated in Preschool Screening.

SMITH

1960-61

1. Funarama.
2. Contributed \$1400 for books to library. (Money cleared from Funarama.)
3. Participated in Bond Issue, Preschool Screening, and polio shots.

1959-60

1. Bought fans for all classrooms with money from Carnival.
2. Rummage Sale--bought name tags to be worn at P.T.A. meetings.

1958-59

1. Purchased Merry-Go-Round, curtains for stage, tape recorder, library books, and micro projector from money from project.
2. Organized Mothers Patrol.
3. Worked on landscaping.

STANLY

1960-61

1. Halloween Carnival.
2. Bought choral risers, opaque projector, 16 m.m. projector, science books, record player, and couch for teacher's lounge.
3. Campaigned for Bond Issue.
4. Participated in City Health Screening, March of Dimes, polio shots, and Education Alert.

1959-60

1. Halloween Carnival.
2. Bought fans for classrooms.
3. Year Book won Blue Ribbon.
4. Participated in Preschool Screening and March of Dimes.

1958-59

1. Halloween Carnival.
2. Participated in Preschool Screening and March of Dimes.

3. Helped with Preschool Round-Up.

CRAIN

1960-61

1. Sent teacher to workshop to improve reading for all students and to learn how to operate all machines. Bought drapes for visual education room from money from Crain Capers.
2. Participated in Preschool Round-Up, Health Program, and polio shots.
3. Worked for Bond Issue.
4. Worked to improve interest in P.T.A. work and in quality of activities.

1959-60

1. Contributed about half of money for band uniforms from Crain Capers.
2. Participated in Health Program.

1958-59

1. Contributed money for library books and air conditioner for teacher's lounge from Crain Capers.

PATTI WELDER

1. Campaigned for Bond Issue.
2. Talent Show.
3. Participated in Home and Family Life Program and polio shots.

1959-60

1. Spaghetti Supper and Talent Show--money went for fans for rooms and furniture for teacher's lounge.
2. Entered Flower Show and won a Blue Ribbon.

1958-59

1. With the help of the Student Council gave a Chili Supper and Spaghetti Supper which paid for public address system.
2. Participated in Health Program.
3. Entered Flower Show.

VICTORIA HIGH

1960-61

1. Worked for increased attendance, interest, and better relationship between teachers and parents.
2. Increased membership dues to \$1.
3. Dues to be used to give scholarship to a deserving child.
4. Worked for police to direct traffic at football games.
5. Worked for Bond Issue and polio shots.

1959-60

1. Stunt Night
2. Participated in Home and Family Life Program.
3. Worked for increased interest and attendance.

1958-59

1. Stunt Night
2. Money went to buy air conditioner for teacher's lounge.