

THE STORY OF
TEXAS SCHOOLS

The Story of
Texas
Schools

By C. E. EVANS

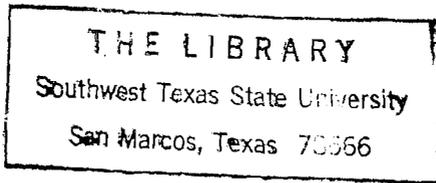
President Emeritus

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PRINTED AND BOUND IN THE UNITED STATES OF AMERICA

To Allie Maxwell Evans
my wife



Preface

The Story of Texas Schools portrays the historical development of the public and private educational systems of our commonwealth, from the beginning of the Spanish Empire in 1519 to the middle of the twentieth century. Education in Texas represents more than four centuries of growth; the influence of Spain, France, Germany, England, and other nations in administration; the transmission of cultural elements; and the effects of social, industrial, and racial qualities through the years.

The chief source from which our early educational ideas came to America and Texas was England. The pauper school, apprentice education, private and church schools, Latin grammar schools, and the colleges were of English origin. The French theorists in education influenced the school program of Thomas Jefferson. After a visit to European schools, Horace Mann gave enthusiastic approval to Pestalozzian methods, normal schools, and the trained teachers of the German schools. America has appropriated, conserved, and improved the heritage which came, and has continued to come, from across the seas.

Theoretically, our forty-eight states administer separate school systems; knit together, however, through common objectives in citizenship and through the transfer of excellences from state to state, these states have developed a national school system in spirit. The National Education Association has proved a force for the nationalization of our public schools in the thinking of American people. Each chapter in *The Story of Texas Schools* gives backgrounds of education in other states.

The reaction of the South against the corruption, extravagance, and imperialism of reconstruction, 1865-1877, left Texas with the constitution and laws of 1876. The impossible community system, with its annual disorganization, lacked both the system and funds for good schools; the schools of the incorporated cities and towns, organized under Article XI, Municipal Corporations, of the constitution, could levy the necessary school taxes by a two-thirds vote.

The people of Texas, gradually coming to an appreciation of the tax discrimination against the common school districts of the state, in four separate elections in a period of thirty-seven years removed the shackles from the common school districts and thereby gave these districts adequate authority to tax their own property to educate their own children. Not until 1947, however, were the state colleges by constitutional amendment granted authority to issue bonds for essential building. In 1949, by the enactment of the Gilmer-Aikin Law, Texas consolidated its gains through the years and organized a state school system that ranks with the best in all America.

Out of the studies and experiences of more than fifty years as a teacher, principal, superintendent, or college president in the schools of Texas, the author attempts to relate the story of the administration and history of the schools of his state and to make constructive suggestions for their improvement. He has visited many of the early schools and colleges; he has talked with a number of the pioneers of these schools and has obtained information of conditions from firsthand contacts. In state and district conventions of school men and women, the author has profited by the discussions of our best executives. He has found many values in the development of the schools and colleges, public and private, from visitation and study on the grounds of these schools.

If *The Story of Texas Schools* records the essential facts of our schools and colleges in their historical growth, and if this account will help us to profit alike by errors and achievements, the author will feel that the years invested in these studies have been abundantly worth while.

C. E. EVANS

San Marcos, Texas
January 1, 1955

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Introduction

ALTHOUGH the fifty-five members of the Constitutional Convention were college-bred, the Constitution of the United States, wrought by that assembly, makes no mention of education. By implication only, the Tenth Amendment reserves education for state action, making the development of education a state function.

The statesmen of the Confederation and of the Constitutional Convention devoted their talents to the task of establishing stable government for the states, leaving with the separate states the building of school systems suited to state needs. Yet, from the adoption of the Constitution in 1789, education has been a matter of regular federal concern.

In the Ordinance of 1785 the Congress of the Confederation laid the foundation of a future national land policy by reserving Section 16 of every township for the maintenance of public schools within the township. The Ordinance of 1787 states a fundamental principle for the Northwest Territory: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." In the sale of lands to the Ohio Company in 1787, Section 16 of every township was reserved for schools; two complete townships were reserved for a college seminary; and Section 29 was reserved for religion. In the settlement of a dispute with Tennessee, Congress granted a reservation of "640 acres for two colleges within the state."

By the middle of the nineteenth century the sixteenth section had been granted to each of the twelve states carved out of the Northwest Territory; the thirteen states admitted to the Union from 1850 to 1890 received two sections in each

township; and the three states admitted after 1890 received four sections. The thirteen original states did not participate in the grants of land for the common schools; Maine, West Virginia, and Texas did not share in these grants.

Attempts to equalize land grants so as to include all states have failed. Cubberley estimated 145,000,000 acres (226,562 square miles) to be the total of federal grants to the public schools, which he says is an area "nearly four times the area of New England, five sixths the size of the state of Texas, and a tenth larger than France."¹

Moehlman states: "Oklahoma, upon admission to the Union, was granted the sixteenth and the thirty-sixth sections in each township and five million dollars to compensate for the exempted land of Indian territory. A section was set aside for the higher schools and another section to eleemosynary institutions and buildings."²

Inheriting from the colonial period schools fashioned after the models of England, with varying adjustments to pioneer American conditions and to different nationalities, the early fathers gradually developed school systems in the several states along native lines.

By 1850 the basic principles of American education had been formulated and were fairly well established. Morison and Commager list them as follows:

1. Free public elementary and secondary schools should be available to all children.
2. Public schools should not be exclusive, private and church schools being permitted.
3. Higher schools, along with professional schools in law, medicine, divinity, and engineering, should be provided by both state and private agencies.

¹E. P. Cubberley, *Public Education in the United States*, Houghton Mifflin Co., Boston, 1934, pp. 91-94.

²Arthur B. Moehlman, *School Administration*, Houghton Mifflin Co., Boston, 1940, p. 812.

4. Professional training is indispensable for teachers in the schools in the state.³

By 1900 public sentiment for schools had made rapid strides, conserving the achievements of 1850 and progressing along other lines. Draper summarizes the results as follows:

1. Free elementary schools and free public high schools should be accessible to all the children of the state.
2. There should be free land-grant colleges in every state for education in the agricultural and mechanic arts, and free state universities should be established in all states as rapidly as possible.
3. State teachers colleges must be established in all states for the training of teachers.
4. Special state schools should be opened to the handicapped.
5. Private and denominational schools and colleges should worthily co-operate with public schools in making all education richer and better.⁴

Cubberley thinks that a national system of education has evolved from the forty-eight state school systems, the fundamental principles of which are common to all the states.

1. The education of all is essential to the well-being of the state; it is the duty of each parent to educate his child.
2. The state establishes public schools because it has to do a better job of educating the children.
3. The wealth of the state must educate the children of the state; the parent who educates his child in a private school is not relieved of the obligation to support the public school.

³S. E. Morison and H. S. Commager, *Growth of the American Republic*, Oxford University Press, Inc., New York, 1940, Vol. I, p. 414.

⁴A. S. Draper, *American Education*, Houghton Mifflin Co., Boston, 1909, p. 16.

4. In the democratic state, majority rule will determine the limits of application of public support.
5. The schools shall afford equal opportunity to all, without regard to race, religion, or social standing.
6. The state may compel attendance; forty-eight states have compulsory attendance laws.
7. The state may set standards for the public schools and may even require its private schools to meet state standards.
8. Believing the competition of private and public schools to be better for both schools, public education is not exclusive.⁵

This national system in operation has evolved both gradual and sweeping changes, which can be observed in numerous aspects, generally in the direction of progress. Outstanding are the changes in enrollment and attendance percentages; in the enrollment at various educational levels, from elementary school through college; in per cent of graduates at different levels; in the number of teachers and in the average salary of the teachers; in the length of the school term; and in maintenance cost per classroom unit, in cost of school buildings, and in total expenditures.

Other notable changes are: growth in population, combined with enforcement of compulsory attendance laws, resulting in the rapid increase of the number of eligible school children; the phenomenal growth of high schools, the development of junior municipal colleges, and the drawing force of the senior colleges — all throwing a weight of influence toward holding boys and girls in the public schools; and the many-sided curriculum.

Although there has developed an American pattern of education, the state itself and not the federal government is the highest authority in the school affairs of a state. Each of the forty-eight states recognizes its constitutional obliga-

⁵Cubberley, *op. cit.*, p. 751-56.

tion for the maintenance and support of a public school system and, through its legislature, attempts improvements of the system. Each state maintains a separate department of education for the administration of the schools of the state.

The ranking school official is variously the state superintendent of public instruction, the commissioner of education, or the secretary of the state board of education. Several states early made provision for this office. In 1812 New York was the pioneer state in the creation of the office of state superintendent of the common schools, Gideon Hawley being the first. Michigan and Kentucky, as early as 1836 and 1838, respectively, created the office. With the creation of the State Board of Education in Massachusetts, in 1837, the state set up a program of great possibilities. The appointment of Horace Mann to the position of secretary of the State Board of Education capitalized the talent to effect a great educational revival. Henry Barnard was secretary of the State Board of Education in Connecticut, 1838-42, and state superintendent of Rhode Island, 1842-49. Barnard was the first United States Commissioner of Education, serving from 1867 to 1870.⁶

Calvin H. Wiley in North Carolina, Robert J. Breckinridge in Kentucky, and John Swett of California were the state school administrators who were outstanding in achievement in their states.

The history of education in the states records the valuable contributions of state leadership in building up both local and state school endeavor.

The state educational organization includes smaller administrative units, which vary in the several states. In 1951 Pittenger reported the following distribution of units: in Delaware, with the exception of certain city school districts, the state is the administrative school unit, local school of-

⁶Cubberley, *op. cit.*, pp. 214-17; 221-30.

ficers being only state directors. Twenty-six states had the district system; twelve states, the county-unit system; nine states, the town or township system. The county is the unit for all or some administrative functions in thirty-eight states; revenue for schools is produced on the county-wide basis in thirty-three states. In twelve states the administration of all or some schools is provided on this basis. The twelve county-system states include ten southern states and two western states.⁷ The school district, the smallest educational unit, grew out of the pioneer conditions of colonial settlements.

In each of these basic administrative units there is a board vested with policy-making and supervisory authority. Districts vary in size from five square miles in Illinois to 2,055 square miles in Utah.⁸

The story of the development of schools in Texas shows a creditable parallel to the progress of education in the several states. It is unique in the colorful historical background which laid the foundation for today's public free schools in the largest state in the Union.

Long before the present state constitution of 1876 took cognizance of the need for adequate provision for education, Texas had taken important steps toward the realization of a public free system of schools. The statement in the Constitution of the State of Texas concerning education not only shows evidence of the recognition of need to make provision for education at a time when the state was faced with post bellum disorganization and destruction but also bears testimonial tribute to earlier efforts to meet educational needs through private schools.

A general diffusion of knowledge being essential to the preservation of the liberties and rights of the

⁷B. F. Pittenger, *Local Public School Administration*, McGraw-Hill Book Co., Inc., New York, 1951, p. 26.

⁸Office of Education, *Biennial Survey of Education*, 1947-48, Washington, D.C., Chapter II, pp. 2-3.

people, it shall be the duty of the legislature of the state to establish and make suitable provision for the maintenance of an efficient system of public free schools.⁹

Texas, Spanish territory for more than a century, became a Mexican state in 1821. Through a revolution in 1836 it established the Republic of Texas, which lasted until 1845, when annexation occurred. Statehood continued until secession in 1861 and was resumed legally in 1870, when Texas had satisfied the requirements of reconstruction.

Each political change brought definite educational change, with certain changes assuming unusual significance. In 1854 a system of common schools for Texas was established, the law naming the treasurer of the state ex-officio superintendent of the common schools, with his duty being to report annually to the governor and to make to each session of the legislature such suggestions as might be deemed advisable.

State treasurers serving from 1856 to 1866 were J. H. Raymond (1856-58); C. H. Randolph (1858-64); Samuel Harris (October 2, 1865, appointed by Provisional Governor A. J. Hamilton); and M. H. Royston (elected June 25, 1866).

The Texas constitutions of 1845, 1866, and 1869 all contain articles devoted to education. The constitution of 1869, however, was a semi-military instrument, not representative of the sentiments of real Texans. The radical school system in Texas (1870-75) was typical of the Republican leadership throughout the South during the reconstruction period.

The reaction of Texas voters against the radical regime of reconstruction was embodied in the constitution adopted February 15, 1876, and in the comprehensive school law enacted by the Fifteenth Legislature, in session from April to August, 1876. This reactionary movement rejected even the few worthy contributions of the unpopular radicals, re-

⁹*Constitution of the State of Texas, 1876, Article VII, Section 1.*

pealed a few essential laws, and tended to move the public free school backward toward private-school days.

The resumption of the control of the public schools by the old electorate of Southern partisans was a challenge to do well the job of building a great school system for Texas. The forward-looking citizens of the state could now initiate and write into the statutes measures for the development of schools in harmony with sentiments and traditions dear to all Texans.

The School Law of 1884 established the office of state superintendent of public instruction, a position first created by the constitution of 1866; abolished the community system in the state (with the exception of fifty-three counties) and required the organization of the district system; authorized the levy of a local school tax of twenty cents on the one hundred dollars by a two-thirds vote of the district; and provided for the creation of the office of county superintendent in the counties of the state. The Agricultural and Mechanical College of Texas (1876), the Sam Houston State Teachers College (1879), The University of Texas (1883), and the Prairie View Agricultural and Mechanical College (1876) — the state's institutions of higher learning — made good progress during the last quarter of the century.

By 1900 the schools were making rapid progress along popular lines of educational endeavor. The Peabody Education Board had exercised a constructive influence for the solution of school problems. The Conference for Education in Texas was rapidly becoming a powerful agency for the promotion of school progress. The Texas State Teachers Association, through its officers and bulletins, was doing splendid propaganda service for the schools. The biennial reports of the state superintendents of public instruction published the facts about school conditions and school needs and made far-reaching recommendations for improvement.

Tables compiled in 1906 show Texas ranking first in per-

manent funds; fifth in annual income from state taxation for schools; fourteenth in total revenue for annual maintenance for schools; twenty-third in annual income from state taxation for schools; thirty-fourth in school funds raised for each person five to eighteen years of age; thirty-fifth in amount expended per capita of total population for public schools; and thirty-ninth in average length of public school in days.¹⁰

In 1946 R. M. Hughes and W. H. Lancelot, in a balance sheet of states, gave Texas the twenty-first place with respect to the degree in which its "accomplishment is commensurate with its ability" and twenty-fifth place among the states in "general educational performances." They add: "Considering that Texas must support two school systems, in view of its low income, the state must have federal aid before it can develop a satisfactory educational program."¹¹

The common-school budget of 1949-50, under the Gilmer-Aikin Law, makes the total of \$181,500,000, three fourths of which is to be financed through state sources.

In 1953 the Permanent School Fund was \$210,284,395. For the same year the per capita apportionment of \$68 for the 1,633,911 pupils listed by the school census totaled \$111,105,948.¹² For the biennium 1951-53 the appropriations for institutions of higher learning were \$71,412,144.

Provision for the present educational administration was made in the Gilmer-Aikin Law, enacted by the Fifty-first Legislature in 1949. Under this law, which created the Texas Education Agency, the elective State Board of Education, consisting of twenty-one members, one from each congressional district, together with a state commissioner of education appointed by the board, administers the system in accordance with the laws.

¹⁰*Bulletin No. 4, The Conference for Education in Texas, Austin, 1908.*

¹¹R. M. Hughes and W. H. Lancelot, *Education, America's Magic*, The Iowa State College Press, Ames, 1946, p. 40.

¹²*The World Almanac, 1953, pp. 559-60.*

II

Spain in Texas

Spain left her American colonies a glorious heritage. At its great age in history, it gave generously of the best that European culture had developed up to that time. When the Southern Renaissance was at its best, when Spanish intellectuals were in the vanguard of intellectual endeavor, Spain unstintingly shared its progress with the New World. A study of what Spain was before and during the colonial years and what Spain did in sponsoring European culture makes it clear that the cornerstone of Latin-American culture represents a great heritage indeed.¹

AN APPRECIATION of the Spanish influence both directly and indirectly on education in Texas can best be fostered by a brief preliminary survey of the history of the period of Spanish exploration in the New World. The contact of the explorers with the Indians gave opportunity for the native Americans to be strongly influenced by European civilization.

The immediate problems confronting the Spaniards were those of using Indian labor and maintaining peaceful relations between Indians and settlers. The method of handling these problems came to be known as the *encomiendas* system. A combination of compulsory labor of natives and regimented civilizing elements, it was adapted only to Indian tribes, already moving in the direction of European civilization.

Early in 1503 the Spanish governor, in accordance with instructions of the Spanish sovereigns, established the In-

¹George I. Sanchez, *Development of Higher Education in Mexico*, King's Crown Press, New York, 1944, p. 119.

dians in villages, gave them lands which they could not alienate, and placed them under a protector. He provided a schoolhouse in each village so that the children might be taught reading, writing, and the Christian doctrine. Suppressing native ceremonies, he made efforts to have the Indians marry their wives in due religious form and encouraged intermarriage of some Christians with the Indians, both men and women.²

A royal order of December, 1503, made work compulsory for the Indians, with the chiefs being required to furnish specified numbers of Indians for the necessary labor. The Spaniards cruelly and recklessly overworked the Indians, men and women alike, a practice resulting in the wasting away of the population.

European Explorers in the New World

The first half of the sixteenth century saw Spain's explorers cover a vast area in the Western Hemisphere.

In 1519 Cortés overthrew Montezuma, the Aztec emperor, and by 1521 established control over Mexico, thereby adding wealth and power to Spain and providing a valuable base of operation for expansion northward into Texas and California. Spanish control over Mexico continued for three hundred years.

In 1528 the small fleet of Narváez, exploring along the Gulf Coast of Mexico, was wrecked, and its survivors landed on the Texas coast, probably on Galveston Island. Cabeza de Vaca, the Moor Stephen, and two other companions escaped drowning and Indian massacre, wandered for more than six years across Texas and Mexico, and finally reached the capital city of Mexico. Returning to Spain, Cabeza de Vaca magnified his adventures to match somewhat the

²E. G. Bourne, *Spain in America*, Harper & Bros., New York, 1904, p. 209.

discoveries of gold by Cortés in Mexico and by Pizarro in Peru.

Believing these tales, Hernando de Soto led an expedition to Florida and the Mississippi in 1538. The survivors, after wandering three years through Florida, the Carolinas, and Mississippi, crossed the Mississippi into Texas and Arkansas, probably entering Texas near Texarkana. They finally returned to the Mississippi, where they had buried De Soto. Eventually they made their way by water to Mexico.

In 1540 Coronado, with an army of more than a thousand men, started a long search for the "Seven Cities of Cibola" and "Quivira." This expedition took him through the Panhandle as far north as Kansas, to the Grand Canyon of Colorado, and to the Pueblo village of Isleta. Finding only half-naked, savage Indians, he returned to Mexico.

As a result of these explorations, Spain laid claim to a vast empire in the New World, known as "New Spain," and grew to believe her Spanish-American empire secure from rivalry.

In the fourth quarter of the seventeenth century the French laid claim to the St. Lawrence Valley, Canada, and the Great Lakes region and began pushing down the Mississippi. In 1685, in an attempt to reach the mouth of the river, the French explorer La Salle landed by mistake on Matagorda Bay. He called the settlement made there Fort St. Louis. Although the colony failed and La Salle himself was killed, the venture was significant as a challenge to Spanish control of the Gulf of Mexico.

Spain sent several expeditions to drive out the trespassing Frenchmen. The fourth expedition reached Fort St. Louis on April 22, 1689, only to learn the tragic story of the colony. From these expeditions, the Spaniards learned much about the geography and the Indians of the area.

Spain's answer to the French claim in Texas was the mission, the first educational force in Texas.

The Spanish Missions

The first mission, San Francisco de los Tejas, was established in 1690 in present Houston County, a few miles west of the Neches River and about twenty-one miles from present-day Crockett. The expenses of the mission — under Alonso de León, Father Damian Massanet, and three other priests — were authorized by the king. The pioneer mission was protected by a military escort of more than one hundred men.

On January 1, 1691, with the appointment of Don Domingo Terán de los Ríos as governor of Coahuila and Texas, Spain officially claimed Texas as part of Coahuila.³ In that same year the governor founded a second mission near the first.

These early East Texas missions were doomed to failure. Enthusiasm could save neither the missions nor the mission program. Hostile Indians, epidemics, and drouth forced their abandonment by October 25, 1693.

Following irregular dickering with French authorities, Father Hidalgo was put in charge of a new mission which was founded on July 3, 1716, a few miles north of the Massanet mission of 1690. In 1716 and 1717 the Spaniards established six missions, extending from the Neches River almost to the Red River. The mission of San Antonio de Valero, the chapel of which was later known as the Alamo, in 1718 became one of the most successful of all Texas missions.

In 1720 the Marquis San Miguel de Aguayo, acting under orders of the Spanish viceroy, led an expedition to East Texas with the purpose of making Spanish occupation permanent there. This was necessary in view of the presence of the French in Louisiana. Aguayo established missions in

³Ralph W. Steen, *The Texas Story*, The Steck Co., Austin, 1948, p. 16.

East Texas for the third time. By setting up protective garrisons and organizing civil settlements, he made it possible for the missions established at this time to last for more than fifty years. It was only when the government lost interest in the area and French threats increased, that the missions failed and that three of them were moved to San Antonio.

The period of one hundred years — from the establishment of the first mission (1690) until that of the last one, at Refugio (1791) — saw the founding of twenty-seven missions. Eight of these were near the Sabine and Neches rivers in East Texas; ten were between San Antonio and the coast; and the remainder were scattered from Liberty, near the Gulf Coast, to San Saba.⁴

For tribes more antagonistic to the influences of civilization, the mission would be the temporary agency preparatory to the government of the pueblo destined to follow later. The mission was a modified monastery, ill-adapted to frontier life in Texas, but representing a sincere effort to civilize and Christianize the Indians for the prestige of the Crown and the profit of the Spaniards. The mission combined both church and government agencies; it was a valuable service station in the preparation of the natives for the coming pueblo home. The routine day for the Indian neophyte included early morning and late afternoon religious instruction, work in the fields or in shops for the men, work in pottery or on the loom for women, and the school for the children.

No lasting Indian civilization, as in New Mexico, was produced in Texas; no permanent pueblos were established. Eby charges the failure of Spanish efforts to the low intelligence of the Indians themselves; Richardson, to an administration of notions rather than the realities of the situation. We

⁴Lewis W. Newton and Herbert P. Gambrell, *A History of Texas*, Turner Co., Dallas, 1935, p. 38.

should credit, however, such few lasting contributions as were made: the valuable achievements in land titles, including Spanish measurements such as the *vara* and the league; the "stateliness and gentle beauty" of the Spanish architecture of some of the old missions; and Spanish names perpetuated in towns and rivers of America.

Of the mission architecture Magner says:

There is little in the New World to equal the abundance and rich beauty of the ecclesiastical architecture, including such masterpieces as the cathedrals of Mexico and Pueblo.⁵

Early Franciscan missionaries often built a school beside each church, reduced native languages to writing, and helped the Indians to learn reading and writing. Pedro de Gante, the first educator of the New World, established the first school for Indian children, at Texcoco in 1523, and in Mexico City in 1529. "He envisioned a new culture as well, and set about directing its expression."⁶

Royal Sponsorship of Higher Education in the New World

Both antedating and paralleling the mission movement was the inauguration of institutions of higher learning by Spain throughout her possessions in South America and Mexico. This program represented the transplanting of the best in European culture to the New World and laid the foundation of Latin-American culture, which was subtly to infiltrate the Western Hemisphere in the normal course of development and progress.

Royal provision was made in 1536 for the teaching of Creoles, American-born Spaniards. Imperial Spain founded

⁵J. A. Magner, *Men of Mexico*, The Bruce Publishing Co., Milwaukee, 1943, p. 195.

⁶Sanchez, *op. cit.*, pp. 40-41.

the first universities in America: in 1551, in Peru and Mexico; in 1619, in Chile; in 1622, in Argentina; and in 1624, in Bolivia. Latin America had twelve universities and many classical schools — most of them sponsored by Catholic religious societies — before 1636, when Harvard College opened in the United States. Chairs of Indian languages were ordered to be established in the more important higher institutions in Spanish America.

Not all of the institutions of learning founded in Mexico in the sixteenth century can be enumerated here, but it is not too much to say that in number, in range of studies, and in standard of attainments by the officers, they surpassed anything existing in English America until the nineteenth century.⁷ From 1553 to 1575, the University of Mexico conferred 30,000 Bachelor's degrees and still others in law, philosophy, and medicine.⁸

Dissolution of the Jesuit Order, in 1767, meant a long series of autocratic confiscations and suppressions of legitimate religious and cultural activity. New Spain was deprived of thirty colleges of free education, with their corresponding libraries and churches, and of the work which the Jesuit Order had nobly carried on in its Indian missions for 200 years. The economic resources of the order, which were seized in the name of the king, proved to be no more than ample to maintain these extensive enterprises in a system in which the members observed the most vigorous individual poverty; but whatever temporal advantages may have accrued to the royal treasury could not begin to compensate, much less replace, the spiritual and human values that were lost in this official work of destruction.⁹

⁷Bourne, *op. cit.*, pp. 309-10.

⁸John Tate Lanning. *Academic Culture in Spanish Colonies*, Oxford University Press, Inc., New York, 1940, p. 53.

⁹Magner, *op. cit.*, p. 193.

Harvard was the only college in the colonies for almost sixty years. In its training and scholarship it was poor in comparison to the universities in New Spain. Two hundred years passed before any English institution in America reached the point which the Spanish had attained before the first English settlement. The decade of about 1700-1710 marks the lowest period of English culture in America before or since.¹⁰

Evaluating the Spanish heritage, De Madariaga says:

The fact that from the Rio Grande to Patagonia, people speak Spanish and look back on three centuries of Spanish life has a significance of its own, which can be variously estimated, extravagantly exaggerated, or contemptuously dismissed, but which in every case remains a fact, and a fact alive. The Hispanic body politic is no more; the Hispanic body historic lives on, no matter how absent-minded, divided against itself, unaware of its own existence, self-destructive even. It lives on.¹¹

Rivera Cambas makes this criticism of education of the whites in Mexico at the close of the colonial era:

Not one free elementary school existed either in the capital or the province, and the other institutions of learning were in charge of friars almost ignorant or cruel, while the girls' institutes were directed by women who inculcated superstitious beliefs by ridiculous narrations. Of real teaching, a little reading and writing alone were furnished. The school of mines was an institute in name only. It lacked professors,

¹⁰James Truslow Adams, *The Epic of America*, Little, Brown & Co., Boston, 1931, p. 43.

¹¹Salvador de Madariaga, *The Rise of the Spanish-American Empire*, The Macmillan Co., New York, 1947, p. xv.

instruments, and apparatus and produced little in the way of practical results.¹²

Schools for Spanish Children in San Antonio de Bexar

In 1731 San Antonio was the leading Spanish stronghold in Texas. Heavily garrisoned, it was the focal military center, the point of contact between the settlers and the Spanish ruling authorities in Mexico; the location of missions, it was a religious center. Inevitably, it would become the center of early educational effort.

In April, 1731, fifty-two persons — fifteen families — arrived at San Antonio de Bexar. These first settlers came from the Canary Islands. The villagers, missionaries, and soldiers of the garrison did not soon make up a harmonious arrangement. It was toward the end of the century before an attempt was made to handle the problem of education.

The first sign of educational awakening was seen in the petition of Francisco de la Mata, in 1789, to the *cabildo* (council) for the authorization of a school. Protection was needed against the meddling of troublesome parents in the discipline of the school, and better financial support was urgent. The governor granted the petition, but we hear no more of the school.

Thirteen years later, in 1802, a new governor, Juan Bautista de Elguezábal, attempted through decrees to improve educational conditions in San Antonio; the *alcalde* and other officials were expected to enforce attendance of children upon the schools. The location of the school and the selection of the teacher, José Francisco Ruíz, were decided upon.

From another petition, made in 1809, we learn that Francisco Barrera, a schoolteacher of San Antonio, could not

¹²Ernest Gruening, *Mexico and Its Heritage*, Appleton-Century-Crofts, Inc., New York, 1940, p. 27. (Original source: Rivera Cambas, *Los Gobernantes de Mexico*, Vol. I.)

support himself and family on his income from teaching; Barrera's request for a license to engage in public writing was granted him.

In 1811 Juan Manuel Zambrano, who had been successful in a counterrevolutionary movement against Juan Bautista de las Casas, gave to Don Vicente Travieso funds to be expended in the erection of a schoolhouse. When nearly all the funds had been spent and a report was made of the expenditures, the condition of the proposed building was found to be deplorable. Erasmo Seguin and José Antonio Saucedo reported a code of rules for its government. The school would accommodate seventy pupils, charges varying according to the ability of the pupils to pay; and the salary of the teacher was fixed at thirty *pesos* a month. A *regidor* (alderman) assumed the responsibility for noting infringements of rules and administering proper punishment.

The procedure for establishing the school was far from good school organization, but it does indicate a willingness to build up school interests. At meetings of the *cabildo* in 1815, 1817, and 1820 the members discussed means of paying a teacher's salary, the schoolhouse, the establishment of a school for the instruction of children, and the approval of the governor. A commissioner appointed by the governor had authority to punish those who failed in duties to the schoolmaster and to require the payment of fees to the ward commissioner for the schoolmaster. The governor also issued a proclamation requesting parents to keep children off the streets until a school was established. A worthy citizen proposed to establish a school at the expense of the negligent parents. *Regidores* agreed to street visitations of families to compel parents to send children to school and to pay the tuition for school support.

In 1818 José Galán, a private soldier, taught a school at La Bahía (Goliad), enrolling eighty children. This non-

mission school was established by Juan Manuel Zambrano for children of the soldiers and the settlers.

I. J. Cox considers the efforts put forth in an educational way over a period of more than twenty years in San Fernando "pitifully weak in results," but, when compared with the educational status of our own frontier towns on the eve of independence from Great Britain, these efforts of Spaniards were valuable in clearing the ground for the "later educational structure of Texas."¹³

In appraising the results, furthermore, it should be remembered that the conditions adverse to educational progress were extreme. A poor, sparse population, without the support of the government, could do little more than provide transitory educational facilities.

¹³I. J. Cox, "Education in San Antonio During the Spanish Regime," *Quarterly of the Texas State Historical Association*, VI, pp. 27-35.

III

Mexico in Texas

Progress must be made in Mexico in that branch of policy which looks to the betterment of the customs and education of the people. Various measures have been taken during the time of my rule for the establishment of schools of primary letters, both in the capital and in various cities: namely, Santiago, Hutuzco, Tepic, Santa Ana Azacán, the parish of San Sebastian de Querétaro, Tepetlaxtec, in the city of Santiago, in the town of Tequizquiapán, in that of Acotepéc, in the ranch of San Felipe, in that of Coscomatepec, and that of Choraman. In this city, I have provided that men and women teachers be of good morals and standards, and there is an order to this effect in consequence of the last visit made by the principal teachers of the primary school. — REVILLA GIGEDO.¹

UNDER the cumbersome and inefficient Spanish colonial system, the inhabitants of New Spain had little voice in the government. Of sixty-three viceroys, only one was born in America. Among the long-standing and deep-seated wrongs endured by the colonists were the exclusion of natives from public office, useless and incompetent officeholders, confiscatory taxes, monopoly of industry, and limitation of commerce to trading with Spain only.

Since a sympathetic hearing for the redress of grievances could not be expected from a government of alien sympathies, revolution offered Spanish colonies their sole chance for adjustment.

¹Magner, *op. cit.*, p. 194.

The Mexican Revolution

On September 16, 1810, the priest Miguel Hidalgo y Costilla, representing the downtrodden and underprivileged, raised in Mexico the standard of revolt against the *cachupines* (Spaniards who settled in Spanish America), the unprincipled upper class responsible for the wrongs. A motley army, consisting at one time of 80,000 Indians and *mestizos* (half-breeds), armed with clubs and slings, with axes, knives, and machetes, was led by Hidalgo toward Mexico City. The liberating army seized cattle and corn from the haciendas, recruiting the horsemen and the laborers for the fighting.

Terrorization of Spaniards and mass uprisings of the common people were the weapons for conquest. Dissension in leadership and vacillation in plans snatched Hidalgo's golden opportunity and turned the tide of the war against him. The better-trained Spanish soldiers routed the confused patriot army, captured its leader, and executed him as a traitor.

A few years later, the revolutionary movement, still smouldering, found in José María Morelos y Pavón, a *mestizo*, a "military genius and a clear-sighted political thinker." One of the proposals of this insurgent leader was to restore the Jesuits to the country in order to provide for the education of its youth.

Morelos quickly organized a real fighting force of 9,000 men and trained and equipped them with guns captured from the Spanish. For two years he continued the fight, with astounding success in numerous engagements, and even brought large areas of Mexico under his control. In December, 1813, Agustín de Iturbide, in a surprise attack, destroyed the army of Morelos and captured him. While in power, Morelos effected reforms in government, exemplifying the possibility and power of able leadership.

In 1821 Iturbide, who had already become famous through defeating Morelos in battle and in the massacre of Morelos

partisans, was sent into southern Mexico to crush what was left of the revolution. After suffering a defeat, he started negotiations with Guerrero, leader of the revolution, as a result of which the two men joined forces for the establishment of Mexican independence. In a few months, the antagonistic groups joined forces for securing independence from Spain, and the recently arrived viceroy, Juan O'Donojú, accepted the program for independence.

Out of this badly confused situation, Iturbide, in defiance of the wishes of his fellow liberators, emerged as Emperor Agustín I. The self-constituted emperor could not hold the ill-gotten throne long. He soon lost the confidence of his followers, had troubles with congress, and, being unable to suppress the insurrection of Santa Anna at Vera Cruz, was forced to abdicate. Congress sentenced the emperor to perpetual banishment; upon his return to Mexico, government authorities promptly arrested and executed him.

A republican assembly promulgated the constitution of 1824, which was patterned after that of the United States, though reserving federal functions to a federal congress. Nineteen states were created (among them Coahuila-Texas), each state to elect its own governor, under a constitution of its own adoption, and to be independent in internal affairs, including education. The states adopted these constitutions between November 18, 1824, and October 16, 1827.

Early Efforts To Establish Education in Mexico

The four most common educational sections in the state constitutions were: (1) establishment of primary schools in all towns; (2) teaching of reading, writing, counting, and catechism of the state religion and of political rights and obligations; (3) establishment of secondary schools of arts and sciences; and (4) formulation by congress of a uniform

plan to regulate public instruction. The federal constitution reserved for congress the establishment of colleges giving military and naval training, as well as higher education in the natural and in the political sciences.²

The regulation and promotion of education was committed to the states. The quantity of federal and state decrees was surprising; the results were disappointing. The central government shifted the responsibility for education to the states; the state, without the needed money, shifted the load to the *ayuntamientos*; the *ayuntamiento*, often without any money, did not know what to do. As a result, the children were left without the indispensable schools.

Popular subscriptions gave financial support for the opening of the first Lancasterian school in Mexico, on September 1, 1822, with Millan as director. The second Lancasterian school, Filantropía, opened in November, 1823, under Rivoll and Turreau. There was a department for instruction in the "three R's," the catechism, and Spanish grammar at a cost of a *peso* a month; there was also a normal school devoted entirely to the theory and practice of mutual instruction in the more advanced subjects such as French, Latin, geography, history, and mathematics, for three hundred pupils at a cost of three *pesos* per month. Schools of this type were opened in other parts of the republic, notably the schools at Guajuato and Guadalajara.

Codorniu gives Spain credit for recognition of the "New Method," France for the greatest development of it, and England for the special services of Bell, Lancaster, and others in generalizing it.³

By use of the Lancasterian monitorial plan, one teacher with the aid of monitors could provide school-

²Evelyn Blair, "Education in Mexico," unpublished Doctor's dissertation, The University of Texas, 1941, p. 136.

³Irma Wilson, *Mexico, A Century of Educational Thought*, Hispanic Institute, New York, 1941, pp. 121-43.

ing for all the children of a community of modern size. Group recitations, substituted for individual instruction, saved much time. The use of slates and sand tables saved paper, pens, and ink. Wall charts and blackboards made few books necessary. Altogether, the cheapness of the plan won friends to the cause of education and did much to stimulate interest among the many who had heretofore believed the cost of public schools prohibitive.⁴

Decrees Affecting Education in Coahuila-Texas

A decree of the state of Coahuila-Texas, in 1829, directed the establishment of a school of mutual instruction, on the Lancasterian plan, in the capital of each department of the state.

A decree of 1830 directed the establishment in the most central places of six primary schools on the basis designated in the law of 1829. A decree of April, 1833, prescribed measures for the establishment of primary schools within six months and created a *junta* composed of the police chief, the parish curate, and a resident citizen appointed by the executive. This *junta* was to exercise the full authority that we now see vested in the district school board. The Lancasterian school did not have properly trained teachers and essential government financial assistance, nor the widespread popular support to make the system successful. A decree of October, 1842, placing the general management of public instruction under the Lancasterian company, did not accomplish happy results, in spite of the whole-hearted efforts of the company.

The numerous decrees of Coahuila-Texas affecting education had a propaganda value in calling the attention of the

⁴Stuart G. Noble, *A History of American Education*, Rinehart and Co., Inc., New York, 1938, p. 123.

people to the schools. Articles of the state constitution of 1827 required the establishment of primary schools for the "three R's," the catechism, and instruction in civil rights and duties; called for the establishment of seminaries for the arts and sciences; and formed a general plan for education.

A decree of June, 1827, passed on to the *ayuntamiento* the establishment of primary schools, committee visitations of schools weekly, with regular reports of such visits, and the encouragement of parents to send children to school and of curates to exhort parishioners in the interest of schools. A decree of September, 1827, set aside a block in each town for a school and "other edifices for public instruction." San Felipe de Austin, Bastrop, Gonzales, and Victoria were among the towns actually designating the blocks for schools. Another decree of September, 1827, provided for the education of slaves that were freed, but, in attempting to limit slavery, it caused the evasion of the entire law.

Schools in Mexican Communities in Coahuila-Texas

The state of Coahuila-Texas and the *ayuntamientos* failing to maintain any system of education, private enterprise attempted to establish the badly needed schools. Whatever schools had been founded under the Spanish regime had disappeared during the trying times of revolution.

At Bexar. During the period of Mexican control in Texas, Bexar, the capital of the department of Texas, made the best provision for schools in the Mexican communities. However, I. J. Cox, quoting a report of 1822, portrays a bad situation: "Owing to the vicissitudes of the times and the critical condition of this province, this city [Bexar] wholly lacks the funds for the education of its youth."

In 1825 the governor of Coahuila-Texas asked Saucedo, the Bexar political chief, to require the *ayuntamiento* to establish the primary schools in his department. Saucedo

accepted the instructions of the governor for establishing schools, noting "with greatest regret" that the city of Bexar had at all times lacked the benefit of public primary schools and that the *ayuntamiento* had been tardy and indifferent in its discharge of duties to schools, either for lack of funds to pay salaries for teachers or from failure of parents to pay assessments. "I think it absolutely necessary that in this town should be established a primary school supported by state funds, since up to this time this city has not had a separate school fund," says Saucedo.

As worthy local talent was not available, and as an outsider must be employed at greater expense, he advised compulsory contributions from parents of means and compulsory attendance of pupils, the latter requirement on account of frequent absences of children from school. In January, 1826, Saucedo received estimates on the cost of a school building 14½ *varas* in length.⁵ The cost estimates were sent to the governor for consideration and support.

In 1826, since assistance was not secured through Saucedo's appeal, subscriptions were raised for a teacher's salary in Bexar, and the *ayuntamiento* levied a tax upon cattle, sheep, and goats brought into the city for slaughter. The school opened the same year and continued, in spite of hardships, until 1835. In 1828 the governor bought the school one hundred charts, thirty-six catechisms, and other supplies out of public funds. This is the first instance in which textbooks were supplied children in Texas.⁶

A patriotic *junta*, on May 26, 1826, pledged an unreported amount in voluntary contributions for the establishment of a school. On September 16 of the following year, another

⁵Frederick Eby, *Education in Texas, Source Materials*, The University of Texas Bulletin No. 1824, April 25, 1918, pp. 58-59. (Hereafter to be referred to as *Source Materials*.)

⁶Frederick Eby, *The Development of Education in Texas*, The Macmillan Co., New York, 1925, p. 69.

patriotic *junta* turned over 323 *pesos* and six *reales* to the school fund.

The community expected many out-of-school duties of its teachers, amongst them a diligent check of the *ayuntamiento*. One teacher cultivated the public plots of the *ayuntamiento* house, another performed militia duty, and all teachers had duties connected with religious festivals and observances.

In 1828 the *ayuntamiento* of San Antonio passed the ordinance establishing a "public free primary school," an elaborate school law providing minute details of management and organization. Municipal grants and private subscriptions would provide full financial support; the school would be free to all children, charges and fees of all kinds for students being forbidden. The curriculum was to consist of the elements of reading, writing, arithmetic, grammar, the doctrine of the Holy Religion, the principles of good morals and manners, and other social virtues. The method of instruction was that of the Lancasterian system, which later was adopted by decree for Coahuila-Texas.

There were rival camps of "Rome and Carthage," with a complete set of officers, insignia, and prizes. Religious teachings and services were the dominating features: the entire school was dedicated to the Christ child, its Holy Patron. The school session opened with prayer, included five morning hours and four afternoon hours, and assisted the priest in the direction of religious observances. The authority of the teacher was the full *in loco parentis* type, covering conduct in the home, on the street, in church, in disputes, and in amusements.

Attendance records for the years 1828-34 show that the highest number of pupils in any year was 176 and the lowest number, 60. Many children were reported running loose on the streets. Of 297 boys and men and 334 girls and women, from 7 to 25 years of age, 60 enrolled in school in 1833.

Threatened penalties had no effect on indifferent parents and irresponsible children.

José Antonio Gama y Fonseca, the first teacher of the school, entered into a four-year contract at a salary of five hundred *pesos* a year; the *ayuntamiento* did not raise sufficient funds to pay even this meager salary, however, and he left within the year. Victoriano Zepeda, his successor, taught a few months at twenty-two *pesos* per month, but resigned to accept more remunerative employment elsewhere. The next teacher chosen declined the offer without a salary increase. Francisco Rojo, a citizen of the community, agreed to fill the position without pay as long as he remained in the community and employed Bruno Huísar for assistant at six *pesos* per month. When Huísar sought the position of church sacristan in addition to school duties to increase his income, the *ayuntamiento* raised his salary to fifteen *pesos* per month. Low salary levels paralleled the occurrence of vacancies and almost cost the life of the school. The inferior quality of teaching, inadequate salaries for the teachers, and the low level of pupil attendance made up the evils responsible for poor school conditions in Bexar.

At Nacogdoches. For ten years of the Mexican period in Texas, there was no school for the Mexican population at Nacogdoches, one of the earliest Spanish settlements in the region, and certainly one where the presence of an established school would have been expected. Since the filibustering expeditions left destruction in their paths, the Mexican population had declined, leaving largely a shiftless class of people. The Board of Piety, in 1831, appealed for "voluntary contributions of money, produce, personal labor, or any other article which may be converted into value, or else in material work in both buildings," declaring the maintenance of a school for the education of the children to be an absolute necessity in civilized society.⁷

⁷Eby, *Source Materials*, p. 44.

Community efforts of individual contributors provided the school backing. Don José Cariere, a man of adequate intelligence and learning, as well as other commendable qualities, was employed as teacher. The school opened in 1831 with fifty-one pupils but declined each year until 1834, when eleven pupils were in attendance. Four *sitios* (17,712 acres) of land were granted Nacogdoches by decree of congress, the exclusive use of which was appropriated for a primary school. Within this primary school the Castilian language and the state constitution were to be expressly taught.

At La Bahía. At La Bahía (Goliad) the school started by the soldier Galán in 1818 was taken from him, because school duties conflicted with his duties as secretary to the *ayuntamiento*. The school closed in 1821.

Quotations from a letter of an official, Juan José Hernández, to Governor Antonio Martínez explain local conditions in La Bahía:

Due to the prevalent miserable conditions, the population of this place is diminishing, and whole families are leaving hurriedly, either for the capital or for other provinces, so that if there had been a supply of horses here, the place would have been absolutely abandoned. . . . This is the main reason why regular school does not exist in this district, such as we had a few months ago. Only through the entreaties and persuasion of the *cabildo* and the parish priest, Don Tomás Buentello has taken charge of about sixteen to twenty children to whom he gives primary instruction, more as a favor than for the money he receives. If circumstances which oppress us should change, the first step which this *ayuntamiento* will take will be the establishment of a school.⁸

⁸*Ibid.*, p. 53.

The letter of J. Guadalupe de los Santos to Ramón Múzquiz in January, 1828, reports these conditions:

This municipality informs you that, with respect to public funds, there are none on hand for the maintenance of the school. Therefore, it is forced to establish, until such funds are secured, a system requiring the payment of a quota from the private means of the parents of children, as has been done in previous times, this to be imposed on them prudently so that the salary of the teacher who is to take charge of the education and instruction of the children may be paid. The teacher can be no other than the Rev. Father Fr. José Miguel del Muro, as proposed in your above mentioned letter, who offers at once to discharge temporarily, or as long as he is able, the office to which he is invited if the necessary equipment be furnished for so important an object, such as the building to open the school in, tables, seats, etc. As regards the construction of the building, it seems that the parents are interested in building it, and have already begun to cut the lumber and have brought part of it in. This *ayuntamiento* will endeavor, by all possible means, to attain success in so valuable an enterprise in spite of the fact that this neighborhood is engaged at present in the cultivation of its lands for its indispensable crops.⁹

After the good beginning and fine intentions, we hear nothing further of the building, and the school lasted but a short time.

The Almonte Survey. In the spring of 1834, while Austin was still in a Mexican prison, the supreme government of Mexico commissioned Colonel Juan Almonte to visit Texas and report his observations to the executive. The Almonte

⁹*Ibid.*, p. 54.

survey covered economic, political, and educational conditions.

San Antonio de Bexar had one school in the capital supported by the city government, but with funds so limited as to render maintenance almost impossible. The department of Nacogdoches had three public schools, one of which was poorly supported. San Felipe de Austin was the capital of the department of Brazos, the location of the colonies of Austin and DeWitt. It had a school which was poorly attended. Students in this area attended school in the United States.¹⁰

The Coming of the Colonists

With the overthrow of the Spanish authority in Mexico and the establishment of the independence of Mexico, the Moses Austin grant of 1821, for the settlement of three hundred families in Texas, was confirmed to his son Stephen Fuller Austin by Iturbide in 1823; it was likewise confirmed by the new Republic of Mexico in 1824.

The quick changes in the government of Mexico caused confusion and delay in Austin's plans for his colonists, and in the midst of his efforts to locate satisfactorily the families in a pioneer country, he was forced to spend time in making a long trip to Mexico. There his diplomacy largely settled troublesome issues and assured better opportunities and better treatment for all colonists.

Austin brought a total of 540 families to Texas. He established his settlement between the Colorado and the Brazos rivers and south of the Old San Antonio Road. San Felipe de Austin, located on the Brazos about six miles east of Sealy, in Austin County, became the capital.

Austin's first grant was the only national grant of land by Mexico: the Mexican government enacted a general coloniza-

¹⁰Eby, *The Development of Education in Texas*, pp. 73-74.

tion law, with a few federal reservations for national interests, and then turned over to the states the administration of public lands. In 1825 the state of Coahuila-Texas passed a colonization law, under the terms of which settlements could be made in Texas. From then on, Texas would-be *empresarios* and individual landseekers would have to go to the capital of Coahuila, instead of Mexico City, in the scramble for land grants.

The other principal colonial grants were made to Green DeWitt, Martín de León, Haden Edwards, and John McMullen and James McGloin. Benjamin R. Milam, David G. Burnet, and Lorenzo de Zavala had other colonization contracts.

Grants of land were for bona fide settlers; persons who left Texas lost title to their land.¹¹ The number of Americans in Texas by 1835 was probably between 25,000 and 35,000.¹²

Education in Colonial Texas

Coming from the South and the Midwest, Texas colonists would naturally reproduce the educational policies and practices of the older states. Between 1806 and 1825 permanent school funds had already been established in Tennessee, Virginia, Georgia, Kentucky, Mississippi, Louisiana, and North Carolina. These funds usually came from lands, were often mismanaged, and were largely used on the pauper education basis. The academy movement had developed great strength and influence in the South. For example, North Carolina chartered thirty academies in 1800 and added chartered academies regularly each year for some years. In 1831 there were in Georgia a hundred academies with land endowments.

¹¹Max Berger, "Education in Early Texas," unpublished Master's thesis, The College of the City of New York, 1934, p. 12.

¹²Eugene C. Barker, Charles S. Potts, and Charles W. Ramsdell, *A School History of Texas*, Row, Peterson, & Co., Chicago, 1912, p. 71.

The curriculum of the academy, originally planned for college preparation, expanded to meet both the cultural and the practical needs of those not intending to enter college. Absence of suitable equipment and shortage of qualified teachers were common throughout the South. The tradition of a permanent fund, preferably land for schools; the adoption of the academy with its cultural and practical training; and poor, old-fashioned equipment, along with incompetent teachers, were transmitted to Texas by immigrants.

Austin's educational programs were unique and far-sighted; the mere name of Austin would carry weight in any and all efforts. By the time he was seventeen years of age, Austin had spent four years in different Connecticut schools and two years in Transylvania University. At twenty-eight, after having served several terms in the Missouri Territorial Legislature, as a commissioned officer in the state militia, as judge of a federal court in Arkansas, and as editor of a New Orleans newspaper, he had such breadth and versatility of training and experience, as well as intimate knowledge of frontier life, as to make a well-equipped founder and patriarchal ruler of a wilderness commonwealth.¹³

Austin's criminal code of January, 1824, which had the approval of the political chief of Bexar, required the *alcalde* to apply all fines to the use of the schools and other public purposes.

In 1828 Austin proposed a decree of Coahuila-Texas for the establishment of a Seminary of Learning at San Felipe de Austin, under the general direction of the *ayuntamiento* and endowed with six leagues of land.¹⁴ A letter of Austin to J. H. Bell, in February, 1829, favors the employment of T. J. Pilgrim to establish a school permanently at San Felipe

¹³Eugene C. Barker, *Readings in Texas History*, The Southwest Press, Dallas, 1929, p. 147.

¹⁴Eby, *Source Materials*, pp. 107-8.

de Austin and the raising of the necessary funds for building a schoolhouse to accommodate one hundred pupils. Austin's letter of April, 1829, reports an academy subscription of \$1,300 and the possibility of a brick building.¹⁵

In 1831-32 Austin, probably a deputy in the legislature of Coahuila-Texas, sponsored the "Institute of Modern Languages" for the teaching of Spanish, English, and French, as well as a large core of other liberal arts subjects.

The bill, in eighteen carefully phrased sections, prescribed regulations for the *ayuntamiento* management of the institute and endowed it with eleven *sitios* (46,708 acres) of unappropriated land in the department of Bexar. While in Mexico City, from 1833 to 1835, Austin, in his correspondence with friends in the colonies, showed devotion to the cause of education in Texas.

In Austin's colony, in 1823-24, Isaac M. Pennington taught a school (location unknown) of reading, writing, and arithmetic; this was probably the first English school in Texas. It was an "old-field" school, taught in an old-fashioned log cabin under the current discipline and methods of the times. Henry Smith, a native of Kentucky, who had emigrated to Mississippi and then to Texas, taught a school in Brazoria County from 1827 to 1830. He was provisional governor of the Texas *ad interim* government from November, 1835, to February, 1836. Josiah Wilbarger taught a school at Matagorda in 1828.

Thomas J. Garner taught school at Nacogdoches in 1825. His contract, which still exists, throws light on school conditions of the time. Garner's salary was board and lodging and the income from tuition at \$1.50 a month per pupil. One third of the tuition was required to be paid in cash, and two thirds could be paid in cattle. Children of a widow in indigent circumstances would be taught gratis. A school-

¹⁵*Ibid.*, p. 111.

house with firewood was supplied Garner. The school was to run five days a week, for twelve months a year, probably with a generous allowance of vacations. Spelling, reading, writing, and arithmetic were the staples of instruction.

Reminiscences of Mrs. Dilue Harris, daughter of Dr. Pleasant W. Rose, who came to Texas in 1833 and resided in Harrisburg, throw much light on school conditions at that time. David Henson, an Irishman, was employed to teach the Oyster Creek school; the first term was from June 1 to August 31, 1834. Henson returned to open school on June 1, 1835, and with interruptions continued through August, 1835.

A Mr. Bennett taught the school from July to December, 1836. The two Rose children were the ones who could read and write, while the boys could cipher. Three young men attended the school part of the time; these young men and the teacher camped in the schoolhouse and did their own cooking. The school was taught in a shed by the side of a log cabin blacksmith shop. On rainy days, the blacksmith let the teacher and children use the shop. There was no fence around the house, which was in a cattle pasture.¹⁶

Life and Work of T. J. Pilgrim

Thomas Jefferson Pilgrim was born in Middlesex County, Connecticut, December 11, 1804. A member of the Baptist church, Pilgrim entered the ministry. Attending Madison College (Colgate University) for his academic and theological courses, he overtaxed his frail, delicate body, and, in this run-down physical condition, joined a Texas-bound group of sixty emigrants in the fall of 1826. Scholarly inclinations prompted the collection of Spanish books for reading and study on the long trip. From this study, Pilgrim matured

¹⁶*Ibid.*, pp. 121-26.

into ripe scholarship in the Spanish language and later acted as translator and interpreter in the Austin colony.

Landing at Matagorda on Christmas Day, 1828, Pilgrim and five other young men started at once for San Felipe de Austin, a journey of eighty miles. After facing wet-norther weather, pushing on through deep swamps and head-high sedge grass, and wading through streams of water waist-deep, the six pioneers arrived at their destination.

Pilgrim soon (in 1829) raised a school of about forty pupils, "mostly busy, with expressive and intelligent countenances." After giving notice through his school, Pilgrim, on the next Sunday, addressed the people and organized a Sunday school of thirty-two pupils, the first Sunday school in Texas. The lecture each Sunday, intended for old and young, drew people from a distance of ten miles in different parts of the country. Since the colonization law prohibited Protestant worship and even Protestant immigration, the Sunday school was soon discontinued.

. . . In a black-jack and post-oak grove near the center of the town is a rude log cabin about eighteen feet by twenty-two feet, the roof covered with boards held down by the weight of poles, the logs unhewn, and the cracks neither chinked nor battened, a dirt floor, and across it are placed several logs hewn on one side for seats.¹⁷

This description of the schoolhouse, given by Pilgrim, illustrates the poor regard for schools and churches, as well as the hard living conditions of the colonists.

Pilgrim moved the following year to Gulf Prairie, Brazoria County, and later to Columbia, where he remained until 1836. He developed a successful frontier "moving school" on the plantations in the vicinity.

¹⁷D. W. C. Baker, *A Texas Scrap-Book*, The Steck Co., Austin, 1935, p. 75. (A facsimile of the original.)

Pilgrim's interest, information, consecration, and ceaseless advocacy of the Sunday school shine forth with the steadfastness of the Pole star.¹⁸

His interest in education did not lag. He served schools through the position of trustee or even as president of the school board. Although he did not teach an organized school in Gonzales, he did teach a number of private pupils. He had a long term of service on the Board of Trustees of Gonzales College and was influential in its plans and achievements. This college received its charter on February 16, 1852, and was given a land grant of four leagues.

The first building of Gonzales College was constructed in 1852-53, after considerable wrangling with the contractor had delayed the opening of the college for a year. The college building was 62 feet by 36 feet, a two-story rock building; with some modifications, it is in existence today (1954), being used as a private residence.

An advertisement in the *Gonzales Inquirer* by T. J. Pilgrim, president of the Board of Trustees, announced the opening of Gonzales Male and Female College, on April 4, 1853, with Reverend J. F. Hillyer as president. There were four teachers and fifty students. Receipts from lectures of President Hillyer, together with donations from citizens of Gonzales, bought the philosophical and chemical apparatus. Elegant cast-iron seats and desks were installed.

The college had two sessions of five months each. The advertisement lists the rates of tuition as follows: Primary Department, \$10; Second Department, \$15; Third Department, \$20. Higher English branches, Greek, Latin, French, and Spanish were among the collegiate subjects taught. Music seems to have been given special attention, the charge being \$25 per term. Mrs. Hillyer died during the first term,

¹⁸Frederick Eby, *A Centennial Story of Texas Baptists*, The Executive Board of the Baptist General Convention of Texas, Dallas, 1936, p. 311.

and President Hillyer gave up the college at the close of the term, in September, 1853, and returned to Georgia.

G. N. Guess, A. A. Brooks, and M. H. Allis served successively as presidents of the college for different periods of years. Allis was president from 1874 to 1893, when he sold the property of the college to the district trustees and moved to Moulton. The Gonzales school continued in the old college building, under the old name of Gonzales Male and Female College. Allis was for many years at Moulton, where he built up a splendid institution.

Thomas J. Pilgrim was an influential leader in the days when schools and churches were struggling against heavy odds for a foothold in a coming state. His broad scholarship was complemented by human and religious sympathies. The discipline of his schools was strict and even severe, but its results are seen in the education of splendid citizens.¹⁹

Summary. In conclusion, we note the development of schools by the use of agencies and policies already active in Spain. The decrees of the Mexican state of Coahuila were forces in moulding public sentiment for better school conditions. Latin-American teachers — Fonseca, Rojo, Cariere, and Buentello — have been mentioned; American teachers — Isaac M. Pennington, Henry Smith, Thomas J. Garner, David Henson, Mr. Bennett, and T. J. Pilgrim — maintained good records in schools. Stephen F. Austin's support of schools and in building school buildings was widely felt. The coming Republic of Texas was to build upon the achievements of both Spain and Mexico, thereby making more rapid progress toward a real school system in Texas.

¹⁹Eby, *The Development of Education in Texas*, pp. 77-78.

IV

The Republic of Texas

Education opens a wide field for the exercise and improvement of all the faculties of man, and it imparts vigor and clearness to those important truths in the science of government, as well as morals, which otherwise would be lost in the darkness of ignorance. Nothing is so essential in a free government as the general diffusion of knowledge and intelligence of every kind. Education confers private happiness; it gives political strength and importance; it exalts the mind, refines the passions, polishes the manners, and promotes virtue; it is the foundation of civil and religious liberty and constitutes national strength and glory. — COMMITTEE ON EDUCATION, CONGRESS OF THE REPUBLIC OF TEXAS, JANUARY 4, 1839.

AN INDEPENDENT Mexico with two antagonistic groups — the Spanish-Mexican settled in Spanish-Indian traditions of government, and the Anglo-American schooled in a democracy of free press, free speech, and freedom of religion — would look to an uncertain political future even under leaders friendly to the republican venture. “There was little community of interest between Spanish-Americans and Anglo-Americans.”¹

The difficult situation was further aggravated by the unstable leadership of Santa Anna, who posed as a champion of the republic today while tomorrow he yearned feverishly for a Napoleonic empire. Conditions in Texas, if not in Mexico, would not long countenance Santa Anna to ride

¹T. H. Etheridge, “Education in the Republic of Texas,” unpublished Doctor’s dissertation, The University of Texas, 1942, p. 24.

the two horses of imperialism and republicanism, moving in opposite directions. A disarmed Texas could not fight effective wars, or even organize worth-while resistance; conquest and submission of Texas, assimilation and amalgamation, must come inevitably along with a disarmed Texas.

Under different cultural traditions and under strained racial relations, genuine unity of effort is improbable. The Fredonian Rebellion of 1826 was the forerunner of future conflict. The Mexican congress, fearing the outcome of such conflict, passed the Law of April 6, 1830. This law prohibited the settlement of more Americans in Texas except in Austin's and DeWitt's colonies, located Mexican convict settlements in Texas, sent Mexican soldiers into Texas for local police purposes, and levied tariffs on imported goods not bought in Mexico. These policies "ushered in an era of continuous ill will and intermittent violence." Although the efforts of the United States to acquire all or part of Texas did not succeed, they did irritate Mexican authorities.²

The Texas Revolution

The Law of April 6, 1830, stirred the Texans to action, and in 1832 a convention of fifty-eight delegates representing sixteen settlements in Texas was held at San Felipe. The convention elected Austin as president, effected a preliminary organization, and appointed a central steering committee. This central committee called the Convention of 1833, elected W. H. Wharton president, prepared a petition for separate statehood, wrote out a constitution, and elected three delegates to carry their petitions to Mexico. Ultimately, Austin was the sole representative to go.

Austin obtained some promised reforms but failed to get the desired separation from Coahuila. On his way back to

²Rupert N. Richardson, *Texas, The Lone Star State*, Prentice-Hall, Inc., New York, 1943, p. 100.

Texas, he was arrested and returned to Mexico City, where he was charged with writing an incendiary letter. Austin was a prisoner from January 3, 1834, to December 25, 1834; on the latter date he was released on bail. On his return to Texas in September, 1835, he declared in a circular letter, "War is our only recourse."

Orders from the Mexican commander to give up a six-pound cannon at Gonzales, furnished settlers for protection against Indian raids, received the curt answer of the patriots, "Come and take it." In a skirmish over the cannon on October 2, 1835, the Mexicans were decisively defeated. The Battle of Gonzales was the Lexington of the Texas Revolution. Then Texas Paul Reveres spread the news that San Antonio must be cleared of invaders. Three hundred and one men followed "Old Ben Milam" in the storming of the city and forced its surrender on December 10, 1835.

Heavy reinforcements of men for the Mexicans, under the direct command of Santa Anna, reached San Antonio on February 23, 1836. The appeals of Travis for reinforcements to hold San Antonio, so dearly won by Milam's men, brought thirty-two men from Gonzales.

The siege by Santa Anna's army began on February 24. It ended with the capture of the Alamo, on March 6, by desperate assaults and after heroic defense. Not a man of the garrison survived. "Death and Santa Anna held the Alamo."

Another Mexican army, under Urrea, defeated the small companies of men under Johnson, Grant, and Ward and attacked Fannin at Coleta Creek on March 19. An indecisive engagement followed, with heavy losses on both sides. On the following morning, Fannin — his men without water, food, or medical supplies — surrendered, expecting the usual treatment of war prisoners; but Fannin's men and the prisoners from the Grant-Johnson-Ward forces were brutally massacred.

The provisional government in November, 1835, issued writs of election of delegates and these elections were held on February 1, 1836. The governmental units with the largest population — Brazoria, Washington, Nacogdoches, San Augustine, and Bexar — chose five representatives each; San Felipe, Bastrop, and Liberty chose three each; the other thirteen municipalities chose two delegates each.

Commenting on the personnel of the group, Dr. Richardson says:

It has been stated that of the fifty-eight men who participated in the proceedings forty were under forty years of age, and that nearly all of them came from Southern states — eleven from the Carolinas; that there were two native Texans, Navarro and Ruíz, both of Bexar; that there were an Englishman, a Canadian, a Spaniard born in Madrid, an Irishman, and a Scotchman. . . . The large number of states represented gave the body a wealth and variety of political institutions to draw from, and the earnestness and diligence of the delegates enabled it to complete its work in a briefer period than almost any other similar body in American history.³

Washington-on-the-Brazos offered poor accommodations for a national convention in a proposed republic. In spite of hardships and threats of attack from the rapidly advancing Mexicans, the convention organized, a committee drafted a declaration of independence, and the report of this committee was unanimously adopted on March 2, 1836.

The Declaration of Independence made serious charges against the Mexican government in demands for eternal political separation from Mexico. It likewise charged negligence in providing education.

³Rupert N. Richardson, "Framing the Constitution of the Republic of Texas," *Southwestern Historical Quarterly*, January, 1928, XXXI, No. 3, pp. 197-98.

It (the Mexican government) has failed to establish any public system of education, although possessed of almost boundless resources (the public domain) and, although it is an axiom, in political science, that unless a people are educated and enlightened, it is idle to expect the continuance of civil liberty or the capacity for self-government.⁴

This indictment was unjust and almost groundless. The congress of Coahuila and Texas by its decrees, laws, ordinances, and other provisions had done the best it could for the development of schools in Texas. Even if this congress had made large grants from the public domain, it would hardly have hastened the establishment of schools.⁵

In defense of Mexico, it must be said that under the laws of Mexico, the respective *ayuntamientos* had charge of education. The city councils of Texas exercised broader powers than the Mexican *ayuntamientos*. If the city councils in Texas failed to impose taxes for the education of their children and were lacking in public schools, the people of Texas, not Mexico, were to blame. Since Texas had presented its demands to the government for public lands, it could also have presented its desires for public schools, a thing which it did not do. The charge that Mexico had neglected primary education in Texas is therefore not made in good faith.⁶

The constitution and laws of Texas under Mexico show an idea of the abstract importance of primary education. The indictment in the Texas Declaration of Independence — that the Mexican government had failed to establish any public system of education — was therefore unfair. It did not credit the willingness of the Mexican government to establish a

⁴See The Texas Declaration of Independence.

⁵Eby, *The Development of Education in Texas*, pp. 79-80.

⁶Carlos E. Castañeda, *The Mexican Side of the Texas Revolution*, P. L. Turner & Co., Dallas, 1928, p. 347.

system of schools, which was not practicable because of poverty and scanty population. It is not a surprise that during the colonial period the settlers were forced to rely upon widely scattered and exceedingly intermittent private schools.⁷

Since there were few, if any, bilingual schoolteachers available, and since the Americans would oppose public schools with instruction carried on in the Spanish language, the development of a public school system was not practicable.⁸

When the convention completed the adoption of the Declaration of Independence, a committee of twenty-five members representing all municipalities was appointed to write a constitution for the new government. After two weeks' work, the committee completed the document, which was adopted by the convention in the late evening hours of March 16, 1836.

At a general election in September, 1836, the people ratified the constitution and elected General Sam Houston president and Mirabeau B. Lamar vice-president. They also elected members of congress.

Early Provisions for Education in the Republic

An indefinite section on education in the constitution was written by the same men who drafted the Declaration of Independence, with its ringing condemnation of Mexico for its failure to provide a system of schools. The contradictory attitude was doubtless due to the perilous struggle for the preservation of a government and the people in a barbarous war. The first congress of the Republic of Texas

⁷Eugene C. Barker, *The Life of Stephen F. Austin*, Cokesbury Press, Dallas, 1925, p. 264.

⁸W. R. Hogan, *The Texas Republic*, The University of Oklahoma Press, Norman, 1946, p. 137.

makes no mention of schools for all the people; its contribution to education consists only in the charters granted to five institutions of learning.

In the second congress of the Republic of Texas, on November 20, 1837, Kelsey H. Douglass introduced a bill to incorporate The University of Texas, the first mention in the congress of a university for Texas. A memorial signed by sixty-two persons, including Anson Jones and A. J. Yates, was presented to congress in April, 1828, urging the establishment of a system of popular education under the "fostering care of the government" and suggesting reservations of the public domain for its support. The First Congressional Committee on Education was appointed on November 6, 1838. The election of Mirabeau B. Lamar to the presidency of the Republic of Texas assured prompt consideration of public education. In Lamar's first message, delivered on December 20, 1838, his utterances on the value of education rank among the greatest in the history of education.

. . . Education is a subject in which every citizen, and especially every parent, feels a deep and lively concern. It is one in which no jarring interests are involved, and no acrimonious political feelings excited; for its benefits are so universal that all parties can cordially unite in advancing it. It is admitted by all that cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that free men acknowledge, and the only security that free men desire. . . . The present is a propitious moment to lay the foundation of a great moral and intellectual edifice, which will in after ages be hailed as the chief ornament and blessing of Texas. A suitable appropriation of land to the purpose of general education can be made at this time without inconvenience to the government or the people; but defer it

until the public domain shall have passed from our hands, and the uneducated youths of Texas will constitute the living monuments of our neglect and remissness. . . . A liberal endowment which will be adequate to the general diffusion of a good rudimental education in every district of the Republic and to the establishment of a University where the highest branches of science may be taught can now be effected without the expenditure of a single dollar. Postpone it a few years and millions will be necessary to accomplish the great design.⁹

The University encountered opposition from President Sam Houston in 1839. This opposition, Lane thinks, was not "objection to the University itself, or even higher education *per se*," but was caused by Houston's belief that the republic was not in condition to establish higher schools and, further, that free schools sufficed for such instruction as the state could afford or could be expected to furnish.¹⁰

E. W. Cullen, chairman of the Committee on Education to which President Lamar's message was referred, made a vigorous, scholarly report for the committee, advocating endowments of land, the development of a program for better teachers, and the establishment of schools at strategic points for the accommodation of students. Quoting from the report:

Intelligence is the only true aristocracy in a government like ours; the improved and educated mind has [triumphed], and will ever triumph over the ignorant and uneducated mind; and our separation from Mexico and consequent revolution is to be attributed, in a great degree, to the difference between Texians and the Mexicans, in their mental culture and im-

⁹Eby, *Source Materials*, pp. 150-52.

¹⁰J. J. Lane, *A History of Education in Texas*, Bureau of Education, Washington, D.C., 1903, p. 128.

provement, and consequent powers and superiority. . . . *Though the present adult population of Texas perhaps contains as much, if not more, educated talent than the same amount of population in any other country so new on the face of the globe;* yet this is no criterion by which to estimate the present advantages of our native and emigrating youth. . . . Few of the youth born and fostered on our own soil know anything of the advantages of the school. . . . The disproportion between the educated and uneducated children in our country will greatly increase, unless very prompt and efficient measures are devised and prosecuted to prevent that increasing disproportion.¹¹

Thwing says:

The second generation of settlers of a new community is not usually so able, so refined, so civilized as the first. The struggle with the elements of soil and sea to get a simple living narrows the opportunity for holding the larger interpretation of truth and duty and for securing the graces of gentleness, courtesy, and noble manners. The peril of the second generation of a community is the peril of barbarism.¹²

The committee bill became a law on January 26, 1839; it appropriated three leagues of land (13,284 acres) for the establishment of a "primary school or academy" in each county and fifty leagues of land (221,400 acres) for the establishment and endowment of two colleges and universities. The bill did not provide the essential administrative machinery to make the law workable and proved to be a disappointment to the friends of education.

The bill gave an additional league of land, the proceeds

¹¹*Ibid.*, pp. 155-58.

¹²Charles F. Thwing, *A History of Higher Education in America*, Appleton-Century-Crofts, Inc., New York, 1906, p. 46. (Used by permission of Appleton-Century-Crofts, Inc.)

of the sale of which could be used for maintenance; it set up a county organization of a chief justice and two associate justices, fully empowered to handle the financial affairs of schools; it charged these officials with the responsibility of locating and surveying the lands appropriated for schools; it vested in these justices the authority to organize school districts; it made the county justices a board of examiners to certificate teachers for the schools. The lands set apart in 1839 and 1840 surpassed the amount of land given to any state by federal grants. The republic was also liberal in land grants to private schools.

In the Committee on Education report in January, 1839, reference was made to the "educated talent" in Texas, a new country. Astonishment was expressed at finding in Texas graduates of half of the colleges of the United States.

Perhaps no other country in the world with as small a population as that of Texas can boast of so large a percentage of thoroughly, scientifically, and liberally educated men of the upper and middle classes as can Texas.¹³

Stephen F. Austin had been a student in Transylvania University. He drew up a plan for a college to be known as the "Institute of Modern Languages" and located at San Felipe de Austin. Professors of Spanish, English, and French were to teach the children of the colony to read and write the elements of the three languages, and, in addition, arithmetic, mathematics, history, rhetoric, constitutional law, philosophy, astronomy, and chemistry.¹⁴

In 1839 Andrew J. Yates submitted to President Lamar a carefully conceived program which embraced a complete system of schools, from the common schools through the university, with training schools for teachers and with certi-

¹³Viktor Bracht, *Texas in 1848*, The Naylor Co., San Antonio, 1931, p. 77.

¹⁴*The Quarterly of the Texas State Historical Association*, XII, p. 233.

fication of teachers. It required a chancellor of a university, a secretary of the Education Fund, a visitor for each county, and trustees for each school. The collegiate branch of the university offered four-year courses leading to the Bachelor of Arts degree. The university department offered courses in divinity, law, medicine, public instruction, and political science leading to the degree of Master of Arts. The Board of Visitors established academies. Each academy and school provided a farm, and the superintendent kept a boarding house for students.¹⁵

Yates held the B.A. and M.A. degrees from Union College. He had won recognition as a lawyer, college professor, and author before he came to Texas in 1835.

A fine evidence of intellectual interests on a high level was manifested in the organization of the Philosophical Society of Texas at Houston, capital of the Republic, in 1838. Its members consisted of twenty-six of the leading men of Texas, only seven of whom were as much as thirty-five years of age. The youngest of the group was twenty-three years old, and the oldest was fifty-three. Five members were from Virginia, five from Tennessee, and three from Georgia; there was one each from the states of New Jersey, Maine, Pennsylvania, South Carolina, Massachusetts, Connecticut, and Kentucky.

The membership listed the president of the republic, ten cabinet members, five senators, eleven congressmen, and the first three chief justices of the supreme court. A memorial was presented the Texas congress to establish a library and to found a cabinet of mineralogy, geology, and natural history, as well as to obtain a building for the safekeeping and use of all scientific and philosophical apparatus secured.

Grants of cheap land with little market value could not effect the establishment of a system of common schools for the Republic of Texas. The county officials would not locate

¹⁵Eby, *Source Materials*, pp. 183-84.

and survey the school lands which had been given to the counties. President Lamar, David G. Burnet, Anson Jones, Ashbel Smith, and A. J. Yates had in mind a national (state) system of schools under the control of congress, but this could not have been accomplished by land grants "without the expenditure of a single dollar." The Lamar administration of three years, 1838-41, incurred an additional indebtedness of \$3,771,552 and left the republic with a badly depreciated currency and without funds to establish schools.

In spite of the failure in immediate results for common schools for the people, Mirabeau B. Lamar's contribution to the schools of Texas was invaluable and permanent. "Considering all the conditions under which the educational policy of President Lamar was conceived and embodied in legislative enactments, there is no finer appeal to the noblest aspirations of a people in history."¹⁶

When Texas entered the Union, the Statute of 1839 had attained the stability of a constitutional provision, and today, in its complete evolution, it stands for our system of education. And nothing has given Texas so much character at home and abroad. In none of its stages of development has it lacked for friends. To say nothing of President Lamar and its original movers, Governor Pease, under its sanction, induced the founding of a system of public schools, and set it in operation. And later on, in 1861, Governor Lubbock, expressly to save the fund from improper use, vetoed "an act making an appropriation for mileage and per diem pay of members and officers of the Ninth Legislature," which, among other provisions, authorized for the purpose the use of the funds of the University, with other funds named.¹⁷

¹⁶George P. Garrison, *Texas, A Contest of Civilizations*, Houghton Mifflin Co., New York, 1903, p. 239.

¹⁷C. W. Raines, "Enduring Laws of the Republic of Texas," *The Quarterly of the Texas State Historical Association*, I, p. 100.

The present state university is a monument to the interest of Lamar. The first state constitution did not provide for a university, but the appropriation of 50 leagues of land, in 1830, for the establishment of two colleges or universities caused it to be revived in 1858; and "though bigger and richer than its founders ever dreamed, The University of Texas is the child of the Republic."¹⁸

Any attempt at this time to establish public free schools under laws and regulations similar to those of the twentieth century would have been condemned as tyranny. Even many years later, from 1869 to 1872, the attempt to establish a centralized system ended in bitterness and failure. There was no sentiment in the Republic of Texas for school taxation, and outside of cities, no machinery for the levying of taxes for schools. Texas already had its private schools, the number of such schools multiplying year by year. In the period 1836-45, of 132 private schools, fifty-one were old-field schools, forty-one were academies, and ten were colleges. On the whole — in teaching methods, textbooks, equipment, and schoolhouses — these Texas schools were the typical frontier schools of America.

Colleges Chartered during the Republic

The Republic of Texas did encourage the establishment of schools by charters granted by congress. These charters followed, in general, a pattern vesting the necessary powers for the financial and administrative control in boards of trustees and included limitations of indebtedness and other definition of authority deemed essential.¹⁹

Nineteen colleges were chartered from 1837 to 1845. Nine

¹⁸Etheridge, *op. cit.*, p. 200.

¹⁹A. A. Grusendorf, "A Century of Education in Washington County, Texas," unpublished Doctor's dissertation, The University of Texas, 1940, pp. 95-96.

of these colleges were established as follows: University of San Augustine, San Augustine, 1837; Manhattan College, Manhattan, 1838; Matagorda Seminary, Matagorda, 1838; Rutgersville College, Rutgersville, 1840; Galveston University, Galveston, 1841; McKenzie College, Clarksville, 1841; Guadalupe College, Gonzales, 1841; Trinity College, Alabama (Houston County), 1841; and Baylor University, Independence, 1845.²⁰ San Augustine University, DeKalb College, Rutgersville College, Guadalupe College, Marshall University, Nacogdoches University, and Hermann's University were granted four leagues of land, and in 1852 the Guadalupe grant was given Gonzales College, Gonzales.

The University of San Augustine, chartered by the Republic of Texas in 1837, was granted four leagues of land in 1839. The town of San Augustine, thirty miles west of the Sabine River, settled as early as 1716, was for ten years one of the largest towns in eastern and northern Texas. It became an important center for immigrants coming into Texas and was on the first East Texas stage line. The road from Natchitoches, in Louisiana, through Nacogdoches to San Antonio then, as now, was called the "Old San Antonio Road" and is today State Highway 21.

Along with its commercial development, the educational interests grew, and San Augustine even had the aspiration to be the "Athens of Texas." In 1842 Marcus A. Montrose, stopping at a hotel in San Augustine, observed a large two-story frame building, erected by Mrs. Sweet and sold to San Augustine for its league of land. Montrose, who had come from Canada to Texas, was about thirty years of age and a forceful personality. He let it be known that he was an M.A. graduate of the University of Edinburgh, a Presbyterian, and a teacher open to employment. The board of trustees of the university sent for him. "Give me control of the house and I will build up a large school that will attract scholars to

²⁰Eby, *Source Materials*, p. 204.

your town," said the boastful Montrose. The trustees, believing that they had found what they had been looking for, employed Montrose as president. In three lectures on different subjects of interest, Montrose "evinced to his audience the highest order of talent."²¹

With untiring energy and sensational methods of advertising, Montrose spread far and wide his own fame and the opportunities of his school. His school organization consisted of a grammar school for children under twelve years of age, a female department, and a college with lower and upper levels. Among the subjects offered were Latin, Greek, conversational French, mathematics, and logic. Advanced students, under the coaching of Montrose, taught many of the classes. "It was the first institution in the state to install a chemical laboratory and to form a mineralogical cabinet."²²

Montrose proposed "‘A Plan for a State Educational System,’ which should lead Texas to a glorious destiny." Under the Montrose Plan, the state would establish a heavily endowed university or normal college; would charter an academy in each county and grant it collegiate privileges; and would establish common schools in each county, but none within three miles of an academy. Three state superintendents would visit the schools and supervise their work. Under the plan the academies and common schools would charge tuition fees but admit pauper children free.²³

President Montrose, through Presbyterian pressure, engaged in a public debate with a Methodist preacher, and, as always, bitter religious feelings were stirred. Influential Methodists, believing it necessary to protect the denominational interests of the Methodist Church, established Wes-

²¹W. F. Ledlow, "Protestant Education in Texas," unpublished Doctor's dissertation, The University of Texas, 1926, pp. 65-72.

²²Eby, *Development of Education in Texas*, p. 97.

²³Ledlow, *op. cit.*, p. 499.

leyan College, also in San Augustine. A large three-story building was constructed for the use of the college; Lester Janes, cousin of Bishop Janes of Ohio, was chosen head of the school. The Presbyterians were quick to employ Presbyterian ministers to assist Montrose. While both colleges appeared to prosper for a few years, the sectarian bitterness endangered the highest educational interests of both colleges, breeding trouble and even tragedy.

Oran M. Roberts, later one of Texas' great governors, settled in San Augustine. A graduate of the University of Alabama, and deeply interested in education, Roberts' uncompromising opposition to the sensational advertising methods of Montrose forced the retirement of the latter.

James Russell, Montrose's successor, engaged in bitter controversies with Wesleyan College partisans, aggravating rather than harmonizing the sectarian animosities. Russell was killed in 1847 by a local resident who charged the college president with making defamatory remarks about his sister. The killer was never brought to trial. The sectarian rivalry between the two schools carried the blame. Says Dr. Eby: "The San Augustine tragedy produced a profound effect upon the people of Texas, causing them to eliminate sectarianism in all their schools, whether under denominational control or not, and to look with greater favor on public education."²⁴

The University of San Augustine came to an end, the people turning against both it and Wesleyan College. The effort of 1847 to unite both institutions into the University of Eastern Texas, with a local board and consolidating the libraries, laboratories, and buildings, came too late. Since the Masonic Order was the only nonsectarian organization, the Masonic Institute of San Augustine afforded the name and the way for the demise of a great Texas aspiration for the building of an educational center. Certainly, two colleges

²⁴Eby, *The Development of Education in Texas*, p. 93.

were never needed in San Augustine, and sectarian bigotry is never needed anywhere.

The multiplication of colleges in small towns, with or without sectarian animosities, constituted a threat to the integrity of higher education in the area and did not build up the towns equal to chamber of commerce specifications.

Washington College, at Washington-on-the-Brazos, twelve miles from Independence, was granted a charter in 1837. The college never opened. Manhattan College was planned, in 1839, as part of a campaign to promote the development of a town of the same name at the head of Matagorda peninsula. Neither the town nor the college ever came into being.

DeKalb College, Red River County, was chartered in 1839. A statement in the charter that "No misnomer of the College of DeKalb shall defeat or annul any gift, grant, or devise; nor shall any mis-user, or non-user of rights, liberties, privileges, jurisdiction, and authorities granted to the college create or cause the use of the name college or university as applied by many institutions at this time" was hardly justified by the curriculum offerings of the catalogue.²⁵

Union Academy, chartered in 1840 and located about three miles from Washington, eked out a short life of nearly two years with Henry F. Gillette its only teacher.

Ira Ingram, Speaker of the House of the First Congress, willed his fortune, \$75,000, to the town of Matagorda for public education. Reverend C. S. Ives, an Episcopal missionary, assisted by his wife, conducted the Matagorda Academy for a number of years, beginning in 1840.²⁶

Though interest in higher education was keen during the days of the Republic, conditions did not favor the permanent establishment of institutions of higher learning. Baylor University is the lone survivor of those times.

²⁵H. P. N. Gammel, "An Act to Incorporate the College of DeKalb," *Laws of Texas, 1822-1897*, Austin, 1898, Vol. II, p. 143.

²⁶Eby, *The Development of Education in Texas*, p. 81.



Annexation to Civil War

The Southerner's preoccupation with defenses of his peculiar social and economic order was reflected in his own reading and writing. The educated planter found in his study of the classics an intellectual justification for the slave system. In his perusal of ancient history, he learned that the brilliant society of Athens and the power of Rome had been based upon human slavery. The literate Southerner also read the romantic historical novels of Sir Walter Scott and saw in the Southern system a modern counterpart of the idealized feudal society of the Middle Ages. So far-reaching was the influence of Scott that the tournament became a regular feature of public gatherings in the South, and the more ardent enthusiasts proclaimed themselves the modern representatives of the knightly ideal of chivalry. Such writers as Dickens, who painted the horrors of the contemporary scene, found no place in the planter's library. When the Southerner read of modern subjects, he preferred constitutional law and the elaborations of the doctrine of states' rights. His reading served to impress upon his mind the essential propriety of the Southern ideal.¹

THE PERIOD of 1845-61 marked the emergence of Texas on the national scene as a sovereign state, meeting political, social, and economic changes inherent in statehood while participating in the events involving all the states in their relationship with the national government.

The fifteen-year period of statehood was surcharged with

¹William B. Hesseltine, *The South in American History*, Prentice-Hall, Inc., New York, 1943, p. 298. (Reprinted by permission of the publisher.)

political issues strong enough to foster war. Some issues were settled in a statesmanlike way; others resulted only in questionable compromise. Annexation brought on war with Mexico. The Treaty of Guadalupe Hildago, terminating that conflict, was of epochal significance. It resulted in a final disposition of disputes between Mexico and the United States involving Texas. This treaty, together with the Gadsden Purchase in 1853, extended the boundaries of the United States to the Pacific. This extension of boundaries resulted, among other things, in a renewed emphasis on the question of slavery. This emphasis was to culminate in a bitter struggle between the North and the South over the slavery issue, a sectional battle for the balance of power, with actual conflict beginning in 1861.

Also contributing to the political, social, and economic change of this period was the wave of westward migration, which, reaching a crest in 1800, continued even beyond 1850. Stuart G. Noble says: "Many moved, only to re-move again and again. Some remained in one place hardly long enough for the green bark to dry on their fence rails."² The Conestoga wagon, the river flatboat, steamboats, the Erie Canal, and the railroads answered, in a poor way, the need for transportation.

The noise of migration, the heavy sale of western lands, and the creation of border states evidenced a rapidly growing population. The population of the United States increased from 12,866,020 in 1830 to 31,443,321 in 1860.

Commenting on the westward migration, Emerson Hough says:

No state, so much as Kentucky and Tennessee, and later Missouri — daughters of old Virginia in her glory — contributed to the forces of the frontiersman.

²Noble, *op. cit.*, p. 135.

Texas, farther to the South, put her stamp indelibly upon the entire cattle industry of the West.³

The small farmers of the northern states, as well as the poor whites and the slave-owning planters of the southern states, carried west with them their social, political, and educational ideals. The struggles in the new territories for school taxation and free public schools logically followed the transplanting of these conflicting ideals.

Echoes of romanticism, a powerful force during this period, are detected in vigorous accomplishments. The urge was to be up and doing, and action promptly followed the impulse.

An idealistic philosopher could hardly have chosen a climate more congenial than that of America to the growth and spread of the romantic spirit. Here Nature unfolded a vision of richness and beauty; here the ingenuity of man was challenged to develop the abounding resources; here was elbow room for individual effort.⁴

In his essay "Self-Reliance" (1841), Ralph Waldo Emerson gives this illustration:

A sturdy lad from New Hampshire or Vermont, who in turn tries all the professions, who teams it, farms it, peddles, keeps a school, preaches, edits a newspaper, goes to Congress, buys a township, and so forth, in successive years, and always like a cat falls on his feet, is worth a hundred of these city dolls. He walks abreast with his days and feels no shame in not "studying a profession," for he does not postpone his life, but lives already.

³Emerson Hough, *Passing of the Frontier*, Yale University Press, New Haven, 1918, p. 9. (Reproduced from *The Passing of the Frontier*, The Chronicles of America, Vol. XXVI, 1918. Copyright Yale University Press.)

⁴Noble, *op. cit.*, p. 144.

The Common School Revival of New England was representative of the romantic spirit.

Laws Setting Up the Texas Public School System

The Texas Constitution of 1845 declared that "a general diffusion of knowledge is essential to the preservation of the rights and liberties of the people"; directed the Legislature of the State of Texas to "make suitable provisions for the support and maintenance of the public schools and as early as practicable to establish free public schools throughout the state"; and authorized taxation of property for school support. Further, the constitution made it the duty of the legislature, from and after 1850, to set apart one tenth of the annual revenue as a perpetual school fund at 6 per cent per annum, to be apportioned annually for the maintenance of the public schools.

In his final message as president of the Republic of Texas, Anson Jones ventured a belief "that the public domain, if properly husbanded and disposed of, will raise sufficient funds to liquidate the entire national debt of the Republic upon equitable principles and to provide the future support of the state government and a system of common schools and other institutions for the intellectual, moral, and religious improvement of the rising generations."

Governor J. Pinckney Henderson, the first governor, said: "Prosperity, happiness, and permanence can best be secured to ourselves and posterity by making liberal provisions for the education of the rising and future generations."

Governor George T. Wood, after briefly reviewing the Acts of Congress of the Republic of Texas providing for the support and maintenance of schools, submitted a recommendation that "The system of leasing or renting school lands has never worked well in any of the states. Experience has

universally proved the expediency of selling such lands and bringing the monies into a general fund."

In lieu of establishing two state universities under the Act of 1839, Governor Bell advised scholarships in the several institutions already established and in other institutions to be established by private enterprise.

To establish a system of schools for Texas and to solve the urgent transportation problem resulting from the great distances, the people tied together the two movements — permanent railroads and a public school system. Railroads could be built from the permanent school funds, while interest accrued from the bonds would support the public schools.

Governor Pease voiced a popular sentiment against sending "youth abroad to be educated among those who are hostile to the policy and institutions of the state." His legislative program was embodied in the Law of January 31, 1854. (This made the year 1954 the centennial school year.) The law appropriated a "Special School Fund" of two million dollars from bonds of the United States in the state treasury and made available the interest on this fund at 6 per cent for annual school support. The first distribution, made in 1854-55, was sixty-two cents per capita.

The law created a state and local administration for the schools. The state treasurer was the ex-officio superintendent of common schools. His duties were to tabulate the county abstracts of free white children from six to sixteen years of age; to apportion the available school fund to each county according to scholastic population; to keep the necessary record books of expenditures of school funds and investments; to make annual reports to the governor; and to recommend to the regular session of the legislature advisable adjustments in the common school system. The chief justice (county judge) and the county commissioners constituted the county school board, with authority to form school districts of convenient size, to number the same in the county,

and also to provide for the election of three school trustees for each district. The chief justice of each county was to deal directly with the state superintendent in matters of apportionment of school funds and of the amounts due by the state for parents exempt from tuition and was to deal with the district trustees in all matters of school expenditures.

The assessor and collector of each county took the census of free white children, six to sixteen years of age, designated the districts of the children, transmitted the list of children to the county clerk, and forwarded a certified copy of such list to the state superintendent. The county clerk kept the record of the election returns and of lists of school children.

The district trustees provided for holding elections for the location or selection of schoolhouses — a good, substantial schoolhouse being required before any public school money might be drawn; called meetings of patrons to determine by majority vote the length of school term, the kind of teacher, and the salary for the teacher; visited the schools; and exercised general supervision over the affairs of the school within their districts. The trustees of any school district, after instruction by the majority of the patrons of the district, must employ the teacher of the primary department of any college or academy, converting such primary department into a common school. This provision proved a handicap to the genuine development of public schools.

The School Law of 1854 did provide the machinery of administration for making a beginning in public schools, poor though it was. It used the state treasurer and county officers — ex-officio school officials with no real, professional interest in public schools — to administer state and county school affairs. It established pauper schools in Texas some years after many other states had eliminated them.

Counties and cities asked for special legislation for the improvement of schools. A special law, April, 1846, had authorized the city of Galveston to levy a tax, not to exceed

one half of one per cent on real estate, for the establishment of free schools. A special law of 1846 had also authorized the county court of Galveston County to levy and collect an additional tax, not to exceed one fourth of one per cent on property tax valuations, for the support of the schools of the county. This law had authorized the election by qualified electors of Galveston County of a board of trustees to manage the schools and had vested in the school board large powers in the creation and change of district school boundaries and in the borrowing of money in anticipation of the school taxes for the current year. Galveston County voters had been given the opportunity to approve this act at the first election held.

In February, 1848, a special law had authorized the city of New Braunfels to levy and collect a tax for the support of New Braunfels Academy. The academy was established in 1856 under the law authorizing Comal County school districts to levy a special school tax. A special law of February, 1846, had authorized the county court of Comal County to assess and collect a tax in the several districts of the county, provided the majority of votes cast in the special election were for the tax. A special law of 1846 had authorized the mayor and aldermen of Corpus Christi to expend tax money for the establishment and support of schools.

Melinda Rankin, the first Protestant missionary in Mexico, wrote several books on Texas in 1850. She noted the scarcity of schoolhouses, churches, and capable teachers. She wrote: "Booksellers might do extensive business in all the important towns in Texas. An improvement in the way of textbooks is evidently demanded." Miss Rankin suggested introduction of a "uniform system of books that may serve as a standard, which are elevated in moral sentiment as well as literary merit." Nacogdoches was credited with a "commodious and respectable building" and "schools of considerable importance." The town of Douglass was credited with

a "good degree of attention paid to education" and schools conducted by efficient teachers. Marshall, Henderson, Palestine, Cincinnati, and Anderson were given favorable mention for school efforts. The University of San Augustine, Wesleyan College, Larissa College, Baylor University, Austin College, and Rutgersville College were discussed briefly.⁵

In a journey through Eastern Texas in 1856, F. L. Olmstead did not see an inhabitant look into a newspaper or a book.⁶ The *Harrison Times* of Marshall, November, 1859, gives an account of troubles of the schoolmaster, typical of pioneer days. Pupils irritate the teacher in school; parents make foolish complaints and criticize the teacher outside of school in the presence of pupils.⁷

Governor E. M. Pease, in November, 1855, recommended one "well-endowed institution" instead of the two originally advised by the Congress of the Republic of Texas, and also an appropriation of \$250,000 in United States bonds as a perpetual fund, the interest to be applied to the erection and support of a state university. The fight for one or two state universities continued, along with the fight for or against a state university.

"Universities are the ovens to heat up and hatch all manner of vice and crime," and they make the "poor man contribute to educate the rich man's child, while his own children labor," said the opponents of a state university. "The universal experience of all civilized nations has demonstrated the necessity of institutions where the higher branches of scholastic education may be taught and the advantages of having such an institution within the limits of our own state where our youth may be taught at home," said the friends of a state university.

On February 11, 1858, the University Bill became law.

⁵Eby, *Source Materials*, pp. 363-79.

⁶*Ibid.*, pp. 379-83.

⁷*Ibid.*, pp. 381-84.

It appropriated \$100,000 of United States bonds; set aside the fifty leagues of land which had been appropriated by the Congress of the Republic of Texas in January, 1839; and also set aside one section of land out of ten sections of certain lands reserved to the state. It vested control of the university in ten "administrators of The University of Texas," composed of the governor, the chief justice of the Supreme Court of Texas, and eight others appointed by the governor and confirmed by the Senate.⁸

The following branches were to be taught in The University of Texas: ancient and modern languages, mathematics, natural philosophy, chemistry, mineralogy (including geology), agriculture, botany, anatomy, surgery and medicine, zoology, history, ethics, rhetoric, belles-lettres, civil government and political economy, the law of nations, municipal law, and the laws of nature. Religious tenets for admission and sectarian instruction in The University of Texas were forbidden.

J. H. Raymond, state treasurer and ex-officio state superintendent, reported 89 of 100 counties making returns on number of children in 1854 and only 74 counties making returns in 1855. Few counties had organized and established schools; sparsely scattered population over great extents of territory made school districts too large for accessible schools, and the formation of such districts was not even attempted. The total number of children estimated and returned was 65,463 for 1854, and sixty-two cents per child was apportioned; for 1855 the total number of children was 66,150, and \$1.50 per child was apportioned. Both Governor Pease and Treasurer Raymond recommended revision of the School Law of 1854.

A companion law for the investment of the special school fund in the bonds of railroad companies incorporated by the state became a law in 1856; the "union of interests between

⁸Lane, *op. cit.*, pp. 125-32.

the two great branches of modern progress, education and internal movements," was believed to be accomplished in stimulating the building of railroads by loans from the school funds and the assurance of a large available school fund from the interest on the railroad bonds.

In a message of December, 1858, Governor Hardin R. Runnels stated that a "feeling of insecurity pervades a large portion of the public mind" regarding the approximately two and one-half million loaned to the railroads, although the loan is "secured by bond and mortgage on the roadbeds." Runnels thought pressure of complications might drive the legislature to "relinquish both the principal and interest to the corporations." Already, according to Governor Runnels, the influence of the corporations exercised a "more controlling effect on the legislature of the state than all others combined." The governor suggested a constitutional amendment prohibiting legislative interference.⁹

The School Law of 1856 abolished the district system and the district board of trustees. It blended the "General Fund," the accumulations of the one-tenth annual revenues amounting to \$128,668, and the "Special Fund," the annual interest of which was apportioned to the counties on the basis of scholastic population, six to eighteen years of age. The provision for compensation for the tax collector and assessor, two to twelve cents per child enumerated, practically assured the taking of the school census.

A free public school became a school in any county to which the county court apportioned the school fund, in proportion to the time and number of children taught. The teacher kept a daybook of pupils and attendance, and at the term's end furnished the county court a "tabular statement" of parents and pupils in attendance in days, properly sworn to and supported by a certificate of two "responsible house-

⁹Eby, *Source Materials*, p. 344.

holding patrons" of his school, reporting the school term of not less than three months.

The School Law of 1858 amended the existing laws by requiring the tuition of orphans and of children of parents and guardians unable to pay tuition to be settled first. When the tuition of these groups was settled, the balance of the school fund was apportioned among the "paying patrons" of the several public schools in proportion to the time each child was in school. The county court could fix the rate of tuition not to exceed ten cents per day. Two responsible householders determined the distribution of the school fund to which the school was entitled.

The Law of 1860 still further regulated the payment of tuition of indigent children, the teacher making claim for public money on account of indigent children being required to produce the certificate of two "responsible paying patrons of his school" showing that the children were indigent, before any public money might be paid him. The Chief Justice was prohibited from collecting charges or commission for his services in connection with payments of public funds on the tuition of indigent children. The change in method of handling the funds for indigent children reflected the embarrassments incident to the naming of indigent persons as such.

At one time, the state school funds were credited on the tuition, and parents were expected to settle the balance due. Later, the free school term was extended to include the fraction of the year that regular school funds would maintain the school; the small fraction of the term left continued as a pay term for students whose parents were willing to settle the rate bills for the two to four months. The students who did not attend the pay term would return to school the next fall term without finishing the year's work, thus carrying over a troublesome problem of classification for both teacher and student.

The school laws of 1854, 1856, and 1858 indicated the live issue of private schools sharing public school funds as against public free schools supported altogether by the free school fund. In the education of children, each parent claimed the right to give his children the kind and degree of education he thought wise, while the community insisted upon the community's right to manage its schools in its own way. Parents could patronize a good private school and, at the close of the school year, expect to get their pro rata of public school funds. Other parents would get together a sufficient number of children to form a school, to employ their own teacher, and to receive the state apportionment.

In this atmosphere of extreme individualism and extreme localism, the community system of Texas was born. The community system, impossible in theory and practice, multiplied and perpetuated poor schools for more than three decades.

In a message to the legislature on January 13, 1860, Governor Houston opposed the establishment of the University at that time. He did not believe that the school lands could be sold, except at a sacrifice. The common school fund provided for the education required under the constitution. Reasonable aid to private institutions, now in operation, should be extended.

In January, 1860, the House of Representatives passed by a vote of 52 to 20 a bill to repeal the Act of February 11, 1858, establishing The University of Texas; but the Senate Committee reported the repeal bill adversely. One hundred thousand dollars' worth of United States bonds, with accrued interest, which had been set apart for The University of Texas, was appropriated for frontier defense, the amount so used to be paid back to the University fund without interest.

J. J. Lane, in his *History of Education in Texas*, called the action of Governor Sam Houston in opposing The University of Texas "remarkable" and offered as explanation Houston's

belief that the free school sufficed for all the education that the state could finance.

Schools Chartered from 1845 to 1861

From annexation to Civil War, forty academies, forty-one colleges, thirty institutes, and eight educational associations were chartered. Haphazard efforts of prominent men, churches, and societies duplicated schools in areas that lacked the school population and wealth essential to support a single permanent institution of higher learning. Goliad had Aranama for Presbyterians and Paine Female Institute for Methodists; San Augustine had the University of San Augustine, under the sponsorship of Presbyterians, and Wesleyan College, under Methodist control; Marshall had the Masonic Female Institute and six other schools; Huntsville had Austin College and Andrew Female College.

Of the forty-one colleges established during this period, three live on today. Larissa College, Ewing College, and Chappell Hill College were united in 1869 to form Trinity University, which moved first to Tehuacana in 1869, from Tehuacana to Waxahachie in 1902, and from Waxahachie to San Antonio in 1943.

The parallelism between the efforts of the state and those of the Masonic Order indicates common objectives and common administrative progress. The Grand Lodge authorized the Grand Master to appoint a superintendent of education in 1848; the state appointed an ex-officio superintendent of common schools in 1854. The Grand Lodge established an educational fund in 1845, and the state did the same thing in 1854. The educational fund was distributed to the subordinate lodges in equal shares for the benefit of indigent children and for the relief of widows; the state followed almost the same plan in its educational work from 1854 to 1861.

In some instances, the Masonic Lodges furnished the buildings in which the community school was conducted.

A SELECTED LIST OF THE CHARTERED SCHOOLS

NAME	LOCATION	CHURCH	YEAR
Masonic Institute of San Augustine . . .	San Augustine	-----	1847
Austin College . . .	Huntsville	Presbyterian	1849
Chappell Hill College .	Daingerfield	Presbyterian	1850
Fowler Institute . . .	Henderson	Methodist	1850
Larissa College . . .	Larissa	Presbyterian	1856
Bastrop Academy . .	Bastrop	Methodist	1851
Chappell Hill Male and Female Institute . .	Chappell Hill	Methodist	1852
Ewing College (La Grange Col- legiate Institute) . .	La Grange	Presbyterian	1852
Gonzales Male and Female College . .	Gonzales	Non- denominational	1852
Tyler University . . .	Tyler	Baptist	1854
Galveston Island University	Galveston	Catholic	1856
Paine Female Institute .	Goliad	Methodist	1856
Soule University . . .	Chappell Hill	Methodist	1856
Concrete College . . .	Concrete (Cuero)	Baptist	1856
Aranama College . . .	Goliad	Presbyterian	1854
McKenzie College . .	Clarksville	Methodist	1860
Fairfield Female College	Fairfield	Baptist	1860
Fairfield Male Academy	Fairfield	Baptist	1860
Andrew Female College	Huntsville	Methodist	1853

The Grand Lodge extended loans for the construction of local school buildings. Older institutions by 1848 were moribund. The Masonic Institute of San Augustine had failed; private school ventures had been unsuccessful. The Lodge and the Chapter offered to establish and manage a first-class school for boys and a first-class school for girls, appropriating for its maintenance 30 per cent of their revenues. Provision was also made for the education of orphans of Master Masons.¹⁰

¹⁰George L. Crockett, *Two Centuries in East Texas*, The Southwest Press, Dallas, 1932, p. 328.

An act approved April 28, 1846, authorized the Grand Lodge to "erect, endow, and maintain an institution of higher learning." The Report of the Grand Lodge of 1848 included this endorsement of education:

The subject of education is one of peculiar interest to the fraternity. We as Texans can be justly proud of the magnificent provision made by our state for the future education of her children. It would be noble rivalry for us to engage emulously with her in this noble enterprise.

Through prompt and widespread establishment of schools, the local lodges largely met the aspirations of the Grand Lodge officers for schools. About six years before the Grand Lodge message advocating "noble rivalry" with the state in school effort, a Masonic lodge in Grimes County established Masonic Collegiate Institute at Fanthorp, under Marcus A. Montrose, formerly of San Augustine. Chireno Lodge, in Nacogdoches County, made heavy expenditures for building a schoolhouse and had a school in operation in 1849. The Masonic Female Institute, at Marshall, using the plant of Marshall University, maintained a splendid school for a number of years and finally disposed of its property to Marshall city public schools.

The unfortunate quarrel between the two colleges at San Augustine was a result of sectarianism and had a positive result in the secularization of schools. The Masonic order saw an opportunity, and Masonic nondenominational schools were opened. "As bearers of this principle, the Masons of Texas did a timely service and helped maintain peace in troubled waters."¹¹

¹¹R. J. Ratliff, "Masonic Influence in Texas," unpublished Master's thesis, The University of Texas, 1931.

❧ VI ❧

Civil War and Reconstruction

The four years of the Civil War carried the United States over a period of social and economic transition and left it well started on the new course. They enlarged and expanded the activities of government, hastening that day when there should exist a public conviction that government is a matter of technical expertness and must be run in a scientific manner for the common good. They raised the problems of taxation and currency to a new importance, and impressed their significance upon the men who directed the industries of the country. In their prosperity, they made it possible to save the Union; and at their close, a Union party, uncertain of its strength and its personnel, faced the problems of a united country which included an industrial North, a desolated South, and a vanishing frontier.¹

Secession and War, 1861-65

THE CIVIL WAR was a contest between two conflicting governmental theories: the Southern states challenged the supremacy of the Union over individual states. The southern man fought for his state; the northern man fought for the United States. The chasm was too wide and deep to be bridged by concession and compromise. When one group considered a crime what another group considered a virtue, the two groups could not work together politically.

Each side despised the other at the beginning of the war,

¹F. L. Paxson. *The New Nation*, Houghton Mifflin Co., Boston, 1915, p. 15.

though each side learned from the struggles of war itself to respect the other at the close of the conflict.

At the outset, excited Southerners felt that the war would be short and the outcome favorable; the Northerners relied confidently on the strength of Northern forces. A comparison of sectional resources shows the balance heavily favoring the North—superior in population, fighting strength, material resources, and industries and tools of production. The agricultural South, cut off by blockade from materials, munitions, food, clothing, rolling stock, and money to meet other needs, and crippled beyond immediate recovery by the emancipation of the slaves, fought a losing fight. The physical destruction of war and its aftermath left the Confederate states in economic disintegration, which affected acutely all conditions of living.

The Texas Secession Convention meeting in January, 1861, adopted the constitution of 1845 with amendments to conform to the necessities of war. No important change was made in the educational provisions of this constitution. The Law of 1858, setting aside all funds from the sale of lands to the schools, was repealed during the war, a fact which made easier the diversion of school revenues for war purposes. Military boards, in accordance with laws enacted, drew United States bonds and state bonds from the treasury. In 1865 the Military Board in Texas had only \$129,975 in United States bonds and \$15,397 in specie as assets that were valuable; more than three million dollars in Confederate notes and state paper were worthless. "The effect of the war upon schools and the University was to strip them of their sources of revenue; as a result of conditions brought about by the war, education in Texas was set back by more than two decades."²

In 1860 the state distributed \$104,447 to 101,000 scholas-

²E. T. Miller, *The Quarterly of the Texas State Historical Association*, XIV, p. 19.

tics; in 1861, \$65,224 to 105,200 scholastics. The loans to railway companies under the law of 1856 totaled \$1,753,317, the last loan being made in 1862. Under war conditions, roadbeds and income from the roads declined, and the railway companies defaulted in payments to the school fund. Payment in depreciated Confederate money by the railroads could not be accepted, though some of the proceeds of the sale of school and University lands was paid in Confederate scrip.

On the eve of the Civil War, Texas, with a population of 604,215, had 1,218 schools, 1,274 teachers, and 34,711 pupils. There was reported a school income of \$414,168, more than 80 per cent of which came from tuition charges. The census report for 1860 gave the number of academies in Texas as 97; the number of teachers, 236; and the number of students, 5,916. The "subscription school," the typical community school, charged tuition rates of from \$1.25 to \$1.50 per month, ran a term of three or four months a year, and taught the common branches only. School hours were from early in the morning through the whole day, even the long summer days.

Many colleges in the South ceased to exist during the war. Some schools of the Confederacy suffered destruction at the hands of Federal soldiers. The higher education of women, in which the South had pioneered, suffered least. In the uninvaded parts of the Confederacy, female colleges and collegiate institutes continued to thrive. Jeff Davis Female Academy at Shubuta, Mississippi, was one of the women's schools set up during the war.

In 1864 Enoch Steadman, a Georgia cotton manufacturer, contributed \$100,000 for the education of orphans; North Carolina raised \$500,000 and Alabama \$175,000 for this purpose. The Episcopal Church set up in Livingston, Alabama, a school for orphans.

In Texas, the following schools and colleges were chartered from 1861 to 1865:³

Texas Baptist College	Tyler	1861
Rio Grande Institute	Brownsville	1861
Waco University	Waco	1861
Dallas Male and Female College	Dallas	1863
San Saba Masonic College	San Saba County	1863
Port Sullivan Male and Female College	Port Sullivan	1863
Parsons Female Seminary	Travis County	1863
Gathings Male and Female College	Hill County	1863
Henderson Masonic Female Institute	Henderson	1864
Osage Academy	Columbus	1864
Southern Minerva Institute	Austin	1864

In 1860 there were twenty-five colleges, with 2,416 students; in 1870, thirteen colleges, with 800 students. Baylor University had 260 students in 1861 and 90 students in 1864, with six graduates in 1860 and one graduate in 1864, and no other graduates until 1868. Baylor Female College had an enrollment of 180 in 1864. Fairfield Female College, chartered in 1860, continued throughout the war in prosperous condition; it had a faculty of eight professors in 1864. Austin College, at Huntsville, had 125 students in 1864. Port Sullivan College had 120 students in 1863. McKenzie College was in session during the war but had no graduates. Soule University had three graduates in 1860, four in 1861, nine in 1862, and five in 1863. The Chappell Hill Male and Female Institute reported seventy music students during the session closing in July, 1862. A "Young Ladies School" near the Catholic Church, Houston, was to open September 1, 1863.

In June, 1862, the president of Baylor University said in the Houston *Telegraph* that Waco University was not suspended, that from ninety to one hundred students were in attendance, and that one hundred and twenty-three had matriculated. The plan was to carry on work for benefit of

³Raines, C. W., *Analytical Index to the Laws of Texas, 1823-1905*, Austin, 1906, Vol. V, pp. 427-844.

those not old enough to go to war. We quote the words of a prominent Baptist leader, F. M. Law, in 1862:

During the great national struggle through which we are now passing, our educational interests must necessarily suffer. It is said that war ever turns backward the wheels of civilization. Teachers leave the schoolroom for the battlefield, and many of their pupils leave with them, while others, on account of the stringency of the times, are kept at home. The result is that in many places schools and colleges have been brought to suspension, the evil consequences of which will be felt upon the present generation for years to come.⁴

In his inaugural address to the Tenth Legislature, 1863, Governor Pendleton Murrah said:

The cause of education is a sacred one, and if neglected, the *only satisfactory excuse that can be given to society and to the rising generation must be necessity*. We know not how long the war may continue, and we should shape our ends in reference to this uncertainty. This fact alone is sufficient to demonstrate the great and general interests involved to the growing minds of the State in making that system, whose foundations rest in the Constitution, as efficient as the facts connected with the subject and the surroundings of the country will permit for their benefit. The benefits to flow from this system of popular education were intended primarily for the poor; and if this fountain is dried up, their prospects and hopes of mental culture and training are blasted.

Governor Murrah recommended to the legislature that full and practical consideration be given to the problem of public school funds and the investments in the railroad system.

⁴J. M. Carroll, *A History of Texas Baptists*, The Baptist Standard Publishing Co., Dallas, 1923, p. 359.

Grant accepted Lee's surrender at Appomattox, April 9, 1865; Sherman accepted Johnson's surrender at Raleigh, April 26, 1865; and before the end of May, all the scattered forces of the Confederacy had laid down their arms. The spirit of brotherhood in surrender spoke in strong terms for a common America. Fortunately, too, a great American, one of the greatest characters of all history, was president; the Abraham Lincoln of 1860 had grown in Southern sympathies, understanding, and appreciation to be worthy of the presidency of a united North and South.

Reconstruction, 1865-77

Texas, in common with other Southern states, had been compelled by the wreck and waste of war to give one whole generation, one third of a century of energy and aspiration, to the problem of meat and bread. The pioneer first builds a hut to shelter his family from the sun and snow, then clears the ground and seeds the soil, and puts even the children to the furrow and harvest. The destitute men of the post bellum wilderness of material and civil conditions faced a situation infinitely more difficult, desperate, and appalling. Instead of the virgin forest for houses and fuel, were the ashes of the military torch and the debris of the social revolution. Instead of the fertility of the untouched earth, was the sterility of the exhausted soil. Instead of the bounding spirit of adventure, was the broken heart of failure. Instead of the flowers and songs of the wildwood, were the gray moss upon the dead pine and the weeping of Rachel for her children.⁵

The assassination of Lincoln by Booth removed from the head of the nation, in the hour of crisis, the man best quali-

⁵Clarence Ousley, *The Conference for Education in the South*, April 15, 1909, p. 99.

fied for leadership, and the South had lost its best friend. Like John Brown's attack on Harpers Ferry, the sinking of the *Maine* in Havana, or Japan's attack on Pearl Harbor, Booth's bullet turned the Northern attitude of open-mindedness into passion for revenge. The North moved quickly from liberalism in treatment of the South to the radicalism of punishment best represented by Thaddeus Stevens and Charles Sumner. Partisan fury overrode minorities in the Senate and in the House, as well as President Andrew Johnson's vetoes.

The Lincoln plan for the restoration of the Southern states to normal relations with the Union mobilized the intelligence and good will of the best white people of the South. In harmony with this policy, Lincoln established provisional governments in Arkansas, Louisiana, and Tennessee and recognized the new state of West Virginia. President Andrew Johnson attempted to follow the Lincoln program, appointing provisional governors in North Carolina, South Carolina, Georgia, Florida, Mississippi, and Texas. The Johnson appointee for provisional governor of Texas was A. J. Hamilton, who discharged the duties incidental to the adoption of a constitution and the election of public officials.

The constitutional convention met in February, 1866; adopted the constitution of 1845, with a few amendments; and provided for a general election the last Monday in June, to ratify the amendments to the constitution and choose state, district, and county officers. In this election, J. W. Throckmorton was elected governor and George W. Jones, lieutenant governor. The legislature, in its session of August, 1866, elected O. M. Roberts and David G. Burnet United States Senators; in the election in the fall of 1866, four members of Congress were elected. If Federal soldiers had been promptly withdrawn and if the Texas senators and congressmen had been received by the Washington government,

Texas troubles would have been on the road to a happy solution.

The constitution of 1866 made it the duty of the legislature to provide for the support and maintenance of public schools, and, as early as practicable, to establish a system of free schools throughout the state.

Several sections were taken to specify the lands set apart for the public schools, for the University, and for the four eleemosynary institutions—Lunatic Asylum, Deaf and Dumb Asylum, Blind Asylum, and Orphan Asylum; in these sections also were included directions and limitations for the sale of all lands and for the appropriation and use of the income from such sales. The constitution authorized the levy of an educational tax, the “taxes collected from Africans or persons of African descent to be exclusively appropriated for the maintenance of a system of public schools for Africans and their children,” and made it the duty of the legislature to “encourage schools among these people.”

This promise to give Negroes the school taxes collected from themselves for the maintenance of schools was as useless as it was foolish. The constitution also authorized a board of education, including a superintendent of public instruction appointed by the governor, to have general management and control of the perpetual school fund and of common schools under regulations prescribed by the legislature.

In November, 1866, the legislature made the police court a board of school commissioners for each county, with the duty of forming the counties into school districts of convenient size and numbers and of ordering an election of three district trustees for each district. The police court and the district trustees were to administer the schools of the county under the general laws enacted by the legislature. A special law was enacted providing for the education of indigent white children, funds to come from a tax not exceed-

ing one half of the state tax to be levied annually by the police courts.

The following quotation expresses the early optimism of Reconstruction days which later events failed to bear out:

During this whole period of confusion and disorganization there was a moral restraint pervading the masses which so reduced the amount of crime below what might have been expected as to present the civilization of our people in a light of elevated grandeur never before contemplated of it. The truth is now that all classes of persons have gone to work in some avocation, with a spirit and energy redoubled by their losses, to improve their fortunes and develop the resources of the country, directing their attention more than ever before to factories, railroads, and whatever else will tend to advance their industrial and social interests. In the race of competition in these pursuits, previous differences will be forgotten, passions and prejudices will subside, all classes will find their proper level, and general protection of each and all will be commensurate with the common interests.⁶

Military governments were established throughout the South by Congressional Reconstruction Acts of March and July, 1867. Governor Throckmorton was soon removed by General Philip H. Sheridan — commander of the fifth military district, including Texas and Louisiana — as an “impediment to reconstruction” in Texas, and all offices were filled by men believed to be in sympathy with Congressional reconstruction.

No man could hold an office or participate in any of the elections to be held unless he could take the “Ironclad Oath.” The oath was to the effect that the person taking it

⁶L. J. Wortham, *History of Texas*, Wortham-Molyneaux Co., Fort Worth, 1924, Vol. V, pp. 31-32.

had not participated in the late rebellion or given aid thereto. This radical plan would automatically disfranchise the whites and enfranchise the Negroes, a fact which would turn the South over to the carpetbagger.

The Reconstruction Convention, lasting from June 1, 1868, until February 6, 1869, never actually adjourned; nor did the convention finally adopt the constitution by a vote of the members; nor did its members sign the document. It was ratified by a large majority in the November election of 1869, with more than one third of the registered voters, however, not participating. E. J. Davis was elected governor by a close margin over A. J. Hamilton, and J. W. Flanagan was elected lieutenant governor.

In February, 1865, Congress submitted the Thirteenth Amendment, which abolished and prohibited slavery in the United States; it was ratified by the necessary number of states by December 18, 1865. The Fourteenth Amendment, which conferred citizenship upon the Negroes, was ratified by July 23, 1868. The Fifteenth Amendment, giving suffrage to Negroes, was ratified by March 30, 1870. The Reconstruction Legislature of Texas ratified the Fourteenth and Fifteenth amendments in February, 1870.

These drastic changes in the political status of the Negro presented overwhelming problems in readjustment. The question of education of the Negro called for attention. From 1866 to 1870, the number of Negro schools increased from 975 to 2,677; the number of teachers in these schools from 1,045 to 3,300; and the number of pupils from 90,778 to 149,581. In 1869 there were in freedmen's schools in the South 9,503 teachers, of whom possibly 5,000 were natives of the Northern states. Of Northern teachers in service in the South from 1862 to 1870, and whose homes have been located in the South, there were 1,035 names and addresses.⁷

⁷Henry L. Swint, *The Northern Teacher in the South, 1862-1870*, Vanderbilt University Press, Nashville, 1941, pp. 175-200.

Careful study has been made of the motives and attitudes of these Yankee teachers, of the Yankee teacher at work, and of the Southern reaction to the presence of the Yankee teacher. The following quotation from the *Freedom's Record* of September, 1866, illustrates an unfortunate attitude toward Southern welfare:

In the coming struggle with the spirit of rebellion and slavery . . . we must have the freedman on our side. As we stand by him, so may we expect him to stand by us. Every teacher you send to the field is a pledge to the disloyal rebel that you will not yield to him in the future. A teacher costs less than a soldier.

The Yankee teachers, abolitionists and missionaries with intense zeal, "self-appointed guardians of a nation's conscience," could be expected to give even to the teaching of reading and spelling a political flavor.⁸

When the Northern teacher came to a city in the South, associated himself entirely with Negroes, ignored white people as enemies of education and of the Negro, and completely disregarded local sentiments and local customs, he invited bitter opposition; he "incurred the suspicion, contempt, and hatred of the Southern white."⁹

The nine sections of Article IX of the constitution of 1869 are the foundation program for a highly centralized school system, with an extravagant tax program made legally possible of adoption. These radical measures came at a time when Texas had hardly made a good start in recovery from the hardships of war. A uniform system of public free schools throughout the state, compulsory school attendance laws, state and district boards of education with legislative powers, and a state superintendent of public instruction

⁸*Ibid.*, p. 93.

⁹*Ibid.*, p. 141.

invested with large powers in the immediate administration of all school affairs were key elements in the plans.

Under the constitution, the office of superintendent of public instruction was elective, with the exception that the first superintendent was appointed by the governor. The governor did not appoint an experienced schoolman but rather a young military officer, Jacob C. DeGress, who had come from Prussia to Missouri at ten years of age and had served in the United States Army in the Civil War until retirement on account of wounds. DeGress held the office during the term of Governor E. J. Davis, serving from May, 1871, to February, 1874.

On assuming the duties of a school executive, DeGress manifested the military attitude. He neither listened to sentiments of school people nor appreciated the difficult problems of taxation for school maintenance. The radical political leaders failed to see that a school system far distant from the people cannot command their confidence and support and must fall from the overweight of authority at the top.

The Law of 1870, putting into effect the provisions of the constitution of 1869, was ill-advised and unpopular, and the bitter opposition of local influences assured its almost complete failure. E. Pettit, chairman of the Education Committee in the legislature, acknowledged the failure of the educational program and "wanted Congress to take the whole matter of popular education in hand." The drastic Law of 1871 was the answer of the radical leaders.

The act to admit the state of Texas to representation in Congress, approved March 30, 1870, included this proviso:

The Constitution of Texas shall never be so amended or changed as to deprive any citizen of the United States or class of citizens of the United States of the school rights secured by the constitution of the state.

This is an instance of invoking the "Higher Law."

Under the Law of 1871, the governor, attorney general, and superintendent of public instruction — ex-officio school officials — constituted the Board of Education for the state, with the power of drafting legislation for the schools. The superintendent of public instruction apportioned the school funds of the state on the basis of the scholastic population, kept the official record of all funds and expenditures, approved all accounts against the school fund before payment, and prescribed the forms and times for reports of school officials. The course of study in the public schools, books and apparatus used, certification and appointment of teachers, and fixing the salaries were also matters under the direction of the superintendent of public instruction.

For the enforcement of the authority of the superintendent and the supervision of the rules and regulations for the administration of the public schools, the superintendent of public instruction, with the approval of the governor, appointed a supervisor in each of the thirty-five judicial districts of the state. These supervisors were to be directly responsible to the superintendent for the maintenance of a closely regimented school system from top to bottom.

The superintendent appointed supervisors, who held office almost at his pleasure; the supervisors, in turn, appointed the county school boards in lieu of the county courts, districted the counties at discretion, and appointed five school directors. District directors, county boards, and district supervisors were fully answerable to the superintendent of public instruction. Under this program, autocratic authority was fully implemented.

At the bottom, the district board exercised the feeble and unpleasant functions of settling local race problems of separate schools, selection of sites for schoolhouses, and the enforcement of the unpopular attendance laws for the schools. "The public at large had no control over the man-

agement of the school system whatever but was only required to pay its taxes and send its children to school."¹⁰

The Law of 1871 set up the most "imperial system" of education known to an American state. It was organized along military lines and assumed absolute authority over children. A state board of education was empowered to act in the place of the legislature in school affairs. With the management of the schools the people had absolutely nothing to do. A system more foreign to the sentiments of the people could not have been devised.¹¹

The report of State Superintendent DeGress to the Bureau of Education at Washington, on October 28, 1871, states:

The public free schools opened on the 4th ultimo for the first time in the history of Texas; the system promises to be a success, notwithstanding the prejudice and strong opposition of a large portion of the people; no schoolhouses have been built by the state, but it is expected that a large number will be completed by the opening of schools the next scholastic year; the scholastic population of the state (6 to 18 years) is about 235,000; the legislature appropriated \$504,000 for school purposes for the scholastic year ending August 31, 1872; from the levy of an ad valorem tax on all real and personal property, the sum of \$2,000,000 is anticipated for the purpose of building schoolhouses and maintaining schools.

Included in the report was a statement concerning the permanent school fund and the available school fund. DeGress also attempted to answer the rising objection to the program of centralization.

¹⁰W. C. Nunn, "E. J. Davis," unpublished Doctor's dissertation, The University of Texas, 1938, pp. 343-44.

¹¹Eby, *The Development of Education in Texas*, pp. 159-61.

He blamed failure of the centralization program on:

1. The almost total inaction under the Law of 1870.
2. The supreme law of necessity.
3. The certainty that a system adapted to an educated state in which a school system had existed for years is not suited to one the population of which had been permitted to grow up in ignorance for thirty-five years.
4. The opposition to the introduction of any free-school system. As soon as better influences prevail and the hearts of the people are turned towards that education which they have neglected, it will be time enough to concede to a heartfelt interest an amount of local authority which has been refused to a spirit of apathy or contempt.

The DeGress report also states:

Texas, the darkest field educationally in the United States at the close of the last report, has passed an act to organize and maintain a system of public free schools for the state, which was approved April 24, 1871. [On] May 9, a state superintendent was appointed.¹²

Centralization of administration and extravagance of government naturally invited the bitter opposition of those Texans who advocated local self-government and economy in government. "The Tax-Payers Convention," with representatives from ninety-four counties — conservative Republicans and militant Democrats alike — met in Austin, September 22-25, 1871, to voice the sentiments of the opposition.

The convention charged that a "multitude of new offices have been created, and officers appointed to fill them, without the consent and against the will of the people." McKay

¹²*Report of the Commissioner of Education for 1871*, Washington, D. C., p. 14.

quotes the San Antonio *Herald* of October 22, 1871, as follows:

There are 8,538 persons directly and indirectly appointed by Davis to places of trust, honor, or profit, or all combined. It will be seen that \$1,842,685 is paid out in salaries besides the amount in fees paid to other people.

Included in the total were 2,620 special police and 393 election managers. McKay makes the total of 5,105 school officers in Texas, "in the selection of whom the people have no choice."¹³

The convention further charged the Davis administration with the bold attempt to enforce a "repealed law levying a tax of not more than one per cent for building schoolhouses and maintaining schools" instead of the regularly enacted law levying a tax of one eighth of one percent for school purposes, this increase of tax rate being seven eighths of one per cent, and advised the people not to pay the portions of taxes demanded but now shown to be illegal. Estimates were submitted which showed a total tax of about \$2.17½ on each one hundred dollars, besides poll tax, license tax, and 3 per cent commission charged individuals for assessment of taxes.

The convention recommended an ad valorem tax of one third of one per cent, a county tax of one sixth of one per cent, a poll tax, license and occupation taxes, careful estimates showing \$755,000 necessary for ordinary expenses of state government, \$653,333 for county purposes, and \$538,098 for the public schools, making a total of \$1,046,431 for all costs of state and county government, as compared with a \$5,361,000 estimated cost of the Davis program.

The Republican State Convention, held in Houston, May

¹³S. S. McKay, *Seven Decades of the Texas Constitution of 1876*, S. S. McKay, Lubbock, 1943, p. 43.

14-16, 1872, charged the Democratic Party with "prejudices against the equal rights of men and against popular education" and pledged the Republican party

to secure to the children all of the facilities of free public education at the smallest cost to the people, and to hedge the system of public education with all possible safeguards, endeavoring to secure the most rigid economy and the best administrative experience. Free public schools shall ever be the motto of the Republicans of Texas.¹⁴

The Democratic State Convention met in Corsicana, June 17-19, 1872. This convention charged that "the school fund sacredly set apart for the education of the children of the state has, under the political misrule of the last two years, been plundered by speculation, squandered, and perverted to political purposes." The Democratic party on this occasion deemed

it fitting to reaffirm the opinion that, agreeable to the policy the party has hitherto pursued, it is the duty of the state to establish common schools and furnish the means of a good common school education to every child in the state.¹⁵

In the election of members of the legislature, November, 1872, the Democrats chose in both houses a majority opposed to Governor Davis. When the legislature assembled in January, 1873, it promptly took up the work of repealing objectionable laws. Before adjournment, the Thirteenth Legislature passed a new printing act which put an end to official patronage of radical and other partially state-supported partisan newspapers, repealed the state police act, altered the militia act so as to deprive the governor of the

¹⁴Eby, *Source Materials*, pp. 559-60.

¹⁵*Ibid.*, p. 560.

power to declare martial law, and made provision for filling certain offices by popular election rather than by appointment of the governor.

Two school acts of considerable importance were passed. The first act set apart one half of the public domain for the support and maintenance of the public schools. The second law took away from the state superintendent his extensive powers over teachers, officers, and public funds; it also defined the clerical, financial, and advisory duties for the superintendent and made his office elective.

It created a county board of five members, elected for four years, the chairman of which became ex-officio county superintendent, and made the county board and county superintendent responsible for districting the county, defining the course of study, and certification of teachers. It vested in this county board large discretion in the administration of the schools of the county. Three school trustees for each school district were to be elected to handle the immediate affairs of the school districts, including the employment of teachers and taking the scholastic census. The compulsory attendance law was toned down by concessions and exemptions, so that little of compulsion was left.

This school law was passed over the veto of the governor by the vote of two thirds of both houses. Although complete control of the school system was placed in the hands of the people, little attention was paid to the democratic School Law of 1873, and citizens soon returned to the practice of using private schools of the pre-Civil War type. However, a number of features of the radical school law were, many years later, reincorporated into the Texas school system.¹⁶

In the election of December 2, 1873, the Democratic ticket,

¹⁶Nunn, *op. cit.*, p. 348.

headed by Richard Coke, defeated the Republican ticket, headed by Governor E. J. Davis, by a vote of 103,038 to 51,038. Democrats won most of the county offices and a majority of seats in the state legislature. Davis partisans refused to accept the results and contested the election in the courts.

In settling the case, it was necessary to construe a sentence in the constitution, concerning the time of the election, in which a semicolon was used. A change in the place in the sentence for the semicolon altered the meaning and made the election law unconstitutional. The court making this decision was dubbed the "Semicolon Court," and, to this day, its decisions are never cited as good law in the courts of Texas.¹⁷

The decision was disregarded throughout the state, and the elected officials qualified and began their duties as officers, as if no decision had been made. Governor Davis appealed to President Grant for military aid, the capital was occupied and surrounded by armed men, and a bloody revolution seemed inevitable. When President Grant declined to intervene, Davis yielded, and Coke was inaugurated, January 17, 1874.

From 1865 to 1875, the legislature granted twenty-two charters to academies and high schools, fifteen charters to institutes, five charters to seminaries, and twenty-eight charters to universities and other schools of higher learning. The college of these years did not always have students of its own level, and the academy or high school sometimes moved upward to accept students of college level. Seminaries and institutes could be on the college or academy level. The terminology for the groups of institutions of learning was meaningless and confusing.

¹⁷Dudley G. Wooten, *A Complete History of Texas*, The Texas History Co., Dallas, 1899, Vol. II, p. 201.

The following information is given on universities and colleges in Texas in 1875:¹⁸

	INSTRUC- TORS	PREPARATORY STUDENTS	COLLEGIATE STUDENTS	BUILDINGS, GROUNDS, ETC.
Austin College	3	0	0	\$60,000
Baylor University	9	25	95	40,000
Henderson College	5	120	0	6,000
Marvin College	7	90	23	30,000
St. Joseph's College	7	100	0	30,000
Salado College	6	95	62	20,000
Southwestern University	9	18	71	40,000
Texas Military Institute	6	0	79	75,000
Trinity University	14	197	175	41,600
Galveston Island University	9	65	0	25,000
Waco University	14	190	130	18,000
Wiley University	3	180	0	5,000

By 1875, with Reconstruction virtually a thing of the past, the stage was set for recovery from the effects of the Civil War in the field of education, as well as in the political and economic life of the state.

¹⁸*Report of the Commissioner of Education for 1875, p. 412.*

❧ VII ❧

Years of Recovery, 1877-1910

THE YEARS of recovery were ushered in by the bitterly contested presidential election of 1876, in which Samuel J. Tilden, the Democratic candidate, won the majority of the popular vote — 4,284,855 for Tilden to 4,033,960 for Hayes — but in which Rutherford B. Hayes, the Republican candidate, won the Electoral College vote 185-184 and thus became President. In this election the people emphatically repudiated the radical reconstruction policies; henceforth Texas was to be inseparably linked with the United States of America.¹ Acquiescence on the part of prominent Southern leaders to the inauguration of Hayes followed his promise to withdraw Federal troops from the South, ending reconstruction. The sectional controversy thus ended in compromise and in political understanding between the South and the North.²

The constitution of 1876 contained provisions for education which furnished the impetus for an appreciable number of developments in the educational field during the years of recovery. Some objectionable school laws had already been repealed, and better laws were enacted during this period. The University of Texas, the Sam Houston Normal Institute, the North Texas State Normal College, the Southwest Texas State Normal School, the West Texas State Normal School, and the College of Industrial Arts were established. Prairie View Normal School became Prairie View

¹Wortham, *op. cit.*, Vol. V, p. 89.

²Hesseltine, *op. cit.*, p. 537.

State Normal and Industrial College and inaugurated four-year college courses of classical and scientific studies.

These years also witnessed numerous changes in administration and functions of the public school system. The crude community system was abolished, and the district school system improved; the office of county superintendent was created; municipal schools grew, and school districts incorporated for free school purposes only were established.

Finances were provided and their use regulated by a series of constitutional amendments. The Peabody Education Board also gave financial assistance through direct grants to school districts and through scholarships. The Conference for Education in Texas was organized, thereby providing a campaign agency for the promotion of better schools.

Beginning of Educational Reconstruction in Texas

In the struggle to put an end to reconstruction, Texas made a better start than did other Southern states. As early as 1872, the Democrats of Texas won all seats in Congress and gained control of the legislature of the state. In its sessions of 1873 the Thirteenth Legislature repealed some obnoxious laws of the radicals and reduced the power of the governor. It further abolished the objectionable State Board of Education, along with its offensive supervisors. In the general election of 1873 Richard Coke, the Democratic candidate for governor, and the entire Democratic ticket were elected by large majorities.

The steadily mounting wrath of the Texas democracy reached a high peak when the constitutional convention assembled in Austin on September 6, 1875, to draft a new constitution for the State of Texas. The convention was in session from September 6 to November 24, 1875—eighty days; its reaction against the extravagance and radicalism of the Davis administration was so overpowering that good

features of the radical school system suffered along with the objectionable elements.

The majority report to the convention was made by ten members of the Education Committee and was largely embodied in the adoption of Article VII, with its fifteen sections. It favored the establishment of a school system with limitations in taxing powers and administrative authority — localism versus centralization of schools. Political wisdom laid foundations for a good system of schools in keeping the traditions and the good will of the people.

The four members making the minority report declared “education of children to be a private duty, devolved upon the parent by God,” and further declared that the laws conferred on the parent the right to control his children, in order to discharge this duty properly. The report questioned the right of government, established for the protection of private property, to take one man’s property in taxes to educate another man’s children. The minority report favored, however, the most ample provision for free tuition of indigent orphans of the state.³

An abstract of Article VII follows:

EDUCATION — THE PUBLIC FREE SCHOOLS

1. The legislature is required to establish and adequately support and maintain public schools.
2. All funds and lands appropriated for the public schools, including alternate sections reserved from grants to railroads and one half of the public dominion, constitute a perpetual school fund. One fourth of the general state revenue and a poll tax of \$1.00 on male inhabitants of the state, from twenty-one to sixty years of age, are set apart for the public schools.
3. Provision is made for the sale of public school bonds to settlers and for proper investment of pro-

³Eby, *Source Materials*, pp. 618-23.

ceeds in state bonds or United States bonds. The principal of bonds is to be added to the permanent fund. Income from both taxes and interest is included in the available school fund.

4. The county commissioners' court of each county is given the authority to sell or lease county school lands, title to such lands being vested in the county. The proceeds from sales are to be invested in state bonds or United States bonds, interest only to be used and expended annually.

5. Separate schools are to be provided for white and colored races, without racial discrimination.

6. The governor, secretary of state, and comptroller constitute a state board of education to distribute school funds to the counties and perform such other duties as may be prescribed by law.

7. **ASYLUMS.** Lands granted, together with donations, to the Lunatic, Blind, Deaf and Dumb, and Orphan asylums are set aside for the support and maintenance of these institutions. The legislature must provide for the sale and investment of these lands.

8. **UNIVERSITY.** The legislature shall establish, organize, and maintain a university of the first class, "The University of Texas," to be located by a vote of the people. Lands granted The University of Texas, together with donations and money from other sources, constitute a permanent university fund. University lands may be sold as provided by law. A special grant of one million acres of land is made to The University of Texas. The legislature shall provide for a branch university for the colored youth, to be located by a vote of the people.⁴

⁴By a vote of the people in an election on November 7, 1882, Austin received the largest number of votes for the location of the branch university. In 1947 the legislature established the Texas State University for Negroes at Houston. In 1951 the legislature changed the name of the institution to Texas Southern University.—C.E.E.

9. AGRICULTURAL AND MECHANICAL COLLEGE OF TEXAS. The Agricultural and Mechanical College of Texas, established in 1871 and located in the county of Brazos, is constituted a branch of The University of Texas.

In spite of differences of opinion, the convention had put an end to an anomalous system of government repugnant to the common citizenship of Texas. The convention had presented a new constitution, with a body of principles which were an improvement on the constitution of 1869, a constitution offering relief to the people.

The framers of the constitution and the salutary sections adopted appealed alike to the voters of the state. The constitutional convention consisted of ninety delegates, three from each senatorial district. Seventy-five members were Democrats, and fifteen were Republicans, six of the Republicans being Negroes. Of the membership, twenty-nine were lawyers; forty-one were farmers. The members of the Grange, a militant farmers' organization, made up a bloc of approximately one half of the delegates demanding retrenchment. The Grange urged its members to be nonpartisan in politics. The delegates included experienced legislators. In a test of sentiment of the convention, forty-six voted against the minority report, which made education a private affair, and opposed taxation for the support of free schools.

The convention on October 2 formed a committee of ten prominent citizens of the state — John H. Reagan, L. S. Ross, W. P. McLean, and John Henry Brown being among the number — to prepare an address to the people of the state, setting forth the leading principles of the new constitution and its claims for endorsement by the voters.⁵

The popular vote was 136,606 for ratification and 56,652 against ratification. Taken as a whole, the constitution of

⁵Eby, *Source Materials*, p. 680.

1876 was a splendid contribution to better constitutional government for the state; at the time of its adoption it was sound in its reflection of the traditions and convictions of the people of Texas. Under its provisions, the qualified voters of Texas meet the problems of state and local government as they arise. While there has been at times considerable agitation for a new constitution, only nine per cent of the voters were sufficiently interested in 1919 to express an opinion when the question was submitted to them. Satisfactory results have been obtained through the regular submission and adoption of amendments. By January of 1950 the legislature had submitted 183 amendments to the people; of this number, 108 had been adopted and 75 rejected.

The School Law of 1876

The Fifteenth Legislature assembled at Austin in April, 1876, to put into effect by statutes the provisions of the constitution. In a message to the legislature, Governor Richard Coke declared that universal intelligence and universal suffrage are imperative for the perpetuation of free government. He further stated that people who did not recognize the fact that "public sentiment of the enlightened and civilized world had crystallized in favor of public education" would find themselves "laggards in the general march of improvement."

The school revenues included a poll tax of \$1.00, interest on state bonds, interest on United States bonds, and one fourth of the general revenue — a total of \$655,000. The governor recommended a school program within the revenues named and thought a school age of eight to thirteen, a curriculum of the "rudiments of a plain English education," and a school term of five months attainable. To avoid the "encumbrance of a multitude of petty officers," Governor Coke advised use of ex-officio officers for school administration.

The sixty-four sections of this law of 1876 gave in detail

the duties of school officials and the procedures for the administration of the community schools in the counties of the state. General control and supervision of the school system of Texas were vested in the State Board of Education, consisting of the governor, the comptroller, and the secretary of state. The clerical duties of the State Board were discharged by a secretary of the board, the ex-officio state superintendent of public instruction. The State Board distributed the available school fund on the basis of an authorized county school census, advised and counseled with school officials by letter, printed and distributed the school laws after each legislature, made reports to the legislature, collected and distributed educational statistics, and worked with the treasurer and comptroller in the issuance of warrants. The duties of the comptroller and treasurer in the handling of school funds were prescribed.

In the county, the tax collector, the tax assessor, and the county judge were assigned definite duties in regard to the school census, community schools, and the building of schoolhouses. The county judge — the ex-officio county superintendent of schools — appointed school trustees for the community schools, issued certificates to teachers through the County Board of Examiners, and made reports to the State Board of Education. A section of the school law set forth the manner for the organization of a community school.

Coke recommended "early establishment upon a liberal scale of a normal school for the education and training of teachers for our common schools." To meet the estimated needs of the common schools for one and one-half million dollars' worth of schoolhouses, he recommended the issuance and sale of thirty-year bonds, bearing 8 per cent interest, predicated on state and county school lands; in the meantime, he advised the use of the university fund for the issuance of bonds for the establishment of one or more universities. The forces of retrenchment and reaction were too

strong to permit Coke's recommendation for the public schools and higher education to be enacted into laws.

Meeting Early Problems in Public Education

Public education received special consideration during Governor Richard B. Hubbard's administration. In addition to the financial provisions previously made for the schools, a tax not more than twenty cents on the hundred dollars' valuation was added to the permanent school fund. The legislature again declared in favor of the establishment of a first-class university.⁶

Secretary O. N. Hollingsworth of the State Board of Education reported that parents seemed to be able to secure a school convenient for their children, that there were no demands for school taxes to which they were opposed, and that these conditions were popular among the people.

The shortcomings of the schools were nevertheless evident. Adequate schoolhouses were not built, teachers were not qualified, and the rural school term was approximately four months long. By 1878 the people were becoming dissatisfied with the schools and favored radical changes. Rapidly the public was coming to the conclusion that an efficient system of schools was not possible under the community system. Extremes of localism, such as the impractical, unworkable community system, have all along in educational history halted sound progress and have even obstructed the efforts of able, conscientious executives.

Beginning January 28, 1879, in a three-day meeting, a committee of six teachers — of which W. C. Crane, R. C. Bureson, and O. H. Cooper were members — recommended the acceptance of the offer of Dr. Barnas Sears and the Peabody Education Board to duplicate an appropriation for the establishment of a "first-class normal school" and

⁶Joseph L. Clark, *A History of Texas*, D. C. Heath & Co., Boston, 1940, pp. 353-54.

also an appropriation of twenty thousand dollars for the Agricultural and Mechanical College of Texas to "establish a course of practical instruction in agriculture."

The committee advised the division of the state for supervisory purposes into six districts, under a qualified teacher with a salary of \$2,300. The committee then made the six district superintendents, together with the secretary of the State Board of Education, a board of supervision, with power to prescribe regulations for examination of teachers, as well as for the organization, gradation, and management of schools. It also gave the district superintendent authority to appoint a school examiner in each county for the examination of persons desiring certificates of competency to teach and to conduct county institutes.

In April, 1879, Governor O. M. Roberts, who was pledged to a "pay as you go" policy and the settlement of long-standing debts, vetoed the appropriation bill setting aside one fourth of the revenues for the public schools. A special session of the legislature, in June, 1879, appropriated one sixth of the annual revenues to the public schools.

The veto of the education bill making provision for the public schools precipitated a crisis: it showed very clearly that the schools must be given increased revenues from other sources than the general revenue.

The reaction of the press to the gubernatorial veto varied between extremes of support and of condemnation. The supporters of the veto endorsed retrenchment, commended the charity schools of prewar days, and questioned the service and function of the public schools.

The most powerful influence for constructive school administration in Texas from 1874 to 1884 was O. N. Hollingsworth, who was elected to the office of superintendent of public instruction on the Democratic ticket with Governor Coke. The constitution of 1876 abolished the office of state superintendent of public instruction, together with all other

supervisory functions; but as secretary of the State Board of Education, Hollingsworth discharged the duties of a state superintendent under Governors Coke, Hubbard, and Roberts.

An abstract of Hollingsworth's definition of a public school follows:

1. A school organized in the manner prescribed by the general school law, and one that recognizes the legal authority of public school officials.
2. A school taught by a teacher holding a certificate of competency, and under a lawful contract between the teacher and legally approved trustees.
3. A school from which none who desire to participate in benefits are excluded from the organization.
4. A school with no extra charge for tuition from parents for branches prescribed by law and in which public funds are not credited on private tuition rates.
5. A school taught in the English language.
6. A school that is nonsectarian in religious matters.⁷

In 1880 Hollingsworth founded the *Texas Journal of Education*, through which he could reach the laymen and teachers of Texas. According to Hollingsworth, public schools must be sustained by public sentiment, supported by adequate funds, taught by competent teachers, directed by attentive trustees, and administered and supervised by able state and county superintendents.

Hollingsworth was born in Calhoun County, Alabama, on April 5, 1836, the youngest in the family of nine children. The family moved to Rusk County, Texas, in 1845. In 1859 he was a student in the University of Virginia for part of a year, but withdrew on account of bad health and lack of money. In the Confederate army, he had a fine record in combat, and, after he was wounded, he was valuable in army

⁷Report of the Commissioner of Education for 1877, p. 245.

engineering work. He conducted a private school in San Antonio for two years. Founding Coronal Institute in San Marcos in 1866, he conducted the school for three years and then sold it to R. H. Belvin. In 1872 Hollingsworth was elected to the House of Representatives, Thirteenth Legislature, from the 28th District. This district included thirteen counties, among the number being Travis, Hays, and Bell.

Municipal Schools

The *ayuntamientos* under the Texas-Coahuila constitution had charge of municipal schools supported from public funds. In 1837 the Republic of Texas granted charters to San Antonio, Victoria, and Gonzales. The councils of these cities were expected by "every equitable means to promote the establishment of common schools, male and female, within the limits of the corporation, in which the English language shall be taught and children of the poor class of citizens invited and received gratis." Austin in 1839, San Antonio in 1844, and Galveston in 1846 were given charters with school tax privileges. In 1858 a charter empowered New Braunfels to levy and collect a special tax for the support of an academy; the charter ran for twenty years, until vetoed by Governor Roberts.

The constitution of 1876 made provisions for the schools of cities and towns under a special section on municipal government. Under Article XI, Section 10 of the state constitution, the legislature may constitute any city or town a separate and independent school district. A city or town having a charter authorizing the levy and collection of a school tax may levy such tax as two thirds of the taxpayers of such city or town vote. Towns and villages having two hundred inhabitants or over, and not desiring to incorporate for municipal purposes, were permitted to incorporate for free school purposes only. By so doing, these school corpora-

tions were entitled to levy taxes for the support of public schools.⁸

The School Law of 1876 authorized any incorporated city or town, by a majority vote of the property taxpayers, to assume exclusive control of the public schools within its limits. It vested in such city or town the authority to adopt ordinances, rules, and regulations for establishing and maintaining free schools, for purchasing building sites and constructing schoolhouses, and for the general promotion of free public education in the city or town. Upon the assumption of the exclusive authority, the city or town not only might receive from the collector of taxes and the state comptroller its proportionate share of public revenues, but also might, by a two-thirds vote of the property taxpayers, levy and collect an additional tax for school purposes.

The title to all lands, houses, and other property was vested in the city or town council, but no such property held in trust might be sold without the consent of the State Board of Education. Under a law approved on April 3, 1879, more nearly complete regulations were prescribed governing the assumption of exclusive authority over the public free schools in cities and towns and the authority of school trustees in the control, management, and government of all the schools of the cities and towns.

During the first biennium — ending August 31, 1878 — seventeen cities, including San Antonio, Houston, Fort Worth, and Dallas, assumed exclusive control of schools. By August 31, 1880, after the second biennium, fourteen cities, including Sherman, Austin, and Tyler, assumed exclusive control of the public free schools. Later, by the end of the third biennium — on August 31, 1882 — fourteen cities, including Palestine, Galveston, and El Paso, assumed exclusive control of their public free schools. Lastly, during the fourth

⁸Leonard Lewis, "Education in Texas, 1876-1884," unpublished Doctor's dissertation, The University of Texas, 1946, pp. 200-4.

biennium — ending on August 31, 1884 — twenty cities, including Beaumont, Wichita Falls, and Terrell, assumed exclusive control of their public free schools. In almost all elections held for the purpose of determining public sentiment on the issue of exclusive control of its schools, the cities voted favorably by overwhelming majorities.⁹

Secularization of public schools became an issue during the administrations of Governor Roberts and Governor Ireland. The State Board of Education ruled that a school under the direction and control of trustees appointed by a religious denomination is a sectarian school, and that to appropriate public funds to support such schools would violate the constitution and the statutes of Texas. Two definite instances are given where state funds were advanced to church schools: to the Honey Grove school, under Methodist control, and to a Jesuit school in Gonzales, under Catholic control. Editorials in religious papers upheld the principle of prohibition of use of public school funds to assist schools under the control of any denomination.¹⁰

Governor Roberts, in messages to the legislature in 1879 and 1881, urged the sale of school lands on a larger scale, hoping thereby to increase revenues for the schools. As early as 1879, Roberts had seen the establishment of the Sam Houston Normal Institute at Huntsville for the training of white teachers and the establishment of Prairie View Normal School for the education of colored teachers. The Agricultural and Mechanical College, made possible by the First Morrill Act of 1862, and given full constitutional recognition in Article VII of the constitution of 1876, had opened on October 4, 1876. Acts of March 30, 1881, provided for the location of The University of Texas and vested in a board of eight regents the government of the University. This law authorized the nomination of the regents by the governor,

⁹*Ibid.*, pp. 252-55.

¹⁰*Ibid.*, pp. 164-66.

with confirmation by the state senate, the regents to be divided into four classes, with overlapping eight-year terms.

In 1881 summer normal institutes were organized, with financial support from the Peabody Board. These institutes were held in Tyler, Waxahachie, Gainesville, Salado, San Marcos, Prairie View, and Orange, the term extending from the first Monday in July to the third Friday in August and enrolling a total of 451 teachers. For several summers, state appropriations were made for the support of the summer normal institutes. The official state summer normal institutes in each senatorial district in 1883 opened on August 2 and continued four weeks.¹¹

The Peabody Fund, a trust fund of approximately \$3,500,000, bulked large in its influence towards the restoration of good feeling between the North and South and in rebuilding Southern schools. Peabody general agents Barnas Sears and J. L. M. Curry promoted sound policies for the distribution of aid to students, schools, and colleges.

Under its policies, the Peabody Education Board promoted only the public schools which, given financial assistance, would exert the widest influence and serve as model institutions. The board assisted in improving state systems and operated through their machinery when it was proffered. The board also encouraged the formation of teachers associations, the diffusion of information of a professional character among teachers, and school campaigns for the enlightenment of all the people.

Dr. Rufus C. Bursleson campaigned in most of the counties of Texas and published articles widely in the newspapers of the state. The campaigns of The Conference for Education in Texas, 1907-11, were generously supported by contributions from the Peabody Education Board, Wickliffe Rose being general agent.

¹¹*Ibid.*, pp. 399-406.

In amounts ranging from \$150 to \$2,000 distributed to city school systems, the Peabody Board expended annually in Texas totals of from \$3,300 to \$3,550 for the years from 1875 to 1883. From October 1, 1877, to October 1, 1897, the Peabody Board distributed to thirteen Southern states two-year scholarships worth \$200 a year in Peabody College. The grand total expended for scholarships amounted to \$383,584; Texas, with twenty scholarships, was given \$38,128.¹²

The message of Governor Roberts, on his retirement from office in January, 1883, recommended the "encouragement of more towns and cities to assume control of their schools" and the "formation of permanent school districts in the counties wherein the residents can tax themselves." Governor Roberts was disappointed when the increased sale of school lands did not produce the needed revenues to keep pace with the growing population. He thought this emergency situation must be met in the future by local taxation for schools.

Governor John Ireland (1883-87) was sensitive to the acute situation facing the common school districts, with poor schools and with no constitutional warrant to tax themselves to improve the condition. He advocated district taxation for the schools as a remedy.

The Eighteenth Legislature, in 1883, submitted an amendment to Section 3, Article VII, of the Constitution of the State of Texas setting aside one fourth of the revenue derived from state occupation taxes and levying a poll tax of one dollar on every male inhabitant of the state between the ages of twenty-one and sixty years; authorizing an annual ad valorem state tax not to exceed twenty cents on the one hundred dollars and such as would maintain and support the public free schools for a period of not less than six months; authorizing the legislature to provide for the formation of school

¹²*Ibid.*, pp. 411-13.

districts in all the counties of the state; and also authorizing the levy and collection of an additional ad valorem tax in school districts, by two thirds of the voters paying a property tax, in an election called for the purpose.

The following table, showing scholastic population and apportionment for the years 1877-84, and encompassing parts of the administrations of Governors Hubbard, Roberts, and Ireland, indicates graphically the trend in the problem of apportionment:

YEAR	SCHOLASTIC POPULATION	PER CAPITA APPORIONMENT	TOTAL APPORIONMENT
1877	170,000	\$2.82	\$ 479,400
1878	168,294	4.50	757,323
1879	204,577	4.25	869,474
1880	266,439	3.00	679,317
1881	261,871	3.00	785,613
1882	266,709	3.25	900,000
1883	295,457	3.61	1,068,323
1884	311,134	4.50	1,399,873

The School Law of 1884

Eight sections of the constitution were included in the first section of the Law of 1884. The apportionment of the available school fund to the counties was directed on the per capita scholastic population, without racial discrimination, and separate schools for whites and colored were mandatory. The school age, the scholastic year, the school week, the school month, and the school hours per day were mentioned; the public schools were required to teach orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, composition, and such other branches as might be directed by the trustees or the state superintendent.

The office of state superintendent was restored, the position to be filled by appointment by the governor until the next regular election, and thereafter by election for two years, along with other state officers. The duties of the state super-

intendent were set out at length. The state superintendent was *ex-officio* secretary of the State Board of Education. The duties of the State Board of Education, the comptroller, and the secretary of state were outlined in definite terms.

The duties of county officials in the handling of school affairs were also stated. The county judge, who was an *ex-officio* county school superintendent, gave attention to the examination and certification of teachers and could appoint school trustees when no election for trustees was held. The county commissioners' court had authority to district the county, to order school tax elections on petition of twenty or more property taxpayers, to appoint persons to hold tax elections, and to declare the result of the election. The available school fund for any one year could be used for building a schoolhouse when the site was donated and when the citizens of the community contributed in labor or in money an amount at least equal to the school fund used. Fifty-three counties in the state, named in Section 71 of the law, were exempted from the district system.

Location of State Schools

In the special election of September 6, 1881, called to locate The University of Texas, the contest was between Austin and Tyler, Austin receiving 30,913 votes and Tyler, 18,947.

A joint resolution was submitted to the legislature in 1882, providing for an election to be held on Tuesday, November 7, 1882, for the location of a branch university for the instruction of colored youth. The secretary of state officially declared Austin selected for the location by the following vote: Austin — 28,329; Houston — 14,000; Prairie View — 13,160; and Paris, Palestine, Brenham, Pittsburg, and Georgetown each receiving a small number. This referendum was ignored by the legislature, no provision being made for a state university for Negroes until 1945.

The Agricultural and Mechanical College of Texas, established by act of the legislature of Texas on April 17, 1871, and, by the constitution of 1876, made a branch of The University of Texas for instruction in agriculture and mechanic arts, was formally opened for the reception of students on October 4, 1876.

The Prairie View State Normal and Industrial College was established by an act of the legislature approved on August 14, 1876. This act appropriated the sum of \$20,000 to locate and maintain a state college "in accordance with the plans and specifications." The legislature, by an act approved April 19, 1879, provided for the establishment at Prairie View, in Waller County, of a normal school for the preparation of teachers, and provided for the government of the college by the Board of Directors of the Agricultural and Mechanical College of Texas. The Twenty-sixth Legislature, in 1899, changed the name of the college to Prairie View State Normal and Industrial College. The institution was granted authority in 1901 to inaugurate four-year college courses of classical and scientific studies.

The Sam Houston Normal Institute, which was established at Huntsville on April 21, 1879, by act of the legislature, opened in October, 1879.

The North Texas State Normal College was established at Denton in 1899; the Southwest Texas State Normal School at San Marcos in 1899; the West Texas State Normal College at Canyon in 1909.

The University of Texas was established at Austin in 1883.

Early State Superintendents of Public Instruction

Throughout the years of recovery, the state superintendents of public instruction were the educational leaders who sponsored and promoted the various legislative and organizational changes in the public school system as it moved

forward in its efforts to raise the educational standards of the state.

During the interim when the office of state superintendent was abolished, O. N. Hollingsworth served in that capacity while holding the official designation of secretary of the State Board of Education. Serving successively after Hollingsworth were: B. M. Baker, Oscar H. Cooper, H. C. Pritchett, J. M. Carlisle, J. S. Kendall, Arthur Lefevre, and R. B. Cousins.

The restoration of the office of state superintendent of public instruction gave powerful leadership for the promotion of worthy school legislation and provided a wise counselor for the local school districts. The office was recognized by the courts for judicial functions to enforce its decisions. The years 1884-1909 saw the development of the office of county superintendent of schools, as well as the greater recognition of normal schools, the Agricultural and Mechanical College and branches, and The University of Texas. The summer normal institutes and summer terms of colleges were expanded to meet needs of teachers for adequate professional training. Through an effective organization, The Conference for Education, both teachers and laymen learned to wage successful campaigns for the adoption of vital amendments to the state constitution.

B. M. Baker, 1884-87. Becoming state superintendent of public instruction by appointment of Governor Ireland on May 6, 1884, Baker was elected for a two-year term in November, 1884. He noted an improvement in the teaching force due to changes in school laws, to summer normals, and to the state normal school. Baker objected to conducting school exercises in either German or Spanish, classing such policy a violation of law. He favored the creation of the office of county superintendent in counties of 2,000 or more scholastic population.

Baker opposed the establishment of public high schools.

He would have made the Department of Education entirely independent of the State Board of Education. He believed that school funds of one year should be used for buildings in cases of urgent need and that the conflicts in authority between city and county school boards should be corrected by law.¹³

Oscar H. Cooper, 1887-90. Oscar H. Cooper was born November 22, 1852. He attended Marshall University for two years and was graduated from Yale University in 1872. Continuing in Yale, he did graduate work and later attended the University of Berlin.

His discussions covered many problems of school endeavor. The office of county superintendent was created in 1887 to provide leadership in the county, which Cooper wished to make the unit for school administration. Each county should have at least one high school. The improvement of teachers would come through county institutes, county examination of teachers, and professional supervision. Cooper reported the value of schoolhouses per capita in cities to be \$33, while that of the schoolhouses in rural areas was only \$3. He advocated the levy of a tax for payment of principal and interest of building funds.

Cooper resigned the office of state superintendent of public instruction to accept the position of superintendent of Galveston city schools. He was president of Baylor University from 1899 to 1902, and president of Hardin-Simmons University from 1902 to 1909. He served on the Executive Board of The Conference for Education in Texas and was influential in the Service for Survey Commissioners.¹⁴

H. C. Pritchett, 1890-91. Born in Missouri on August 12, 1852, Pritchett came to Texas in 1878 and taught in Coronal

¹³B. M. Baker, *Biennial Report of the State Superintendent of Public Instruction*, 1886-87.

¹⁴O. H. Cooper, *Biennial Report of the State Superintendent of Public Instruction*, 1888-90.

Institute, at San Marcos, for three years. Accepting a position in Sam Houston Normal Institute, under Principal Joseph Baldwin, he continued with the institution until he was appointed state superintendent of public instruction in 1890. When President Joseph Baldwin was chosen professor of education in the new Department of Education in The University of Texas, Superintendent H. C. Pritchett returned to the Huntsville normal school to assume the duties of president. He was president for seventeen years. The Pritchett program in the State Department of Education continued the general policies of the Cooper administration.

J. M. Carlisle, 1891-99. A native of Tennessee, J. M. Carlisle came to Texas in 1880. He was superintendent of schools at Whitesboro, Corsicana, and Fort Worth. Appointed state superintendent of public instruction in 1891, to fill the vacancy caused by the resignation of H. C. Pritchett, he was re-elected in 1892, 1894, and 1896.

Superintendent Carlisle favored the development of the office of county superintendent to provide leadership in the county. Three county institutes were held each year. He proposed the building of schoolhouses through annual payments extended over a number of years; this was a suggestion for bonds for buildings. The Census Law of 1897 made "padding" almost impossible, thereby effecting a large net saving for the schools.¹⁵

Carlisle Military Academy, established by him at Arlington in 1900, continued until 1913.

J. S. Kendall, 1899-1901. Born in Georgia in 1849, J. S. Kendall attended the University of Georgia, and, after teaching two years, entered the University of Virginia, where he was graduated. He taught in Texas during the period 1874-84. From 1884 to 1891 he was president of Pritchett Institute, at Glasgow, Missouri. In 1891 he returned to Texas,

¹⁵J. M. Carlisle, *Biennial Report of the State Superintendent of Public Instruction, 1890-92, 1894-96, 1896-98.*

where he was superintendent of Honey Grove public schools until 1898. He was elected state superintendent of public instruction in 1898 and again in 1900. In May, 1901, he resigned this office to accept appointment to the presidency of North Texas State Normal College, at Denton.

During his tenure, State Superintendent Kendall advocated the investment of the permanent school funds in the bonds of independent school districts, in order to create a healthy market for the sale of these bonds. He favored an amendment to the state constitution to authorize common school districts to issue bonds for buildings. Kendall believed that the apportionment of school funds on the census basis was objectionable and recommended the average attendance basis for apportionment. He urged the introduction of manual training and home economics in public high schools. As president of the North Texas State Normal College, Kendall maintained high levels of scholarship and envisioned expansion of the college into a standard college.¹⁶

Arthur Lefevre, 1901-5. Arthur Lefevre was born June 4, 1863, in Baltimore, Maryland. He was a graduate of Baltimore City College in 1882 and of the University of Virginia in 1885. He taught in Ball High School in Galveston, 1890-92. He was superintendent of Gonzales public schools from 1892 to 1894, instructor of mathematics in The University of Texas from 1894 to 1899, superintendent of Victoria public schools from 1899 to 1901 and from 1905 to 1908, state superintendent of public instruction from 1901 to 1905, and superintendent of the Dallas schools from 1908 to 1911. From 1911 to 1913 he was secretary of the committee which did research on the organization and enlargement of Texas institutions of higher learning.

In forceful language, Lefevre championed his philosophy of the public school system. He advocated a ten-year public

¹⁶J. S. Kendall, *Biennial Report of the State Superintendent of Public Instruction*, 1898-1900.

school — a six-year elementary school and a four-year high school. The “saving grace of common sense” should eliminate subjects and courses of no practical value. He favored recognition of all degrees of The University of Texas, except those in law and medicine, for issuance of certificates to teach without either examinations or courses in education.

He favored a separate board of regents for state teachers colleges and longer terms for trustees of schools and regents of state schools. He wanted to levy a “suitable fraction of millage tax” for support of a higher school.

Lefevre recommended the appointment of the state superintendent of public instruction by a vote of the regents of state colleges, including the proposed board of regents for the state teachers colleges. The policy of appointment would mean, to a large extent, the elimination of practical politics in the selection of the highest and most important school official of the state.¹⁷

R. B. Cousins, 1905-9. R. B. Cousins was born in Fayetteville, Georgia, on July 21, 1861, the day of the Battle of Bull Run. Both his father and his mother were college graduates. He attended North Georgia Agricultural College at Dahlonega for two years and completed the requirements for a B.A. degree at the University of Georgia in 1882.

After teaching small schools in Georgia and Florida, he accepted the position of teacher of Latin and Greek in Longview High School, where he taught from 1883 to 1885. He was superintendent at Mineola for two years and at Mexia for sixteen years (1887-1903). In 1904 he was elected state superintendent of public instruction and was re-elected in 1906 and 1908.

The administration of Superintendent Cousins was a powerful factor in the promotion of school sentiment, in securing needed school legislation, in bringing to pass constitutional

¹⁷Arthur Lefevre, *Biennial Report of the State Superintendent of Public Instruction, 1900-1904*.

amendments and laws for school taxation, and in miscellaneous progressive measures.

The limitation of district school taxation to twenty cents on the one hundred dollars and the two-thirds vote required to levy the school tax made it impracticable to maintain efficient schools in Texas. The city schools organized under municipal laws could vote the necessary taxes for maintenance of good schools. The Conference for Education in Texas was organized in 1907 to provide a campaign agency for needed constitutional amendments and better school legislation. Its first Executive Board consisted of Clarence Ousley, of Fort Worth, president; Dr. David F. Houston, of Austin; H. C. Pritchett, of Huntsville; O. H. Cooper, of Abilene; Theodore Harris, of San Antonio; R. B. Cousins, of Austin; and J. L. Long, of Dallas. Texas teachers in county institutes in the fall of 1907 gave \$10,000 in financial support to The Conference for Education in Texas. The Peabody Education Board made liberal contributions to help this conference.

The Executive Board of The Conference for Education in Texas was successful in the promotion of needed school legislation in 1907. The opportunity for a genuine campaign came with the submission of a constitutional amendment raising the limit of district taxation from twenty cents to fifty cents on the one hundred dollars and substituting a majority vote for a two-thirds vote. F. M. Bralley was appointed general agent of The Conference for Education in Texas, and, under his leadership, the campaign began in January, 1908; Bralley resigned, effective September 8, 1908, and was succeeded by C. E. Evans.

Conference Bulletin No. 4, April, 1908, contains fifteen tables showing the rank of Texas, four ranks being as follows: in annual income from local taxation of public schools, rank 23; in per cent of school funds raised by taxation, rank 42; in expenditures per capita of average attendance for

public schools, rank 35; and in number of years of free school attendance, rank 42.

The State Board of Medical Examiners, the Texas Farmers Congress, the State Democratic Convention, the presidents of six leading denominational colleges, and the Texas Federation of Women's Clubs urged the voters to adopt the amendment. One hundred thousand cards, postal size, were printed for workers on election day. Fifteen thousand placards were posted in public places, such as depots, hotels, barber shops, post offices, and the like. More than one hundred speakers were sent into the field to advocate educational progress and the need for improvement of rural schools.¹⁸

The amendment was overwhelmingly adopted, and a statute putting it into effect was promptly enacted by the legislature which assembled in January, 1909.

In the summer of 1909, The Conference for Education in Texas conducted a campaign for the adoption of constitutional amendments validating \$3,500,000 of school district bonds and authorizing the formation of county-line school districts.

Some of the important achievements of the Cousins administration are here enumerated in summary:

1. The community system was abolished.
2. Common school districts were authorized to issue bonds for building.
3. Agriculture, home economics, and manual training were introduced into the public schools.
4. Normal schools were enlarged.
5. The West Texas State College was established.
6. The Conference for Education in Texas was organized for a campaign agency in behalf of schools.¹⁹

¹⁸Ousley, *op. cit.*, pp. 102-5.

¹⁹H. A. Davis, *The Contributions of Robert Bartow Cousins to the Educational Development of Texas*, West Texas State Teachers College, Canyon, 1934.

❧ VIII ❧

Years of Progress, 1910-54

THESE years have witnessed many changes: the development of campaign agencies for the promotion of public school sentiment, best represented by an overview of the administrations of state superintendents of public instruction with regard to The Conference for Education in Texas and "The Better Schools Campaign"; the creation of better administrative boards of education for state, county, inter-county, and district; the adoption of constitutional amendments to authorize a liberal state ad valorem tax for schools; the enactment of laws to make possible the construction of dormitories in state colleges and universities by pledging rentals and other incomes; the adoption of a constitutional amendment setting aside a five-cent tax to amortize building bonds of state colleges; the establishment of additional state colleges; the expenditures of large appropriations annually to equalize educational opportunity; the standardization of elementary schools, high schools, junior colleges, and senior colleges; the appointment of a bi-racial commission to make recommendations for the adjustment of difficult problems of segregation; the intensification in court decisions; the provision for administration of special education for handicapped children; and the enactment of the Gilmer-Aikin Law.

State Superintendents, 1910-23

Three state superintendents served this period: F. M. Bralley, W. F. Doughty, and Annie Webb Blanton. Much

progress was made in all phases of the school program, with certain changes being of particular significance.

In consideration of the rural schools, a Rural High School Law was enacted, and the "Million Dollar Appropriation for Country Schools" initiated equalization of school effort in Texas. A Board of Regents for the state teachers colleges was created, and seven additional state colleges were established, one of which was repealed and six of which were postponed for later opening. A compulsory school attendance law was written into the statutes; the affiliation of high schools was expanded; the classification of elementary schools had its beginning; and evening schools for elimination of illiteracy were maintained. A constitutional amendment was adopted authorizing a school tax not to exceed thirty-five cents on the one hundred dollars for maintenance of public schools and to provide free textbooks. "The Better Schools Campaign" won the adoption of the constitutional amendment lifting the level of district taxation.

F. M. Bralley, 1910-13. F. M. Bralley was born at Honey Grove, Fannin County, Texas, on March 6, 1867. He was a graduate of the Methodist College at Honey Grove. Bralley was county superintendent of Fannin County for three two-year terms, superintendent of Honey Grove public schools for seven years, chief clerk of the State Department of Education at Austin for three years, general agent for The Conference for Education in Texas from January 1, 1908, to September, 1908, and superintendent of the State School for the Blind for two years.

Appointed state superintendent of public instruction by Governor T. M. Campbell, Bralley assumed the duties of the office in January, 1910, and served until September, 1913. After heading the Department of Extension of The University of Texas for a year, Bralley resigned to become president of the Texas State College for Women (C.I.A.) in 1914 and continued in the office until his death in 1924.

Bralley was the author of the Rural High School Law, enacted by the Thirty-second Legislature in 1911. This law created the county board of education, vesting in the board authority to classify the rural schools, to prescribe a course of study therefor, to establish rural high schools, and to consolidate common school districts in co-operation with the district school trustees.¹

The Rural High School Law also appropriated \$50,000 for each of two years for state aid of \$2,000 or more to any school district duplicating the state appropriation for establishing, equipping, and maintaining departments of agriculture, domestic economy, and manual training in the public schools.

A new certificate law simplified the certification of teachers by making all certificates have state-wide validity.

The County-Line District Law, putting into effect the constitutional amendment of 1909, authorized creation of school districts embracing territory from two or more counties.²

The special session of the legislature in the summer of 1911 created the Board of Regents of State Teachers Colleges, consisting of the state superintendent of public instruction as ex-officio chairman and four members appointed by the governor for terms of two years.³ The Thirty-third Legislature, in 1913, put into effect the constitutional amendment, Article 16, 30A, by authorizing six-year overlapping terms for the boards of trustees of eleemosynary, educational, and penal institutions of the state, one third of the members to be appointed by the governor each biennium. The legislature in 1913 also increased the membership of the State Normal School Board of Regents to six members, to be appointed

¹*Biennial Report of the State Superintendent of Public Instruction, 1910-12*, pp. 14-15.

²*Ibid.*, p. 15.

³*Ibid.*, p. 16.

by the governor; the legislature in 1929 increased the membership to nine.

The Textbook Law of 1911 provided a textbook board of nine members to be appointed by the governor and, together with the governor and state superintendent, to adopt textbooks for the public schools of Texas. E. V. White, dean of Texas State College for Women, wisely evaluated Bralley's services as follows:

Dr. Bralley's accomplishments were the result of his individual, towering personality. His genius lay principally in the fact that he was a persistently hard worker. He was an educational opportunist, a born administrator and leader; his advice was sought by many; he was known by the humblest citizens in the remote parts of the state; his judgment was respected by the leading educators of Texas and other states.⁴

W. F. Doughty, 1913-19. Born in Emory, Mississippi, on July 22, 1873, Doughty came to Texas in 1895. He was superintendent of schools at Brandon, McGregor, and Marlin, seven of the years being in the latter town. He held the B.A. degree from The University of Texas and the M.A. degree from the University of Chicago.

Appointed state superintendent of public instruction by Governor O. B. Colquitt in August, 1913, Doughty served until January, 1919. New and sweeping legislation, promoted largely by the influence of his administration, made necessary the expansion of the State Department of Education into nine divisions. World War I added responsibilities to each division separately, as well as to the department as a whole.

The Thirty-fourth Legislature, in 1915, enacted a com-

⁴E. V. White, *The Texas School Journal*, December, 1924, p. 5.

pulsory school attendance law. In his Biennial Report, Superintendent Doughty says:

This forward step in educational progress for the improvement of the intellectual resources of the masses is in fact the most significant educational advancement in the history of the state for many years. Although the passage of the law was accomplished under great difficulties, the spirit of the times was ready for this forward movement in education.⁵

Texas, with little background of discussion and research, came forward in 1915 with a program for rural school improvement, outstanding both in objectives and in machinery of administration. James E. Ferguson, Democratic nominee for governor in the primary of July, 1914, included in his political program a platform pledge of assistance to the neglected children of the inefficient rural schools.

In a special message in April, 1915, to the first called session of the Thirty-fourth Legislature, Governor Ferguson recommended "The Million Dollar Appropriation for Country Schools." The legislature responded by promptly appropriating \$500,000 for the year ending August 31, 1916, and \$500,000 for the year ending August 31, 1917, for aid to rural schools. More than 1,300 schools qualified for aid; the average was \$350 per school and \$2,900 per county in the 199 counties allotted.

Under the stimulating influence of state aid, the people are manifesting a liberality toward the support of their schools almost beyond the expectation of the most sanguine; and it is indeed gratifying to observe that this spirit of generosity toward the state is state-wide in extent. While state aid has exerted a most wholesome and lasting effect in improving the

⁵*Biennial Report of the State Superintendent of Public Instruction, 1916-18, p. 263.*

schools in a visible way, the largest and most permanent result, perhaps, is to be found in the fact that the country school is being standardized and established in the confidence of the people as an essential factor in the proper economic development of the state.⁸

The Smith-Hughes Act of 1917 granted federal funds for salaries of teachers of trades, industries, and home economics, as well as for maintenance of teacher-training departments and for research work. For 1917-18, the total appropriations were \$1,700,000 for all the states. Since the conditions for matching federal funds with state funds could not be fully met, only a small per cent of the total funds available for Texas was used.

In 1915 the Thirty-fourth Legislature vested in the State Department of Education the authority to classify high schools as first class, second class, and third class, according to standards of work completed. The Thirty-fifth Legislature in 1917 appropriated salaries for one chief supervisor of high schools and for four additional high school supervisors.

The following table shows affiliation of high schools in the years 1916-17 and 1917-18:

1916-17	
Class A high schools	209
Class B high schools	5
Private high schools	14
TOTAL	228
1917-18	
First class high schools	271
Second class high schools	3
Third class high schools	0
Private high schools	19
TOTAL	293

⁸*Ibid.*, p. 344.

By this time The University of Texas, through the professional and academic services of Dr. W. S. Sutton, Dr. W. J. Battle, and Dr. J. L. Henderson, had developed an efficient system of affiliation and had stimulated the high schools to the attainment of higher levels of academic scholarship.

The author confidently states that, if the experience and policies of the University inspection and affiliation of high schools during its thirty-three years had been conserved through the continuance of Dr. J. L. Henderson and Professor Thomas Fletcher, along with the State Department's chief supervisor and other state high school supervisors during the nine months of public schools, and with one or more supervisors from the independent colleges, the best of both plans of affiliation would have been capitalized for the common welfare of the high schools. The original resolution adopted by the Texas State Teachers Association on December, 1916, favoring transfer of affiliation of high schools from The University of Texas to the State Department of Education, definitely included this interpretation of the policy sought by the promotors of the new method of affiliation.⁷

In 1917 the Thirty-fifth Legislature, in regular session, established Tarleton State College at Stephenville, Arlington State College at Arlington, East Texas State Teachers College at Commerce, Sul Ross State College at Alpine, the Texas College of Arts and Industries at Kingsville, and Stephen F. Austin State College at Nacogdoches and authorized the establishment of West Texas Agricultural and Mechanical College at Abilene.

A called session in September, 1917, postponed the opening of Sul Ross State College, the Texas College of Arts and Industries, and Stephen F. Austin State College to 1920, 1923, and 1925, respectively. This session repealed the law

⁷*The Texas School Journal*, April, 1918, p. 16.

authorizing the establishment of West Texas Agricultural and Mechanical College at Abilene.

Annie Webb Blanton, 1919-23. A native of Texas, Annie Webb Blanton completed her secondary education in the Houston and La Grange schools. She held the B.A. and M.A. degrees from The University of Texas and the Ph.D. degree from Cornell University. Miss Blanton was associate professor of English in the North Texas State College from 1901 to 1918, and head of the Rural Education Department and professor of educational administration at The University of Texas from 1923 to 1946. Founder of the Delta Kappa Gamma Society for women teachers, she devoted much time during the last fifteen years of her life to its development. She was elected state superintendent of public instruction in 1918 and served two terms.

In November of 1918, by a vote of 86,788 to 38,616, a constitutional amendment was adopted authorizing a state school tax not to exceed thirty-five cents on the one hundred dollars for the purposes of maintaining the public schools and of providing free textbooks for the use of children attending the public free schools of the state. This amendment also authorized appropriations from the general revenue to supplement the funds coming from the state apportionment and from school taxes.

The special legislative session of May-June, 1920, made an emergency appropriation of four million dollars for the common schools, appropriated one million dollars to increase the salaries in state colleges 25 per cent, increased the salaries of county superintendents from one third to two thirds and provided an increase for office and traveling expenses, increased the salaries of holders of all grades of certificates, and enacted an improved certificate law.⁸

⁸*Biennial Report of the State Superintendent of Public Instruction, 1918-20, pp. 10-11.*

The Thirty-sixth Legislature, meeting in 1919, submitted to the voters of Texas an amendment to Article VII, Section 3, which would remove the limit of fifty cents on the one hundred dollars in local taxation for schools and thereby make it possible for the school districts of the state to levy the school taxes needed to maintain efficient schools. This constitutional amendment was adopted on November 2, 1920, by a vote of 221,223 to 126,282. One hundred ninety-five counties gave majorities for the amendment, fifty counties voted against it, and eight counties made no report. The total raised for maintenance by local tax was \$10,106,000 in 1918-19; \$11,230,442 in 1919-20; \$13,591,906 in 1920-21; and \$15,775,945 in 1921-22.

With the "Tag Day" collection of \$23,943 and teacher contributions of \$6,338, State Superintendent Blanton could plan The Better Schools Campaign with confidence.⁹

Literature, slogans, songs, rallies, press support, and commercial and professional organizations were mobilized to reach the voters.

TEXAS

First in Size.

First in Agricultural Products.

First in Production of Cotton.

Third in Production of Oil.

Seventh in Wealth.

Thirty-Ninth in Education.

Shall Texas keep this rank?

Work and vote for the Better Schools Amendment,
November 2.

.

⁹*Education in Texas, January 1919-January 1921*, State Department of Education Bulletin 133, August, 1921, pp. 85-107.

The statistics of wealth show that productive capacity rises and falls directly with the increase or decrease of education and training in a state or nation. England produced 3.6 times as much per capita as did Russia; she has more than three times as much education. It is no accident that Massachusetts long produced 2.2 times as much wealth per capita as did Tennessee — it had 2.3 times as much education.

The campaign for the adoption of the constitutional amendment was properly called The Better Schools Campaign. With the restriction against liberal local school taxation removed, school districts all over Texas began voting the necessary taxes for better maintenance and better school buildings.

In 1919 enumerators of the State Department of Education uncovered padding of the census rolls in a county where the usual enumeration of 1,642 children was reduced to 699. In another county the enumeration of 6,043 children was reduced to 2,381.¹⁰

In April, 1920, State Superintendent Blanton initiated the classification of elementary schools. Classification makes the standardization of the schools of the state an all-inclusive policy, enabling the small rural schools to build in quality, just as high schools, junior colleges, senior colleges, and universities profit by accreditation. An accredited high school will not continue long contented as part of the school system which has a third-class elementary school.¹¹

The Score Card published by the State Department of Education in 1924 measures the following factors: Scale A — (1) Grounds and outbuildings; (2) Schoolhouse; (3) Equipment; Scale B — (1) Teacher, (2) Pupil, and (3) Community.

¹⁰*Biennial Report of the State Superintendent of Public Instruction, 1920-22, pp. 141-45.*

¹¹*Biennial Report of the State Superintendent of Public Instruction, 1918-20, p. 39.*

The standard must make between 400 and 500 points in both Scale A and Scale B, a total of 800 out of 1,000 points.¹²

In *A Handbook of Information*, an official publication of the State Department of Education, State Superintendent Blanton advocated the creation of a State Board of Education which would be the policy-forming agency for the public school system, with the state superintendent as its executive officer and expert counselor.¹³ Under this state system of school administration, the county board of education would appoint the county superintendent, and the county would collect a county school tax for all the schools of the county, with the apportionment of school funds on the basis of average attendance. The program included a millage tax to support state colleges and a teacher retirement fund.¹⁴

In 1921-22, at a cost of \$82,896, evening schools to eliminate illiteracy were maintained in twelve cities of Texas for 13,989 pupils; 379 teachers were employed.¹⁵

Unquestionably, Miss Blanton's most compelling interest lay in the organization and development of the Delta Kappa Gamma Society, which she founded on May 11, 1929. Her primary purpose was to focus the feminine leadership of the profession upon educational problems. Delta Kappa Gamma spread into every state of the Union and had 1,016 chapters and approximately 46,000 members in 1953. As state superintendent of public instruction, Miss Blanton urged the recognition of women on boards of trustees, boards of regents, and in appointive positions in other fields.¹⁶

¹²*Biennial Report of the State Superintendent of Public Instruction, 1924-26*, pp. 60-68.

¹³*A Handbook of Information as to Education in Texas, 1918-22*, Bulletin 157, January, 1923, pp. 7-17.

¹⁴Annie Webb Blanton, "The County as a Factor in the Development of School Control," unpublished Doctor's dissertation, Cornell University, 1928.

¹⁵*A Handbook of Information as to Education in Texas, 1918-22*, Bulletin 157, January 1923, pp. 24-25.

¹⁶*Ibid.*, pp. 57-59.

State Superintendents, 1923-49

Four state superintendents served during this period: S. M. N. Marrs, C. N. Shaver, L. W. Rogers, and L. A. Woods. Significant changes included the creation of the State Board of Education, longer terms for public school officers, rapid expansion of the educational program, acceptance of the School Lunch Program as an integral part of the school program, the beginning of special education for exceptional children, and the enlargement of higher institutions of learning for Negroes.

S. M. N. Marrs, 1923-32. Starlin Marion Newberry Marrs was born in Fayette County, West Virginia, on January 2, 1862. He held a B.A. degree from National Normal School, Lebanon, Ohio. Marrs was superintendent of the public schools at Stephenville, Hamilton, Cleburne, and Terrell, with twenty-six of the thirty-three years of his service being in Terrell.

He was chief clerk in the State Department of Education under State Superintendent J. M. Carlisle in 1898, and head supervisor of the high school division and assistant state superintendent under State Superintendent Annie Webb Blanton, from 1919 to 1923. Elected state superintendent in 1922, Marrs was serving the last year of his fifth elective term when his death occurred at College Station, on April 18, 1932.

Marrs advocated a nonpolitical State Board of Education to take the place of the ex-officio State Board of Education, consisting of the governor, secretary of state, and comptroller, with the state superintendent of public instruction as ex-officio secretary. The proposed state board would formulate state school policies and would appoint the state superintendent of public instruction as its executive officer.¹⁷

¹⁷*Biennial Report of the State Superintendent of Public Instruction, 1922-24, pp. 7-8.*

In the November election of 1928 a constitutional amendment authorizing a State Board of Education was adopted. In 1929 the Forty-first Legislature put into effect the constitutional amendment by the creation of a nine-member State Board of Education, with overlapping six-year terms.

The new State Board of Education took over the duties prescribed by law for the ex-officio state board, considered the financial needs of the public free school system and of the institutions of higher learning, recommended a budget for the higher schools with reference to the elimination of waste and duplication of work, appointed the State Text-book Commission, considered the athletic necessities and activities of the public schools, prescribed rules and regulations for the certification of teachers, and performed such other duties as were prescribed by the legislature.¹⁸

Marrs advocated longer terms for public school officers. Effective county organization would come through a county board of education, with authority to appoint the county superintendent; through a county school tax; and through professional county supervision.

Laws were enacted to make the term of common school district trustees three years, that of independent district school trustees six years, and that of the county superintendent four years, and to authorize the independent school district to elect its superintendent and teachers for from three- to five-year terms. Independent school districts with a scholastic population of five thousand or more would come under the five-year contract law for teachers.

During the administration of S. M. N. Marrs, the state school apportionment increased from \$13 to \$17.50 per capita, and increased equalization funds were expended to reach a larger per cent of schools of needy areas. A law was enacted to provide payment of high school tuition for pupils

¹⁸*Biennial Report of the State Department of Education, 1928-30, pp. 11-21.*

from districts without a high school. A budget law required school districts to adopt and publish the school budget prior to the beginning of the school year. The first Texas junior college law, enacted in 1929, placed restrictions upon the establishment of junior college districts, in the form of minimum assessed property valuations and minimum number of high school students in such districts.¹⁹

C. N. Shaver, 1932. C. N. Shaver held a B.A. degree from Sam Houston State Teachers College. Southwestern University conferred on him the LL.D. degree in 1932. He was a member of the Fortieth and Forty-first legislatures, 1927-31, and rendered valuable service to the cause of the public schools and the institutions of higher learning. He was president of the Texas State Teachers Association during 1935-36.

Shaver was appointed state superintendent of public instruction on April 28, 1932, and resigned the position on September 30, 1932, returning to his former position as superintendent of Huntsville public schools. Elected president of Sam Houston State Teachers College in March, 1937, he was inaugurated in November of the same year.²⁰ Four years later Shaver retired from the presidency of the Sam Houston State College on account of ill health.

L. W. Rogers, 1932-33. L. W. Rogers held a B.A. degree from Southwestern University and an M.A. degree from The University of Texas. He was assistant state superintendent from 1923 to 1932, and state superintendent from October 1, 1932, to January 15, 1933, by appointment of the governor. Rogers published a novel, *His Own People*, in 1929, which, in the opinion of many, was a great contribution to the history of pioneer America. The reader will

¹⁹*Biennial Report of the State Department of Education, 1930-32*, pp. 11-16.

²⁰*The Texas Outlook*, January, 1938, pp. 24-25.

find an example of his constructive efforts in his discussion, "Equalization," from which we quote:

A REAL EQUALIZATION PROGRAM²¹

1. A definitely determined elementary and secondary minimum program, adequate to meet the needs of all pupils, irrespective of their location.
2. Local contribution to the maintenance of the minimum program, on the basis of each per pupil-teacher unit, prerequisite to participate in the state funds for support.
3. A well-defined per pupil-teacher basis for the determination of local needs and as a unit for the allotment of state funds.
4. State school funds allocated to local school units for the support of the prescribed minimum offering.
5. All direct taxes, both state and local for school support, to be levied on state equalizations.
6. Authorization for local units of school administration to offer work above the minimum state program.

L. A. Woods, 1933-49. Born in Newton County, Texas, on May 11, 1884, L. A. Woods received his early education in the rural districts of Newton and San Augustine counties. Woods held a B.A. degree, an M.A. degree, and an LL.D. degree from Baylor University. For twelve years he taught and farmed in Newton, San Augustine, Jasper, and Sabine counties. He was an instructor in Baylor University Academy for two years, principal of Mart High School for one year, and teacher of physics in Waco High School for six years.

Elected county superintendent of McLennan County in 1926, Woods was re-elected in 1928 and 1930. The consoli-

²¹State Superintendent L. W. Rogers, *Twenty-seventh Biennial Report*, 1930-32.

dation of districts, effected during his administration, reduced the number of school districts in that county from one hundred to forty. The rural schools of the county were standardized and affiliated with high schools, making it possible for all the children of the county to be accessible to a standard high school. County-wide graduating exercises for the seventh-grade graduates were customarily held on the Baylor University campus.²²

Elected state superintendent of public instruction in 1932, Woods was re-elected for eight terms of two years each, the ninth term beginning in January, 1949. When the Gilmer-Aikin Law became effective, in July, 1949, Woods's regular administrative service ended, but he continued in the office as consultant and as advisory superintendent until 1951.

Instead of having state supervisors residing in Austin, with only long-distance connections with school authorities and laymen over the state, the Woods program located deputy state superintendents at convenient centers, to be within a few hours' journey for conference with teachers, trustees, or patrons of schools.

This policy, by supplying first-hand information of local schools, improved supervision and tended to make the people of the school districts "school conscious." In 1948 a field force of from twelve to eighteen deputy state superintendents carried on the work of general supervision of schools, the accreditation of elementary and secondary schools, and the checking of equalization of schools. Payment by the state of tuition and transportation charges enabled rural children to attend schools offering a higher type of instruction. From 1935 to 1947, the one-teacher schools decreased in number from 2,981 to 1,835, a decrease of 39 per cent, and many smaller schools transferred children by contract to

²²H. G. Elliott, "L. A. Woods, State Superintendent of Public Instruction in Texas," unpublished Master's thesis, Hardin-Simmons University, 1947.

larger schools. The number of contract schools almost doubled in the five years ending in 1944.

The following table shows interesting comparisons:

	1933-34	1947-48
Scholastic census	1,565,924	1,508,820
Number of degree teachers	14,878	34,266
School property valuation	\$216,174,700	\$367,169,455
Permanent school fund	72,485,765*	101,369,932
Local taxes	32,912,066	95,239,814
Rural aid—equalization	3,177,687	17,767,235
Average annual salary for teachers	807	2,532
Per capita apportionment	16	55

*1944 figures

The equalization appropriation bill of 1947-48 included salary aid, tuition, transportation, audio-visual education, and expenses of the legislative committee and of the Board of Control.

A comprehensive evaluation of all schools of music was inaugurated in the school year 1947-48. The Director of the Division of Health Education, a position created by the Fiftieth Legislature, has followed the W. K. Kellogg Foundation program and works through teacher-training institutions in preparing the type of teachers needed for health improvement in the public schools. Radio and visual education have contributed teaching devices to improve regular classroom instruction. The film library, consisting of careful selections from a large field of offerings, has demonstrated its worth for instructional material.

In 1943 the Texas Safety Association provided funds for the salary and travel expenses of a Director of Safety Education in the State Department of Education. Shortly after this development, twenty-one schools of instruction were held in the state for the "upgrading of teachers" of driver education. In the summer of 1948 there were 222 certified teachers of driver education from the colleges and univer-

sities in Texas. Approximately 586 schools offer courses in safety education or driver education.

The National School Lunch Act of 1946 required the states to match federal funds on either the state or local level until 1951; from 1951 to 1955 the states were to give \$1.50 for each dollar of federal money.²³ For each year thereafter, the states were to give three dollars to each dollar of federal money. The School Lunch Program has become an integral part of the school program. The allotment of federal funds for the School Lunch Program to Texas was \$4,759,810 for 1947, \$3,333,157 in 1948, and \$3,492,005 in 1952.

The Forty-ninth Legislature, in 1945, placed responsibility in the State Department of Education to administer the special education program for the exceptional children of Texas. Any child of educable mind whose bodily functions or members are so impaired that he cannot be safely or adequately educated in the regular classes of the public or private schools is an exceptional child.²⁴

During the Woods administration, problems of Negro schools were given consideration resulting in improvements. County school boards and district school boards gave attention to the qualifications of teachers and to the in-service training of Negro teachers. County school supervisors rendered a real service in the improvement of Negro schools. Twenty-four counties had Jeanes supervisors in 1947. In 1948 there were 262 accredited Negro high schools in Texas. Summer workshops were stimulating to principals, supervisors, teachers, and librarians in Negro schools.

Following the recommendations of the Bi-Racial Commission of Texas in December, 1946, the Fiftieth and Fifty-first legislatures established the Texas Southern University

²³*Biennial Report of the State Department of Education, 1946-48*, pp. 13-24.

²⁴*Ibid.*, pp. 23-24.

in Houston and enlarged the Prairie View Agricultural and Mechanical College.²⁵ Both institutions are for Negroes.

Administration of Schools since 1949

The school year 1948-49 was the last year during which the public schools of Texas operated under the Equalization Aid Program. The enactment of the Gilmer-Aikin Law by the legislature in 1949 completely revised the method of financing schools in Texas, in that it guaranteed every school district a Minimum Foundation School Program. The Equalization Division of the State Department of Education was replaced by a Finance Division of the Texas Education Agency. Under the new organization, State Auditor C. H. Cavness became the acting commissioner of education, the overall administrator of the state's educational program.²⁶

C. H. Cavness, 1949-50. State Auditor Cavness attended the Southwest Texas State Teachers College and The University of Texas. Qualifying as a certified public accountant, he was a successful accountant in San Antonio from 1921 to 1941. In 1942 he was appointed state auditor for Texas. He is a member of the Texas Society of Certified Public Accountants and the National Association of State Auditors.

Article X of Senate Bill 116, 1949, vested in State Auditor Cavness the responsibility of activating the new Minimum Foundation Program for the interim period before the new commissioner of education could be installed. In auditing the accounts of school districts, state-supported colleges, and The University of Texas, Cavness had made a study of the public schools and higher institutions of learning. He employed Superintendent L. P. Sturgeon as associate commissioner, Professor J. Warren Hitt as deputy commissioner, and W. E. Harrison as finance officer of the Division of

²⁵*Report of the Bi-Racial Commission of Texas, December 17, 1946,* pp. 1-69.

²⁶*Biennial Report of the Texas Education Agency, 1948-50,* pp. 11-19.

Education. Prominent educators and influential legislators rendered valuable assistance in a consulting capacity.²⁷

This interim administration of State Auditor Cavness, with his staff of professional educators, passed on to the incoming commissioner of education a record of achievements for the schools of Texas upon which the best educational system could be built.

J. W. Edgar, 1950 —. State Commissioner of Education Edgar was born at Briggs, Texas, September 15, 1904. He was graduated from Burnet High School in 1921 and from Howard Payne Academy in 1922. He holds the B.A. degree from Howard Payne College and the M.A. and Ph.D. degrees from The University of Texas. Edgar was superintendent of the Austin public schools from 1947 to 1950.

The Texas Education Agency assumed responsibility for the state direction of public education in March, 1950. Under the Gilmer-Aikin Law of 1949 an elective lay board of twenty-one members, one from each congressional district, appointed J. W. Edgar state commissioner of education for a term of four years, with the confirmation of the state Senate. He was reappointed in 1954.

The American pattern of administration of schools is the popular election of a policy-making lay board of from three to nine members and the appointment of the city superintendent by this lay board. Through this lay board the people of a school district determine the policies for the schools, and the school superintendent is the executive officer of the policy-making board.

The superintendent makes recommendations to his lay board, and the lay board may adopt, modify, or reject the recommendations. If the state board is appointed or elected and its executive is elected by popular vote, the state board's policy-making function is largely paralyzed, while

²⁷*Biennial Report of the Texas Education Agency, 1948-50, pp. 17-19.*

the elective state superintendent tends to become both the policy maker and policy executor, an anomaly in school administration.

Beginning with March, 1950, the development of public education in Texas is an account of the achievements of State Commissioner Edgar in the administration of the Gilmer-Aikin Law under the State Board of Education.

The purpose of the Minimum Foundation School Program (Senate Bill 116) was to guarantee every school-age child in Texas at least a minimum of educational opportunity for twelve years of nine full months each, a minimum of 175 actual teaching days per year. The aim of the program was to provide better public school education, to bring more children into the classrooms, to afford adequate school bus transportation, and to raise the professional standards and pay of schoolteachers.

In the school year 1948-49 there were 8,563 teachers who held M.A., M.S., or higher degrees; 33,939 teachers who held B.A. degrees; 7,313 teachers who had from one to three years of college work; and 469 teachers who had had no college training. In the school year 1950-51, there were 13,029 teachers who held the higher degrees, an increase of 52 per cent; 39,236 teachers who held the B.A. degree, an increase of 15.6 per cent; 2,864 teachers who had only from one to three years of college training, a decrease of 60 per cent; and 127 teachers — a decrease of 72½ per cent — who had had no college work. Of the teachers of 1948-49, 84.5 per cent held degrees, while 94.6 per cent held degrees in 1950-51. Of a total of 63,720 public-school teachers in Texas in 1952-53, only 2,326 did not have degrees.

Senate Bill 116 provides base pay for teachers with a B.A. degree (\$2,403 for 9 months) and for teachers with an M.A. degree (\$2,628 for 9 months), plus increasements for years of teaching experience. A blanket \$402 annual increase for all teachers was granted in 1954.

Many school systems are able to pay teachers salaries above the minimum required of those receiving Minimum Foundation School Program Funds.

In 1950-51 there were 277 special education teachers instructing 13,296 children. It was estimated in May, 1951, that 425 such teachers would be needed for 1951-52. In 1950-51, there were 965 vocational agriculture programs, with 1,026 vocational agriculture teachers, and 1,059 homemaking education programs with 1,284 homemaking teachers.

Senate Bill 90, the new Transportation Formula, allots transportation aid to the public schools of Texas under clearly defined regulations, which are revised as expedient during the year to meet school situations. A typical bus route is defined as one of from 45 to 55 miles of daily travel and composed of 60 per cent hard-surfaced roads and 40 per cent dirt roads, over which fifteen or more pupils who live two or more miles from school are transported.

Total base cost of maintenance, operation, salaries, and depreciation for each bus is allowable on the basis of capacity of the bus. Seven capacity bus costs are listed, ranging from the fifteen- to nineteen-capacity bus at \$1,450 a year to the seventy-two-capacity bus at \$2,350 a year. Private and commercial transportation of pupils in isolated areas will be reimbursed on a per pupil basis, not to exceed \$75 a year per pupil, or the actual cost, whichever is the lower amount.²⁸

The county is the unit for transportation, and the county school board must set up and approve all bus routes in the county before June 1 each year. However, the formula contains provisions under which the independent school district may employ its own bus drivers, handle operation of its vehicles, and receive its transportation allotment direct from the state. The operation of bus transportation for the schools

²⁸*Biennial Report of the Texas Education Agency, 1950-52.*

raises many problems for adjustment, and details of operation multiply during the school term, demanding year-round study to assure wise action.

Adult Education. Since World War II, interest in adult education has increased rapidly. This movement received great impetus from the "GI benefits" to those who had served in the armed forces. At its peak, in the spring of 1949, the enrollment of veterans in various kinds of schools in Texas reached approximately 300,000. Some veterans went back to college to complete work toward degrees, but the great number who had no previous college training were dependent upon new kinds of schools. Some of these were organized under the supervision of the Texas Education Agency, some were privately owned, and many were conducted under the extension department of various colleges.

One example of this new kind of school is found in the National Extension University, organized under Dr. A. A. Grusendorf of San Marcos and incorporated under the laws of Texas. Instead of offering courses to fulfill requirements for college credits, this new university emphasizes individual wants and needs.

During 1953-54, home-making classes under the state Board of Vocational Education enrolled 88,086 adults; classes in trade and industry, 30,874; and classes in the distributive trades, 38,817. An additional 17,792 were enrolled in high school agriculture classes for adults and young farmers.

Some 40,000 veterans took advantage of their GI benefits to attend various schools in Texas during 1954-55; of these, three fifths chose to attend the colleges of the state. Meanwhile, enrollment of adults in the various schools which offer night and extension classes has shown a steady rise.

IX

The Academy and the Public High School

The Academy

The academies were the outcome of the best thinking of almost a century of American progress. They were the embodiment of as fine heroisms as ever found expression in any educational institution, and there have been no finer in the world. They were as democratic as the most aggressive democratic spirit of their day could make them.¹

IN BOTH Europe and America, near the middle of the eighteenth century, the academy arose to meet the need of a higher school, offering a more practical curriculum than the traditional Latin grammar school. Franklin's Academy, which opened in Philadelphia in 1751, was probably the first American academy; it organized departments of English, mathematics, and Latin. The two Phillips academies at Andover, Massachusetts, and Exeter, in New Hampshire, furnished the model for many later institutions.²

Within the first half of the nineteenth century there were 1,007 academies in New England; 1,636 academies in the Middle Atlantic States; 2,640 academies in the Southern States; and 753 academies in the Mississippi Valley States. For the entire United States, there were 6,085 academies, with 12,260 teachers and 263,096 pupils.³

In 1829 Stephen F. Austin advocated the establishment

¹Draper, *op. cit.*, p. 152.

²Cubberley, *op. cit.*, p. 246.

³*Ibid.*, p. 247.

of a permanent academy in Texas at San Felipe de Austin. Austin's papers show that more than thirteen hundred dollars was subscribed for its support and that there was even hope for a brick school building.⁴

An act of the Republic of Texas in 1839 granted three leagues of land to each county for academy support and provided for an additional league in 1840. Independence Academy and Washington College were chartered in 1837; Galveston University in 1841.

By 1850 there were 97 academies in Texas, with 137 teachers, 3,389 pupils, and an estimated annual income of \$79,732. In Texas during the period from 1851 to 1873, 33 academies, 37 institutes, and 97 colleges — nearly all of which had an academy division — were chartered.

The following chart shows a comparison between the number of academies in the United States and in Texas between 1910 and 1950.

	1910	1915	1920	1927	1940	1946	1950
United States	1,781	2,248	2,093	2,350	3,568	3,294	3,331
Texas	58	82	39	51	122	92	93

In 1950 the enrollment in the secondary division of the academies in the United States was 672,362.

The Texas State Department of Education accredits private secondary schools in such subjects as their standards justify, if the schools request accreditation; the list of schools visited and accredited is published in the directory of classified and accredited schools.

During half of the century prior to 1936, the academy was the sole institution of secondary education and at the same time was the only stimulus for the rise of the public school. The academy laid the foundation of teacher-training for the rural school and

⁴Eby, *Source Materials*, pp. 618-23.

became directly or indirectly responsible for the establishment of teacher-training institutions in the state, as well as of most of the colleges. The academy kept alive the interest in fine arts, as well as in the practical subjects. It promoted religion and morality through the influence of great teachers who had long tenure, and it produced the high moral standards of the 90's and the first years of the 1900's. The gradual development of sentiment up to 1920 against gambling, lawbreaking, and liquor came from the influence of these great teachers of the academies.⁵

Some Typical Texas Academies

The academy movement in Texas will be better understood from stories of a few typical academies.

Looney's School, 1861-71. Located at Gilmer, this school was maintained for a period of ten years. It was coeducational, having an attendance of more than two hundred students, with advanced students coming from a hundred miles in all directions. It included in its course of study the common branches, advanced mathematics, ancient languages, and advanced English.

The founder of the Looney school, Morgan H. Looney, was a remarkable man, with original and unique methods in the management of the school. The systematic government of his school, inside and outside, meant general supervision of students from the day of their entrance until they left school. All pupils were required to attend Sunday school and church on Sunday, with no excuse acceptable except sickness. Swearing, gambling, dancing, drinking, and horse racing were forbidden.⁶

Oran M. Roberts, afterwards governor of Texas, taught a law school in connection with Looney's School. Among

⁵E. D. Jennings, "What the Academy Has Contributed to Texas," *Association of Texas Colleges*, 1936, p. 45.

⁶Lane, *op. cit.*, pp. 329-31.

the able lawyers turned out by the Roberts law school were Judge Sawnie Robertson, Judge George N. Aldredge, and Attorney General John D. Templeton. Charles A. Culberston, afterwards governor, and for twenty-four years United States Senator from Texas, attended the Looney school.

Failing health of his wife caused Looney to give up his school in 1871 and move to Arkansas.

Summer Hill Select School, 1876-1901. Under Principal A. W. Orr, a native of Georgia, Summer Hill Select School was maintained at Omen, in Smith County, about ten miles from Troup. It was one of the best private academies of Texas. The catalogue of 1882 shows an enrollment of 141 pupils, with a faculty of five teachers.

A business course which required actual business practice, a teacher course leading to the L.I. diploma, an English course leading to the B.E. degree, and a classical course leading to the B.A. degree were offered. W. T. Adams and T. N. Jones, of Tyler; J. L. Long, of Dallas; and Henry Edwards, of Troup — all of whom were later prominent leaders in Texas — were among the men who taught with Orr. J. E. Young, of Kaufman, afterwards congressman; Lon Smith, afterwards state comptroller; and A. W. Birdwell, afterwards president of Stephen F. Austin State College, at Nacogdoches, were pupils of Orr.

Orr was elected president of the Texas State Teachers Association in 1902. After serving as county superintendent of Smith County, he retired in 1910. Baylor University honored him by conferring on him the M.A. degree.⁷

Blanco High School. W. H. Bruce was principal of the Blanco High School from 1884 to 1893. Dr. Bruce came to Texas from Milltown, Alabama, in 1884. In early years, his mother had been his teacher, and young Bruce was a bright student. He attended the Agricultural and Mechani-

⁷The Houston *Chronicle*, June 12, 1938, Section B, p. 3.

cal College of Alabama, graduating in 1883 with the B.A. degree. Distinguished in the entire course of pure mathematics, Dr. Bruce was the author of textbooks in that field. He taught his first school at Milltown. Continuing his studies, he received the Ph.D. degree from Mercer University, in Georgia, in 1890. He taught Texas schools at Marble Falls, Athens, and Blanco.

This statement occurs in the 1889-91 *Catalogue* of the Blanco High School:

The Blanco School is now recognized by The University of Texas as one of its auxiliary schools, a distinction conferred upon no other school not in the hearing of the click of the telegraph and the whistle of the locomotive.⁸

The high school was affiliated with The University of Texas for the last five years of Dr. Bruce's administration. Its curriculum gave emphasis to mathematics and classics. A number of the prominent citizens of the counties surrounding Blanco were at one time pupils of Dr. Bruce. Later, he was president of Tarleton State College for one year and president of North Texas State College from 1906 to 1923. Upon his retirement, in his appointment as president emeritus of North Texas State College, the regents made this comment: "You will teach one-fourth time on full salary and do two things — take care of Mrs. Bruce and do as you please."⁹

Private Schools

In 1944 the State Department of Education listed 78 private schools, with a total enrollment of 8,099 pupils. In 1950 there were 411 private schools in Texas, a large per cent of these being elementary schools. In 1948 there were

⁸*Blanco High School Catalogue*, 1889-91, p. 16.

⁹C. M. Mizzell, "W. H. Bruce," unpublished Master's thesis, Southern Methodist University, 1926.

18 church schools, with 240 teachers and 3,361 pupils.¹⁰

Many of the private schools were affiliated with the Southern Association of Colleges and Secondary Schools. The 1952 report of the association gives the following information about private schools:

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
PRIVATE SCHOOLS¹¹

TOWN AND SCHOOL	NUMBER OF	
	TEACHERS	ENROLLMENT
Austin		
Lutheran Concordia	10	104
St. Edwards	14	192
St. Stephens	15	103
Bryan		
Allen Academy	26	285
Dallas		
Hockaday	24	217
Jesuit	17	323
El Paso		
Our Lady of Victory	16	162
Houston		
Incarnate Word	18	471
St. Agnes	17	504
St. Johns	25	231
St. Thomas	37	371
Kerrville		
Schreiner Institute	25	128
San Antonio		
Incarnate Word	15	239
Our Lady of the Lake	11	170
Peacock Military Academy	11	178
Providence	22	472
St. Mary's Hall	18	148
Texas Military Institute	14	212
Ursuline Academy	11	180
San Marcos		
San Marcos Baptist Academy	31	317
TOTALS	377	5,007

¹⁰William Brewster, "A Survey of Church-Related Secondary and Elementary Schools in Texas," unpublished Master's thesis, The University of Texas, 1950.

¹¹*Southern Association of Colleges and Secondary Schools*, 1952, pp. 48-55.

The Public High School

The early recognition of the need for public schools is shown in this quotation from Noble:

The establishment of nonsectarian, free day schools, open alike to both sexes, may be termed an "upward thrust of Jacksonian democracy," for the temper of the times demanded the removal of "the stamp of class rigidity, sect, and charity from the training of the masses." That these new institutions should prepare both for college and for the immediate affairs of life was a social demand in accord with the same principle. Democracy glorified the common man and willed, wherever possible, to provide opportunities for him to rise to distinction.¹²

The first American high school was established in Boston in 1821; it was an upward extension of the common school to do at public expense what to some extent had been done by the early Latin grammar school and the later academy. The public high school was the answer to a popular demand for a school in every town of five hundred or more families. High schools in smaller towns included bookkeeping, algebra, geometry, surveying, and United States history in their curricula, while high schools in towns of 4,000 or more population maintained broader curricula, including logic, rhetoric, history, Latin, and Greek. From 1830 to 1850 the Massachusetts pattern of tax-supported schools was popular.

By 1860 there were three hundred and twenty-one public high schools in the United States. The inadequate, inefficient district system and the popular, efficient academy system, paralleling the high school, challenged the coming free school. An interesting adventure has been the independent private business school, a mongrel school of decided

¹²Noble, *op. cit.*, p. 189.

merit, that arose to meet urgent, practical needs which the public school thoughtlessly ignored or rejected.

As a result of the Kalamazoo Decision, quoted here, "the free public high school became a legal reality":

If these facts do not demonstrate clearly and conclusively a general state policy, beginning in 1817 and continuing until after the adoption of the present constitution, in the direction of free schools in which education, and at their option the elements of classical education, might be brought within the reach of all the children of the state, then, as it seems to us, nothing can demonstrate it. We might follow the subject further and show that the subsequent legislation has all concurred with this policy, but it would be a waste of time and labor. We content ourselves with the statement that neither in our state policy, in our constitution, nor in our laws do we find the primary-school districts restricted in the branches of knowledge which their officers may cause to be taught, or the grade of instruction that may be given, if their voters consent in regular form to bear the expense and raise the taxes for the purpose.¹³

High school enrollments doubled every ten years from 1879 to 1929-30, when the total enrollment was 4,799,867; in 1939-40, the enrollment was 7,113,282, an increase in enrollment of 4.8 per cent per year for ten years; in 1950-51, the enrollment was 5,806,000. For 1952-53 the total enrollment of secondary schools, public and private, was 6,263,000.

The number of students graduating from high schools has shown a similar increase. In 1900, only 94,883 students graduated from all the high schools in the United States. This number had risen to 1,221,475 by 1940-41 and to almost two million in 1952-53.

¹³*Charles E. Stuart et al. vs. School District No. 1 of the Village of Kalamazoo, 30 Michigan, 1874, p. 69.*

Educational costs vary appreciably among the different states, as shown below:

ANNUAL COST OF EDUCATION PER PUPIL IN AVERAGE DAILY ATTENDANCE, 1947 ¹⁴		
HIGH 16 STATES	MEDIUM 16 STATES	LOW 16 STATES
\$231.74 New Jersey	\$166.63 Delaware	\$135.60 Vermont
223.79 New York	164.92 Nebraska	130.14 Texas
216.74 Montana	163.28 Indiana	129.86 Louisiana
211.65 Illinois	161.52 Michigan	122.94 Maine
192.91 Massachusetts	160.79 Kansas	118.14 Florida
191.34 Connecticut	159.95 Pennsylvania	110.97 Oklahoma
189.94 Washington	158.02 Arizona	108.64 Virginia
185.74 Wyoming	155.04 Colorado	104.76 W. Virginia
184.95 California	153.43 New Mexico	95.72 N. Carolina
183.99 Minnesota	153.12 Nevada	94.03 Kentucky
182.48 South Dakota	153.08 Ohio	91.40 Georgia
179.89 Rhode Island	152.79 N. Dakota	84.47 Tennessee
178.52 Iowa	144.70 Utah	82.18 S. Carolina
177.25 Oregon	142.07 Idaho	79.97 Arkansas
172.17 Wisconsin	136.93 Missouri	72.28 Alabama
167.19 N. Hampshire	135.99 Maryland	58.52 Mississippi
United States \$152.80		

The eight-year elementary school does not properly articulate with the four-year high school; the former continues at least a year too long, and the latter begins one or more years too late. The seventh grade fits better into the high school above than into the elementary school below.

The reorganized high school, with the removal of the seventh and eighth grades from the elementary school, creates a more desirable organization for the elementary school; the first six grades of the elementary school are a more homogeneous group and are given an opportunity to join the development of a program adapted to needs.

Music, art, homemaking, handicraft, shop work, physical education (including athletics), and the sciences are live

¹⁴*Statistical Abstract of the United States*, 1950, U. S. Bureau of the Census, Washington, D.C., p. 108.

parts of the secondary program; extracurricular activities stimulate the interests of the entire student body in the high school.

Many of the time-honored features of the present junior high program need to be re-examined in terms of changing demands and changing life patterns for modern youth. If the junior high is to fill its role in education, we must bring every result of modern education, every theory, and every practice to bear on this re-examination.¹⁵

Accreditation in Texas

In 1885 The University of Texas began the affiliation of high schools; the high schools accredited were designated "subsidiary high schools" and "auxiliary schools." They were visited regularly each year by faculty members of the University. From year to year, additions were made to the accredited list.

By 1895 fifty-six schools were on the accredited list of the University, but itemization of accredited subjects had not begun. Schools were sometimes recognized in as few as two subjects. From 1895 to 1905 schools were accredited by subjects; beginning with 1905 accreditation by subjects and by the number of units approved in different subjects began. From 1905 the "Carnegie Unit" was adopted by the colleges of America as a basis for announcing entrance to colleges and universities, and soon a definite number of these units were required for full entrance.

In 1905 John W. Hopkins of Galveston was chosen by the Board of Regents as Visitor of Schools for the University but continued in the position during part of the year only. For almost a year, Dr. W. J. Battle, professor of Greek, was visitor and was succeeded by Dr. J. L. Henderson in September, 1906. In the ten years from 1895 to 1905, the num-

¹⁵Emma Mae Brotze, "The Junior High School a Definite Step on the Ladder of Education," *The Texas Outlook*, October, 1951, p. 18.

ber of affiliated schools increased from sixty-three to 129.

The prescribed subjects for admission to all departments in the University were: English, three units; history, one and one-half units; algebra, one and one-half units; and geometry, one and one-half units — a total of seven and one-half units. For full admission, five additional units were required if Latin should be included, or six additional units if Latin was not offered. In any case, three units in a foreign language had to be presented for full admission. Fourteen subjects were open to the high school graduates, including the five foreign languages of Latin, Greek, German, French, and Spanish, though in addition to these subjects, engineers could offer manual training, mechanical drawing, and field work. In the eleven years from 1906 to 1917 the number of subjects accepted for admission to the University increased from fourteen to thirty; the affiliated schools increased from 129 to 228.

The Texas State Teachers Association, at its Fort Worth meeting on December 2, 1916, adopted the following resolution:

Believing that all problems involving the common and possibly antagonistic interests of the high schools, colleges, and universities of Texas are entitled to consideration by a tribunal in which all have representation and that the rapid growth of these interests in the state justifies an expansion and enlargement impossible under the present plan, and recognizing that the high schools, denominational colleges, College of Industrial Arts, four state normal schools, the Agricultural and Mechanical College, and The University of Texas have vital interests which can never be adjusted satisfactorily and equitably by the sole action of a single institution of higher learning, we favor the inspection and affiliation of high schools under the direction of the State Department of Education, the

legally constituted head of the school system of Texas, such standardization to be binding upon all schools concerned.

This action by the State Teachers Association was promptly followed by the adoption of a resolution presented State Superintendent W. F. Doughty, who had taken no part in the fight for transfer of affiliation from The University of Texas to the State Department of Education:

Resolved, That a committee of eleven, consisting of one representative each from the State Department of Public Instruction, College of Industrial Arts, a State Normal School, the Agricultural and Mechanical College, and The University of Texas, two high school principals, two city superintendents, one representative from the senior independent colleges, and one representative from the junior independent colleges, be authorized to study the classification of high schools, represent the association in legislative matters, and report to the association one year from now its findings and actions concerning the best way for handling this work.

The committee appointed to carry out the policies outlined in the resolution consisted of State Superintendent W. F. Doughty; President F. M. Bralley, of the College of Industrial Arts; President R. E. Vinson, of The University of Texas; President W. B. Bizzell, of the Agricultural and Mechanical College; Dr. W. H. Bruce, of the North Texas State Normal College; Superintendent C. S. Meeks, of the San Antonio city schools; Superintendent Alvin Dille, of the Moore public schools; Principal E. T. Genheimer, of Waco High School; Principal J. G. Fuqua, of Amarillo High School; Dr. Oscar H. Cooper, of Simmons College; and President J. C. Williams, of Meridian Junior College.

The committee, in Austin, on February 8, 1917, reached

an agreement; the parties to the agreement, by attaching their signatures, bound themselves and the institutions represented to carry on the work of inspection, classification, and affiliation of high schools under the terms set forth. A majority of the committee would continue to have the power to modify in whole or in part the provisions of the agreement. By August 31, 1918, twenty-one colleges in Texas signed the agreement to co-operate.¹⁶

In its complete sense, accreditation is the prescription of minimum standards for the schools and colleges to be accredited, the visitation and inspection of such schools and colleges to ascertain whether the prescribed standards are met, and the issuance or publication of a list of the accredited institutions.

The United States is covered by the six geographical divisions of regional associations. The New England Association covers Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Middle States Association covers Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Southern Association covers Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia (eleven states). The North Central Association covers Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming (nineteen states). The Northwest Association covers Alaska, Idaho, Montana, Oregon, Utah, and Washington. The Western Association covers Arizona, California, and Nevada. Montana has a double affiliation.¹⁷

In 1926, the American Association of Colleges for Teacher

¹⁶*The Texas School Journal*, April, 1918, p. 16.

¹⁷Chris De Young, *Introduction to American Public Education*, McGraw-Hill Book Co., Inc., New York, 1950, pp. 224-25.

Education adopted tentative standards for accreditation of teachers colleges, and in 1927 and 1950 published revisions. Improvement of schools and colleges through accreditation has been steady. A few states had ill-advised political opposition to out-of-state accreditation agencies. Qualitative standards have supplanted the old quantitative standards, the total pattern of the institution being the basis.

Evaluation

The formality and inadequacy of the prevailing standards of accreditation made necessary considerable changes in the procedure. Beginning with research studies as early as 1932, valuable results were achieved in the first issue of "Evaluative Criteria and Evaluation Practices," in 1936. After trial of the "Criteria" in two hundred schools, the 1938 edition was made available; new editions were ready in 1940 and in 1950. A survey in 1947 revealed that only about one third of the principals in the eleven states of the Southern Association of Colleges and Secondary Schools had ever heard of the "Criteria." The 1950 edition of "Evaluative Criteria" has been widely used throughout America for evaluation of secondary schools and has stimulated wonderful progress in schools.

This co-operative study for purposes of constructive evaluation of schools includes features different from the older surveys:

1. An intensive self-survey precedes the analysis by the outside committee.
2. The school's program is evaluated in terms of its own philosophy.
3. The program of the school is also evaluated in terms of the needs of the pupils.

The evaluation, therefore, includes the use of the "Evaluative Criteria," which has been called "the most compre-

hensive set of materials for analyzing and evaluating a school's program that has appeared up to the present time," and the evaluative process, which includes a self-survey by the school, followed by a visit and co-ordination of the total school and committee studies.

The "Evaluative Criteria" include: (A) Manual for Self-Evaluation Procedure for the School and for the Evaluation Procedure of the Visiting Committee; (B) Basic Data Regarding Pupils and Basic Data Regarding the Community; (C) Educational Needs of Youth; (D) Program of Studies; (E) Pupil Activity Program; (F) Library Services; (G) Guidance Services; (H) School Plant; (I) School Staff and Administration; (J) Data for Individual Staff Members; (X) Statistical Summary; and (Y) Graphic Summary.¹⁸

A description of the evaluation program of two representative high schools is given. Alice Independent District had Dr. Hob Gray of The University of Texas for co-ordinator. The personnel organization set up a series of committees in each of the Alice schools. Two elementary schools, operating under half-day schedules, appointed three committees as follows: morning teachers in one group, afternoon teachers in another group, and all-day teachers in a third group. The committees in the elementary schools varied in number from four to ten members; one high school committee consisted of twenty-one members.

Co-ordinator Gray "emphasized all aspects of the improvement phase, being less concerned with the mechanics of evaluation than with the end results of it." Says Dr. Gray: "A teacher must look at growth in this manner: it's not enough that I was good twenty years ago; I've got to be good today." School board members were invited to committee meetings. The Alice Evaluation Program meant the

¹⁸Earle T. Hawkins, "The Evaluative Criteria and Evaluation Practices," *The Southern Association of Colleges and Secondary Schools*, December, 1948, pp. 213-18.

active work of the entire community; it was completed during the session of 1949-50.¹⁹

In 1949-50 El Paso completed a system-wide evaluation. Dr. J. G. Umstatt was the co-ordinator. Texas Western College offered an adequately staffed evening seminar course in which two hundred thirty teachers, principals, and supervisors enrolled. Committee leaders were taken from the teachers and principals trained in the seminar. The entire faculty and the groups in the several school buildings were on the job of evaluating. The outside visiting committees came largely in two major groups, one in March and one in April. The city was divided into areas, each area to include one high school and its feeder elementary schools. Smaller committees investigated special areas during the intervening month between the visits of the two major committees.

The complete report of the evaluating committee is available. The report is: *A Comprehensive Analysis of the El Paso Public Schools; Reports of the Evaluating Committees* (Mimeographed, 469+xxiii pages). We quote from Superintendent Hughey's comment:

The purposes for which the evaluation was made will be completely realized in the years immediately ahead. The school personnel is more conscious of its strengths and weaknesses. The enthusiasm resulting from our intense study of last year promises to stand us in good stead as impediments are removed and better practices are invoked. . . . The report is submitted to those interested in the El Paso Schools as the most complete analysis possible of what we are and what we can be.²⁰

¹⁹W. W. Farrar, "Alice Evaluation Program," *The Texas Outlook*, August, 1950, pp. 16-17, 23.

²⁰Byron England, "System-wide Evaluation at El Paso," *The Texas Outlook*, August, 1950, pp. 12-13.

Evaluation has developed into an indispensable influence not only for securing the desired approval of standardizing agencies but also for the improvement of the total pattern of the school. The staff views the school as a whole, analyzes weaknesses in teaching and management, and lays a sound basis for planning ahead for some years; it also mobilizes the co-operative efforts of principals, teachers, pupils, supervisors, superintendents, and community leaders. It likewise affords an opportunity for faculty and school board to re-think the purposes and philosophy of the school system. Teacher-training institutions embrace the opportunity for offering courses, seminars, and workshops in order to train the public school personnel for all phases of the evaluation program.

Our chief difficulty in system-wide evaluations so far lies in the requirement of a rather large committee growing out of the fact that our *Handbook for Self-Appraisal of Elementary Schools* and the "Evaluative Criteria" for secondary schools do not easily or readily merge into one continuous instrument for evaluation. Our problem, it seems to me, is one of working out some plan of blending our two instruments of evaluation into one, so that the number of people required for the evaluation of a school can be reduced to a more practical number to conserve both manpower and financial expense of evaluation.²¹

High School Fraternities

In imitation of college fraternities, similar organizations appeared in high schools about 1890. With the growth of popularity of high school fraternities, the dangers of the movement became evident. The National Education Association in 1904 and again in 1907 adopted resolutions condemning secret societies in the high school. The National

²¹Gordon Worley, "Texas Evaluation of Secondary Schools," *Southern Association of Colleges and Secondary Schools*, 1950, p. 131.

Pan-Hellenic Congress declared against high school fraternities, believing that the maintenance of such societies is harmful to the best interests of secondary schools.

A number of states were early to enact laws against fraternities. The Washington law of 1909, prohibiting fraternities in high schools, contained a provision forbidding the State Board of Education to place on the accredited list a public high school or a private academy "so long as secret societies are allowed to exist among its students."

In a court case in Washington in 1906, an injunction against the school board in its enforcement of the board rule prohibiting fraternities in high school was denied. Said the court:

The evidence shows beyond doubt that these secret organizations when effected foster a clannish spirit of insubordination, which results in much evil to the good order, harmony, discipline, and general welfare of the school.²²

The Texas law of 1937 declared public school fraternities unlawful below the college level in counties of from 320,000 to 350,000 population, according to the census of 1930, which made the law apply to the Houston Independent School District only. Members, pledges, and solicitors were to be suspended or expelled. Non-school persons who solicited members or invited pupils to attend meetings were to be fined from \$25 to \$100 for each offense.

In 1945 the Abilene Independent School District exacted a pledge from students entering the high school that they were not members of a secret society and that they would not join one. Failure to observe the pledge made a student ineligible to hold office in student organizations, to represent the school, to take part in student plays, to graduate with honors, or to participate in assembly programs.

²²*Wayland vs. Board of Directors of Seattle*, 86 Pacific, p. 642.

On appeal to the higher court, the Eastland Court of Civil Appeals held that the Abilene School Board acted within its authority in adopting and enforcing prohibition against fraternities in the high school, that meetings held outside of public school buildings came within the prohibition, that the board did not abuse its discretion, and that an injunction against the board's action in enforcement of the anti-fraternity prohibition was not justifiable.²³

In 1949 the Fifty-first Legislature enacted a law prohibiting public school fraternities, sororities, and secret societies in all public schools of the state below the college level and made it the duty of school boards, school instructors, and other school authorities to suspend or expel from the school under their control all members, all who have promised to become members, and all who have pledged to become members of such secret organizations. It makes it unlawful for any person not enrolled in any such public school to solicit members for such secret societies or to attend meetings of the societies where the joining of such secret societies is encouraged. Any person violating any provision of this act shall be deemed guilty of a misdemeanor, punishable by a fine of not less than \$25 nor more than \$200 for each offense.

When the high school fails to offer a "natural opportunity for the outlet of adolescent characteristics and emotions" and full recreational opportunities, students will organize their own social endeavors. Where a vital, interesting, and generally acceptable program of extracurricular activities for high school pupils prevails, secret societies will fail to organize or to continue. The ounce of a worthy and efficient school setup of school activities is worth a pound of drastic legislation and board prohibitions against secret fraternities.

²³*Wilson vs. Abilene District*, 190 S. W. (2nd), p. 406.



The Junior College, or Community College

FOR MORE than fifty years, there has been a tendency to regard the first two years of college work as belonging to the secondary field. This would make a fourteen-year public school program and enable young people to get technical or professional preparation two years earlier than under the four-year college plan. Joliet Junior College, in Illinois, established in 1902, was the first public junior college in the United States; it owed its inspiration to President William Rainey Harper of the University of Chicago. Decatur Baptist College, established in 1898, was the first private junior college; if we count from the date of its first opening, in 1892, Decatur Baptist College is the "oldest genuine junior college in the world."¹

In 1927 Dr. Frederick Eby traced the history of the junior college movement, public and private, in Texas and other states. There were approximately 350 junior colleges in the country as a whole, forty of which were in Texas. He suggested the state legislature should recognize this new institution, place it on a legal basis, and bear part of the expense. The estimated cost of \$150 per student could be divided into three parts: \$50 to be paid by the state, \$50 to be paid by the district, and \$50 to be paid by the parents. A commission on secondary education, in connection with the state superintendent of public instruction, should supervise

¹The *Catalogue of Decatur Baptist College*, 1950-51, credits Dr. Frederick Eby's findings as basis for this claim.

and standardize the high schools and junior colleges of the state.²

The problem of meeting the diversified needs of unemployed youth out of school and of adults who would profit by schooling of the practical type will not be solved by applying "patches to an antiquated curriculum, or by establishing highly specialized trade schools, or by the academic junior college." The additional offerings must cover a wide scope and continue through the twelfth, thirteenth, and fourteenth years of the public school, providing functional preparation for youth up to twenty-one years of age. "Relevance is the criterion of educational effectiveness."

Increase in age of entry into industrial employment, decrease in age of graduation from the high school, student mortality in high school and college, current curricular inadequacy, modern society's demands for varying types of workers, changes in rural social organization, increasing complexity of modern society, and the increase of leisure time are fundamental factors that create an urgent need for the community college.

Growth of Junior Colleges

The Texas Legislative Council calls attention to some reasons for the growth of the community college: fifty-four out of every thousand workers were in the one-to-nineteen age bracket in 1900, but in 1940 this ratio had decreased to thirty per thousand, with a 30 per cent increase in workers in the forty-five to sixty-four age group; employers demand higher educational qualifications for employment; the employment pattern has changed, with shorter work hours and longer leisure hours; the industrial advance hinges upon the supply of skilled labor.³

²Frederick Eby, "The Junior College Movement in Texas," *The Texas Outlook*, January, 1927, pp. 20-24, and February, 1927, pp. 9-12.

³*The Community Colleges of Texas*, Texas Legislative Council, 1950, p. 3.

JUNIOR COLLEGE GROWTH⁴

YEAR	NUMBER			ENROLLMENT		
	PUBLIC	PRIVATE	TOTAL	PUBLIC	PRIVATE	TOTAL
1915	19	55	74	592	1,771	2,363
1922	70	137	207	8,349	7,682	16,031
1931	178	258	436	45,031	29,067	74,098
1935	219	302	521	74,853	32,964	107,817
1940	258	317	575	140,545	56,165	196,710
1945	261	323	584	191,424	58,764	250,188
1947	313	326	639	216,325	78,150	294,475
1948	324	328	652	337,334	109,300	446,634
1950	329	305	634	456,291	106,495	562,786

In 1948 California had 61 public and 12 private junior colleges; Texas, 33 public and 30 private; New York, 12 public and 20 private; Illinois, 15 public and 13 private. California pays a lump sum of \$2,000 a year to each properly established junior college, together with \$100 for each full-time student enrolled.

The Thirty-fifth Legislature of Texas enacted in 1917 a law which gave recognition to the junior college for the issuance of certificates to teachers and vested in the State Department of Education at Austin the authority for enforcement of standards for the maintenance of junior colleges "ranked as first class." Minimum requirements for a junior college of the first class were adopted, and in 1918 the following colleges were approved:

Abilene Christian College, Abilene; Alexander College, Jacksonville; Burleson College, Greenville; Clarendon College, Clarendon; Decatur Baptist College, Decatur; Meridian Junior College, Meridian; Midland Christian College, Midland; Kidd-Key College, Sherman; Our Lady of the Lake College, San Antonio; The College of Marshall, Marshall; Thorp Spring Christian College, Thorp Spring; Wayland

⁴Jesse P. Bogue, *American Junior Colleges*, American Council on Education, Washington, D.C., 1948, pp. 9, 10.

Baptist College, Plainview; Wesley College, Greenville; and Westminster College, Tehuacana.⁵

Texas Western College (College of Mines and Metallurgy) was a state junior college under The University of Texas; Arlington State College (Grubbs Vocational School), at Arlington, and Tarleton State College (John Tarleton Agricultural College), at Stephenville, were state junior colleges under the Agricultural and Mechanical College of Texas.

In *The Handbook of Texas*, C. C. Colvert, writing on the "Junior College Movement in Texas," states that the well-rounded junior college has a fourfold purpose: to offer pre-professional courses; to offer terminal courses to high school graduates who desire to train in the technical, commercial, and agricultural fields on a semi-professional level; to offer terminal courses of a vocational nature to non-high school graduates; and to offer courses for adults in late afternoon and evening classes.

Under an estimated total of 9,515,600 young people from eighteen to twenty-one years of age, a total of 1,748,800 should enroll in the junior college division of the four-year colleges, and 872,400 should enroll in the junior colleges. This estimate is almost six times the total enrollment of the junior colleges, public and private, and more than seven times the enrollment in the public junior colleges of the United States. Texas would need 50 junior colleges; Ohio, 50; Illinois, 55; Pennsylvania, 60; and New York 75. The total needed for all states would be 1,346. It would mean a cost to Texas of \$4,520,000 and a cost to the entire nation of \$89,932,000. If the junior college (community college) offered curricula well adjusted to adults and youth of post-high school age, the enrollment would probably double, and 33 per cent would be added to the cost.⁶

⁵Report of W. F. Doughty, *State Superintendent*, 1916-18, pp. 440-41.

⁶James Abel Starrack and R. M. Hughes, *The New Junior College*, The Iowa State College Press, Ames, 1950, p. 58.

Enrollment figures shown in the following chart furnish a basis for speculation on the place the junior college fills in the area in which it is located:

PUBLIC JUNIOR COLLEGES OF TEXAS, 1951⁷

COLLEGE	YEAR	
	ORGANIZED	ENROLLMENT
Alvin Junior College	1949	643
Amarillo College	1929	1,591
Blinn College, Brenham	1883	1,443
Cisco Junior College	1940	1,360
Clarendon Junior College	1927	85
Del Mar College, Corpus Christi	1925	5,260
Edinburg Junior College	1926	1,028
Frank Phillips College, Borger	1948	509
Gainesville Junior College	1924	204
Hardin College, Wichita Falls	1922	1,109
Henderson County Junior College, Athens	1946	2,438
Howard County Junior College, Big Spring	1946	795
Kilgore College	1935	1,473
Laredo Junior College	1947	1,274
Lee Junior College, Baytown	1934	1,048
Navarro Junior College, Corsicana	1946	411
Odessa Junior College	1946	1,127
Panola County Junior College, Carthage	1948	178
Paris Junior College	1924	1,549
Ranger Junior College	1926	575
San Angelo College	1928	1,020
San Antonio College	1925	1,485
Southwest Texas Junior College, Uvalde	1947	289
Temple Junior College	1926	406
Texarkana College	1927	757
Texas Southmost College, Brownsville	1926	1,183
Tyler Junior College	1926	2,004
University of Houston Junior College Division	1927	7,835
Victoria College	1925	475
Weatherford College	1889	263
Wharton County Junior College, Wharton	1946	742
St. Philip's Junior College and Vocational Institute, San Antonio	1942	1,575
TOTAL		42,134

⁷Thirty-seventh Biennial Report, 1950-52, Texas Education Agency, p. 82.

Creation of Junior Colleges

An independent school district or a city which has assumed control of its schools, having an assessed property valuation not less than \$12,000,000, or having an income provided by endowment or otherwise that will meet the needs of the proposed junior college district, and having an average daily attendance of the next preceding school year of not fewer than 400 students in its regular four-year high school or high schools, may, with the approval of the State Board of Education, establish and maintain a junior college district.

It is the duty of the State Board of Education to determine whether the conditions named have been met and whether, considered from the geographical standpoint with reference to other colleges in the area, the location is desirable and feasible for a junior college. The State Board of Education must order an election in the territory proposed for the junior college; if a majority of the qualified taxpaying voters of such district approve the location of the junior college district, the district is deemed to be formed and created.⁸

A union junior college district (a combination of contiguous school districts) or a county or joint county junior college district must have: (1) a combined taxable wealth (union junior college) or a taxable property valuation (county and joint county junior college) of \$9,500,000; (2) a scholastic population of not fewer than seven thousand in the next preceding school year, or a scholastic population of not fewer than five thousand in the next preceding school year where the State Board of Education finds that the district is in a growing section and that there is a public convenience and necessity for the junior college; and (3) not fewer than four hundred students in the last four years of high school in the schools of the district.⁹

⁸*Public School Law Bulletin No. 527*, Texas Education Agency, 1952, Article 2815h, Sections 1, 2, 3.

⁹*Ibid.*, Sections 17, 18, 19.

At first, community colleges were financed entirely from local school taxes and student fees. In 1941 the state made an appropriation of \$325,000 a year, which was an estimated \$50 per full-time student. In 1951-52 the per student allotment was \$189, and the total annual appropriation for junior colleges was \$2,154,600.

The junior colleges of Texas have local taxes, tuition and fees, and state aid as sources of income. The act of 1929 authorized the local junior college to levy special taxes for such colleges not to exceed 20 cents on \$100 valuation of property. The act of 1947 enabled districts to issue bonds for the construction and equipment of buildings when authorized to do so by a majority vote of the district concerned. It also raised the maximum tax for junior college purposes to one dollar on \$100 valuation. Not more than 50 cents on \$100 valuation was to be levied for building, equipment, and lands.

Local taxes provide approximately one third of all income of Texas junior colleges. All public junior college districts except four have a local tax ranging from eight to fifty cents for maintenance, for operation, and for bonded indebtedness on buildings, grounds, and equipment. Three of the four colleges operating without special college taxes are units of their respective school districts and receive indirect benefits from local taxation. Tuition charges range from \$50 to \$150 per student a year, with a state-wide average of about \$75. Tuition collections amount to less than one third of the total income of the junior colleges.¹⁰

To be eligible to receive a proportionate share of the annual general revenue appropriations, each public junior college must satisfy the specific conditions prescribed by the state auditor.

¹⁰B. W. Musgraves, *Administration of the Public Junior College Problem in Texas*, Texas Education Agency, 1952, pp. 14-18.

The following auditor's report on junior colleges covers the years 1942-52:

YEAR ENDING AUGUST 31	APPROPRIATIONS	FULL-TIME STUDENTS
1942	\$ 325,000	6,499
1943	325,000	5,010
1944	286,500	3,908
1945	286,500	4,503
1946	343,800	4,999
1947	343,800	6,303
1948	925,000	8,822
1949	935,400	9,673
1950	2,100,000	11,823
1951	2,100,000	12,952
1952	2,154,600	10,737

Report of the President's Commission on Higher Education

On December 11, 1947, the President's Commission on Higher Education emphasized the place and the function of the junior college in a carefully planned state-wide system of higher education. Said the commission:

Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of its community.

The potential effects of the community college in keeping intellectual curiosity alive in out-of-school citizens, of stimulating their zest for learning, of improving the quality of their lives as individuals and as citizens are limited only by the vision, the energy,

and the ingenuity of the college staff — and by the size of the college budget. But the people will take care of the budget if the staff provides them with vital and worth-while educational services.¹¹

The President's Commission suggests the name "community college," since the dominant feature of the college is its intimate relation to the life of the community it serves. The commission includes in this program of service (1) frequent community surveys, (2) co-operative procedures for older students, (3) preparation of students to live a rich and satisfying life, (4) preparation for specialized and professional study at other colleges, and (5) a comprehensive adult program.¹²

The stability of any phase of American education may be judged by its underlying philosophy, by the special conditions which it is adapted to meet, by its past development and present status, and by the attitudes taken toward it by recognized educational leaders. Judged by these criteria, the junior college as one significant phase of American education has considerable claim to stability.

¹¹*A Report of the President's Commission on Higher Education*, Washington, D.C., 1947, Vol. I, pp. 67, 69.

¹²*Ibid.*, Vol. III, pp. 5-7.

❧ XI ❧

The Education of Women

THE RECORDS of New England towns in the first century of colonial history show fewer than a dozen instances in which girls were admitted to grammar schools; to get any schooling at all, girls attended the dame school. In 1784 Dorchester permitted the girls who could read the psalter to attend grammar schools from June to October; in 1789 Boston established "double-headed" schools, in which girls were given the same opportunities as boys, though the two sexes were taught in separate classes. The Moravians maintained at Nazareth, Pennsylvania, beginning in 1750, a small school for girls, and so well known was it that students came to it from all the colonies. In the South, the wealthier classes permitted girls to get instruction from tutors along with their brothers. When the wives and daughters of the well-to-do were relieved of the heavier burdens of housework, there was more appeal in music, dancing, French, and fancy needlework. Caste considerations also increased the demand for the "polite accomplishments."

For almost a century after 1775 the typical female seminary became the most important institution for the education of women. Through its organization and curriculum, the seminary spread the idea of "feasibility and usefulness of woman's higher education" and "clearly paved the way for women's colleges." The female seminaries rendered an important service in the preparation of teachers for the common school; the normal school had not yet appeared in America. Ipswich Female Seminary, in the period from 1830 to 1835, furnished fifty-three women teachers to schools in southern and middle western states.

Woody makes this evaluative statement about seminaries:

Save from an intellectual and professional point of view, the seminaries contributed but little to the emancipation of women. Generally, its leaders denied any desire for equality with men in any complete sense. . . . With education, women became more competent to understand and remedy the evils of their position. A change of attitude toward subjection was the logical result. In 1818 Mrs. Willard appealed to the "enlightened politicians" and was then disillusioned; thirty years later, women were ceasing to pray to their "enlightened" leaders and were beginning to ask that they might be so.¹

Dr. M. Carey Thomas, president of Bryn Mawr for a number of years, gives this example of the everyday antagonism to the college education of women:

When I went to Leipzig to study, after I had been graduated from Cornell, my mother used to write me that my name was never mentioned to her by the women of her acquaintance. I was thought by them to be as much a disgrace to my family as if I had eloped with the coachman.²

Earlier in the college life of Dr. Thomas, while a student at Johns Hopkins, she was at first "grudgingly allowed to sit behind a screen in the classroom and listen to the lectures and recitations of the men who were duly enrolled."

According to Monroe, "the discussion of the education of women was carried on so largely by men in terms of condescension and by women in terms of apology that it now arouses chiefly amusement or indignation, the resulting

¹Thomas Woody, *A History of Women's Education in the United States*, The Science Press, New York, 1929, p. 456.

²John Dale Russell and Charles H. Judd, *The American Educational System*, Houghton Mifflin Co., Boston, 1940, p. 323.

emotion perhaps being dependent upon the sex of the reader."³

Emma Hart Willard, Catherine Beecher, and Mary Lyon, working independently of one another, championed the cause of female education against longstanding prejudices. The petition of Emma Willard to the legislature of the state of New York for the establishment of a girls' school in Troy was refused. However, the city council of Troy gave assistance. Troy Seminary opened in 1821, under Mrs. Willard, who continued in charge for seventeen years.

Planning the development of a women's college with advanced ideas on education, Catherine Beecher founded Hartford Seminary in 1828. Woman's sphere would include the home, nursing, and teaching. To encourage the "scientific study of housewifery" she published a "Treatise on Domestic Economy." The most valuable work of Miss Beecher was campaigning for the establishment of girls' schools.

Mary Lyon, through funds raised by her own efforts, established Mount Holyoke Seminary, South Hadley, Massachusetts, in 1837 and continued with the institution until her death twelve years later. Emphasizing the religious concepts of education, the influence of her forceful personality made religion dominant in the life of the seminary. Monroe says:

Trained intelligence, household or technical efficiency, democratic sentiment, social comradeship, moral devotion, spiritual insight, religious conviction, were her ideals, realized in large measure in the lives of numbers of girls and women.⁴

Mount Holyoke epitomizes the history of education for women.

³Paul Monroe, *The Founding of the American Public School System*, The Macmillan Co., New York, 1940, p. 453.

⁴*Ibid.*, p. 461.

The seminaries under able leadership had improved the quality of the superficial finishing type of education, but the women's college was yet to come. Oberlin College, in 1833, and Antioch College, in 1853, were the pioneers in the admission of women and men on equal terms. The trans-Mississippi universities were generally coeducational at the opening. Some early coeducational state universities were: Utah, 1850; Iowa, 1856; Washington, 1862; Kansas, 1866; Minnesota, 1868; Michigan, 1870; Nebraska, 1871; and Ohio, 1873. All state universities, except the University of Florida, admit women to some part of the university; Florida has a separate State College for Women. The Agricultural and Mechanical College of Oklahoma at Stillwater is coeducational, and Oklahoma has a Women's College at Chickasha. The Agricultural and Mechanical College of Texas does not admit women; the two junior branch colleges — Tarleton State College and Arlington State College — are coeducational.

Pioneer Women's Colleges

The establishment of female colleges with the objective of equal standards with men's colleges began with the opening of Elmira Female College, Elmira, New York, in 1855. In the older parts of the country it was easier to provide for the education of women by the establishment of new colleges than to adjust the existing boys' colleges for the admission of girls. Elmira College claims to have been the "first in this country, and, so far as known, the first in the world that offered women the same standard of graduation as colleges and universities for the other sex."⁵

Limitation of funds and poorly prepared students made it impractical for Elmira College to attain its objective in its entirety. Mary Sharp College, Winchester, Tennessee,

⁵R. G. Boone, *History of Education in the United States*, Appleton-Century-Crofts, Inc., New York, 1890, pp. 366-67.

in its date of opening (1851) and in ideals for genuine college standards, became a close contender with Elmira College for the credit of being the original college for women equal to a men's college. Georgia Female College (Wesleyan Female College), chartered in 1836, was authorized to confer "honors, degrees, and licenses as are usually conferred in colleges or universities." The college opened January 9, 1839, at Macon, Georgia. Catherine Brewer was its first graduate, in July, 1840: "the first woman in all the world to be graduated from the first chartered college for women."

Vassar College was the first college for women not to be known as a female college: Vassar was a victory in "nomenclature and in academic standing." In founding Vassar College in 1865 at Poughkeepsie, New York, Matthew Vassar gave expression to the sentiments governing his action:

It occurred to me that woman, having received from her Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development. It further appeared there is not in the world, so far as known, a single fully endowed institution for the education of women. The establishment and endowment of a college for the education of women is a work which will satisfy my highest aspirations, and will be, under God, a rich blessing to this city and state, to our country, and the world.⁶

Vassar in the statement pays tribute also to mothers, female teachers, and to the worth of educated women.

Sophia Smith was the first woman to devote a fortune toward the endowment of a college for women — Smith College, Northampton, Massachusetts, in 1871. Her will provided for the "establishment and maintenance of an institution for the higher education of young women, with the design to furnish for my own sex means and facilities

⁶Thwing, *op. cit.*, 346-47.

for education equal to those which are afforded now in our colleges for young men.”⁷

Henry F. Durant founded Wellesley College, Wellesley, Massachusetts, in 1870. Durant thought “enlightened women are indispensable to solve the difficult social problems.” This meant that woman must be as thoroughly educated as man. “There can’t be too many Mount Holyokes,” said Durant.

Joseph W. Taylor founded Bryn Mawr College, Bryn Mawr, Pennsylvania, in 1880. In his will giving his property to found the college, Dr. Taylor says: “There is a place for the advanced education of our young female friends and [for them] to have all the advantages of a college education, which are so freely offered to young men.”⁸

These four colleges — Vassar, Smith, Wellesley, and Bryn Mawr — in accordance with the expressed wishes of the founders, adopted academic standards and institutional policies to build colleges for women equal in all respects to men’s colleges.

The college was made neither a convent nor a huge boarding school; neither an industrial establishment nor a seminary of professional training. It was a college for the liberal education of women.⁹

Vassar, Wellesley, Smith, and Bryn Mawr are the richest in endowments and students of all the women’s colleges in the world.

Ezra Cornell, in founding Cornell University, Ithaca, New York, in 1865, expressed the wish that women be admitted. A gift of \$250,000 made to Cornell University in 1872 by Henry W. Sage was conditioned on the admission of women. Boston, Chicago, and Stanford have always been coeducational.

⁷Woody, *op. cit.*, II, p. 149.

⁸*Ibid.*, p. 150.

⁹Thwing, *op. cit.*, p. 343.

Massachusetts Institute of Technology opened its doors to women in 1883; Tufts College, in 1892.

The co-ordinate method refers to the affiliation of a women's college with a college or university for men under the same board; either the faculty of the university or a separate faculty of the women's college may give instruction in the women's college. The separate women's college, the coeducational college, and the co-ordinate college today are giving higher education to the women of America; each type of college education has a definite place in the education of women. H. Sophie Newcomb College of Tulane, Barnard College of Columbia University, Radcliffe College of Harvard, and the Women's College of Western Reserve University are co-ordinate institutions for women. North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Texas, and Oklahoma established separate state colleges for women.

Mrs. I. M. E. Blandin lists the women's colleges in Maryland, Virginia, North Carolina, South Carolina, Florida, Alabama, Mississippi, Louisiana, Texas, Kentucky, Arkansas, and Tennessee. "In every part of the South, from its earliest settlement, men recognized their obligations to their daughters as well as to their sons, and schools for girls were established all over the South as soon as conditions would warrant their maintenance," says Mrs. Blandin.

She quotes Dr. J. L. M. Curry as follows:

In 1860 the North had a population of 19,000,000 whites, 205 colleges, 1,407 professors, and 29,044 students. In the same year, the South had a population of 8,000,000 whites, 262 colleges, 1,488 professors, and 37,055 students. During the same year the North expended on colleges \$514,688; the South \$1,622,419.¹⁰

¹⁰Mrs. I. M. E. Blandin, *History of Higher Education of Women in the South Prior to 1860*, The Neale Publishing Co., New York and Washington, 1909, p. 16.

During the thirty-year period from 1830 to 1860, sixty-one colleges for women were established in the United States. Sixty-seven more schools were founded from 1860 to 1901, making a total of 128 women's colleges that were established from 1830 to the end of the nineteenth century.¹¹

Education of Women in Texas

Stephen F. Austin, in a message to the Mexican Congress during the Mexican era of Texas history, favored the establishment of a college at San Felipe de Austin, the "Institute of Modern Languages," to offer special facilities for the study of Spanish. One of the articles of incorporation made it the duty of the Board of Directors to establish a separate department for the girls. In October, 1833, the Vice-President of the General Congress of the United Mexican States in a decree included a normal school for the preparation of women teachers in primary methods and had in mind San Antonio for the location of the normal school.

Concerning early teachers, Mabelle Purcell says:

Miss Frances Trask was the first woman in Texas who devoted herself professionally to teaching. . . . She came to Texas in 1834, and the following year began a girls' boarding school at Cole's Settlement. In 1837 she was connected with Independence Academy, which was later merged with Baylor University.¹²

In 1836 Miss McHenry and her sister, Mrs. Ayers, opened the Independence Academy, at Independence, Texas, the first boarding school for girls in the republic. Independence Academy was one of three schools chartered by the Republic of Texas on June 5, 1837. The Independence Academy developed into the Female Department of Baylor University

¹¹E. G. Dexter, *A History of Education in the United States*, The Macmillan Co., New York, 1904, p. 424.

¹²Mabelle Purcell, *Two Texas Female Seminaries*, The University Press, Midwestern University, Wichita Falls, 1951, p. 40.

at Independence, and, with the removal of Baylor University to Waco in 1861, became Baylor Female College. In 1886 it was moved to Belton, changing its name to Baylor College for Women; in 1934, in honor of Mrs. Mary Hardin, who, with her husband, John G. Hardin, made substantial gifts to the college, the name was changed to Mary Hardin-Baylor College. It has the distinction of being the only women's college in Texas which has had a continuous existence from the days of the republic. Gonzales College was the only college in Texas before the Civil War to award the B.A. degree to a woman.¹³

M. M. Kenney, in *Recollections of Early Schools*, describes Miss McHenry's school.¹⁴ In her book, *Texas in 1850*, Melinda Rankin, a teacher of girls, gives her view on female education in Texas. She advises the establishment of an institution of higher learning at Palestine, since it is near the center of population. "Other states have seminaries of learning, why not Texas?"¹⁵

Viktor Friederich Bracht, who was sent to New Braunfels in 1846 by the German government and who later settled in New Braunfels, says in his book, *Texas in 1848*:

Schools, institutions of learning, and scientific associations are found in most parts of the country where the population is sufficient to justify their existence. Many of these organizations are in Galveston, Austin, Houston, Bexar, San Augustine, etc. Rutersville College and Miss Bromlow's boarding school at Victoria are popular institutions for girls. There may exist several German schools, but the only one I know is at New Braunfels. . . .¹⁶

¹³G. R. Lacy, "Gonzales College," unpublished Master's thesis, The University of Texas, 1936, p. 69.

¹⁴Eby, *Source Materials*, p. 135.

¹⁵Melinda Rankin, "Texas in 1850," in Eby's *Source Materials*, pp. 363-369.

¹⁶Bracht, *op. cit.*, p. 77.

The following chart shows the relative number of early schools for women as against coeducational institutions:

SCHOOLS PRIOR TO THE CIVIL WAR¹⁷

RELIGIOUS DENOMINATION	MALE AND		TOTAL
	FEMALE	FEMALE	
	25	23	48
	<i>M & F</i>	<i>F</i>	<i>Total</i>
Methodist	10	8	18
Baptist	7	8	15
Presbyterian	4	2	6
Episcopalian	4	0	4
Catholic	0	5	5
MASONIC LODGE	58	11	69
STOCK COMPANIES OR PRIVATE			
INDIVIDUALS, INDEPENDENT BOARD	33	27	60
TOTALS	116	61	177

Two typical colleges are mentioned by Jackson. The Fairfield Female College was a leading Baptist school during the war and reconstruction; Andrew Female College at Huntsville, a Methodist school, was a standard college in curriculum and methods of instruction.

The following chart shows information on the proportionate enrollment of women in high schools and institutions of higher learning in Texas:

HIGH SCHOOL AND COLLEGE ENROLLMENT

	1870	1890	1910	1930	1940
HIGH SCHOOL					
Women	8,936	25,182	92,753	366,528	650,198
Men	7,064	18,549	63,676	300,376	578,048
Total	16,000	43,731	156,429	666,904	1,228,246
COLLEGE					
Women	1,781	4,149	11,621	48,889	76,671
Men	7,590	10,157	22,557	73,595	109,829
Total	9,371	14,306	34,178	122,484	186,500

¹⁷D. D. Jackson, "Protestant Institutions of Higher Education for Women, 1860-1900," unpublished Master's thesis, The University of Texas, 1926, p. 217.

In 1948-49, for the regular session, there were 19,104 women and 47,490 men enrolled in 17 state colleges; in 1949, for the summer session, there were 14,964 women and 24,235 men enrolled. In 1951-52 the enrollment in these colleges was 38,206 men and 21,223 women, a total of 59,429.¹⁸

COLLEGES FOR WOMEN IN TEXAS, 1950-51¹⁹

SCHOOL	LOCATION	NUMBER IN REGULAR TERM	
		FACULTY	ENROLLMENT
Hockaday School	Dallas	65	420
Incarnate Word College	San Antonio	72	586
Mary Hardin-Baylor College . .	Belton	40	404
Musical Arts Conservatory of West Texas	Amarillo	21	551
Our Lady of the Lake College . .	San Antonio	67	784
Our Lady of Victory College . .	Fort Worth	18	75
Radford School for Girls	El Paso	22	135
Sacred Heart Dominican College	Houston	51	285
St. Agnes Academy	Houston	22*	580*
Saint Mary's Academy	Austin	10	120
Texas State College for Women	Denton	186	1,884

*1949 figures

The women's college is losing in enrollment and in holding power of students, in comparison with the coeducational college. This presents to educators a problem deserving consideration and interpretation. Coeducation must not mean the dominance of masculine tradition.

The leaders of higher education on the northeast seaboard thought they were doing their full duty in making women's colleges as much like the men's colleges as possible. Opinions vary on this subject. Some authorities feel that if women are to be brought up to be proud that they are women, we must abandon the practice of educating them as though they were men. Others in the field of education, as well as in many other fields, believe that the woman

¹⁸*Comparative Report of the State-supported Institutions of Higher Learning, 1951-52, Texas Education Agency, June, 1953, p. 1.*

¹⁹*Texas Almanac, 1952-53, A. H. Belo Corporation, Dallas, pp. 440-43.*

who tries to combine marriage, family, and a career fails to do justice to any of the three.

In an article in *Atlantic Monthly*, August, 1950, Mrs. Agnes E. Meyer says:

What modern woman has to recapture is the wisdom that just being a woman is her central task and her greatest honor. It is a task that challenges her whole character, intelligence, and imagination.²⁰

Certainly, school and college executives should give more consideration to the essentially different factors as well as the common elements in the education of both women and men. Women's colleges, to meet the needs and aptitudes of women, must not permit masculine influences to effect a weakening of feminine self-respect. A campus for women affords opportunities for self-development not available elsewhere.

²⁰Agnes E. Meyer, "Women Aren't Men," *Atlantic Monthly*, August, 1950, p. 33.

XII

Equalization

IN 1905 Ellwood P. Cubberley published *School Funds and Their Apportionment*, in which he advocated radical changes in methods of apportionment, in order to equalize both the burdens and the advantages of education. The Cubberley study of 1905 was a splendid pioneer study; it revealed inequitable distribution of state school funds and advised apportionment on a better basis. Some Texas studies will be reviewed.

In assessed valuation of property, in 1934, in Hays County, Driftwood had \$684 per school child, Henley had \$906 per school child, and San Marcos had \$2,394 per school child. Taking the state of Texas as a whole for the year 1935-36, the following assessments were noted: with a total of 5,984 common school districts, 1,611 districts had \$1,000 or less assessed valuations of property per child; 455 districts had \$3,000 to \$4,000 per child; and 492 districts had from \$4,000 to \$7,000 per child. Of 1,105 independent school districts, 120 had \$1,000 or less per child; 336 independent school districts had \$1,000 to \$2,000 per child; and 62 independent school districts had \$4,000 to \$7,000 per child.¹ The problem of the states which spend small amounts per school child is further complicated by higher proportions of school children. Mississippi and Arkansas have 282 and 272 children, aged five to seventeen, per 1,000 population; New York and California have 193 and 178, respectively, of the same age ratio to population.

¹*Report of the Results of the Texas Statewide School Adequacy Survey, 1935-36*, Works Progress Administration, State Board of Education, pp. 50-54.

The Equalization Aid Program

The Blair Education Bill of 1884 was an equalization measure; it would have given \$105,000,000 in ten years to reduce illiteracy, 79 per cent of which would have gone to the South. The Seventy-ninth Congress, in February, 1947, had three bills dealing with federal aid to the public schools in the states; all bills had provisions for equalization and for state control of education without federal interference.²

Governor Ferguson's message to the first called session of the legislature, meeting in April, 1915, constituted a definite challenge for real effort to improve the rural schools. We quote from the message as follows:

I believe the people of Texas would be gratified to see your body appropriate a full million dollars to be expended in the next two fiscal years in the support of the country schools. In order that the money will be sure to reach rural communities, care should be taken that the state aid thus extended should not be made to schools in towns of more than 1,000 inhabitants and should be restricted to schools having not over 200 scholastics. The State Board of Education could administer and equitably distribute the fund in a way that almost every country school in the state of Texas could be restricted so that no school should receive more than \$1,000. While giving much attention to the higher education of the few, let us not neglect the proper education of the many.

From 1915 to 1925 the per capita increased from \$6 to \$14; from 1926 to 1936, from \$14 to \$19; from 1937 to 1947, from \$22 to \$55. The apportionment reached \$60 per capita in 1950-51; it was \$68 in 1953-54. The school age was seven to eighteen years, 1916-26; seven to seventeen years, 1927-29; six to seventeen years, since 1930.

²J. K. Norton, "Myth of Educational Equality," *American Mercury*, January, 1946, pp. 21-22.

The following chart, covering the years 1915-49, shows interesting comparisons in appropriations:

YEAR	EQUALIZA- TION	GENERAL	SCHOLASTIC CENSUS	TOTAL	
				ASSESSED VALUATION	SCHOOL TAX
1915-16	\$ 500,000	\$ 6,775,386	1,129,152	\$2,755,171,793	\$.20
1917-18	1,000,000	9,241,642	1,232,219	2,871,744,269	.20
1919-20	2,000,000	10,487,810	1,233,860	3,200,295,295	.35
1921-22	1,250,000	16,864,107	1,297,991	3,455,360,089	.35
1923-24	1,500,000	15,651,240	1,304,270	3,423,103,371	.35
1928-29	1,600,000	24,496,343	1,399,791	3,961,426,097	.35
1933-34	3,000,000	25,210,432	1,575,652	3,198,117,451	.35
1938-39	6,255,522	34,300,938	1,563,679	3,497,875,883	.07
1943-44	9,830,990	43,383,246	1,495,974	3,911,517,629	.10
1948-49	18,000,000	84,184,460	1,529,972	5,149,071,626	.35

The school year of 1948-49 was the last year of the Equalization Aid Program in the public schools of Texas. A total of \$24,049,179 was spent in that year. Beginning in 1949 the Gilmer-Aikin Law guaranteed every school district in Texas a Minimum Foundation school program. The Finance Division of the Texas Education Agency replaced the Equalization Division of the State Department of Education.

The device for equalizing the local effort factor is the Economic Index, described in the act. This index is accepted as a measure of the relative ability of each county to produce local revenue for school support. By the index, the most prosperous county has a revenue-raising potential amounting to 10.4 per cent of the total for the state, while the tax-raising ability of the poorest county is only .015 of 1 per cent. The amount of money which each county is required to contribute from local funds toward meeting the overall \$45,000,000 obligation is determined by finding out what per cent of that total the county is able to raise.³

³Thirty-Sixth Biennial Report, 1948-50, Texas Education Agency, p. 19.

Changes in Equalization Laws

From 1919 to 1947, each biennium witnessed changes in the provisions of the law for equalization, improvement in details of administration, enlargement of the field of effort, or increase in appropriations. The Law of 1947 is taken as a pattern of equalization aid laws, with explanation given of essential sections. The appropriations for 1947-48 are as follows:

Salary aid	\$10,770,000
Tuition	700,000
Transportation	6,350,000
Audio-visual division	125,000
Legislative Committee	30,000
Board of Control expenses	25,000
TOTAL	\$18,000,000

To be eligible for equalization aid, a school district had to meet the requirements of scholastic population — 20 to 1,500 scholastics, with modifications to assist varied district areas with varying population per square mile; the district had to levy a local maintenance tax of not less than fifty cents on the one hundred dollars, the assessed valuations of district property being not less than valuations for state and county purposes; the district school could not be located within two and one-half miles of another school of the same race and grades; and the budgetary needs had to be shown in the application filed with the state superintendent of public instruction on prescribed forms, giving satisfactory information.

Length of school term, accreditation of school, schedule of salaries, years of teaching experience, and years of college training were important factors of consideration in the allotment of salary aid. Tuition aid could be given for five months, the maximum amount being \$12 a month for high school pupils and \$6 a month for grade school pupils. The county board of education and county superintendent, with

the approval of the state superintendent of public instruction and legislative accountant, set up an "economical system of transportation," the county being regarded as the unit of transportation. A maximum scale of payment per pupil was prescribed with limitations of distance and bus routes. The county board of education employed the bus drivers and the Board of Control purchased the buses, bus bodies, tires, and tubes.

Under the Law of 1931, district school boards could contract with the neighborhood district for the transfer of the entire scholastic enrollment, and, in the next ten years, only slight changes were made in the transfer law.

From the enactment of the first equalization law in 1915 through subsequent enactments of sixteen legislatures, changing conditions — economic, social, and governmental — effected many changes in the school laws to meet these conditions. The studies of Williams, Moore, Griggs, and others noted the shortcomings in equalization laws and made constructive recommendations for a more efficient system of state schools, at even less cost to the state.

In 1943 thirty-eight states provided some form of equalization aid, ten states distributed aid without specific attempt to equalize, twenty-nine required minimum local effort to obtain equalization aid, and nine states provided equalization aid on a basis other than the cost of the minimum program. The plans for the distribution of equalization funds varied considerably from state to state.⁴

Under sound equalization policies, governmental agencies must collect school funds where the wealth is and spend the money where the pupils are. The property and income of all citizens must be taxed to educate the children of all the people.⁵

⁴J. R. Griggs, "Equalization of Educational Opportunities in the States," unpublished Doctor's dissertation, The University of Texas, 1943, pp. 6-7.

⁵De Young, *op cit.*, p. 531.

Principles and Application of Equalization

In 1944 Williams enumerated the following underlying basic principles of equalization:

1. Public education is a state responsibility, and educational opportunity should be equalized to some prescribed minimum for all children of the state.
2. Public educational opportunity should be equalized at a point near the standard now being offered the child living in a community of average wealth.
3. Funds for the support of the minimum program should be raised by local and/or state taxation, adjusted in such a way as to place the same tax load on the people of all localities.
4. Any local unit should be allowed the privilege of providing a program in excess of the minimum program without forfeiting the privilege to whatever state aid it might be entitled under the minimum provision.⁶

Williams noted also the following inequalities in the Texas school system:

1. The scholastic census is not an accurate measurement of educational need. It includes many children who do not attend public school at all, being in private schools.
2. The cost of operating a school is properly measured in terms of the number of teachers employed to teach the school.
3. The scholastic census method of apportionment considers only the number of children within certain ages; it gives no place to the taxable wealth of the local units.

⁶J. H. Williams, *Equalization of School Support in Texas*, Southern California Education Monographs, The University of Southern California Press, Los Angeles, 1944, Monograph XIII, p. 3.

4. Any equitable plan of apportionment must include the factors of number of teachers employed, taxable wealth of local units, and the effort of local units.⁷

Griggs draws these conclusions:

1. The state and county available school funds are distributed on the school census basis, which does not tend toward equalization of educational opportunity.
2. There is a great variance in the wealth of certain communities in Texas in proportion to the number of children to be educated.
3. There are great inequalities in the tax rates levied upon the wealth of the various school districts of the state.⁸

On the basis of assessed valuation of property in Texas, Morris County has \$692 of taxable property per census child; Panola County has \$944; Caldwell County has \$2,169; Harris County has \$3,536; and Gregg County has \$7,384. The average school district in Morris County must levy more than ten times as heavy a tax to raise \$1 for each school child as does the average district of Gregg County.

Equalization Studies

Williams' study of Texas, 1944, adopted the classroom unit for the best measurement of educational need; developed a satisfactory classroom unit scale of pupil-teacher ratio of 27.51 (A.D.A.), a school with 797.79 average daily attendance; and required 44,388 classroom units. For one-teacher schools, the pupil-teacher ratio was fixed at 13.66 (A.D.A.). He also selected Calhoun County, which had a property valuation per classroom unit of \$170,056, for the key county. (The key county was one county with a tax rate of

⁷*Ibid.*, p. 22.

⁸Griggs, *op. cit.*, pp. 172-78.

twenty-five cents which would contribute in school funds the difference in state apportionment and the minimum program cost.)

The minimum program would have cost the state \$1,300 per classroom unit.⁹

SUMMARY

COST OF PROGRAM*	\$57,704,400
STATE SCHOOL REVENUES	
Ad valorem tax and other sources†	38,822,438
Property tax‡	8,936,384
Equalization fund needed, general revenue	9,945,578
TOTAL SCHOOL REVENUE	\$57,704,400

*44,388 classroom units @ \$1300

†Apportioned districts through counties (1939-40)

‡\$3,580,407,685 (1940 valuation for entire state) @ \$.25

The average annual salary of public school teachers in Texas in 1939-40 was \$1,189, and the per capita apportionment was \$22. The average annual salary for teachers in the United States was \$1,441.

The Moore study of 1947 adopted the classroom unit to measure the educational need of schools, estimated 42,243 classrooms necessary, and developed a state-wide minimum program supported by a mandatory local tax. Since the salary of the teacher was 75 per cent of the classroom unit cost, a \$2,700 classroom unit meant a \$2,000 minimum salary per classroom teacher.

Several tables are given to show the possibilities of this program for state support of schools.

Table 1 — COMMON SCHOOL DISTRICTS

1. Assessed valuations — \$1,198,687,742 @ 50-cent tax	\$ 5,993,438
2. Tax income divided by number of teachers (10,775)	560
3. Amount per teacher to equalize at \$2,700	2,140
4. Total amount of state aid needed (10,775 @ \$2,140)	23,058,500
5. Tax yield plus state aid, Numbers 1, 4	29,051,938

⁹Williams, *op. cit.*, p. 67.

Table 2 — COMMON SCHOOL DISTRICTS

1. Total scholastics—328,079 @ \$55 per capita	\$ 18,044,345
2. Total state aid to equalize @ \$2,700	23,058,500
3. Amount \$2,700 equalization program exceeds per capita appropriation	5,014,155
4. Total state and local needs	29,051,938

Table 3 — COMPARISONS

1. Total scholastics, state—1,500,000 @ \$55 per capita	\$ 82,500,000
2. Estimated equalization aid, 1948	20,000,000
3. Total state funds, Numbers 1, 2	102,500,000
4. Total assessed valuations, state— \$5,629,589,189 @ 50-cent tax	28,147,946
5. Total per capita and 50-cent tax, Numbers 1, 4	110,647,946
6. Class units—42,243 @ \$2,700	114,056,100
7. Additional state aid needed—Number 6 less Number 5	3,408,154
8. Class units—42,243 @ \$3,000	126,729,000
9. Additional state aid needed—Number 8 less Number 6	12,672,900

Excepting tuition and transportation, the equalization \$2,700 classroom unit and fifty-cent local tax, with only \$3,409,610 added, would have eliminated the necessity for the equalization law. Note also that the addition of \$12,673,390 would have financed the total class units at \$3,000. To equalize the 986 independent school districts, with 31,468 teachers and at \$2,700 per classroom unit, would have required \$62,478,400 state aid and the levy of a fifty-cent local tax.¹⁰

Forty-two schools would have received state aid per classroom unit from 0 to \$1,000; 190 schools would have received state aid per classroom unit of \$1,001 to \$2,000; and 754 schools would have received aid per classroom unit of \$2,001 to \$2,700. With 1,134,524 scholastics enumerated in the 986

¹⁰H. A. Moore, "Equalization of Educational Opportunity and Distribution of State School Funds," unpublished Doctor's dissertation, The University of Texas, 1947, p. 128.

independent schools districts, at \$55 per scholastic, the apportionment would have been \$62,398,820.

In 1943-44, 451 of the 986 independent districts received equalization aid. The reports of the county superintendents for 1943-44 show that 720 common school districts levied no maintenance tax; 564 districts levied from five cents to twenty-five cents in local taxes; 2,008 districts levied a tax of from thirty cents to fifty cents; and 1,864 school districts levied a tax of from fifty cents to one dollar. Two counties only used the full valuation for property assessment; 141 counties used an assessment valuation of from 50 to 80 per cent; and 59 counties used from 30 to 45 per cent property valuation. In 1948-49 3,482 of 4,842 districts received some type of aid, and 579,275 of the state's total of 1,524,831 children were involved. Transportation cost per scholastic based on equalization aid rates was \$28.40.¹¹

Local support per scholastic is not given for 1948-49, but for 1944-45 was \$1.94; for 1945-46, \$1.28; for 1946-47, \$1.64; for 1947-48, \$1.42.¹²

Use of the Economic Index in the Minimum Foundation Program

Beginning in 1949-50, the Gilmer-Aikin Law, through the use of the economic index to establish local financial effort on the ability to pay, has, for the first time, made practicable an actual equalization of educational opportunity for the children and youth of Texas.

The economic index of a county uses the following weighted factors: (1) Assessed valuation of a county — 20 points; (2) Scholastic population of a county — 8 points; and (3) Income from county as measured by value of manufactures, value of mineral products, value of agricultural products, pay rolls for retail establishments, pay rolls for

¹¹*Thirty-sixth Biennial Report*, 1948-50, Texas Education Agency, p. 265.

¹²*Ibid.*, p. 265.

wholesale establishments, and pay rolls for service establishments weighted collectively — 72 points. The total value of the factors is 100.¹³

The state commissioner of education, subject to the approval of the State Board of Education, must compute a new economic index each four years.

The total cost of the program for 1949-50 was \$183,017,180. This figure included salaries of classroom teachers, vocational teachers, special service teachers, teachers of exceptional children, supervisors and counselors, and principals and superintendents, as well as operational costs and transportation costs. For 1951-52 the cost to the program of 48,120 classroom teachers was \$143.8 million; the cost of 1,866 special service teachers was \$5.6 million; of 600 supervisors and counselors was \$2.5 million; of 2,679 vocational units was \$9.1 million; of 339 teachers of exceptional children was \$1.0 million; of 1,134 full-time principals and part-time principals was \$1.1 million; and of 1,075 superintendents was \$5.9 million. The total cost of the Minimum Foundation Program was \$174.1 million. The actual cost, including local enrichment funds, was \$198.0 million, and included 50,996 classroom teachers costing \$163.6 million and 8,023 miscellaneous teachers costing \$34.4 million.¹⁴

This real equalization of educational opportunity for the school children in Texas yields rich dividends in consolidation of school districts, better administration of schools, and professionalization of the teaching force of the state. A writer in *Nation's Schools* heads his communication "Texas Secedes from Traditions of State Poverty" and concludes with the statement, "Financially, Texas schools have moved forward a generation in two years."¹⁵

¹³Rae Files Still, *The Gilmer-Aikin Bills*, The Steck Co., Austin, 1950, p. 8.

¹⁴*Thirty-seventh Biennial Report*, 1950-52, Texas Education Agency, p. 8.

¹⁵L. C. Fay, "Texas Secedes from Traditions of State Poverty," *Nation's Schools*, February, 1950, pp. 31-35.

❧ XIII ❧

Special Education

PRIMITIVE people, and even the ancient nations of Sparta, Athens, and Rome, treated feeble-minded, deaf, blind, and crippled children as social outcasts, as degenerates, or as a positive liability to society; sometimes these unfortunates were killed as an act of mercy and wisdom, and at other times they were abandoned in the woods to starve or to be devoured by wild beasts. This attitude of society was somewhat akin to the "law of the pack." The disabled wolf in the chase for prey is devoured by the other members of the pack. Wild animals weakened by wounds instinctively seek safety in hiding.¹

Application of scientific methods in the education of handicapped children has steadily brought about a change in the attitude of society toward defectives. A Spanish Jew, Pereire, about 1740, discovered the oral method for teaching the deaf to "read lips and speech, and to express themselves by means of spoken language."

Bonet in 1620 had devised the manual alphabet for the deaf, a worth-while but not so valuable contribution as Pereire's. Embossed type was used in Paris in 1784 for the education of the blind; the embossed type was followed in 1825 by the raised-point type by Braille, which makes "available to blind children the literature of the sighted world."

Itard, in 1800 in Paris, and his successor Seguin "brought immeasurable benefits both to the children of deficient mentality and to those of normal endowments." Boston, in 1869, started special classes for the deaf; Providence, in 1896, classes for the mentally defective; Chicago, in 1899, classes

¹J. E. W. Wallin, "Special Education," in T. H. Schutte's *Orientation in Education*, The Macmillan Co., New York, 1932, p. 345.

for the crippled; Chicago, in 1900, classes for the blind; New York, in 1917, classes for the cardiac and the epileptic.²

A White House Conference report, made in 1930-31, yielded statistics relative to exceptional children:

HANDICAPPED CHILDREN IN THE UNITED STATES
TYPE OF HANDICAP³

Blindness (under 20 years)	14,400
Partial sight	50,000
Impaired hearing	3,000,000
Defective speech (5 to 18 years)	1,000,000
Cripples needing special education	100,000
Tubercular condition	382,000
Suspected tuberculosis	850,000
Weak or damaged heart	1,000,000
Malnourished state (school age)	6,000,000
Behavior problems (3% of elementary)	675,000
Mentally retarded (2% of elementary)	450,000
GRAND TOTAL	13,521,400

In 1950 the United States Bureau of the Census released these figures:

PUBLIC AND PRIVATE RESIDENTIAL SCHOOLS, 1946

TYPE	NUMBER OF		PUPILS
	STATES	SCHOOLS REPORTED	
Blind	41	54	5,150
Deaf	45	79	12,971
Mentally deficient	46	139	21,460
Delinquent	48	163	22,460

In 1948 special schools and classes for exceptional children, with an enrollment of 377,615 children, were reported by 3,423 cities.⁴

Special figures on appropriations made for special schools

²*Ibid.*, pp. 345, 348.

³*White House Conference on Child Health and Protection*, 1930-31, pp. 5-6.

⁴*Statistical Abstract of the United States*, 1950, U. S. Department of Commerce, Bureau of the Census, Washington, D.C., 1950, p. 129.

in Texas are shown from the appropriation budget reproduced below:

SPECIAL STATE SCHOOLS, RESIDENTIAL, 1950⁵

NAME	YEAR ESTABLISHED	NUMBER OF STUDENTS	APPROPRIATIONS
Austin State School (Feeble-minded)	1917	2,198	\$1,475,000
Austin State School Farm Colony (Feeble-minded)	1934	419	325,000
Moody State School for Cerebral Palsied, Galveston	1949	0	500,000
State Orphans Home, Corsicana	1887	274	465,000
Waco State Home	1919	278	300,000
Texas School for the Blind, Austin	1856	198	275,000
Texas School for the Deaf, Austin	1856	488	625,000
Texas Blind, Deaf, and Orphan School, Austin	1889	140	275,000
Mexia State School and Home	1946	361	800,000

YOUTH DEVELOPMENT COUNCIL

Gainesville State School for Girls	1913	178	396,844
Gatesville State School for Boys	1888	402	578,704
Crockett State School (formerly at Brady)	1947	54	234,935

The Texas Blind, Deaf, and Orphan School at Austin and the Crockett State School are for Negroes. The Dickson Colored Orphanage, acquired by the state in 1931, was transferred to the Austin school.

From 1919 to 1949, the State Board of Control, consisting of three members appointed by the governor for six-year terms, was the board for the management of the residential special state schools named above; in 1949 the Fifty-first Legislature created the Texas State Board for Hospitals and Special Schools, to consist of nine members appointed by the governor for six-year terms; Section 9, Article VII, Constitution of 1876, sets apart certain lands for the permanent fund for the Texas School for the Blind and the Texas School

⁵*Sixteenth Biennial Appropriation Budget, State of Texas, 1951-53, pp. 433-503.*

for the Deaf; Section 9 authorizes the legislature to make provisions for the sale of the lands and the investment of the proceeds. In 1951 the legislature enacted a law placing the Texas School for the Deaf under the Texas Education Agency; in 1953 the law was amended to include the Texas School for the Blind.

Educational Facilities Offered in the Special Schools

The Texas School for the Blind offers regular twelve-grade work, plus music and vocational training for boys and girls. The Texas School for the Deaf offers a special educational program in oral and manual methods, with emphasis on visual education. The Texas Blind, Deaf, and Orphan School, for Negroes, has the regular twelve-grade program, with emphasis on vocational training and music.

The Austin State School and the Mexia State School offer the regular twelve grades, with emphasis on occupational therapy and vocational training. The Abilene State Hospital for epileptics uses two ward basements and the general auditorium as classrooms for three teachers.

The Children's Hospital at The University of Texas Medical Branch in Galveston has a schoolroom and provides occupational therapy and bedside teaching in the wards. The Gonzales Warm Springs Foundation for Crippled Children provides a schoolroom and bedside teaching. The State Tuberculosis Sanatorium at Sanatorium offers elementary school facilities.

The Crockett State School provides school facilities for delinquent colored girls. The Gainesville State School for Girls gives academic and vocational training for delinquent white girls. The Gatesville State School for Boys offers academic and vocational training for delinquent white and colored boys. The Moody State School for Cerebral Palsied at Galveston is an experimental center dealing with the treat-

ment, care, and education of a selected group of cerebral-palsied children. Shady Brook Manor, located at Richardson, is a private residential school for children with emotional difficulties.

The Hughen School in Port Arthur is privately operated and provides physiotherapy, as well as regular classroom instruction. The public school co-operates with the school in the classroom instruction. The Wilson School in Corpus Christi, a private school, provides physiotherapy and regular classroom instruction and has public school co-operation in the work. The Scottish Rite Hospital for Crippled Children co-operate with the Dallas public schools in bedside teaching for its patients. The Parker Foundation, a private residential agency in Dallas, provides special facilities for children with speech and emotional difficulties. The Texas Elks Crippled Children's Institution at Ottine provides bedside teaching.⁶

The Brown School for Exceptional Children, founded by Mr. and Mrs. Bert F. Brown, is a private residential school in Austin and San Marcos, with facilities for the usual twelve-grade school. The former Spring Lake Hotel at San Marcos is the main dormitory and classroom building; a spring-fed pool, the headwaters pool of the river fronting Spring Lake Hotel, is an ideal place for swimming. Spacious playgrounds provide for supervised play and other activities of the school. The Austin school uses its well-equipped plant to give vocational instruction in the atmosphere and surroundings of ranch life.⁷ The schools had 300 students in 1953.

The Eloise Japhet School in San Antonio was the first public school in Texas to make the education of crippled children its sole objective. The school opened February 8,

⁶A *Guide for Organizing and Providing Special Education for Exceptional Children*, Texas Education Agency, Bulletin 520, November, 1951, pp. 71-72.

⁷San Marcos *Record*, March 21, 1952.

1945. The regular elementary school curriculum is adapted and followed through individualized instruction. The Santa Rosa Hospital Clinic in San Antonio gives the physical, mental, and psychological examinations to provide screening against mental cases. In 1950 the capacity enrollment was 100 students, the class unit being twelve. In 1953-54 the school enrolled 152 white students; the Eloise Japhet Colored School enrolled eleven students. Students from six to twenty-one years of age are enrolled. Spastics, epileptics, deformed children, and victims of infantile paralysis are received; the program also includes training for partially deaf and blind children, as well as physiotherapy.

The school building was improved to meet the special needs of exceptional children. The entire building, of old brick, was painted white; the walls of the rooms were finished in soft pastel colors; the reception hall was finished in pale green and furnished with antique pieces and a mirror. A large ramp was constructed for automobiles and two smaller ones for wheel chairs. The school is part of the public school system. In 1950 the school staff consisted of Mrs. Bess Ward Vann, the principal, and seven teachers, who were specially trained for the work.⁸

The Texas Society for Crippled Children, organized in March, 1929, was an effective force in arousing public sentiment for the education of crippled children and in the sponsorship of needed legislation to improve public school opportunities for handicapped children. The legislature in 1933 created the Rehabilitation Division of the State Department of Education, a physical restoration service for children under twenty-one years of age. Amended laws of the legislature of 1935 and of the legislature of 1937 authorized the essential medical and dental needs, as well as the hospitalization advisable for individual cases.

⁸"The Eloise Japhet School of San Antonio," *The Texas Outlook*, June, 1945; *The San Antonio Evening News*, November 14, 1950.

The legislature in 1945 placed in the State Department of Health the physical restoration service for crippled children and gave the Crippled Children's Division a budget of \$18,635 for each year of the biennium 1945-47. Federal funds in the amount of \$104,751 were granted this division without requiring any state matching.

Developments in the State Program of Special Education

Under Acts of the Legislature, 1931, Section 1, Chapter 172, the State Board of Education was authorized to create new school districts at the eleemosynary institutions of this state, at like institutions of any fraternal organization, and at institutions for dependent or delinquent children in any county in the state. The territorial limits in each case were to be co-extensive with the property lines of the institution. Under Acts of the Legislature, 1931, Section 2, Chapter 172, the legislature vested in the state superintendent the authority to appoint a board of three trustees for each district so created for its management and control; and such trustees did not need to be residents of the district.

The legislature in 1949 changed the name of eleemosynary institutions to Texas State Hospitals and Special Schools. Also in 1949, the legislature created the Board for Texas State Hospitals and Special Schools, to be composed of nine members appointed by the governor with the approval of the Senate, these members to have overlapping six-year terms. This board has full and complete authority for the management and control of the Texas State Hospitals and Special Schools. This act of 1949 repealed the former acts of the legislature of 1931 for the management and control of eleemosynary institutions.⁹

The Masonic Home in Fort Worth, the Buckner Orphans

⁹*Vernon's Texas Statutes*, 1950 Supplement, Art. 3174a, 3174b.

Home in Dallas, and the I. O. O. F. Home in Corsicana are private residential schools, operating under the laws of independent school districts, applicable to census and to apportionment of school funds. The Leitner School in Beaumont, the Hughen School in Port Arthur, and the Wilson School in Corpus Christi are special schools, privately operated, which co-operate with the public schools of the cities.

The legislature in 1945 enacted a law providing special education for exceptional children in Texas. This law defined exceptional children, outlined eligibility conditions, set up a Division of Special Education in the State Department of Education for supervision and administration, prescribed teacher qualifications and course of study, allocated and appropriated funds for carrying out the provisions of the act, and authorized the Division of Special Education to establish convalescent classes in approved treatment institutions at a cost not exceeding two hundred dollars per child per school year.¹⁰

The legislature in 1947 enacted a law providing special education for exceptional children in Texas which closely followed the law of 1945 but which made minor revisions in eligibility.¹¹

Legislative appropriations for special services for 1945-47 and 1947-49 are shown below:

	1945-46	1946-47
Director	\$ 4,000	\$ 4,000
Assistant director	2,400	2,400
Secretary	1,800	1,800
Stenographer	1,350	1,350
Travel and contingent expense	2,950	2,950
Maintenance and support of special schools	100,000	175,000
TOTALS	\$112,500	\$187,500

¹⁰*General and Special Laws of the Legislature of Texas*, Regular Session, 1945, pp. 668-72.

¹¹H. E. Robinson, "Special Education for Exceptional Children," unpublished Doctor's dissertation, The University of Texas, 1948, pp. 156-59.

SPECIAL EDUCATION

	1947-48	1948-49
Director	\$ 4,560	\$ 4,560
Supervisor of spastics	3,600	3,600
Supervisor in charge of speech therapy	3,600	3,600
Bookkeeper-secretary	2,280	2,280
Travel, printing and contingent expense	8,000	8,000
Maintenance and support of special schools	350,000	350,000
TOTALS	\$372,040	\$372,040

These appropriations were for special services for exceptional children between the ages of six and seventeen. The special services included transportation, special teaching in the public school curriculum, and corrective teaching such as lip reading, speech correction, sight conservation, and corrective health habits. Provision for special seats, books, and teaching equipment and supplies was also expected. The school board of any school district could organize special classes for five or more exceptional children; residents of the district could co-operate for the establishment of special classes. The Division of Special Education in the State Department of Education must approve the establishment of these special classes under the rules and regulations adopted by the division.

The *Handbook for Local School Officials*, Texas Education Agency Bulletin of September, 1951, pages 52-53, gives the certificate requirements for teachers of exceptional children. Each type of certificate has its prescribed advanced-course credit in special fields, or both advanced-course credit and approved experience; the program makes certain the adequate preparation of teachers in all the fields of special education.

A Guide for Organizing and Providing Special Education for Exceptional Children, Texas Education Agency Bulletin of November, 1951, pages 2-4, gives "Patterns of Approval" for a total of 205 teachers, from 1947-48 to 1950-51. The *Handbook* and the *Guide* supply all essential certifica-

tion information covering special education for the use of trustees, teachers, superintendents, and laymen.

Specialist Elise H. Martens, formerly of the Office of Education, at Washington, D.C., pointed out that, on a national average, about .2 per cent of the total school population had deficient vision; that 1.5 per cent had deficient hearing; that 1 per cent had orthopedic handicaps; that 1.5 per cent were delicate; that at least 1 per cent had speech disorders; and that .2 per cent had nervous disorders. These percentages constituted a total of 5.4 per cent of the total scholastic population. Assuming that they are correct for Texas, of the 1,509,000 scholastics on the census roll for the year 1947-48, 81,486 would have had one of these six handicaps to the extent of needing special assistance.¹²

During 1950-51, 133 school districts in the state employed 277 special education teachers to assist 13,296 handicapped children. In 1951-52, 153 school districts operated 358 special education teacher units to assist and teach 11,643 handicapped children. One hundred and forty-six of these districts received Foundation Funds and operated 339 teacher units at state expense. The emphasis is now on segregated units rather than supplementary units. In this type of assistance, teachers handle fewer pupils. The 1951-52 school year was the first year in which provisions were made in the public schools for the blind, deaf, and mentally retarded children.¹³

Insofar as possible, the children were not segregated from normal children and taught exclusively as handicapped children. This policy for the education of handicapped groups puts first the recognition of the right of the handicapped, or defective, person to be a partner in his own rehabilitation and growth. It does not ask the blind student to grow up to be an exemplary member of a more or less blind society, or the crippled student to develop into an

¹²*Ibid.*, pp. 17-18.

¹³*Biennial Report, 1950-52, Texas Education Agency, pp. 60-61.*

excellent and uncomplaining adult cripple. The trained cripple has a right to be regarded as a master craftsman and useful citizen regardless of his physical condition.¹⁴

SUMMARY OF DEVELOPMENT OF SPECIAL EDUCATION IN TEXAS, 1945-51¹⁵

TERMS	SCHOOL UNITS	TEACHERS	PUPILS	GRANT TO SCHOOLS	STATE ADMINIS- TRATIVE EXPENSE
1945-46	25	55	1,339	\$ 99,349	\$12,500
1946-47	56	115	3,721	174,223	12,500
1947-48	71	134	4,390	325,319	24,800
1948-49	83	156	4,370	346,813	24,800
1949-50	98	195	6,821	635,550	27,940
1950-51	133	277	12,296	938,379	27,369

The legislature, in regular session in 1933, enacted a law creating a physical restoration service for crippled children. The statute creating the crippled children's service placed it in the Vocational Rehabilitation Division of the State Department of Education, a co-ordinate division of the department. The director of this division was appointed by the state superintendent of public instruction. In 1940-41, the federal government allocated \$146,724 and Texas allocated \$153,493 for crippled children.

The Texas Society for Crippled Children was organized in March, 1929, as a lay organization to give the crippled children of Texas benefits of a completely rounded program, beginning with the discovery of the crippled child and carrying on with medical care until the time the child has been educated and trained and placed in gainful occupation. The society is composed of lay people who are interested in the problems of the crippled and of trained workers in the field. The Society for Crippled Children is managed by

¹⁴Richard S. French, "Special Education in California," *Principles and Practices in Education and Society*, The University of California Press, Berkeley and Los Angeles, 1944, pp. 82-83.

¹⁵*A Guide for Organizing and Providing Special Education for Exceptional Children*, Texas Education Agency, Bulletin 520, November, 1951, p. 6.

a board of directors composed of prominent people from all sections of the state.

The support of the society is derived from memberships and from the sale of Easter seals for crippled children. The Easter seal sale furnishes most of the funds with which the society operates.¹⁶ The Texas Society for Crippled Children not only sponsored the 1945 law providing special education for exceptional children in Texas, but also participated in the publication of the *Teacher's Guide to Special Education for Exceptional Children*.¹⁷

In the 1947 summer college sessions Baylor University, East Texas State Teachers College, Mary Hardin-Baylor College, North Texas State College, Southern Methodist University, Southwest Texas State Teachers College, Sul Ross State College, Texas Christian University, the Texas College of Arts and Industries, Texas Technological College, the University of Houston, and The University of Texas offered courses for the training of teachers in the field of special education. Eleven of the colleges offered the introductory survey course, three offered advanced training in the field, five offered courses in speech correction, and one offered a course in lip reading for children with deficient hearing. The total enrollment in all of these courses was 426.¹⁸

The Southwest Texas State Teachers College established a department of special education in 1943 and began offering courses in the summer of that year.

The legislature of 1951 enacted laws adding special education in the public schools for the blind and the deaf children, as well as for mentally retarded children. For the year 1951-52, the Texas Education Agency allotted three special education teachers for white blind children, seven

¹⁶S. H. Whitley, "Texas Society for Crippled Children," *The Texas Outlook*, July, 1941, pp. 7-8.

¹⁷Robinson, *op. cit.*, p. 34.

¹⁸*Ibid.*, p. 24.

special education teachers for white deaf children, fifty-four special education teachers for white mentally retarded children, and seven special education teachers for mentally retarded colored children.

Mentally retarded children need a "curriculum adapted to their mental age, their approximate developmental rate, and their social maturity." This requires a thorough knowledge of the child's abilities in the light of his chronological age. The following table suggests a guide to placement:

ANALYSIS OF GRADE ABILITY¹⁹

	CHRONOLOGICAL AGE RANGE IN YEARS	MENTAL AGE RANGE IN YEARS	GRADE ABILITY
Preprimary . . .	6-8	3-5	Prekindergarten
Primary . . .	9-11	5-7	Kindergarten-2
Intermediate . .	12-14	6-9	2-4
Junior high* . .	15-16	8-11	3-5
Senior high* . .	17-20	9-12	4-6

*Prevocational classes

The Gilmer-Aikin Law, in Senate Bill 116, defines "exceptional child" as follows:

Any child of educable mind whose bodily functions or members are so impaired that he cannot be safely or adequately educated in the regular classes of the public schools without the provision of special services. For the purpose of this Act, the term "exceptional children" shall not include those children who are eligible for the state schools for the deaf, the blind, or the feeble-minded. The term special services may be interpreted to mean transportation; special teaching in the public school curriculum; corrective teaching, such as lip reading, speech correction, sight conservation, and corrective health habits; and the pro-

¹⁹A *Guide for Organizing and Providing Special Education for Exceptional Children*, Texas Education Agency, Bulletin 520, November, 1951, p. 63.

vision of special seats, books and teaching supplies, and equipment required for the instruction of exceptional children.

The district school board, upon petition from the parents of the required number of any type of exceptional children, may request the state commissioner of education to allot an adequate number of exceptional-children teacher units for the district. Provision is also made for the county school board and county superintendent to effect co-operation of districts to secure needed exceptional-children teacher units.

Under the Gilmer-Aikin Law, a Division of Special Education is created in the State Department of Education, and the state commissioner of education is authorized to appoint a director for the division.²⁰

The following directives for inaugurating an educational program for exceptional children are outlined in the Twenty-sixth Yearbook of the American Association of School Administrators:

1. Locate all the exceptional children in the district, enlisting the help of teachers and staff members from community agencies in the survey.
2. Plan and launch a program of special education in keeping with the needs discovered and consistent with the best practices indicated by experimentation and research.
3. Meet the needs of the exceptional children in regular classrooms as fully as possible. Provide special facilities and services, temporarily or continuously according to need, for children with the most acute handicaps.
4. Plan a program of education for every exceptional child, built around his strength as well as his weaknesses.

²⁰*Biennial Report, 1949-50, Texas Education Agency, p. 43.*

5. Follow the same general aims and objectives in special education as undergird the program for normal children.
6. Obtain for classroom teachers the proper facilities and materials, as well as adequate supervisory help, to assure effective work with exceptional children.
7. Plan for the special education of gifted children no less than for those below average in physical and mental endowment.
8. Promote, in co-operation with others, a state-wide program of appropriate legislation and financial aid for exceptional children.²¹

²¹*The Expanding Role of Education*, Twenty-sixth Yearbook, 1948, American Association of School Administrators, p. 100.

XIV

Education of Negroes

A DUTCH vessel, in 1619, sold twenty Negroes to the colonists of Virginia; within thirty years, three hundred Negroes were reported in Virginia. At the opening of the Revolution, in 1776, there were about six hundred thousand slaves in the colonies. The Negro population in the United States was 757,208 in 1790; 1,377,808 in 1810; 2,328,642 in 1830; 3,638,808 in 1850; 4,880,009 in 1870; 7,488,676 in 1890; 9,827,763 in 1910; 11,891,143 in 1930; 12,865,518 in 1940; and 14,894,000 in 1950.¹

In the thickly populated black belts, the Negroes outnumbered the whites by a ratio sometimes as high as nine to one. Under these circumstances, the fear of servile insurrection was ever present. Many Southerners believed that the abolitionist agitation encouraged uprisings and stimulated slaves to run away from their masters.

Early Education of Negroes

In South Carolina, in 1740, laws made it a punishable offense to teach slaves any manner of writing; however, these laws were not enforced. Mississippi in 1823, Alabama and Virginia in 1832, North Carolina in 1835, and Missouri in 1847 enacted laws forbidding the education of Negroes; while Kentucky, Delaware, and Maryland enacted laws restricting school facilities to "white school children." The school laws of Illinois and Ohio specified "white children"; the harsh treatment given Negroes in the schools of Pennsylvania, Massachusetts, Connecticut, and Rhode Island, at times, caused Negroes to petition for separate schools.

¹E. Franklin Frazier, *The Negro in the United States*, The Macmillan Co., New York, 1949, p. 175.

There were districts in the South where it was difficult to find a Negro who could sign his name or read the Bible.

Proscription of public schools for Negroes resulted in an illiteracy rate of more than ninety per cent. The average slave was proverbially ignorant of even the rudiments of formal education. But he was not unlearned. Slavery was in itself an educational process which transformed the black man from a primitive to a civilized person endowed with conceits, customs, industrial skills, Christian beliefs, and ideals of the Anglo-Saxon of North America. . . . With the exception of some few words in the Gullah dialect of the South Carolina coast, his language became completely English.²

“If I could find a Negro who knew Greek syntax, I should believe that the Negro was a human being and ought to be treated as man,” said John C. Calhoun. Two brothers, John and James Burrus, wishing to refute the Calhoun statement, entered Fisk University at Nashville in 1875 and went from Fisk to Dartmouth, graduating with honors. The brothers returned to Fisk University to hold a professorship. Later, James Burrus was president and professor of Greek at Mississippi Agricultural and Mechanical College at Alcorn. The entire Burrus fortune of more than \$125,000, earned in business in Nashville, was given to Fisk University.

Slavery was close to the heart of the peculiar social practices of the Old South. The relation between master and slave had the sanction of habit and custom; it was invested by religion with a sanctity similar to that bestowed upon the relation between parent and child. Material adversities short of catastrophe prob-

²Francis Butler Simkins, *The South Old and New, A History, 1820-1947*, Alfred A. Knopf, Inc., New York, 1947, p. 45.

ably would have strengthened rather than weakened the resolution to hold on to slavery. In 1860 there was no possibility of its destruction by such internal weaknesses as slave insurrections or flights.³

The education of the slave on a Southern plantation included little formal schooling. The bulk of his education came to him incidentally through plantation contacts, or as direct, individual instruction in his tasks, or through sermons and other religious exercises. The slave was never devoid of literary instruction. Until the beginning of the nineteenth century there was a growing conviction that literacy enhanced economic value; this conviction was confirmed by advertisements in newspapers of Negroes for sale, listing as one value the ability to write.⁴

The missionary societies included the education of the former slaves; these societies endeavored to establish primary schools. The Freedmen's Bureau, created by congressional act in 1865, exercised broad authority in the establishment of a public school system for the South; but the authority of the Bureau was characterized by harshness and gross military stupidity. Race distinctions were not recognized; mixed schools of white and Negro children were attempted. DuBois estimates that in 1870 there were 3,300 teachers and 149,581 pupils in day and night Negro schools, and that, between June 1, 1865, and September 1, 1871, Bureau funds amounting to \$5,262,511 were spent on schools for Negroes.⁵

³*Ibid.*, p. 51.

⁴Mary Dodgen, "The Slave Plantation as an Educational Institution," unpublished Master's thesis, The University of Texas, 1932.

⁵Frazier, *op. cit.*, p. 121.

Advance in Negro Education after Reconstruction

The ill-advised reconstruction regime intensified the bitterness of the people and aroused opposition to school policies, regardless of merit. The whites would not accept mixed schools, and, already burdened with debt, hesitated to assume the additional burden of public schools for Negroes. With the inauguration of President Rutherford B. Hayes in 1877, a dual system of schools for whites and Negroes was established, and inadequate revenues maintained schools for both.

The John F. Slater Fund, the result of a contribution of \$1,000,000 by John F. Slater of Connecticut, was under the direction of Dr. J. L. M. Curry, General Agent of the Peabody Education Board, until his death; Dr. J. H. Dillard, of Louisiana, shaped the policies in the administration of the Jeanes Fund, the Slater Fund, and the General Education Board. The county training school was a significant contribution to the education of the Negro.

Of these schools Bond says:

They are schools for the open country, furnishing these communities teachers who are native to the soil, and, as standards in the Southern states are pushed upward, forming part of the educational ladder, which extends now into the growing number of teachers' colleges in the South for men and women of the Negro race.⁶

The Jeanes Fund was created through a gift of \$200,000 in 1905 by Anna T. Jeanes, a Quaker of Philadelphia, to help the weak country schools. Under an approved plan, the Jeanes teacher became a supervisor of the Negro schools in

⁶Horace M. Bond, *The Education of the Negro in the American Social Order*, Prentice-Hall, Inc., New York, 1934, pp. 133-35. Reprinted by permission.

the country. After 1919 other foundations engaged in the education of Negroes have contributed to the Jeanes work.⁷

In 1926 Texas had nineteen county training schools, employing 103 teachers and enrolling 613 pupils in the high school and 3,205 in the elementary grades. These schools represented an investment of \$165,719 for grounds and buildings and paid teachers' salaries of \$75,951. The program included teachers' homes and school buildings made possible through the Rosenwald Fund.

Julius Rosenwald wisely stipulated that his philanthropic aid should be spent to stimulate public officials and the people through community effort. By July 1, 1932, after a service of twenty years, 5,357 buildings had been erected, with a pupil capacity of 663,615, and costing more than twenty-eight million dollars.⁸

The Jeanes teachers, who were actually county-wide supervisors, promoted programs in domestic science, gardening, and simple carpentry work; while the Rosenwald Fund program enlisted popular support for the buildings needed. As a result, a more favorable public sentiment toward better rural schools and better school buildings for these schools as well as for colleges followed.

R. M. Hughes compares the improvement in the North and in the South in the education of the Negro and comments:

On the whole, it appears that the record of the South, considering its resources, with respect to its educational provisions for its colored population, is fully as good as that of the North — if not actually better. . . . For the past thirty years Mississippi has had a larger percentage of its white children in school than has any other Southern state. . . . Delaware and Texas are superior in the education of the Negro to

⁷*Ibid.*, pp. 135-37.

⁸*Ibid.*, pp. 140-41.

Maryland and Tennessee. Oklahoma and West Virginia are superior to Missouri and Kentucky in their respective groups.⁹

Development of Higher Education for Negroes

On the question of higher education of Negroes, Fred McCuiston writes:

For the period of about eighty years covering the history of higher education of Negroes, the first half was characterized by the establishment of a large number of schools, private and denominational influences, an enrollment of elementary and secondary students, and support very largely from philanthropic individuals and associations. The second half of the period has been characterized by the rapid development of publicly supported colleges, increase of enrollment of college students, and marked decrease in the number of elementary and secondary students, more liberal appropriations of public and private funds for higher education, improvements in content and in the quality of instruction, and a tendency to merge and consolidate colleges in strategic centers.¹⁰

Some early efforts for the higher education of Negroes were part of the program of African colonization. In 1817 a colonizationist school opened in New Jersey, offering a four-year course to African youth who showed "talent, discretion, and piety" and were able to read and write.

Both abolitionists and free Negroes fought the whole movement as an impracticable scheme and sought the establishment of a Manual Labor College at New Haven, where Negroes might acquire classical knowledge. While the edu-

⁹R. M. Hughes and W. H. Lancelot, *Education, America's Magic*, The Iowa State College Press, Ames, Iowa, 1946, p. 103.

¹⁰Fred McCuiston, *Higher Education of Negroes*, Southern Association of Colleges and Secondary Schools, Nashville, 1933, p. 3.

cation for building an African colony made little appeal to Negroes, the education of Negroes for service in this country had small support. John Chavis, a full-blooded free-born Negro of North Carolina, born about 1763, was sent to Princeton by white people "to see if a Negro could take a collegiate education." Chavis mastered Greek, Latin, and the Holy Scriptures and was a prominent teacher and preacher of his day, numbering among his pupils in North Carolina a boy later to become governor, and the sons of a chief justice.

The Hampton Normal and Industrial Institute, founded at Hampton, Virginia, in 1868, by General S. C. Armstrong, emphasized industrial training for Negroes. It was stated that, through manual labor, students could not only defray part of expenses in school and learn a trade but could also "develop mind and character." In 1952 Hampton had a faculty of 107 members, an enrollment of 1,253 students, and an endowment of \$11,000,000.

Booker T. Washington, a Hampton graduate, catching the vision of General Armstrong, founded Tuskegee Institute at Tuskegee, Alabama, in 1881. Through industrial courses offered at Tuskegee and through lectures delivered throughout the North and South, Washington propagandized the doctrine of social regeneration by means of industrial training. Northern philanthropists gave him ample funds to develop Tuskegee Institute into one of the best-equipped institutions of its type in America. In 1951 Tuskegee Institute had an endowment of \$8,444,000, a faculty of 220 members, and 1,927 students.

W. E. B. DuBois, a Fisk University graduate who took his doctorate at Harvard in 1895, rejected the Washington program, insisting that inversion had always been the rule in the development of culture, and advocating an education with greater intellectual and aesthetic elements.¹¹

¹¹Bond, *op. cit.* p. 363.

The majority of the Negro Land Grant Colleges were founded in the last quarter of the nineteenth century.

NEGRO LAND GRANT COLLEGES, 1951¹²

	YEAR FOUNDED	NUMBER IN FACULTY	ENROLL- MENT	PLANT INVEST- MENT
Alabama State Agricultural and Mechanical Institute	1875	87	1,127	\$1,893,053
Agricultural, Mechanical, and Normal College, Arkansas . .	1873	170	1,393	2,150,354
Delaware State College	1891	39	184	620,052
Florida Agricultural and Mechanical College for Negroes	1887	241	2,011	6,620,439
Fort Valley State College, Georgia	1895	58	723	1,094,118
Kentucky State College	1886	55	637	2,953,930
Southern University and Agricultural and Mechanical College, Louisiana	1880	203	2,079	2,567,989
Maryland State College	1886	47	384	2,229,280
Alcorn Agricultural and Mechanical College, Mississippi	1871	118	1,217	1,201,594
Lincoln University, Missouri . .	1866	103	886	3,915,000
Agricultural and Technological College of North Carolina . .	1891	275	2,579	5,328,628
Langston University, Oklahoma .	1897	139	776	2,342,084
Colored N. I. A. & M. College, South Carolina	1896	235	1,298	2,031,420
Agricultural and Industrial State College, Tennessee . .	1912	251	2,130	8,242,146
Prairie View Agricultural and Mechanical College, Texas . .	1876	146	2,550	4,288,493
Virginia State College	1882	259	2,250	5,647,497
West Virginia State College . .	1891	121	1,314	3,129,669

The survey of Negro colleges in 1928, as reported in Bulletin 7, Bureau of Education, Washington, D.C., showed the

¹²*Statistics of Land-Grant Colleges and Universities*, Office of Education, Bulletin No. 2, 1952, pp. 15, 17, 41.

progress since 1915 made by seventy-nine colleges, twenty-two of which were publicly supported institutions and fifty-seven of which were privately supported.

In the South in 1944 there were thirty-nine publicly controlled colleges, thirty-two privately controlled colleges, and forty-two church colleges. There is today at least one publicly supported college for the education of Negroes in every Southern state.

Howard University has a "unique position in the higher education of Negroes" in America: it is not only the leading Negro university in America but it is also supported by the federal government. In 1879 Congress made an appropriation of \$215,900 a year for ten years; in 1925-26, the appropriation was \$591,000; in 1944-45 the federal appropriation was \$912,003 for salaries and expenses and \$172,469 for war training. The total assets of the university in June, 1945, were \$10,453,570, which included \$6,342,878 for buildings. Howard University has received support from the Freedmen's Bureau and the General Education Board.¹³ In 1952-53, Howard University had a faculty of 357 members and an enrollment of 4,317 students.

Negro Colleges in Texas

In 1952 there were state-supported Negro colleges, other than land-grant colleges, as follows: one in Alabama, two in Georgia, one in Louisiana, one in Mississippi, four in North Carolina, two in Maryland, one in Pennsylvania, one in Texas, and one in West Virginia.

The Texas state-supported colleges are located in Prairie View, Waller County, and in Houston, Harris County.

In 1941-42, the state-supported senior institutions of higher education provided for 66.8 per cent of the white students enrolled in senior colleges, but for only 31.8 per cent of its

¹³Frazier, *op. cit.*, pp. 475-77.

Negro students in senior colleges, the ratio of the white students to the Negro students being more than two to one. Senior colleges for whites under religious denominational control enrolled 27 per cent of all white students in the senior colleges of Texas, while the Negro colleges under the control of religious denominations enrolled 58.4 per cent of the Negro senior college students. The state bore twice the burden of providing opportunity for higher education for whites that it provided for Negroes. A disproportionate burden was placed on private effort in providing opportunity for higher education for Negroes.¹⁴

Bishop College, 1881. President Rufus C. Burleson of Baylor University at Waco urged the American Baptist Home Mission Society of New York City to establish a college to be named for Nathan Bishop, who, in 1881, gave \$20,000; after his death, his wife gave an additional \$30,000. The college was located in the Holcomb Mansion in Marshall, Texas, on the ten-acre estate of the Holcomb family originally purchased by "illiterate ex-slaves" of Harrison County.

The college has six modern brick and six frame buildings. In 1952-53 Bishop College had a faculty of thirty-six members and an enrollment of 368 students. The plant value in 1953 was \$793,169. The college maintains the Sabine Farms Community Center, a nineteen-acre campus with buildings and equipment valued at \$60,000.¹⁵ Joseph J. Rhoads was president from 1929 to 1952. Milton K. Curry, Jr., became president in 1952. Bishop College has state and regional accreditation.¹⁶

Butler College, 1905. Butler College, an academy in 1905, became a junior college in 1924 and a senior college in 1947; it has had state accreditation since 1949.

¹⁴*Senior Colleges for Negroes in Texas*, Bi-Racial Conference on Education for Negroes, 1946, p. 24.

¹⁵*Catalogue of Bishop College*, 1950-51, p. 29.

¹⁶*Ibid.*, p. 28.

Butler College has a campus of thirty-three acres, situated on a high hill in southwest Tyler. The college owns a 103-acre farm, approximately five miles from Tyler. Eleven buildings are located on the campus. The plant value in 1952 was \$372,000.

Butler College confers the degrees of Bachelor of Theology and Bachelor of Science. The college had a faculty of twenty-five members and an enrollment of 216 students in 1952-53. The Rev. C. M. Butler was president for the first nineteen years, 1905-24. J. V. McClelland was president from 1924 to 1932.¹⁷ Claude Meals has been president since 1950.

Huston-Tillotson College, 1952. The boards of trustees of Samuel Huston College and Tillotson College, at Austin, in 1952 merged the two institutions into Huston-Tillotson College. Matthew S. Davage was elected president. The campuses of Huston-Tillotson are noted for their variety of exotic and native trees and shrubs, their rolling contour, and their lofty location. The grounds comprise twenty-three acres on the East Campus and fifteen acres on the West Campus.

The college had a faculty of forty-four members and an enrollment of 765 students in 1952-53. The plant value in 1952 was \$2,000,000. Huston-Tillotson College is rated as a senior college of liberal arts and sciences by the Texas Education Agency and by the Southern Association of Colleges and Secondary Schools.¹⁸

Tillotson College opened January 17, 1881. It was an accredited junior college in 1925, a woman's college from 1926 to 1935, and coeducational in 1935. The seventeen buildings on the campus include dormitories, administration and classroom buildings, laboratories, basic studios, and family residences. Tillotson had a faculty of thirty-six mem-

¹⁷*Catalogue of Butler College, 1952-53, pp. 11-13.*

¹⁸*Catalogue of Huston-Tillotson College, 1952-53.*

bers and an enrollment of 616 students in 1950-51. W. H. Jones was president in 1951.¹⁹

Samuel Huston College, established in 1900 by the West Texas Conference and the Freedmen's Aid Society of the Methodist Episcopal Church, was named for Samuel Huston, who made a donation to the college. There are eleven buildings on the college campus.

Samuel Huston College was accredited as a senior college by the Southern Association of Colleges and Secondary Schools and the State Department of Education in Texas. In 1951 the college had a faculty of thirty-one members and an enrollment of 560 students. Robert F. Harrington was president in 1951.²⁰

Jarvis Christian College, 1912. In an article, "The Academic Acceptance of Jarvis Christian College," Bonner Frizzell states that the college, located at Hawkins, Wood County, Texas, developed "from a forest primeval teeming with wildlife to an accredited, degree-granting college within a generation."²¹ The school is located on land donated by Major J. J. Jarvis and his wife Ida Van Zandt Jarvis of Fort Worth. The site consisted of 465 acres of virgin timber land; later this was expanded to 875 acres.

Under trained instructors in a favorable environment afforded by variegated farm lands stocked with flocks and herds, young men learn dairying, stock raising, poultry raising, horticulture, gardening, and carpentry. Young women acquire skills in domestic arts such as cooking, sewing, nursing, and sanitation.²²

¹⁹*Catalogue of Tillotson College, 1950-51.*

²⁰*Catalogue of Samuel Huston College, 1950-51.*

²¹Bonner Frizzell, "The Academic Acceptance of Jarvis Christian College," in E. B. Bynum's *These Carried the Torch*, E. B. Bynum, Gulf States Building, Dallas; Walter F. Clark Company, Dallas, 1946, pp. 47-50.

²²*Ibid.*, p. 49.

J. N. Erwin was president for twenty-five years. Succeeding presidents have been P. C. Washington, John B. Eubanks, and Dr. Cleo Blackburn. An academy in 1913, the college is now accredited by the Association of Texas Colleges and the Southern Association of Colleges and Secondary Schools.

In 1952-53 the college had a faculty of twenty-six members and an enrollment of 130 students. The plant value was \$500,000.

Mary Allen College, 1886. Mary Allen College, at Crockett, first called Mary Allen Seminary, was named for Mrs. Mary Allen of Philadelphia, a liberal supporter. The Presbyterian Church operated the school for ten years (1933-43) as a school for women. In 1944 the General Baptist Convention of Texas purchased the plant and opened the school in September, 1944, as a Baptist four-year coeducational college for the Christian training of young men and young women.²³ Green L. Prince was elected president in 1944.

Mary Allen College had a faculty of twenty-nine members and an enrollment of 211 students in 1952-53. The plant value was \$350,000 in 1952.

Paul Quinn College, 1872. Paul Quinn College, at Waco, was organized in 1872 by the African Methodist Episcopal Church of Texas. The General Education Board had made contributions to the college.²⁴ In 1952-53 the school had a faculty of twenty-one members and an enrollment of 292 students. It is coeducational. The plant value in 1952 was \$1,325,000. The Rev. Frank Deal was president in 1953.

Prairie View Agricultural and Mechanical College. The discussion of Prairie View Agricultural and Mechanical College is included under Publicly Controlled Colleges and Universities, pp. 301-304.

St. Philip's Junior College and Vocational Institute, 1898. St. Philip's Junior College and Vocational Institute, founded

²³*Catalogue of Mary Allen College, 1950-51.*

²⁴*Catalogue of Paul Quinn College, 1954-55.*

in 1898 at San Antonio by Bishop James S. Johnston, began in an old adobe house, with six girls, as a Saturday afternoon sewing class. Instruction was under the direction of Miss Cowan, a white missionary.

In September, 1902, Miss Artemisia Bowden took charge of the work, and the school developed from a parochial day school into a grammar and industrial school with a boarding department. In 1917 it was removed from its crowded location to the present site.

Beginning in 1917, St. Philip's was operated as an industrial high school until 1926. In September, 1927, it opened its doors as a junior college in Bishop Johnston Memorial Building. In August, 1942, this junior college became a branch of San Antonio College.

The college had a faculty of thirty members and an enrollment of 361 students in 1952-53. The plant value in 1952 was \$316,399. J. O. Loftin was president.

Texas College, 1894. Founded at Tyler in 1894 by the colored Methodist Episcopal Church, Texas College is governed by a board of trustees elected by the four annual conferences of the church. The college has sixty-six acres of land and twenty-eight buildings.²⁵ Its plant value in 1952 was \$1,242,377. Primarily a teacher-training institution, the college also offers vocational courses, maintains extension units in several East Texas cities, and grants degrees in the liberal arts.

In 1952-53 Texas College had forty-one faculty members and 711 students. D. R. Glass was president.

Texas College is accredited by the Southern Association of Colleges and Secondary Schools, the Texas Education Agency, the Association of American Colleges, and the American Council on Education.

²⁵*Catalogue of Texas College, 1953-54.*

Texas Southern University. The discussion of Texas Southern University is included under Publicly Controlled Colleges and Universities, pp. 304-307.

Wiley College, 1873. Located at Marshall, Texas, Wiley College was established in 1873 by the Board of Education of the Methodist Episcopal Church. It was chartered in 1882. The name of the school honors Bishop Isaac W. Wiley, missionary and educator of the Methodist Episcopal Church.²⁶ Wiley College is the oldest Negro college west of the Mississippi, and it also has the distinction of being the first college west of the Mississippi to have a Carnegie college library.

In 1952-53 the school had a faculty of thirty-seven and an enrollment of 617 students. It maintains extension classes in East Texas towns. The plant value in 1952 was \$1,487,491.

Wiley College is accredited by the Southern Association of Colleges and Secondary Schools and by the Texas Education Agency. J. S. Scott is president.

Ratio of Negroes and Whites in Texas Institutions of Higher Learning

The ratio of Negro college students to white college students for the year 1941-42 per thousand of youth of each race, fifteen to twenty years old, was 1 to 2.3. As measured on the basis of the proportion of college enrollments among young people from fifteen to twenty years old, the Negro race in Texas was profiting less than half as much from higher education as was the white race.²⁷

Using the same basis of comparison for students enrolled

²⁶*Catalogue of Wiley College, 1951-52.*

²⁷T. S. Montgomery, *The Senior Colleges for Negroes in Texas, A Study Made for the Bi-Racial Conference, 1944*, p. 24.

in state-supported senior colleges in 1941-42, there were 10.9 Negro students to 52.3 white students. On this basis, Texas was providing five times as much opportunity for higher education in state-supported senior colleges for white youth as it was providing for its Negro youth.

In a report on a study made in 1944 this statement is made:

The typical faculty member in the eight Negro colleges in Texas is a man who holds a Master's degree earned in a Northern institution of higher education, is thirty-seven years old, has been a member of a private college faculty for five years, and draws a salary of \$1,219 for the regular session of nine months.²⁸

The legislatures in 1945, 1951, and 1953, however, have done much to end the inequalities in the education of Negroes.

The Compact for Southern Regional Education

The governors of Florida, Maryland, Georgia, Louisiana, Alabama, Mississippi, Tennessee, Arkansas, Virginia, North Carolina, South Carolina, Texas, Oklahoma, and West Virginia signed a compact for Southern Regional Education on February 8, 1948, to work on a regional Negro education program. Governor R. S. Kerr of Oklahoma advocated the development of an outstanding Negro law school in one state, a Negro teacher-training school in another state, a Negro medical school in still another, and a Negro agricultural college in a fourth. It was pointed out that "No single state has sufficient need to justify establishment of all these facilities for the Negro to provide equal educational rights."

Fred McCuiston, field agent of the General Education Board for Southern education, advised a "larger unit of support for centrally located institutions serving a wider area." The National Emergency Council in 1938 reported that

²⁸*Ibid.*, p. 41.

“total endowments of the colleges and universities of the South are less than the combined endowments of Yale and Harvard.”

Scholarship Aid

A number of Southern states have given scholarship aid: Texas, since 1945, has given \$25,000 annually; Virginia, in 1945, \$80,000; Missouri, in 1930-40, \$54,908; Maryland, in 1940-41, \$25,000; Kentucky, in 1941-42, \$9,000; Georgia, in 1945, \$5,000; Arkansas, in 1945, \$10,000; Louisiana, in 1946-47, \$50,000; Alabama, in 1946-47, \$16,500. However, the annual appropriations for scholarship aid are inadequate to meet the demands for this type of assistance. Proximity of an institution to an individual's home is an incentive to attend that institution.

The payment of tuition fees of qualified Negro residents who must go outside the state to obtain such instruction does not, however, in the opinion of Chief Justice Hughes, meet the requirements of the Constitution.

The Issue of Segregation

In 1947 the President's Commission on Higher Education condemned segregation in the higher education of Negroes in strong terms.²⁹ Four members of the commission, however — Chancellor Arthur H. Compton, of the University of Washington, at St. Louis; Editor Douglas S. Freeman, of the *Richmond News Dispatch*; President Lewis W. Jones, of the University of Arkansas; and President Goodrich C. White, of Emory University of Georgia, in a dissenting report stated that the problem of Negro education in the South would not be solved by ignoring the facts of history and the realities of the present.³⁰

²⁹*The President's Commission on Higher Education*, United States Government Printing Office, Washington, D.C., 1947, Vol. II., p. 31.

³⁰*Ibid.*, p. 29.

On June 5, 1950, the United States Supreme Court, in a monumental decision, declared that The University of Texas must admit Heman Sweatt since the state did not provide equal educational facilities for Negroes in its Negro university. Sweatt had been attempting to enter The University of Texas as a law student since 1946.

The Heman Sweatt test case against educational discrimination, reported in 1950, is here discussed:

On registration day at The University of Texas, Heman Sweatt, a 37-year-old Negro, lined up with scores of white boys to enroll in the law school and had no trouble. When he first tried to enroll in 1946 there had been trouble. Texas drew the color line, rejected Sweatt, and he sued for admission as a constitutional right. Hoping to get around this, Texas built a \$3.5 million Negro university, but Sweatt would not enter it. Last June, in a monumental decision, the U. S. Supreme Court held that equal legal education is the Negro's right, that the new Negro law school did not provide it, and that the University must admit Sweatt. Now, with five other Negroes, Sweatt attends law classes every day.³¹

On May 17, 1954, the Supreme Court handed down its unanimous decision abolishing segregation in the public schools at all levels. Ways and means of implementing the decision are to be worked out at subsequent hearings, the evident purpose of which is to give areas with large Negro populations more latitude in adjustment to local conditions.

Volume II, *National Survey of Higher Education of Negroes*, shows that in 1939 the Survey Commission found only two hundred Negroes in eight Northern universities who were from the South but found three thousand Northern Negroes in Southern Negro colleges. One thousand more

³¹*Life*, October 16, 1950, p. 64.

Northern Negroes were found in Negro colleges along the border between the North and the South.

This statement made by Dabney in 1934 might prove of interest in present-day consideration of segregation:

Would a handful of Negro students registered at a Southern University for whites be apt to find themselves in congenial surroundings? . . . They would almost certainly be happier at an all-Negro institution providing work of equal excellence. Evidence of this is seen in the fact that 42 per cent of the student body at Fisk University, Nashville, comes from the North and evidently prefers the homogeneity of the Fisk all-Negro student body to the mixed student bodies available to them in their home states. Moreover, about one fourth of these Northern Negroes remain in the South after graduation.³²

The issues of mixed versus segregated schools and of the constitutional rights of Negroes have led to Supreme Court decisions of far-reaching importance. The ultimate solutions to all of the problems involved remain in the future.

³²Virginus Dabney, *Below the Potomac*, Appleton-Century-Crofts, Inc., New York, 1942, p. 218.

XV

The School Survey

ECONOMIC and scientific influences combine for the use of the school survey; the former, voicing the sentiments of taxpayers, seek an accurate check on rising costs of education, while the latter demand efficiency of school service and quality output. The school survey is neither a panacea for school ills nor a fad for school dreamers. Boise (Idaho), Portland (Oregon), New York City, and Cleveland (Ohio) made early influential city school surveys.

The Iowa Survey of 1911 laid down the principles of "major and service lines" to guide colleges in the varying and expanding fields and offerings. Several other states in surveys followed the pattern of the Iowa Survey. The Oregon, North Carolina, and Georgia surveys mark radical and revolutionary changes in the field of higher education, the full value of which after more than ten years of trial is yet debatable.

The survey of state higher education in California in 1932 by the Carnegie Foundation for the Advancement of Teaching makes forty-seven recommendations and says in its concluding sentences:

The factors that will determine its success are adequate fact-finding, careful analysis, full and unbiased discussion considerate of every interest of the state, whole-hearted co-operation of all governing bodies in effectuating the Council's recommendations, and the full informing of the public.¹

¹*State Higher Education in California*, Report of the Carnegie Foundation for the Advancement of Teaching, California State Printing Office, Sacramento, 1932.

The Conference for Education in Texas

The Conference for Education in Texas, meeting in March, 1909, appointed a Survey Commission consisting of Clarence Ousley, of Fort Worth; Dr. W. S. Sutton, of The University of Texas; Superintendent P. W. Horn of Houston; County Superintendent R. B. Binion, of Paris; Dr. C. P. Fountain, of the Agricultural and Mechanical College; W. D. Cleveland, of Houston; Dr. W. H. Bruce, of North Texas State Teachers College; and Mrs. Maggie W. Barry, of Sherman. The canons of school organization set forth by the Survey Commission are as follows:

1. The organization of any institution is a matter of evolution. It is an inexcusable anomaly to attempt to conduct a modern school by the employment of primitive means.
2. The organization of a school system should be in harmony with the genius of the political institutions of the people for whom it is established. Reforms must first be in the minds of the people.
3. One public school system should be established, and that system should be a state system. The school in any district does not belong to that local district exclusively; it is a school established by the state, and subject to the laws of the state.
4. The local interest of people in their own schools must be preserved. This principle is by no means inconsistent with the principle of state sovereignty.
5. The affairs of every large enterprise should be administered with efficiency and economy. Genuine economy is far from extravagance or parsimony.
6. The plan of organization must make unmistakable provision to lodge responsibility where it properly belongs and to punish evasion or lawful disregard of responsibility. Any scheme which may tend to divide responsibility or to make it easy for any to

escape responsibility will inevitably result, sooner or later, in disaster.

7. The management of public schools should be utterly divorced from what is known as practical politics. To preserve our schools from the blistering influence of the domination of partisan politics is a policy upon which honorable men of all political parties will be found in cordial agreement.

The commission made tentative recommendations for longer terms for school officials, a special state tax for maintenance of institutions of higher learning, a change from the scholastic census to a better basis of apportionment of school funds, a state board of education, and the improvement of certification laws. "The time has come in Texas," said the commission, "when all public school people and all public institutions should solidly knit together for the good of the state and the good of all honestly administered schools in this state."

The Fourth Annual Session of The Conference for Education in Texas, meeting in Waco from April 21 to April 22, 1910, gave the major part of its program to the consideration of the recommendations of the Survey Commission.²

Educational Survey Committee of 1921

In 1917 the members of the legislature became interested in a survey of the public and the state higher schools for the general improvement of the system and to correct alleged duplications in the institutions of higher learning. At the special session, on August 24, 1921, Senate Concurrent Resolution No. 5 was adopted, authorizing the appointment of a "Committee on Survey of Institutions of Education" by the governor, lieutenant governor, and speaker of the house.

²*Bulletin 13*, The Conference for Education in Texas Survey, 1910, pp. 1-16.

This committee consisted of State Senator and Chairman A. E. Wood, of Granger; Representative R. M. Chitwood, of Sweetwater; Mrs. J. K. Beretta, of San Antonio; Mrs. Percy V. Pennybacker, of Austin; the Honorable L. J. Wortham, of Fort Worth; Dr. O. H. Cooper, of Abilene; Mrs. Florence Floore, of Cleburne; Dr. H. T. Musselman, of Dallas; and the Honorable J. R. Wiley, of Saint Jo. Regular sessions of the committee were held, beginning on February 11, 1922.

A letter which was sent to all presidents of state institutions of higher learning submitted the following six questions for discussion and report:

1. Should there be a unit board or separate board of control for the state institutions of higher learning?
2. Is a separate state tax for the maintenance of these institutions necessary and advisable?
3. Is there unnecessary duplication in the state institutions of higher learning?
4. What are the differentiating functions of these state colleges?
5. How do the principles of major and service lines apply in the distribution of functions among the several institutions?
6. What is the average cost per student in state colleges?

The replies of the presidents of state colleges were unanimous in voicing the needs of all colleges for better salaries, adequate buildings and equipment, and, in general, for dependable financial support, free from political contingencies.

The investigations include highly valuable information on state tax systems, control boards of education, and special state boards for correlation and unification. Appendix B, *Senate Journal*, January 22, 1923, gives the final report of the Survey Committee.

Educational Survey Commission of 1923

Senate Bill No. 256, approved March 23, 1923, created an Educational Survey Commission with full authority to employ an out-of-state staff of experts to make a complete, impartial survey of all the schools of the state and appropriated \$50,000 for payment of expenses. The Texas Educational Survey Commission had the following members: Governor Pat M. Neff, chairman; Tom Finty, Jr., of Dallas, vice-chairman; T. D. Brooks, of Waco; Representative R. M. Chitwood, of Sweetwater; County Superintendent Burl Bryant, of Wichita Falls; Gus Taylor, of Tyler; G. D. Staton, of Canton; State Senator A. E. Wood, of Granger; Mrs. Chalmers W. Hutchinson, of Fort Worth; Mrs. Henry Redmond, of Corpus Christi; and B. K. King, of Douglass. On November 24, 1923, the commission elected Dr. George A. Works, of Cornell University, as director of the survey.

The director selected his staff of experts for active field work as follows: Dr. C. H. Judd, of the University of Chicago; President L. D. Coffman, of the University of Minnesota; President C. M. Hill, of the Springfield (Mo.) State Teachers College; Dean F. J. Kelly, of the University of Minnesota; and Dr. G. F. Zook, of the Office of Education in Washington.

The final report of the survey staff was made in 1925, the eight volumes of the report covering organization and administration, financial support, secondary education, educational achievement, courses of study and instruction, higher education, vocational education, and a general report.³ It is a mine of school values for the study of educational conditions and educational needs at that time. The subject matter chosen for comment is pertinent; the over-all view, the specific observations, and the manner of presentation further enhance the value of the material.

³*Texas Educational Survey Report*, Vols. I-VIII, 1925.

A few quotations from the report will illustrate its constructive suggestions and criticisms:

No community through selfish or nationality prejudice should be permitted to make discrimination against Mexican children as is now being done in many communities of the state. 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 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.⁴

The Survey Staff found what is known to many citizens of Texas, viz., that there are many districts in which the expenditure per capita for negro children is a great deal less than the scholastic apportionment of the district received from the State. This is the result of giving the negro an absurdly short school year, failure to provide an adequate number of teachers, and lax enforcement of school attendance laws.⁵

Texas can secure enough flexibility in its administrative organization for schools without resorting to a device as pernicious as the present independent district has, by means of special legislation, become. The advantages of the system can be provided for under general legislation.⁶

⁴"General Report," *op. cit.*, Vol. VIII, pp. 213-14.

⁵*Ibid.*, p. 223.

⁶*Ibid.*, p. 73.

The county of greatest wealth per scholastic has resources that are approximately two hundred times as great as the county of least wealth per scholastic. The state scholastic apportionment is uniform. No attempt is made to recognize the differences in wealth in the distribution of this apportionment.⁷

The teachers colleges are with one exception located in small towns. With the number of students scheduled for practice teaching, there should be a minimum of 500 to 700 children in the training school of each college. In most cases, this number represents a majority of all the children of school age in the community. There is practically no co-operation between the teachers colleges and the local schools in the matter of practice teaching and observation. With the possible exception of Denton, the local schools should be the training schools of the teachers colleges. . . . This co-operative plan should not be looked upon by either party as an opportunity to save money; it should be entered into solely for the purpose of obtaining the mutual benefit which is certain to exist if the plan is wisely administered.⁸

Efficiency and Economy Committee of 1932

In accordance with a House Concurrent Resolution of the Forty-second Legislature, in 1931, the speaker of the House appointed Representative H. N. Graves, of Georgetown, Representative Phil L. Sanders, of Nacogdoches, and Representative J. J. Terrell, of Del Rio; and the president of the Senate appointed Senator H. Grady Woodruff, of Decatur, and Carl C. Hardin, of Stephenville, to constitute the "Joint Legislative Committee on Organization and Economy." This

⁷*Ibid.*, p. 116.

⁸"Higher Education," *Texas Educational Survey Report*, Vol. VI, pp. 90-91.

committee had full power to make a thorough investigation of all departments, institutions, and agencies of state government to the end that the cost of government might be reduced without endangering the quality of service. At meetings of this committee during the summer and fall of 1931, Griffenhagen and Associates, specialists in public administration and finance, were chosen to serve as the technical staff, and these specialists were at work during the entire year of 1932.

Of the fourteen volumes covering every phase of state government activity, Volume X deals with state teachers colleges; Volume XI, with the Agricultural and Mechanical College and its branches; Volume XII, with The University of Texas, the College of Arts and Industries, the College of Industrial Arts, and Texas Technological College; Volume XIII, with the State Board of Education, superintendent of public instruction, other agencies of general control, and libraries. The system of seven state teachers colleges — at Commerce, Denton, Huntsville, San Marcos, Nacogdoches, Alpine, and Canyon — built up according to the best academic and professional thought in America, was virtually consigned to the junk heap, five of the colleges being reduced to junior colleges, another being consolidated with the College of Industrial Arts, while the lone seventh teachers college — which was not marked for destruction — had its program and offerings largely emasculated, continuing as a “general college” only.⁹

“There is little or no need for teachers colleges as such or if there is such need, the present teachers colleges are poorly located and so poorly equipped as not to be able properly to fill the need,” declared the Griffenhagen committee. Nevertheless, the seven institutions — representing a combined enrollment of 7,825 for regular session and 9,953

⁹*Joint Legislative Committee on Organization and Economy*, Vols. X, XI, XII, XIII, 1932.

enrollment for summer session, 1930-31 — had become fully accredited colleges in state and regional agencies, their graduates making excellent records in graduate schools of the colleges and universities.

The Agricultural and Mechanical College, with its program readjusted and restricted, would lose John Tarleton Agricultural College through transfer to The University of Texas and leave the North Texas Agricultural College, through its abandonment as a state institution, with a possibility for continuance as a local junior college for Tarrant County and Dallas County.

Prairie View Agricultural and Mechanical College would be taken from the control of the Board of Directors of the Agricultural and Mechanical College and placed under a separate board. The University of Texas was to continue substantially the same general program but would lose the College of Mines at El Paso, which could become a local junior college for the city.¹⁰

The College of Industrial Arts and the North Texas State Teachers College were to be consolidated, making a stronger institution but preferably coeducational. The Texas College of Arts and Industries would be continued as a branch of The University of Texas. The Texas Technological College, with a reduced agricultural program, would continue as an undergraduate college of arts and sciences.¹¹

Under this program of large-scale college surgery, the higher institutions of learning would be The University of Texas, with six branch junior colleges; the Agricultural and Mechanical College of Texas; the Sam Houston State College; Texas Technological College; the consolidated college at Denton; and the independent Prairie View Agricultural and Mechanical College for colored students — all to be under a unit State Board of Education, with a chancellor.

¹⁰*Ibid.*, Vol. XI.

¹¹*Ibid.*, Vol. XII.

The State Department of Education, under the reorganization, included the State Board of Education, with a Bureau of Public Schools headed by a state commissioner of education (at that time the state superintendent of public instruction) and a Bureau of Higher Education headed by a chancellor, both state commissioner of education and chancellor of higher education to be appointed by the State Board of Education.¹² A valuable by-product of the work of Griffenhagen and Associates is the information supplied concerning enrollment, class size, ratio of full-time students to full-time instructors, departments, instructional organization, history of establishment of the different colleges, and laws governing the colleges.

Works Progress Administration Project of 1934

The Works Progress Administration Project study, February 6, 1934, sponsored by the State Board of Education, was a statistical and research study of the Texas public school situation with reference to efficiency of school support. The data were collected for the years 1934-35 and 1935-36. N. S. Holland, of Breckenridge, was director; L. D. Stokes, of Austin, was associate director; and L. M. Fertsch, of Austin, was assistant director. Twenty district supervisors of the State Department of Education co-operated in the work. Valuable assistance was rendered by H. F. Alves, senior specialist in state school administration in the Office of Education, at Washington, D. C.

The first ninety-eight pages cover a general discussion of "The Public School Situation": public education in the constitution, administrative agencies, growth of population, scholastic population and enrollment, average daily attendance, sources of state school revenues, funds in school ex-

¹²*Ibid.*, Vol. XIII.

penditures, school districts, one- to three-teacher schools, and other valuable information concerning the schools of the state. Taking Brown County schools as typical of the general problem of county and district schools, forty pages are given to an administrative survey and proposed reorganization of this county. Similar statistical studies, maps and proposed reorganization — but on a smaller scale — were made for more than two hundred counties. This project, thoroughly scientific and comprehensive as it was, represented long-range planning for the common schools.¹³

The O'Daniel Commission

Governor W. Lee O'Daniel in 1940 appointed a commission of 168 school executives, with Superintendent H. W. Stilwell of Texarkana as chairman. The commission, after careful investigation of conditions in the schools of the state, made recommendations as follows:

1. The state superintendent should be selected or appointed by the State Board of Education for a term of six years and should be paid a salary of from \$8,000 to \$10,000 per year.
2. The State Board of Education should be a policy-forming board. No change in the present method of appointment by the governor and confirmation by the Senate, with overlapping six-year terms, is advised.
3. All existing laws imposing duties and obligations upon the state superintendent or the State Board of Education and all other statutes hereafter to be proposed doing the same thing shall be so written as to give all administrative functions to the state superintendent and his staff and all policy-forming functions to the State Board of Education.

¹³A *Report of the Results of the Texas Statewide School Adequacy Survey*, Works Progress Administration, Projects of 1934, State Board of Education, 1935-37.

4. All independent school districts with fewer than five hundred scholastics and all common school districts shall be combined into one county school district. A county-unit system should be provided by local option.
5. The county superintendent shall be selected by the county board, shall serve for a term of from three to five years, and his salary shall be fixed by the board. He shall be the chief executive officer of the board. The minimum qualification of such superintendent shall be a Bachelor's degree and an administrative certificate.
6. School districts shall be financed by both state and local support. A local district must levy at least a forty-cent tax for current maintenance and operation purposes before participating in any state aid whatsoever.
7. The state will raise a sufficient fund for financing of public schools as will guarantee to the local district \$70 for current expenditures per pupil in average daily attendance.
8. Before the local district may receive any state aid, it shall have submitted a budget which the State Board can approve. Local school districts will be required to confine their expenditures to their budget. The State Board of Education shall require from each district a full accounting at the end of the fiscal year. The State Board of Education must make provision for properly checking, classifying, equalizing, and publicizing the financial accounting of the various school districts to the end that the legislature and the governor and the citizens generally may be fully informed of the purposes for which their school money is spent.¹⁴

¹⁴East Texas Chamber of Commerce Bulletin, *The O'Daniel Commission*, December 2, 1940.

The Gilmer-Aikin Survey

A concurrent resolution adopted by both houses of the legislature in 1947 authorized appointment of an eighteen-member committee to make a thorough investigation and to submit recommendations for the improvement of the public school system of the state. Under the provisions of the resolution, the governor, the lieutenant-governor, and the speaker of the House each appointed six members.

The members appointed were: Senator A. M. Aikin, Jr., Paris; Senator James E. Taylor, Kerens; Senator Gus Strauss, Hallettsville; Representative Claud H. Gilmer, Rocksprings; Representative Ottis E. Lock, Lufkin; Representative Rae Files Still, Waxahachie; Dr. H. A. Moore, Superintendent of Schools, Kerrville; Dr. J. W. Edgar, Superintendent of Schools, Austin; C. B. Downing, Superintendent of Schools, Iraan; H. W. Stilwell, Superintendent of Schools, Texarkana; Dr. R. J. Turrentine, Texas State College for Women, Denton; Dr. B. F. Pittenger, The University of Texas, Austin; Miss Nan Proctor, teacher, Victoria Public Schools; Mrs. J. G. Smith, past president of Texas Congress of Parents and Teachers, Commerce; R. L. Thomas, banker, Dallas; Wright Morrow, attorney, Houston; J. C. Peyton, Peyton Packing Co., El Paso; and Peyton L. Townsend, banker, Dallas.

The committee organized by the election of James E. Taylor, chairman; Superintendent H. W. Stilwell, vice-chairman; Dr. L. D. Haskew, Professor of Education, The University of Texas, technical consultant; and Dr. H. A. Moore, executive secretary. (Dr. Moore served for approximately a year, resigning to become superintendent of schools at Greeley, Colorado.) Dr. Pat H. Norwood, Professor of Education, Southwest Texas State Teachers College at San Marcos, was appointed executive secretary to succeed Dr. Moore.

The committee decided to make its comprehensive study of the schools of Texas in co-operation with the people of the communities of the state. The bulletin *Let's Look at Our Local Schools in Texas* was a challenge to the communities of the state to join actively in the co-operative study. County advisory committees were set up in each county. Three vital questions were to be answered: (1) What do we have now? (2) What do we need? (3) How do we get from what we have to what we need? The bulletin gave valuable suggestions to guide county committees. Service clubs, civic organizations, and other groups interested in education were mobilized for the campaign; public forums, radio, mass meetings, and newspapers were implemented for the co-operative study of schools.

In the bulletin *To Have What We Must* the Gilmer-Aikin Committee submitted thirty-three proposals to organized groups, such as local units of the Texas State Teachers Association, county Gilmer-Aikin groups, and civic organizations. The votes of the groups on the different proposals were reported to the Austin office of the Gilmer-Aikin Committee by November 10, 1948. Casting the votes separately on the 33 proposals, from 87 to 227 groups gave unanimous approval to the proposals; from 23 to 41 groups gave majority approval; and 5,086 of 5,697 group votes were affirmative. A special session of the Gilmer-Aikin Committee, in January, 1949, modified, to a small extent, the draft of the proposals before the final report was made to the Fifty-first Legislature, in the regular session of 1949.

The friends of the Gilmer-Aikin program thought best to initiate the legislation in the Senate, and, after passage in the Senate, to make the fight for adoption in the House. The bills, with few changes, passed the Senate and the House and were approved by Governor Beauford H. Jester.

Senate Bill 115, the state administration bill, established a Central Education Agency, composed of the State Board

of Education, the state commissioner of education, and the State Department of Education. This Central Education Agency, under the acts of the legislature, exercises general control of the system of public education at the state level, except higher education in approved colleges.

The bill provided for a State Board of Education consisting of twenty-one members, one member to be elected from each congressional district of Texas at a special election in November, 1949, to serve until January 1, 1951. In the first Democratic primary of 1950, along with the election of state officers, the twenty-one members of the State Board of Education were to be elected with overlapping six-year terms. Pending the election of the State Board of Education, in 1949, the state auditor was to discharge the duties of the commissioner of education in putting into effect the provisions of the new school laws for the scholastic year of 1949-50.

The commissioner of education is appointed by the State Board of Education, subject to confirmation by the state Senate, for a term of four years and is the executive officer of the State Board of Education. He must be a citizen of the United States and of the State of Texas for five years immediately preceding his appointment and shall have a minimum of a Master's degree from a recognized institution of higher learning. The commissioner recommends to the State Board of Education such policies, rules, and regulations as he deems advisable to promote educational progress in Texas.

There is established the State Department of Education — the professional, technical, and clerical staff of the Central Education Agency — and its organization into divisions is determined by the State Board of Education upon the recommendation of the state commissioner of education. The duties of the State Board of Education, the state commissioner of education, and the State Department of Education

are clearly and fully defined, thereby preventing misunderstandings and overlapping authority.

One important function of the State Board of Education is the adoption and distribution of textbooks to all the schools of the state. An advisory Textbook Committee is created, to consist of fifteen persons nominated by the state commissioner of education, for approval by the State Board of Education, to select a complete list of textbooks to be adopted.¹⁵

Senate Bill 116 sets up the Minimum Foundation School Program. The aim of this program is to guarantee each child of school age in Texas the availability of the Minimum Foundation School Program for nine months of the year.¹⁶ It designates the professional positions of classroom teachers, vocational teachers, special service teachers such as librarians and nurses, teachers of exceptional children, supervisors and counselors, part-time principals, and superintendents. The salaries of these professional positions are fixed, the base pay being contingent on the scholarship of the teachers as indicated by the years in college, or by the degree earned.

Under the provisions of the bill, current operating costs for each school district, other than salaries and transportation, are based upon the number of approved classroom teacher units and exceptional children teacher units, separate for whites and for Negroes. For example, a district having from one to seventy-four such units is allotted \$400 for each unit; districts with from seventy-five to eighty-four units, a total of \$29,700; and districts with eighty-five or more such units, \$350 per unit. Senate Bill 117 provides for the transfer of certain funds to the Foundation School Fund and creates the Foundation School Fund Budget Committee, composed of the state commissioner of education,

¹⁵*The Handbook of Texas School Law*, Second Edition (Supplement), Senate Bill 115, The Steck Co., Austin, 1954, pp. 15-26.

¹⁶*Ibid.*, Senate Bill 116, pp. 248-77.

the state auditor, and the state comptroller of public accounts.¹⁷

Subject to the approval of the state commissioner of education, county boards and county superintendents are authorized to set up the most economical system of transportation possible. The county is made the unit for transportation purposes, and state warrants for transportation are made payable to the county transportation fund of the county. The total annual transportation cost allotment for each district ranges from \$31.50 to \$63 per public school pupil, the number of enumerated scholastics per square mile being considered. Regulations govern the purchase, sale, type of body, and the issuance of the warrants for payment of buses purchased for transportation purposes.¹⁸

The First Year under the Gilmer-Aikin Law

THE GILMER-AIKIN PROGRAM¹⁹

September 1, 1949 to August 31, 1950 — 2,312 Districts

Because of ample local funds, no school in the district, and similar reasons, 390 districts of the 2,702 state total do not receive State Foundation School Funds and are not included in this report. State and local funds are combined in financing this program.

1. **Classroom teachers.** One for each 26 pupils in average daily attendance. (Variations for small schools.) 41,141 at average salary of \$2,910 **\$119,723,417**
2. **Vocational teachers.** (Agriculture, homemaking, and trades and industries.) Eligibility for such teachers is determined by regulations of the State Board and commissioner of education. 2,087 at average salary of \$3,297 . . . \$ **6,881,306**

¹⁷*Ibid.*, Senate Bill 117, pp. 304-305.

¹⁸Rae Files Still, *The Gilmer-Aikin Bills*, pp. 1-98.

¹⁹Data supplied by Research Supervisor of Texas Education Agency.

3. Special service teachers. (Librarians, school nurses, school physicians, visiting teachers, and itinerant teachers.) A choice of one from this group for each 20 classroom teachers. 1,445 at average salary of \$3,011	\$ 4,360,902
4. Teachers of exceptional children. Eligibility for such teachers determined by regulations of State Board and commissioner of education. 194 at average salary of \$3,150	\$ 611,000
5. Supervisors and counselors. A choice of one for the first 40 classroom teachers, and one for each additional 50 classroom teachers. 538 at average salary of \$4,200	\$ 2,259,600
6. Principals, part-time. One classroom teacher out of each 30 (variations for small schools) receives a supplement to his salary for serving as part-time principal. 2,054 at average supplement of \$425	\$ 872,950
7. Principals, full-time. One for each 20 classroom teachers, and one for each additional 30 classroom teachers. 899 at average salary of \$4,250	\$ 3,719,750
8. Superintendents. One for each district having an accredited high school. 1,026 at average salary of \$5,500	\$ 5,643,000
9. Current operating expenses. \$350 to \$400, depending upon the size of the school (average \$382.25), times the number of classroom teachers (41,141)	\$ 15,726,405
10. Transportation. \$31.50 to \$63, depending upon the density of the scholastic population (average \$33.37) times 310,000 pupils transported more than two miles	\$ 10,346,175
TOTAL	\$170,144,505

Some interesting comparisons at the end of one year of operation are:

	1948-49	1949-50
Classroom teachers	46,105	51,513
Ratio of children per teacher	22.3	20.8
Average daily attendance	1,124,860	1,143,253
Average teacher's salary	\$2,659	\$3,042
Non-degree teachers	7,774	5,260
M.A. degree personnel	8,563	10,601
School districts	4,496	2,579

There were 2,281 vocational education programs in 1949-50, a substantial increase over the number for the previous year. The number of part-time vocational teachers increased.

Colleges and universities reported almost doubled numbers of teachers enrolled for education courses in summer terms. School administrators reported that teacher morale had been raised and that teachers had more pride in their profession than ever before.

In 1940-41 there were 6,392 districts; in 1945-46, 5,765 districts. Districts have been greatly strengthened by consolidation.

Evidently the educational system, under the new organization, is moving toward accomplishing the ideal of providing every child with at least a minimum of education.²⁰

The Texas Legislative Council

Senate Bill 316, regular session, Fifty-first Legislature, in 1949, created the Texas Legislative Council. Under the terms of the bill, the council consists of five members appointed by the lieutenant governor and ten appointed by the speaker of the House. The president of the Senate and the speaker are ex-officio members.

The members of the council consisted of Wardlow Lane, lieutenant governor pro tem, the chairman; Durwood Manford, speaker of the House, the vice-chairman; Senators Searcy Bracewell, Ottis E. Lock, G. C. Morris, R. L. Proffer, and Walter Tynan; and Representatives Dolph Briscoe, Jr., Callan Graham, Sam Hanna, Louis J. Ivey, Andy James (resigned), Pearce Johnson, Jim Lindsey, Newton McCann, James B. Pattison, and Lamar Zivley.

The legislature appropriated \$75,000 for the first year and \$85,000 for the second year of the biennium to maintain the council. Council members do not receive salaries or

²⁰"The Texas Way," *The Texas Outlook*, The Texas State Teachers Association, Austin, October 9, 1950, pp. 8-11.

per diem but are reimbursed actual expenses when on council duties. Section 3 of the bill gives the council these powers and duties:

1. To investigate departments, agencies, and officers of the state and to study their functions and problems.
2. To make studies for the use of the legislative branch of the state government.
3. To gather information for the use of the legislature.
4. To make such other investigations, studies, and reports as may be deemed useful to the legislative branch of the state government.
5. To set and perform its duties in the interim, between sessions.
6. To report to the legislature its recommendations from time to time and to accompany its reports with such drafts of legislation as it deems proper.²¹

In the performance of its duties, the council may hold hearings; subpoena witnesses and issue writs for records; inspect and reproduce files or records of any institution, agency, or political subdivision; and call upon state officials to assist in getting facts and information.

The council appointed a research staff consisting of Executive Director John D. Moseley, Staff Consultant C. Ellis Nelson, Dr. York Willbern, and other professional educators from the colleges and universities of the state. Research Co-ordinator C. Ellis Nelson, in November, 1950, submitted the *Report on Public Higher Education in Texas*. In general, three major topics were discussed: finance, progress, and overall co-operation.

The chapters cover the following problems: (1) enrollments, (2) expansion of higher education in Texas, (3) instructional programs, (4) problems of subject matter and of teacher education, engineering, home economics, and agri-

²¹Vernon's *Texas Statutes, 1950 Supplement*, Article 5429b.

culture, (5) community — or junior — colleges, (6) Negro education, (7) regional education, (8) financing higher education, (9) organization and co-ordination of higher education, (10) possible plans for co-ordination. The research staff also submitted a *Report on the Community College*: the background and purposes of the community college, types and programs, creation of community colleges, role of the state in community colleges, finances of community colleges, and some alternative approaches. These reports present valuable statistical data and sound, forward-looking discussions of all problems.

Between 1929-30 and 1945-46, enrollment in the state's institutions of higher learning increased 84 per cent, while the increase in the enrollment of higher institutions in the entire United States was 52 per cent. The public colleges of Texas — state, county, and city — have 66.15 per cent of college and university students; and the private institutions have 33.85 per cent, these percentages including regular session students, summer session students, and extension students. In 1947-48, the total enrollment in the seventeen state-supported institutions of higher learning was 56,342; in 1950-51, the total enrollment in the eighteen state-supported institutions of higher learning was 55,412. On the national level, Texas is below the standard in salary schedule.

The problem of overlapping service areas of general educational institutions is more significant than that of geographical coverage. A considerable portion of the population of the state is within fifty miles of two, three, four, or even five public institutions. Most of the state senior colleges offer graduate training at the master's level.

Between June 5, 1950, when the Supreme Court decision in the Sweatt case was handed down, and October 2, 1950, thirty-two applications from Negroes were received for admission to The University of Texas, of which twenty-two were accepted and ten were refused. To supply graduate

and professional training to Negroes in Texas on the segregation basis would be tremendously expensive. A regional Negro education program, as outlined in the 1948 Compact for Southern Regional Education, may be the solution.²²

Expenditures for higher education in Texas from the general revenue increased from \$5,262,000 in 1935 to \$24,904,000 in 1949, an increase of more than 350 per cent, but the state is still contributing through state appropriations a slightly smaller per cent of its income.^{23*} The University of Texas permanent fund increased from forty million dollars in 1940 to 106 million dollars in 1950. The endowment fund is currently valued at more than \$200,000,000. The Agricultural and Mechanical College was given a share in the University permanent fund by legislative enactment in 1931. The apportionment of receipts from the Bond Amendment of 1947 is based entirely on enrollment. In 1947 line-item appropriations for state colleges were abandoned for lump sum appropriations.

Following analysis of patterns of co-ordination in other states, plans for co-ordinating higher education in Texas are suggested, and the advantages and disadvantages of each are stated. The organization of higher education under the three major systems — the Agricultural and Mechanical College system, The University of Texas System, and the Teachers College System — is one suggestion; a single integrated system with a single board and chief executive is another suggestion; a single central agency with separate boards is still another suggestion. Research studies of the Legislative Council may yet suggest a satisfactory solution to the problem of duplication of services of Texas state colleges.²⁴

²²*Bulletin of November, 1950, Texas Legislative Council, pp. 99-104.*

²³*Ibid.*, p. 105.

*The appropriations for 1951-52 were \$37,655,309.—C.E.E.

²⁴R. L. Proffier, "Texas' New Legislative Council and How It Functions," *The Texas Outlook*, February, 1950.

XVI

Publicly Controlled Colleges and Universities

IN PIONEER days of America, the denominational colleges were founded by the churches for the training of ministers and for denominational upbuilding. Propaganda that the church college was proselyting the members of the student body belonging to other denominations often led to the establishment of new church colleges. In such a sectarian atmosphere, a college could not be the satisfactory representative of both church and state, a college for the commonwealth in its entirety.

These church-related colleges were also charged with exclusiveness to class needs and with aristocratic tendencies. The rise of the democratic spirit after 1820 promoted institutions of higher learning which should directly represent the state.^{1*}

In the Dartmouth College Decision, the Supreme Court of the United States held that the state legislature could not convert Dartmouth, a private college, into a state college. This decision guaranteed the perpetuity of endowments, and

¹Lotus D. Coffman, *The State University, Its Work and Problems*, The University of Minnesota Press, Minneapolis, 1934, p. 39.

*The state university and the public schools evolved out of the same set of conditions. The arguments for the establishment of the universities were essentially the same as those for the establishment of the public schools, only raised to a higher power. The public schools were intended to be free schools; the state universities were intended to be as nearly free as possible. The doors of the public schools were to be wide open; likewise the state universities were expected to admit those who had completed the work of the next lower unit of the public schools. The public schools were maintained to provide for each individual that training by which he could profit most; the state universities offered additional training for those capable of pursuing their studies into still higher realms.—C.E.E.

a period of private and denominational college effort followed. The states turned to the creation of new state colleges of their own.²

Development of Schools

In 1787 and 1788 the Continental Congress granted a township of land in Ohio for a future college. In 1806 Tennessee was granted 100,000 acres of land for two colleges, one in East Tennessee and one in West Tennessee. Eleven states were each granted 46,080 acres of land for higher education; one state was granted 82,640 acres; two states were each granted 92,160 acres. For university purposes, the federal government has granted a total of approximately 3,500,000 acres of land, an area slightly larger than five average Texas counties combined, or the state of Connecticut. Presidents Washington, Adams, Madison, and Monroe advocated the establishment of a national university at the seat of government. The Washington bequest for the endowment of the national university compounded annually at 6 per cent would have by 1931 amounted to \$42,600,000. It is not known what became of the Washington bequest.³ In 1946 an all-time high of slightly more than one billion dollars in expenditures was made for the financial support of higher education.

Circular No. 359 of the Office of Education, Washington, D.C., reported the 1952 fall enrollment of 1,845 higher institutions to be 2,148,284 students. Of the total 1,845 higher institutions 824, or 44.67 per cent, were university and liberal arts colleges; 201, or 10.89 per cent, were teachers colleges; 321, or 17.44 per cent, were technological, theological, and other schools; while 499, or 27 per cent, were junior colleges.

²Cubberley, *op. cit.*, pp. 271-72.

³*Ibid.*, p. 267.

There were fifty-two state universities in the forty-eight states, Hawaii, Alaska, and Puerto Rico. The University of Georgia was founded in 1785; The University of Texas, in 1883; the University of Montana as recently as 1893. Ten of twenty-one state universities founded before the Civil War were in Southern states. Thirteen of the thirty-four states existing before the Civil War did not found state universities until after the war.

Accreditation of Higher Institutions of Learning

In 1952 there were two hundred accrediting agencies in the United States. This multiplication of agencies for accrediting served to bring chaos into the fields of higher education and even invited autocratic powers in the accrediting procedures.

The National Commission on Accrediting was organized in 1949 to correct the evils in practices and procedures of accreditation and to co-ordinate the different agencies for common objectives. President Reuben G. Gustavson of the University of Nebraska is chairman of the commission, and President Cloyd H. Marvin of George Washington University is secretary.

The commission consists of six representatives from each of the following associations: National Association of State Universities, Association of Land-Grant Colleges and Universities, Association of American Colleges, Association of Urban Universities, Association of American Universities, American Association of Colleges for Teacher Education, and the American Association of Junior Colleges.

Approved accrediting agencies, the commission indicates, should co-operate in appraisal of institutions as a whole, with procedures "educationally sound, professionally competent, protective of public interests," and assurable of "institutional freedom to experiment." Consultation and planning should prevail among specialized accrediting agencies,

regional associations, and national commissions. The qualitative conception of evaluation should take the place of the traditional quantitative conception. The National Commission on Accrediting has no desire to do the real work of accrediting but will insist that the regional associations do the work, using the knowledge and influence of the commission in an advisory way only.⁴

The following chart shows a grouping of colleges and universities in Texas, according to their major objectives, and gives other information:

PUBLICLY CONTROLLED COLLEGES AND UNIVERSITIES IN TEXAS⁵

	YEAR OF OPENING	LOCATION	YEAR OF LOCATION
THE AGRICULTURAL AND MECHANICAL COLLEGE SYSTEM			
The Agricultural and Mechanical College of Texas	1876	College Station	1871
Arlington State College	1917	Arlington	1917
Tarleton State College	1917	Stephenville	1917
Prairie View Agricultural and Mechanical College	1876	Prairie View	1879
THE UNIVERSITY OF TEXAS SYSTEM			
The University of Texas	1883	Austin	1881
Texas Western College of The University of Texas	1913	El Paso	1913
University of Texas Medical Branch	1891	Galveston	1881
University of Texas School of Dentistry (Texas Dental Col- lege, 1905-1943)	1943	Houston	1905
University of Texas M. D. Ander- son Hospital for Cancer Research	1944	Houston	1942
University of Texas Postgraduate School of Medicine	1948	Houston	1948
Southwestern Medical School of The University of Texas	1949	Dallas	1943

⁴John G. Flowers, "National Commission on Accrediting." (Address to Scholia Club of The University of Texas, May 20, 1952.)

⁵*Texas Almanac*, 1954-55, pp. 418-21.

<i>(continued)</i>	YEAR OF OPENING	LOCATION	YEAR OF LOCATION
COLLEGES OF ARTS AND INDUSTRIES			
North Texas State College . . .	1901	Denton	1899
Texas State College for Women .	1902	Denton	1901
Texas College of Arts and Industries	1925	Kingsville	1917
Texas Technological College . .	1925	Lubbock	1923
Lamar State College of Technology	1951	Beaumont	1949
Texas Southern University . . .	1947	Houston	1947
Midwestern University	1922	Wichita Falls	1946
University of Houston	1934	Houston	1934
COLLEGES FOR TEACHERS			
Sam Houston State College . . .	1879	Huntsville	1879
Southwest Texas State Teachers College	1903	San Marcos	1899
West Texas State College . . .	1910	Canyon	1909
East Texas State Teachers College	1917	Commerce	1917
Sul Ross State College	1920	Alpine	1917
Stephen F. Austin State College .	1923	Nacogdoches	1917

Government of Publicly Controlled Colleges and Universities

Under a constitutional amendment adopted in the November election, 1912, six-year terms of regents of educational, eleemosynary, and penal institutions were authorized. The legislature in 1913 provided for the appointment of these regents by the governor, with confirmation by the Senate. The members of the several governing boards were initially appointed to staggered terms of two, four, and six years, with the provision that all members subsequently appointed would hold office for six years. The six-year overlapping terms had the advantage of providing hold-over members appointed by the retiring governor and new members appointed by the incoming governor, thus assuring uniformity of institutional policies insofar as practicable.

The nine separate boards of management and control for the state's higher schools are as follows: Board of Directors of the Agricultural and Mechanical College (1875); Board of Regents of The University of Texas (1883); Board of Regents of Texas State College for Women (1901); Board of Regents of State Teachers Colleges (1911); Board of Directors of Texas Technological College (1923); Board of Directors of Texas College of Arts and Industries (1929); Board of Directors of Texas Southern University (1947); Board of Regents of North Texas State College (1949); and Board of Regents of Lamar State College of Technology (1949).

The State Board of Education exercises only advisory authority over the state college boards. These boards make budget recommendations for financial support to the State Board of Education and recommend "such changes in the course of study of the state institutions of higher learning as the needs of the state may warrant, with especial reference to elimination of any needless waste or duplication of work." The State Board of Education also passes upon the establishment of junior college districts, considering the geographical location as to feasibility and desirability and the income by endowment or otherwise for proper financial support.

Financing the Publicly Controlled Colleges and Universities

An amendment to the state constitution, adopted at a special election on August 23, 1947, includes Section 17, which sets aside a five-cent tax of the former seven-cent Confederate Veteran Fund Tax for acquiring, constructing, and initially equipping buildings or other permanent improvements at the designated higher institutions — a pledge to secure bonds or notes in ten-year periods from January

1, 1948. The state comptroller, on June 1 of the beginning year of the ten-year period, will reallocate on the basis of the average long-session student enrollment of the preceding five years.

Section 18 of the amendment authorizes \$5,000,000 in negotiable notes or bonds for buildings and improvements for the Agricultural and Mechanical College and \$10,000,000 of such notes or bonds for buildings and improvements at The University of Texas. Other estimates are:

	PER CENT	TOTAL ESTIMATE (30-YEAR)
Tarleton State College	5.72107	\$ 2,565,000
Arlington State College	6.17028	3,150,000
Texas State College for Women	11.52192	5,175,000
Texas College of Arts and Industries	4.75551	2,115,000
Texas Western College of The University of Texas	4.71936	2,115,000
Texas Technological College	16.54877	7,425,000
East Texas State Teachers College	8.10657	3,645,000
North Texas State College	12.64522	5,670,000
Sam Houston State College	5.55068	2,475,000
Southwest Texas State Teachers College	6.78474	3,015,000
Stephen F. Austin State College	4.55414	2,025,000
Sul Ross State College	2.15315	945,000
West Texas State College	5.41643	2,436,000
Prairie View Agricultural and Mechanical College	5.34416	2,385,000
TOTAL		\$45,141,000

The original estimate would allot one third of \$45,141,000 each ten-year period, from January 1, 1948. The comptroller's estimate of 1954 more than doubles the original estimate.

An amendment for bonds for state colleges was submitted in August, 1913, but was overwhelmingly defeated. In 1915 an amendment to separate the Agricultural and Mechanical College from The University of Texas was defeated.

Federal aid under PWA is shown by the following chart:

PWA BUILDINGS, 1933-39 ⁶		
	NUMBER	ESTIMATED COST
Elementary school and high school	73	\$16,695,514
College and university	77	11,993,430
	<i>Number</i>	<i>Estimated Cost</i>
Agricultural and Mechanical College System	18	\$2,651,209
The University of Texas System	9	3,401,182
Texas State College for Women	5	1,297,503
Texas Technological College	2	1,023,526
Texas College of Arts and Industries	4	340,498
Teachers colleges (7)	37	3,279,512
Auditorium and gymnasium	56	1,677,336
Public library	5	264,812
Combination buildings	271	19,392,486
TOTALS	478	\$50,023,578

Appropriation Norms

Beginning with the year 1937-38, the State Board of Education set up as a definite basis for determining appropriations the norm of \$225 per full-time student for upper-level students, \$175 per full-time student for lower-level students, \$25 additional per full-time student in technical courses, and 7.5 per cent of the total estimated appropriations under the norm for repairs and improvements. In 1947-48 the norm was changed to give \$306 per full-time upper-level student, \$238 per full-time lower-level student, and \$34 additional per full-time technical student.

⁶Bryan Wildenthal, "Federal Aid for Education," unpublished Doctor's dissertation. The University of Texas, 1943. [The totals are summarized; details may be found in the dissertation.]

PUBLICLY CONTROLLED SCHOOLS

255

APPROPRIATIONS FOR STATE HIGHER SCHOOLS⁷

FOR YEAR ENDING AUGUST 31

1954

1955

The Texas Agricultural and Mechanical College System

Main	\$ 5,359,199	\$ 5,349,852
Adult Education	160,428	160,428
Agricultural Experiment Station System	1,258,488	1,254,488
Agricultural Extension Service	4,515,183	4,515,183
Engineering Experiment	302,502	302,502
Engineering Extension	170,724	170,724
Texas Forest Service	952,253	952,253
Firemen's Training School	50,805	50,805
Rodent and Predatory Animal Control Service	559,034	559,034
Arlington State College	785,770	785,770
Tarleton State College	504,842	491,796
Prairie View Agricultural and Mechanical College	1,545,329	1,520,329
TOTAL	\$16,154,557	\$16,113,163

The University of Texas System

Main	\$ 7,195,188	\$ 7,138,140
Organized Research and Extension	817,624	817,624
Available University Fund	2,652,832	2,699,335
Texas Memorial Museum	31,440	31,440
Texas Western College	1,013,906	1,013,072
Medical Branch (Galveston)	7,268,760	7,379,810
Southwestern Medical School (Dallas)	1,082,380	1,085,180
Postgraduate School of Medicine	50,000	
School of Dentistry	1,051,147	1,139,113
M. D. Anderson Hospital for Cancer Research	2,855,488	2,854,418
County Taxes on University Lands	336,537	90,000
Interest on State of Texas Bonds	33,136	33,136
TOTAL	\$24,388,438	\$24,281,268

Texas State Teachers Colleges

Board of Regents	\$ 19,245	\$ 19,245
East Texas State Teachers College	1,257,207	1,249,728
Sam Houston State College	1,082,471	1,100,493
Southwest Texas State Teachers College	1,044,734	1,016,409
Stephen F. Austin State College	941,694	922,766
Sul Ross State College	537,155	536,364
West Texas State College	903,080	897,080
West Texas Memorial Museum	25,900	25,900
TOTAL	\$ 5,811,486	\$ 5,767,985

Texas State College for Women	\$ 985,510	\$ 993,510
Texas Southern University	1,309,885	1,315,185
Lamar State College of Technology	908,775	909,811
Texas College of Arts and Industries	1,039,906	1,016,040
North Texas State College	2,299,990	2,277,883
Texas Technological College	3,008,663	2,933,611
Texas Technological College Museum	25,900	25,900
Cotton Research Committee	163,804	163,804
TOTALS	\$56,096,914	\$55,798,160

⁷House Journal, April 14, 1953, pp. 171-200.

In 1949 the norm was changed to \$352 per full-time upper-level student, \$274 per full-time lower-level student, and \$39 per technical student. In 1951 the norm was changed to \$460 per full-time upper-level student, \$420 per full-time lower-level student, and \$600 per full-time graduate student, except for the Agricultural and Mechanical College and The University of Texas, where \$790 per full-time graduate student was the norm.

The total appropriations for the biennium 1941-43 were \$22,602,069; they were increased to \$71,412,144 for the biennium 1951-53. The grand total of appropriations for all state colleges, 1911-34, was \$118,766,011.

A Study of Individual Schools

The Texas Agricultural and Mechanical College System

On July 9, 1948, the Board of Directors of the Agricultural and Mechanical Colleges adopted rules and regulations, effective September 1, 1948, under which the Texas Agricultural and Mechanical College System came into being, with Gibb Gilchrist as first chancellor.

The system incorporated the following: The Agricultural and Mechanical College of Texas, North Texas Agricultural College (changed to Arlington State College in 1949), John Tarleton Agricultural College (later Tarleton State College), Prairie View Agricultural and Mechanical College, the Texas Agricultural Experiment Station, the Texas Agricultural Extension Service, the Texas Engineering Experiment Station, the Texas Engineering Extension Service, the Texas Forest Service, the Firemen's Training School, the Rodent Control Service, and such other agencies and services as might be authorized.

The presence of a chief executive officer, the chancellor, in an administrative organization, assures a unified system.

Montana created the office of chancellor as the executive officer for all state institutions in 1915; Oregon, in 1934; Georgia, in 1934; and Oklahoma, in 1940. The chancellor of the Agricultural and Mechanical College System of Texas administers the colleges, agencies, and services through an executive officer in charge of each. The executive officer in charge of a college is designated a president; the executive officer in charge of each agency is designated a director. Each president or director deals directly with the chancellor, no unit having authority over another unit in the system. It is claimed that the unified system promotes co-operative relations, eliminates unnecessary duplication, and secures better budgeting.

The Texas Agricultural and Mechanical College is part of a larger national group of such schools, some of which had their beginnings in the early years of the nineteenth century.

Rensselaer Polytechnic Institute, founded in 1824 by Patriot Stephen Van Rensselaer with grants of lands and funds, was the first agricultural and technological college in America. In its first quarter century it drew students from Harvard, Yale, Princeton, Dartmouth, Columbia, and Pennsylvania; its graduates made up a majority of the engineers in America.

Michigan State College, an agricultural college, was founded in 1855; Massachusetts Institute of Technology, in 1861; Worcester Polytechnic Institute in 1865.

President Lincoln approved the Morrill Act of 1862, which granted 30,000 acres of land per senator and representative and added military tactics. A total of 11,315,665 acres of public land was given to fifty-one states and territories, an area one third as large as Arkansas, or one fourth as large as Oklahoma.

There are in the United States twenty-four separate land-grant colleges, twenty-eight universities in which the

Agricultural and Mechanical College is a component part, and seventeen Agricultural and Mechanical Colleges for Negroes.⁸

The Agricultural and Mechanical College, 1876. On November 1, 1866, the Legislature of the State of Texas accepted the provisions of the Morrill Act, and the state received 180,000 acres of land script for the establishment of the Agricultural and Mechanical College of Texas. The land endowment was sold for \$156,000 and was invested in frontier bonds; by the opening of the college, ten years later, the endowment amounted to \$209,000.

The three commissioners authorized to locate the college, after visiting San Marcos, San Antonio, Austin, Waco, Tehuacana Hills, and Bryan, accepted the Brazos County offer at College Station of 2,416 acres of land lying on each side of the Houston and Texas Central Railroad.

Governor Richard Coke, Lieutenant Governor Hubbard, Speaker Guy M. Bryan, B. M. Davis, and C. S. West, of Austin — members of the board of directors attending a meeting on June 1, 1875 — set the opening of the college in 1876 and tendered the presidency to Jefferson Davis of Mississippi, who declined. However, Davis suggested State School Superintendent Thomas S. Gathright.

The members of the first faculty were: Thomas S. Gathright, professor of mental and moral philosophy and belles-lettres; Alexander Hogg, A.M., professor of pure mathematics; R. W. P. Morris, professor of applied mathematics, mechanics, and military tactics; John T. Hand, A.M., professor of ancient languages and literature; C. P. B. Martin, D.D., practical agriculture and chemical and natural science; and W. A. Banks, modern languages and literature.

Under the university elective system, with the classics as the central idea, with military features added to meet mini-

⁸Cubberley, *op. cit.*, pp. 277-80.

mum requirements, and mechanical arts, the new college was not a real agricultural and mechanical college. In 1879 a complete reorganization of both faculty and curriculum was effected, with J. G. James as president. A four-year course, with emphasis on agriculture and mechanical arts, was then introduced.⁹

From 1876 to 1931, buildings and permanent improvements valued at more than \$5,500,000 were added; in 1950-51, the expenditures for buildings and permanent improvements were \$4,713,000. The plant value in 1952 was \$27,637,000. The total appropriations for the Agricultural and Mechanical College of Texas for 1951-53 were \$15,656,268; for 1953-55, \$32,267,720.

In 1931 the legislature enacted a law providing for the division of the income from the land endowment of The University of Texas, two thirds of the income being allotted to The University of Texas and one third to the Agricultural and Mechanical College. This law gave authority to the two institutions to borrow from the endowment for immediate building purposes. The constitutional amendment adopted on August 23, 1947, authorized \$5,000,000 in negotiable notes or bonds for buildings and improvements for the Agricultural and Mechanical College.

In 1917 the legislature established the North Texas Agricultural College (Arlington State College) at Arlington, and the John Tarleton Agricultural College (Tarleton State College), at Stephenville, as junior branches of the Agricultural and Mechanical College of Texas. In 1946 the board of directors of the system accepted 411 acres of land at Junction, later called Junction Adjunct; in 1951, buildings at Junction Adjunct costing \$200,000 were constructed.

The enrollment at the Agricultural and Mechanical College in 1876-77 was 106; there were 458 students in 1901-2

⁹Clarence Ousley, *History of the Agricultural and Mechanical College of Texas*, Bulletin, December 1, 1935.

and 2,725 students in 1926-27. Enrollment reached a peak of 10,721 in 1946-47, a figure which included the enrollment of veterans. In 1952-53 the enrollment was 6,287.¹⁰

The following administrators have served the college — as president, unless otherwise indicated here: Thomas Sanford Gathright, 1876-79; John Garland James, 1879-83; James Reid Cole (acting), April 1-July 19, 1883; Hardaway Hunt Dinwiddie (chairman of faculty), 1883-87; Louis Lowry McInnis (chairman of faculty), 1887-90; William Lorraine Bringhurst (acting), 1890-91; Lawrence Sullivan Ross, 1891-98; Roger Haddock Whitlock (acting), January 3-July 1, 1898; Lafayette Lumpkin Foster, 1898-1901; Roger Haddock Whitlock (acting), 1901, 1902; David Franklin Houston, 1902-5; Henry Hill Harrington, 1905-8; Robert Teague Milner, 1908-13; Charles Puryear (acting), 1913-14; William Bennett Bizzell, 1914-25; Thomas Otto Walton, 1925-43; Frank Cleveland Bolton (acting), 1943-44; Gibb Gilchrist, 1944-48; Frank Cleveland Bolton, 1948-50; Marion Thomas Harrington, 1950-53; David H. Morgan, since 1953; Gibb Gilchrist (chancellor), 1948-53; and Marion Thomas Harrington (chancellor), since 1953.¹¹

Tarleton State College, 1893. Tarleton State College in Stephenville began with the establishment of Stephenville College, in 1893, in a two-story building on its three-acre campus, under Dr. Marshall McIlhaney of Marble Falls. The college enrolled its first year about one hundred pupils, ages ten to fifty, from primary grades to college classes. The third year, 1895-96, with its crop failures, low prices, and long-due debts for building, brought the college to a close. Its buildings were sold at public auction.

The will of John Tarleton, a wealthy ranchman of Palo

¹⁰*Texas Almanac*, 1954-55, p. 418.

¹¹*Catalogue of the Agricultural and Mechanical College*, 1940-41; 1947-48; 1953-54.

Pinto County, in 1895 left approximately \$85,000 for the establishment of a college for the boys and girls of Erath County. The governor of Texas, the state superintendent of public instruction, and the county judge of Erath County were the designated board of control of John Tarleton College from 1899 to 1913; from 1913 to 1917, by acts of the legislature, the three named board members appointed a board of regents.

John Tarleton College opened in September, 1899, with Dr. W. H. Bruce of Athens, later president of North Texas State College, as president, and with three assistant teachers. Plans had been made to care for two hundred students. The course of study covered four college years, leading to the Bachelor's degree.¹²

In 1917 the people of Stephenville donated to the State of Texas the entire school plant of the college, with an estimated valuation of \$175,000, and the \$75,000 Tarleton student loan endowment, to be used for the establishment of a junior branch of the Agricultural and Mechanical College of Texas. The college was placed under the control of the Board of Directors of the Agricultural and Mechanical College of Texas.

The original estimate in January, 1948, of the 1947 bond amendment income would allot one third of \$2,565,000 to Tarleton State College each ten-year period, but the comptroller's estimate of 1954 more than doubles the original estimate. The college had a plant value of \$3,152,847 in 1952.

Being a state junior college, the school receives its only public support from the state. The state appropriations for the biennium 1943-45 were \$401,722; for 1951-53, \$757,650; and for 1953-55, \$996,637.

¹²Frank Scott Cockrell, "History of John Tarleton Agricultural College," unpublished Master's thesis, Southwest Texas State Teachers College, 1941.

Tarleton State College enrolled in regular session for 1917-18, 261 students; for 1927-28, 1,011 students; for 1941-42, 1,235 students; and for 1952-53, 667 students.¹³

E. J. Howell has been president since the retirement of J. Thomas Davis in 1947. The latter was president for twenty-eight years.

Tarleton State College is accredited by the American Association of Junior Colleges, the Southern Association of Junior Colleges, the Texas Junior College Association, and the Southern Association of Colleges and Secondary Schools.

Arlington State College, 1917. The legislature in 1917 provided for the establishment of a "Junior Agricultural, Mechanical, and Industrial College" to be known as Grubbs Vocational School, at or near Arlington, in Tarrant County. The citizens of Arlington donated one hundred acres of land and the campus and buildings used by three previous schools. From 1895 to 1900, L. M. Hammond and W. M. Trimble had operated Arlington College. The Carlisle Military Academy, under the former State Superintendent J. M. Carlisle, followed for thirteen years, and was succeeded by Arlington Training School, which continued until 1917. In 1923 the name was changed from Grubbs Vocational School to North Texas Junior Agricultural College, and in 1949 was changed to Arlington State College. The college is a coeducational unit of the Texas Agricultural and Mechanical College System.¹⁴

Arlington State College, which opened in 1917, is located in a densely populated region of the state. In 1931-32 there were 657 students enrolled, 352 on a college level. In 1952-53, the college had a faculty of 88 members and an enrollment of 1,321 students. Its plant value was \$3,253,960 in 1952.

¹³*Texas Almanac*, 1954-55, p. 420.

¹⁴*Catalogue of Arlington State College*, 1922-23, 1931-32, and 1951-52.

The college is accredited by the American Association of Junior Colleges, the Southern Association of Junior Colleges, the Texas Junior College Association, and the Southern Association of Colleges and Secondary Schools.

Appropriations were \$610,758 for 1951-52 and \$604,990 for 1952-53; \$785,770 for 1953-54; and \$785,770 for 1954-55.

Presidents serving Arlington State College have been: M. L. Williams, 1917-19; E. E. Davis, 1919-47; and E. H. Hereford, since 1947.

The University of Texas System

This system incorporates: The University of Texas, Main University, Austin; The University of Texas Medical Branch, Galveston; The University of Texas School of Dentistry, Houston; The University of Texas M. D. Anderson Hospital for Cancer Research, Houston; The University of Texas Postgraduate School of Medicine, Houston; Southwestern Medical School of The University of Texas, Dallas; Texas Western College of The University of Texas, El Paso; W. J. McDonald Observatory, Fort Davis; and the Institute of Marine Science, Port Aransas.

The Board of Regents of The University of Texas created the office of chancellor in 1950 and elected Supreme Court Justice James P. Hart the first chancellor in July, 1950. He assumed the duties of the office on November 15 of that year. The chancellor co-ordinated the activities of all units of The University of Texas System until his resignation in 1953. The office of chancellor was discontinued by the Regents in 1954.

The University of Texas, 1883. The message of President Mirabeau B. Lamar, on December 20, 1838, included a recommendation for the "establishment of a university where the highest branches of science may be taught." The com-

mittee of the Congress of the Republic of Texas to which the president's message was referred not only made a favorable report, calling attention to the fact that the "present adult population of Texas contains as much if not more educated talent than the same amount of population in any other country so new on the face of the globe," but also presented a bill on January 4, 1839. This bill, which appropriated three leagues of land for each county for establishing a "primary school or academy" in the county and fifty leagues (221,400 acres) for the establishment and endowment of two colleges or universities, became a law on January 26, 1839.¹⁵

The issue of one or two state universities was not finally settled until the location of The University of Texas at Austin, in 1881. The Fourth Congress of the Republic of Texas, on January 30, 1840, considered a bill to create a fund to build two colleges, one at Austin and one at Nacogdoches. The Third Legislature of the State of Texas, in 1851, on the recommendation of Governor Bell, adopted a resolution to consider the advisability of establishing a college or university as contemplated by an act approved in January, 1839, and appropriated fifty leagues of land for the endowment of such institutions of learning.

Elected after a vigorous campaign on a platform of state assistance in building railroads and the establishment of a state school system, Governor Pease, in 1853, gave the counsel "that it would be better to have one well-endowed institution of the kind than to apportion our funds for the erection of two, neither of which could afford the advantages which are furnished by similar institutions in other states of the Union."¹⁶

¹⁵H. Y. Benedict. *History of The University of Texas, Source Book*, University of Texas Bulletin No. 1757, October, 1917, pp. 14-15.

¹⁶*Ibid.*, pp. 22-23.

The message of Governor Sam Houston, on January 13, 1860, recommended "reasonable aid to institutions of learning now in operation supported by private enterprise, and a general law for the establishment of others." "The establishment of a university is, in my opinion, a matter for the future," said Governor Houston. The University fund — \$106,972 in the treasury — was set aside for the protection of the frontier. Governor Francis R. Lubbock, on December 31, 1861, vetoed the act appropriating the proceeds of the sales of the University lands for mileage and expenses of members of the Ninth Legislature.

The constitution of 1845 and the constitution of 1866 failed to care for The University of Texas, probably leaving the vexing problem for legislative action. The constitution of 1876, Sections 10-15, Article VII, makes it the duty of the legislature to "establish, organize, and provide for the maintenance, support, and direction of a university of the first class, to be located by a vote of the people and styled 'The University of Texas'"; allocates the lands and other revenues for its support; designates the Agricultural and Mechanical College in Brazos County a branch of The University of Texas; and directs the legislature to establish and maintain a college or branch university for colored youths, to be located by popular vote.

Senate Bill 98, Chapter 98, pages 79-92, *Journal* of the Seventeenth Legislature, March 30, 1881, carried out the constitutional mandate for the establishment of The University of Texas. An election was held on September 6, 1881, for locating The University of Texas. In the election, Austin received 30,913 votes; Tyler, 18,914; Waco, 9,799; Thorp Spring, 3,217; and Lampasas, 2,829.¹⁷ The section of the law forbidding religious qualification for office and sectarian meddling in state colleges was included (Law of 1859). The

¹⁷*Ibid.*, p. 282.

first building was limited to a cost of \$150,000 and to \$40,000 in equipment. A subsequent act, of April, 1881, created a board of regents of eight members, to be nominated by the governor and confirmed by the Senate.

Governor Roberts recommended that two million acres of land be set apart for the University and its branches to adjust the losses under the constitution of 1876, which deprived the University of large areas of land granted in 1858, saying that this addition of land, along with other lands of the University "would ultimately be adequate to meet the expense of establishing and maintaining a first-class university." Senate Bill 6, to adjust the state's indebtedness to the University fund and make appropriation therefor, was defeated by a decisive majority in the Senate.

The grounds of the Main University consist of the original forty-acre tract between Twenty-first and Twenty-fourth Streets, set apart by the Republic of Texas as a site for the University; the five-acre tract (Clark Field) east of the original campus; the 135 acres north and east of the original campus, purchased by the legislature in 1921; the Texas Wesleyan College twenty-one-acre tract northeast of the campus, purchased in 1931; the Episcopal property of four acres, north of the Littlefield Dormitory, purchased in 1931; and the Littlefield home, between Twenty-fourth and Twenty-fifth Streets, bequeathed by the late George W. Littlefield. All these form one continuous tract of more than two hundred acres. The Little Campus, located between Eighteenth and Nineteenth streets and donated to the University by the legislature in 1925, "virtually adjoins the main body." George W. Brackenridge of San Antonio gave the University "a body of some four hundred acres along the Colorado River, between the city and the dam."¹⁸

¹⁸W. J. Battle, "A Concise History of The University of Texas, 1883-1950," *Southwestern Historical Quarterly*, Vol. LIV, No. 4, 1951, pp. 395-96.

The Little Campus contains twelve buildings. The Texas Memorial Stadium, completed in 1948, contains 66,000 seats. The Texas Memorial Museum, located on the University campus, has exhibits on each of the four floors.

The University, on December 29, 1949, acquired for research projects the wartime Magnesium Plant of four hundred acres with twenty-six buildings, located two miles north of Austin on Highway 81. This plant is now known as the Balcones Research Center. The W. J. McDonald Astronomical Observatory, acquired in 1926, is located on Mount Locke in the Davis Mountains, at an altitude of about seven thousand feet.¹⁹

The plant value of the University in 1952 was \$52,225,765.

The following enrollment figures show the growth of the student body: 221 in 1883-84; 355 in 1893-94; 837 in 1903-4; 2,254 in 1913-14; 4,672 in 1923-24; 6,652 in 1933-34; 11,078 in 1940-41; 15,689 in 1950-51; and 12,862 in 1952-53. The 1954-55 enrollment exceeded 16,000.

Presidents of the University have been: Leslie Waggener (*ad interim*), 1895-96; George Taylor Winston, 1896-99; William Lambdin Prather, 1899-1905; David Franklin Houston, 1905-8; Sidney Edward Mezes, 1908-14; William James Battle (*ad interim*), 1914-16; Robert Ernest Vinson, 1916-23; William Seneca Sutton (*ad interim*), 1923-24; Walter Marshall William Splawn, 1924-27; Harry Yandell Benedict, 1927-37; John William Calhoun (*ad interim*), 1937-39; Homer Price Rainey, 1939-44; Theophilus Shickel Painter, 1944-52; and Logan H. Wilson, since 1952. James P. Hart was chancellor from 1950 to 1953.

Until 1895 the University was without a president, the chairman of the faculty being the chief executive officer. Professors J. W. Mallet, Leslie Waggener, and Thomas S. Miller served in this capacity.

¹⁹*Ibid.*, p. 396.

Texas Western College of The University of Texas, 1913. The legislature created the State School of Mines and Metallurgy in 1913 for the purpose of teaching the scientific aspects of mining and metallurgy in the state of Texas, located the school on the reservation of the El Paso Military Institute, and placed it under the control of the Board of Regents of The University of Texas. The school opened in September, 1914.

In 1919 the legislature made the School of Mines and Metallurgy a branch of The University of Texas and in 1927 provided funds for the enlargement of the program of the school to include the liberal arts. In 1931 the Board of Regents of The University of Texas authorized the college to confer the degree of Bachelor of Arts and, in 1940, the degree of Master of Arts. In 1949, by act of the Fifty-first Legislature, the name of the college was changed to Texas Western College of The University of Texas.

The physical plant of the college is attractive, functional, and adequate for an extensive educational program. The campus proper, approximately sixty acres, is decidedly picturesque. The unique architectural style of the major buildings is Bhutanese, sometimes referred to as Tibetan, and the rugged mountainous setting is a fitting background.²⁰

Nine of these buildings were added within the three years ending in 1951. The state auditor in 1952 reported a plant value of \$4,559,812.

The El Paso Memorial Museum, established by the Commission of Control for the Texas Centennial Celebration, is located on the campus of Texas Western College. It was completed in 1936. The museum follows the unique style of architecture of all the major buildings, Tibetan, and

²⁰*Catalogue of Texas Western College of The University of Texas, 1952-53, p. 17.*

is constructed from native stone. The college is developing it into a great museum for the Southwest.²¹

The original estimate of January, 1948, of 1947 bond amendment income would allot one third of \$2,115,000 to Texas Western College each ten-year period, but the comptroller's estimate of 1954 more than doubles the original estimate. The appropriations for the college totaled \$1,-622,144 for 1951-53 and \$2,026,978 for 1953-55.

In 1931-32 Texas Western College enrolled 753 students; in 1945-46 it enrolled 1,329 students. In 1952-53 there were 175 faculty members and an enrollment of 2,402 students. The college conferred 233 Bachelor's degrees and twenty-four Master's degrees at the close of the regular session in 1951.

Presidents since 1935 have been: D. M. Wiggins, 1935-48; Wilson H. Elkins, 1949-1954; A. A. Smith (acting) 1954-55.

Texas Western College is a member of the Southern Association of Colleges and Secondary Schools and of the Association of Texas Colleges.

Colleges of Arts and Industries

Settlement of the American frontier, the industrial revolution, and the "democratic equalitarianism" of the American Revolution and the French Revolution were strong forces for the advancement of the cause of women's education to a rank on par with that of men. Emma Hart Willard, Catherine Beecher, and Mary Lyon were the pioneers in women's education. Mary Emma Woolley, later president of Mount Holyoke, demarcates the three periods in women's educational progress as follows: (1) the period of "intellectual stir and questioning," from which women's college education resulted and which lasted until the Civil War; (2) the "era of

²¹*Loc. cit.*

justification and expansion," from 1865 to the turn of the century; and (3) the "era of internal improvement," which demanded "expanding campuses, courses, and equipment" and which includes the years since 1900.²² The complete story of private women's colleges is told in another chapter.

Some early state colleges for women are shown in the listing below:

	FOUNDED	FACULTY	STUDENTS 1950-51
Mississippi State College for Women, Columbus	1884	71	836
Winthrop College, Rock Hill, South Carolina	1886	110	1,136
Georgia State College for Women, Milledgeville	1889	65	895
Women's College of the University of North Carolina, Greensboro	1891	199	2,437
Alabama College, Montevallo	1896	70	686
Texas State College for Women, Denton	1901	149	2,059
Oklahoma College for Women, Chickasha	1908	53	663

The first publicly controlled college for women in Texas, established in 1901, was also the state's first college of arts and industries.

Texas State College for Women, 1901. The Texas State College for Women, created by an act of the Twenty-seventh Legislature, in April, 1901, opened on September 23, 1903. Called the "Texas Industrial Institute and College for the Education of White Girls of the State of Texas in the Arts and Sciences" in the legislative act of establishment and first named by the Board of Regents the "Girls Industrial College," it was in 1905 given the name "College of Industrial Arts." In 1934 the regents changed the name to "Texas

²²De Young, *op cit.*, pp. 233-36.

State College for Women"; the legislature of 1945 legalized the present name.

The location of the college was determined by a commission of thirteen members, one from each congressional district. The commission, after visiting San Antonio, Austin, Taylor, College Station, Waco, Walnut Springs, Dublin, Hillsboro, Denton, Amarillo, Greenville, Terrell, Jefferson, and Huntsville, located the school at Denton.

The government of the college was vested in a Board of Regents of seven members from 1903 to 1913, of six members from 1913 to 1927, and of nine members since 1927.

Certain facts point to Texas State College for Women as an "academic pioneer":

1. It established the first home economics laboratories in Texas and was the first state college to give degrees in home economics and related fields, in public school music, in health and physical education, in library science, in kindergarten-primary education, and in home demonstration for county agents.

2. It was the first college in Texas to improve the records and registration of college students through grade books and photostatic transcripts, to establish a complete academic advisory system for students, and to require fifteen entrance units for admission to college.

3. It was the first college in Texas to install a swimming pool for the training of lifesavers, to provide residence cottages in home management, to erect a chapel on its campus, and to establish a summer school in Mexico.²³

The college owns two hundred acres of land, including lots adjacent to the campus. There is a total of sixty buildings. Hubbard Hall, the central dining unit, is equipped

²³E. V. White, *Historic Record of the First Forty-five Years, 1903-48, of Texas State College for Women*, College Bulletin, pp. 32-33.

to serve 2,400 at one sitting.²⁴ In 1952 the college had a plant value of \$10,517,180. The original estimate of January, 1948, of 1947 bond amendment income would allot one third of \$5,775,000 to Texas State College for Women each ten-year period, but the comptroller's estimate of 1954 more than doubles the original estimate.

The enrollment was 186 for 1903-04; it reached a peak of 2,806 for 1945-46. The college had a faculty of 156 members and an enrollment of 1,786 students in 1952-53. In 1948 the total Bachelor's degrees that had been conferred were 9,998 and the total Master's degrees, 551 — making a grand total of 10,549 degrees.

State appropriations were \$913,051 for 1951-52; \$801,649 for 1952-53; \$985,510 for 1953-54; and \$993,510 for 1954-55.

The Texas State College for Women is accredited by the American Association of University Women, the Association of American Colleges, the Association of American Universities, the Association of Texas Colleges, and the Southern Association of Colleges and Secondary Schools.

Presidents of the institution have been: Cree T. Work, 1903-10; W. B. Bizzell, 1910-14; F. M. Bralley, 1914-24; E. V. White (acting), 1924-25; Lindsay Blayney, 1925-26; L. H. Hubbard, 1926-50; and John A. Guinn, since 1950.

Texas College of Arts and Industries, 1917. The legislature enacted a law in April, 1917, to provide for the creation and establishment of a South Texas state normal college. The locating committee, consisting of the governor and the members of the Normal School Board of Regents, after visiting the applicant towns, located the South Texas State Normal College at Kingsville. The law required the college to open in September, 1918. However, the special session of the legislature, in September, 1917, repealed the appro-

²⁴*Catalogue of Texas State College for Women, 1951-52, pp. 22-24.*

priations made for the newly created educational institution and thus postponed its opening.

The legislature in 1923 made appropriations for maintenance for the biennium 1923-25, for the erection and equipment of the Main Building and the president's home, and changed the name of South Texas State Normal College to South Texas State Teachers College. The college opened in June, 1925.

In 1929 the legislature converted the South Texas State Teachers College into Texas College of Arts and Industries and enlarged the purpose and scope of the college without impairing its teacher-training function, the objective being to make the institution state rather than regional. The legislature failed, however, to give the College of Arts and Industries the indispensable funds for the maintenance of the needed college of arts and industries on a high level, along with the continuance of the standard teachers college already in operation. Nevertheless, the progress of Texas College of Arts and Industries toward the achievement of its objective has been consistent.

The Law of 1929 provided a board of nine directors for the government of the college, independent of the boards of other state colleges.

The college property consists of 1,104 acres. One hundred forty-nine acres comprise the college campus; six hundred forty acres adjoining the campus serve as the experimental farm for the college; two hundred twenty-six acres, located three miles south of the main campus, await development; eighty acres, located near Weslaco in the Lower Rio Grande Valley, comprise the Citrus and Vegetable Training Center; and nine acres, located at Bayview, are used as an experimental plot for the development of citrus fruits. The major buildings are of Spanish architecture, all of the same general type. There are twenty-eight buildings on the cam-

pus.²⁵ The plant value of the college was \$4,933,359 in 1952.

The total appropriations by the legislature for 1951-53 were \$1,540,916; for 1953-55, they were \$2,055,946. The original estimate of January, 1948, of 1947 bond amendment income would allot one third of \$2,115,000 to the Texas College of Arts and Industries each ten-year period, but the comptroller's estimate of 1954 more than doubles the original estimate.

The college enrolled 600 students in 1931-32. In 1952-53 the faculty numbered 106, and there was an enrollment of 1,929 students. At the close of the regular session in 1951, 258 Bachelor's degrees and thirty-six Master's degrees were conferred.²⁶

The Texas College of Arts and Industries is a member of the Association of Texas Colleges, of the Southern Association of Colleges and Secondary Schools, and of the Association of American Colleges.

Presidents of the college have been: Robert Bartow Cousins, 1925-32; Edward Wynn Seale, 1932-34; James Otis Loftin, 1934-41; John L. Nierman (acting), 1941-42; Edward Newlon Jones, 1942-48; and Ernest H. Poteet, since 1948.

Texas Technological College, 1923. Chapter 29, *Special Laws of the Thirty-fifth Legislature*, 1917, authorized the establishment of West Texas Agricultural and Mechanical College, appropriated \$500,000 for plant and improvements, and set up a committee consisting of Governor James E. Ferguson, Lieutenant Governor W. P. Hobby, Commissioner of Agriculture Fred M. Davis, State Superintendent W. F. Doughty, and Speaker F. O. Fuller to locate the college. After a visit to the towns and cities making application and after a thorough hearing, the committee located the college at Abilene.

²⁵*Catalogue of Texas College of Arts and Industries*, 1952-53, p. 19.

²⁶*Ibid.*, pp. 262-66.

The second called session of the legislature, in October, 1917, repealed the act establishing the West Texas Agricultural and Mechanical College. On March 12, 1921, the Thirty-seventh Legislature passed through both houses a bill to establish a branch of the Agricultural and Mechanical College of Texas, but the governor vetoed the bill.

The Thirty-eighth Legislature, regular session of 1923, authorized the establishment of the Texas Technological College, to be located north of the twenty-ninth parallel and west of the ninety-eighth meridian. A committee consisting of Chairman S. B. Cowell, of the State Board of Control; State Superintendent S. M. N. Marrs; President R. E. Vinson, of The University of Texas; President W. B. Bizzell, of the Agricultural and Mechanical College; and President F. M. Bralley, of the Texas State College for Women, located Texas Technological College at Lubbock. The college was given an initial appropriation of \$1,000,000 for buildings and improvements. The first buildings were opened to students on September 28, 1925. The government of the college is vested in a nine-member Board of Directors, appointed by the governor and approved by the Senate for terms of six years.

In 1947 Texas Technological College reported a campus of 320 acres, with modern, well-equipped buildings erected at an aggregate cost of approximately \$4,000,000. Permanent buildings are of the Spanish Renaissance type. In 1949 the federal government conveyed to Texas Technological College certain lands and facilities of the Pantex Ordnance Plant, located near Amarillo, Texas. This property was given to the college for research in agriculture, with special emphasis on animal husbandry. In 1951 Texas Technological College let contracts for a building and improvement program totaling \$4,944,686.

The West Texas Memorial Museum represents an investment of \$500,000 in money and fifteen years of planning and

work. Objects of scientific, historic, and artistic value are being collected.²⁷

The college had a plant value of \$16,550,039 in 1952. The original estimate of January, 1948, of 1947 bond amendment income would allot one third of \$7,425,000 to Texas Technological College each ten-year period, but the comptroller's estimate of 1954 more than doubles the original estimate. The maintenance appropriations of Texas Technological College were \$1,435,348 for 1943-45; \$3,857,460 for 1951-53; and \$5,942,274 for 1953-55.

Enrollment at the college has risen from 1,045 in 1934-35 to 5,160 in 1952-53. It is accredited by the Association of Texas Colleges and the Southern Association of Colleges and Secondary Schools.

Presidents of the institution have been: P. W. Horn, 1923-32; Bradford Knapp, 1932-38; Clifford B. Jones, 1939-44; W. M. Whyburn, 1944-48; D. M. Wiggins, 1949-52; and E. N. Jones, since 1952.

North Texas State College, 1890. The North Texas State College in Denton was operated from 1890 to 1901 as a private teacher-training institution, under the name "North Texas Normal College." The members of the first faculty were: J. C. Chilton, president; J. M. Moore, later Bishop Moore; J. Q. Dealey, later editor of the *Dallas News*; C. E. Sargent; J. A. Sanders; and Mrs. E. J. McKissock. President Chilton resigned in 1893, and J. J. Crumley became acting president. In the fall of 1894 M. B. Terrill leased the college and held the lease as president of the college until the state took over the institution in 1901.

By act approved March 31, 1899, the state established the North Texas State College, accepting Denton's offer of the buildings and grounds of the private normal college, and vested control of the college in the State Board of Edu-

²⁷*Catalogue of Texas Technological College, 1952-53, pp. 27, 32.*

cation. In 1901 the legislature made the maintenance appropriation of \$20,000 for each year of the biennium 1901-3. In management, admission requirements, control of students and financial policies, the college followed closely the policies already adopted by the State Board of Education for the government of Sam Houston State Teachers College.

The legislature, in the special session of 1911, provided a Board of Regents, composed of the state superintendent of public instruction and four other regents, appointed by the governor with approval of the state Senate, to govern the college. In 1913 the legislature reorganized the Board of Regents, providing for appointment of six regents with six-year terms, two new members to be appointed each biennium. In 1929 the legislature increased the number of regents from six to nine. In 1949 the legislature gave the North Texas State College a separate board of regents, consisting of nine members with six-year overlapping terms, no member of the board to reside in Denton County and not more than one member to reside in the senatorial district. The legislature also changed the name of North Texas State Teachers College to North Texas State College.

The college observed its Golden Jubilee Birthday Celebration April 18-20, 1940. The Student Union Building was dedicated on March 31, 1949; this occasion was the celebration of the fiftieth anniversary of the signing of the act creating the college.

For a number of years, the North Texas State College was the largest state teachers college in America. The Office of Education at Washington lists the North Texas State College Library among the upper 7 per cent in the number of volumes. The library is a designated depository for government publications. By 1950 the college had conferred 2,426 Master's degrees, and in September of 1950 it authorized work for the Doctorate in education and music.

The college grounds embrace approximately two hundred

fifty acres in the west part of Denton. The physical plant consists of twenty-five brick buildings and more than fifty frame buildings. A \$5,500,000 building program was dedicated in March, 1952. The plant value of North Texas State College in 1952 was \$13,338,847. The original estimate of January, 1948, would allot one third of \$5,670,000 of 1947 bond amendment income to North Texas State College, but the comptroller's estimate of 1954 more than doubles the original estimate. The total appropriations for the biennium 1951-53 were \$3,565,780 and for 1953-55, \$5,942,274.

The enrollment for the regular term of 1927-28 was 2,183. For 1952-53 the college had a faculty of 304 members and an enrollment of 4,434 students.

The North Texas State College has been recognized by the Association of Texas Colleges, the American Association of Colleges for Teacher Education, the Southern Association of Colleges and Secondary Schools, the American Association of University Women, the National Association of Schools of Music, and the Association of American Universities.

Presidents serving the college have been: J. S. Kendall, 1901-6; W. H. Bruce, 1906-23; R. L. Marquis, 1923-34; W. J. McConnell, 1934-50; and J. C. Mathews, since 1951.

Lamar State College of Technology, 1923. South Park Junior College was operated by the South Park Independent School District, at Beaumont, until 1932, when a separate plant and equipment were provided by the independent district, and the name was changed to Lamar College. Enrollment reached five hundred late in the 1930's; as a result expansion was begun about 1940.

Lamar College became Lamar State College of Technology on September 1, 1951. Under this designation the college is required to "offer, develop, and especially stress courses in chemical engineering, industrial engineering, industrial chemistry, plastics, and other phases of engineering

and technology." The college is a member of the Association of Texas Colleges.

The junior year was added in the fall of 1951; the senior year, in the fall of 1952; and the Bachelor's degree was first conferred in the spring of 1953. The legislature of 1951 granted the Board of Regents of Lamar State College of Technology all the powers conferred by law on the Board of Regents of State Teachers Colleges insofar as applicable.²⁸

The government of the college is vested in a board of nine regents appointed by the governor and confirmed by the Senate for terms of six years.²⁹

The campus is a sixty-five-acre tract. The eight major buildings of the college plant are supplied with the best equipment. The plant value of the college in 1952 was \$2,281,855. The appropriations were \$1,291,760 for 1951-53 and \$1,818,586 for 1953-55.³⁰ The college had a faculty of 125 members and an enrollment of 2,560 students in 1952-53. F. L. McDonald was president in 1953.³¹

State Teachers Colleges

The normal school was the forerunner of the modern state teachers college; rapidly, the normal schools have been converted into teachers colleges — in names and in expansion of academic and professional programs. The recent movement to change the names of teachers colleges to state colleges did not involve the abandonment or emasculation of the professional element of the training.

One of the earliest educators to include teacher training as part of an academy course was Samuel McCorkle, in his Zion Parnassus Academy, near Salisbury, North Carolina, 1795-1811. In 1795 McCorkle declined a professorship in

²⁸*Acts of the Legislature of 1951*, Chapter XLI, p. 68.

²⁹*Catalogue of Lamar State College of Technology*, 1952-53, p. 10.

³⁰*Ibid.*, p. 10.

³¹*Texas Almanac*, 1952-53, p. 442.

the University of North Carolina in order to continue his academy. Six of the first seven graduates of the University of North Carolina were prepared at Zion Parnassus Academy.³²

Samuel R. Hall opened a private normal school at Concord, Vermont, in 1823. He offered a three-year course, which included mathematics, astronomy, logic, moral and mental philosophy, some "book science," the "Art of Teaching," and a review of the common branches. In his *Lectures on School Keeping*, the first pedagogical textbook published in America, he presented many helpful, constructive, and progressive ideas on management and teaching. This textbook was distributed widely in New York and other states.³³ Horace Mann visited and studied Hall's school in an effort to further the normal school movement in Massachusetts.

The New York legislature gave subsidies to academies for the education of teachers of the common schools and continued the aid for ten years.³⁴

The first state normal school in the United States opened at Lexington, Massachusetts, on July 3, 1839, with an enrollment of twelve students. The course of instruction was one year in length, with authority to extend it to two years. It was similar to the early school of Hall's but with the distinctive feature of a small model school added for observation and practice teaching. Two additional normal schools were established in Massachusetts, one in 1839 and one in 1840. In 1847 David P. Page, principal of New York State Normal School at Albany, established in 1844, published *Theory and Practice of Teaching*, which went through twenty-five editions by 1860.³⁵ The book was considered

³²Edgar W. Knight, *Education in the United States*, Ginn & Co., Boston, 1951, pp. 315-16.

³³*Ibid.*, p. 316.

³⁴*Ibid.*, p. 317.

³⁵*Ibid.*, p. 328.

ahead of its day in pedagogical thinking and schoolroom technique and held its popularity well into the nineties. By 1860, fifteen state normal schools had been established; by 1870, thirty normal schools; by 1886, eighty-seven normal schools. In 1941 there were 245 publicly controlled teachers colleges and normal schools. Neither in the location of normal schools in a state nor in the multiplication of these schools has there been a definite state policy; in some states, action is accurately described as haphazard.

Overlapping territory with other state normal schools and with other state colleges that support teacher-training departments is frequently found. Neither the normal school nor the teacher's college — its successor — has built prestige or increased its support in public sentiment by proclaiming the exclusive right to prepare the teachers in any field of public school endeavor; certainly it endangered its opportunity by waiting too long to standardize its academic offerings through the regular state and regional agencies.

In 1950 Pennsylvania had fourteen state teachers colleges; Wisconsin, ten; Massachusetts, nine; Oklahoma, six; and Texas, seven.

The undue multiplication of teachers colleges cheapened the program, accentuated localism in administration, dignified pork-barrel agreements, and threatened high levels of legislative support; it has often occurred after academic and professional forces advised against the creation of new teachers colleges in the state.

The South Texas State Teachers College at Kingsville was converted into the Texas College of Arts and Industries by the Forty-first Legislature, in 1929. The new institution was required to continue the functions of a state teachers college but to add courses in arts and industries. From its opening in June, 1925, to the summer term of 1929, it was under the Board of Regents of State Teachers Colleges.

The Thirty-fourth Legislature, regular session of 1915,

provided for the establishment of a "South Texas State Normal College," to be located south of the twenty-ninth parallel of latitude, with the counties of Kinney, Uvalde, and Medina added; the establishment of a "Stephen F. Austin State Normal College," east of the ninety-sixth meridian; and the establishment of a "Central West Texas Normal College," to be located in the Twenty-sixth and Twenty-eighth senatorial districts, adding to these districts the counties of Coke, Tom Green, Hamilton, and Coryell. The act made the governor, the lieutenant governor, the attorney general, and two citizens appointed by the Supreme Court of Texas the committee for locating the colleges. The Supreme Court declined to accept any responsibility for the location of colleges, and they were not located. The law never became operative. A bill for the establishment of the "Waco State Normal College" passed both houses in 1911 but was vetoed by Governor O. B. Colquitt.

The State Board of Education, consisting of the governor, the secretary of state (who was appointed by the governor), and the comptroller, constituted a Board of Regents for Sam Houston Institute, delegating certain business duties to a local board of three citizens of Huntsville. This form of control was passed on to three other teachers colleges, established at Denton in 1899, at San Marcos in 1899, and at Canyon in 1909, respectively. The teachers colleges were called "normal schools" until 1923.

The Thirty-second Legislature, special session of 1911, created the Board of Regents of the State Teachers Colleges of Texas (State Normal School Board of Regents), to consist of the state superintendent of public instruction and four regents appointed by the governor. Under a constitutional amendment adopted in November, 1912, and a legislative act of 1913, the State Normal School Board of Regents consisted of six members appointed by the governor, two regents to be appointed each biennium after 1913.

In 1929 the board of regents was increased to nine members, three members to be appointed each biennium after 1929, thereby providing a sufficient number of holdover members to assure continuity of policies. By special act, the legislature in 1949 changed the name of North Texas State Teachers College at Denton to North Texas State College and provided a separate board of regents. In 1949 the legislature changed the name of Stephen F. Austin State Teachers College to Stephen F. Austin State College, Sul Ross State Teachers College to Sul Ross State College, Sam Houston State Teachers College to Sam Houston State College, and West Texas State Teachers College to West Texas State College, the four colleges continuing under the Board of Regents of State Teachers Colleges.

From 1879 to 1913, the Texas state normal course covered a maximum of three years, the senior year only being on the college level; from 1915 to 1918 the course included two years of college work; from 1918 to 1921, the normal colleges moved upward to the degree-granting level; from 1922 to 1925, they earned accreditation in the Association of Texas Colleges and in the Southern Association of Colleges and Secondary Schools. As early as 1931, graduate work was offered and graduate degrees were conferred; by 1937, all Texas state teachers colleges had graduate programs.

The first accreditation came after a thorough inspection of courses, equipment, laboratories, library accommodations, and faculty scholarship by the faculty of The University of Texas. The teachers colleges cordially adopted the suggestion and recommendations the University faculty committees had made. This inspection by The University of Texas faculty committees simplified subsequent investigations of the Southern Association representatives and prepared the way for regional accreditation. A valuable by-product of this University of Texas service was the promotion of better co-operative relations between The University of Texas

on the one hand and the seven teachers colleges on the other hand.

Acting for the American Association of Colleges for Teacher Education, January 15-17, 1951, twenty-three distinguished educators from New York, California, Kansas, Missouri, Oklahoma, Mississippi, and other states inspected Southwest Texas State Teachers College. The whole purpose of this Association evaluation was to upgrade teacher education in the nation, beginning first with the 245 member schools in the United States. The Association developed its own standards and inspection procedures for this program. The entire college program, including every department and agency, was evaluated. The official report of the evaluation committee paid tribute to the Southwest Texas State Teachers College for the achievement of its goals in the training of capable teachers.

In a survey of teacher-training in Texas, Crutsinger reported in 1933 interesting facts on the geographical distribution of students. He found that 62.7 per cent of students enrolled in the seven state teachers colleges lived within one hundred miles of the respective colleges.³⁶ Mears found that, for the years 1932-33, 1935-36, and 1940-41, considering average enrollment of the seven colleges, 55.5 per cent lived within the fifty-mile radius and 79.3 per cent lived within the one hundred-mile radius.³⁷ Five of the colleges served the eastern side of the state, while two — Alpine and Canyon — served the western side, which was the more sparsely populated area.

East Texas State Teachers College, 1889. The East Texas Normal College was founded by W. L. Mayo at Cooper,

³⁶G. M. Crutsinger, "Survey Study of Teacher Training in Texas," *Contributions to Education*, Bureau of Publications, Teachers College, Columbia University, No. 537, 1933.

³⁷J. W. Mears, "Teacher-Training Programs of Seven Texas State Teachers Colleges," unpublished Doctor's dissertation, The University of Texas, 1948, pp. 50-55.

Texas, in 1889, and moved to Commerce in 1894. Under President Mayo, it had become one of the largest private colleges in the South.

The poor, struggling student had an abiding friend in Mayo.

He was a friend to the friendless, a father to the fatherless, a guide to the blind, and a benediction to all. Education for the masses was his doctrine. Education for leadership as associated with the aristocratic idea of education had no place in his thinking.³⁸

The college enrolled eighty-eight students for 1894-95, 324 students for 1900-1901, and 2,400 students (regular and summer session) in 1916-17, the last year of the private normal college.

By act of the Thirty-fifth Legislature, in 1917, the entire college plant of the East Texas Normal College was taken over by the State of Texas, thereby creating the East Texas State Normal College. On the day the bill for the purchase of his school by the state passed the legislature, President Mayo died.

The location of the college is favorable to the development of a great school. Commerce may be reached by paved highways and by railroads from all parts of the thickly populated area of Northeast Texas. Two million people live within a hundred-mile radius of the college.

The college owns six hundred acres of land, most of which is a farm lying one-fourth mile from the main campus. During 1950 and 1951 the college constructed four buildings at a total cost of \$1,145,000. The college dormitories accommodate more than one thousand students.³⁹ The plant value was \$6,482,403 in 1952.

³⁸J. M. Bledsoe, *The Old Mayo School*, Harben-Spotts Co., Dallas, 1946, p. 35.

³⁹*Catalogue of East Texas State Teachers College*, 1954-55, pp. 25-29.

The original estimate in January, 1948, of 1947 bond amendment income would allot one third of \$3,645,000 to East Texas State Teachers College each ten-year period, but the comptroller's estimate of 1954 more than doubles the original estimate.

In 1923-24, six years after the opening of the East Texas State Teachers College, the enrollment in the regular session was 662 college students; in 1940-41 the enrollment reached 1,808. In 1952-53 the college had a faculty of 110 members and an enrollment of 1,816 students.

East Texas State Teachers College is a member of the Association of Texas Colleges, the American Association of Colleges for Teacher Education, and the Southern Association of Colleges and Secondary Schools.

Presidents of the college have been: R. B. Binion, 1917-24; S. H. Whitley, 1924-46; A. C. Ferguson (acting), 1946-47; and James G. Gee, since 1947.

Sam Houston State College, 1879. On April 21, 1879, the anniversary of the Battle of San Jacinto, Governor O. M. Roberts signed the bill establishing the Sam Houston Normal Institute, the first state school for the training of the white teachers of Texas. Dr. Barnas Sears, General Agent of the Peabody Educational Board, Dr. Rufus C. Burleson, and Governor Roberts, working co-operatively, had launched the normal school movement in Texas. The Peabody board gave a subsidy of \$6,000 the first year and continued a smaller subsidy for a number of years. The bill creating the school located it at Huntsville, in the building vacated when the Presbyterian Synod moved Austin College to Sherman in 1878.

The first session opened on October 10, 1879, in the Austin College building. One hundred ten students enrolled the first year, of whom seven were awarded diplomas at the end of the year. H. F. Estill, later president of the Sam Houston Normal Institute; Allison Mayfield, a railroad com-

missioner; T. U. Taylor, head of the engineering college of The University of Texas for many years; Mrs. Percy V. Pennybacker (Anna J. Hardwick), teacher and historian; and J. S. Brown, head professor of mathematics, Southwest Texas State Teachers College, were members of the first graduating class. The present main building was dedicated at the opening of the twelfth session, on September 22, 1890.

An early-day description of the college follows:

The college is on a high eminence set off by pine and other trees which make East Texas a beautiful country, and just across the roadway is the old Sam Houston homestead, where the warrior, statesman, and diplomat spent his last days. The college was given his name. Almost in the very shadow of the college is the famous old spring where the Indians were wont to come and chat with General Houston as they smoked under the shade of the trees and pledged peace. The Houston home tract was purchased by students, [was] presented to the college, and has been improved under the plans of a competent landscape architect. In the preservation and beautification of this tract, the log cabin law office was moved to its original location, and the log kitchen, separate from the home, has been restored. The entire tract has been worked over and beautified with shrubbery and flowers, winding walks, and driveways. The lake has been enlarged, and the old Sam Houston spring has been cleaned out, walled up with rock, and beautified. Scores of General Houston's old law books and government documents are on the shelves in the log cabin office, and a number of them were personally autographed by the General.⁴⁰

⁴⁰W. M. Thornton, *How Texas Trains Its Teachers*, reprint of staff correspondence, *The Dallas News*, November, 1928, p. 37.

Since the education of teachers is "comparable in importance with the education of soldiers to the nation," scholarships modeled after those at West Point were provided for the new normal institute. Ninety scholarship students were chosen by competitive examinations from various districts. At first, the scholarship student could look to the state to pay tuition, board, lodging, and laundry, but the limited appropriation was not adequate for the continuance of this amount of aid, the scholarships paying only about one third of board and lodging. The scholarship fund was cut out by executive veto in 1909, the four normal colleges at Huntsville, Denton, San Marcos, and Canyon losing the scholarship appropriation of \$17,500 for each institution.

Under the law establishing the Sam Houston Normal Institute in 1879, the State Board of Education, consisting of the governor, secretary of state, and comptroller, had the control of the college, with a local board of directors composed of three citizens of Huntsville. In 1911 the legislature provided a board composed of the state superintendent of public instruction and four regents appointed by the governor, and, in 1913, made the term six years, with two members appointed each biennium. In 1929 the number of regents was increased from six to nine. The legislature in 1923 changed the name of Sam Houston Normal Institute to Sam Houston State Teachers College.

The Sam Houston Normal Institute was designated by the Board of Regents of the State Teachers Colleges in 1918 for teacher-training work in vocational agriculture. The college thus became eligible for federal subsidy and its graduates eligible to teach in Smith-Hughes Vocational Agriculture schools.

The Fiftieth Legislature in 1947 created the Josey School of Vocational Education, making it a division of the Sam Houston State College under the direction of the Board of Regents of the Texas State Teachers Colleges. The pur-

pose of the Josey School is to provide training of individuals over eighteen years of age who cannot qualify scholastically for college entrance to take intensive vocational courses in agriculture, home economics, distributive education, photography, plumbing, sheet metal work, machine shop, auto mechanics, furniture making, electric appliances, printing, decorating, watchmaking, and other trades of like nature. The training is organized for completion in from nine to twenty-four months. "Texas has all the factors needed to industrialize except technicians and skilled workmen. The Josey School of Vocational Education is not interested in technical training. It does not teach engineering; it teaches industrial training."⁴¹

The college grounds consist of the main campus of seventeen acres, the Sam Houston home and grounds of fifteen acres, the athletic field, and the college farm of two hundred twenty-five acres, one mile from the campus. The physical plant includes twenty-one buildings. Austin College building, erected in 1852 to house Austin College, is the oldest college building in continuous use in the state of Texas and is now used as the center of student and faculty life. "For eleven years, it was the only building the teachers college owned; in turn, it has served as a boys' college, a normal school, a science building, a model school, a soldiers' barracks, and a girls' dormitory." The Main Building, completed in 1890, was the first building erected in the Southwest for the purpose of teacher training.

The Country Campus, originally an army camp ten miles from the main campus on Highway 45, is a branch college of the Sam Houston State College, where a number of the courses of the Josey School are taught. Prior to deeding the camp to the college, the government had spent approximately a quarter of a million dollars converting twenty-six

⁴¹*Josey School of Vocational Education*, Bulletin of 1948-49, Sam Houston State Teachers College.

barracks into classrooms. The college converted barracks into three hundred apartments and dormitory facilities for four hundred single men.

The state auditor, in his report of 1952, gives the plant value of Sam Houston State College as \$6,027,404. The original estimate of January, 1948, of 1947 bond amendment income would allot one third of \$2,475,000 to Sam Houston State College each ten-year period, but the comptroller's estimate of 1954 more than doubles the original estimate. The biennial appropriations for the college were \$804,866 for 1941-43; \$1,727,004 for 1951-53; and \$2,182,964 for 1953-55. There was an enrollment of 793 students in 1925-26, 952 students in 1930-31, and 1,624 students in 1952-53.

The presidents of the college have been: Bernard Mallon, who died within a month of the opening; H. H. Smith, 1879-81; Joseph Baldwin, 1881-91; H. Carr Pritchett, 1891-1908; H. F. Estill, 1908-37; C. N. Shaver, 1937-41; and Harmon Lowman, since 1941.

The college is a member of the American Association of Colleges for Teacher Education, the Southern Association of Colleges and Secondary Schools, the Association of Texas Colleges, and the American Association of University Women.

Southwest Texas State Teachers College, 1899. By act approved May 10, 1899, the legislature established the Southwest Texas State Normal School "on a plot of ground containing about eleven acres and known as Chautauqua Hill." In 1884 Reverend H. M. DuBose, a Methodist minister of Houston, on being shown the river and valley beyond from a hill north of San Marcos, was impressed with the natural beauty of the area. To him the scenic beauty and the commanding hill (later to be known as Chautauqua Hill) duplicated Chautauqua, New York, with its Chautauqua Lake, in its attractiveness and was a logical location for

another Chautauqua. Enterprising citizens of San Marcos co-operated with DuBose in the purchase of the property and in making the necessary arrangements for the opening of the Chautauqua in 1885.⁴²

By act approved March 28, 1901, the legislature appropriated \$35,000 for the erection of a building for the normal school on the eleven-acre Chautauqua Hill; by act of October 2, 1901, the legislature made an additional appropriation of \$20,000 to "complete the building and equip the same." It was the desire of the State Board of Education that the building be a duplicate of the Main Building of Sam Houston Normal Institute, constructed at Huntsville in 1890.

The Southwest Texas State Normal School was under the control of the ex-officio State Board of Education, consisting of the governor, the secretary of state, and the comptroller, from 1899 to December 1, 1911, when the State Normal School Board of Regents assumed control of the four schools at Huntsville, Denton, San Marcos, and Canyon. The names of the normal schools were changed to state teachers colleges by legislative act of 1923. In 1929 the number of regents of the teachers colleges was increased to nine, with six-year, overlapping terms.

The original estimate of January, 1948, of 1947 bond amendment income would allot one third of \$3,015,000 to Southwest Texas State Teachers College each ten-year period, but the comptroller's estimate of 1954 more than doubles the original estimate.

In addition to the thirty-five-acre college campus, the college has a farm of 418 acres; Sewell Park, a recreation park of several acres along the banks of the San Marcos River; and a 125-acre campsite for recreational purposes, located on the Blanco River in the Wimberley hills. The

⁴²Ruby Henderson, *A Source Book of Materials on the San Marcos Chautauqua, 1885-95; 1937-38.*

campsite is the donation of Mrs. Sallie K. Beretta, teachers college regent for many years.

The "Fighting Stallions," a magnificent piece of statuary by the famous sculptor Anna Hyatt Huntington, was given to the college in 1951 by the Huntington family. The college museum occupies the third floor of the Library Building.

The newest of the buildings – the Fine Arts Building, the Infirmary, the Library Addition, and the New Dormitory – were completed in 1951 at a total cost of \$946,984, including equipment. In 1952 the plant value of the college was \$5,320,257.⁴³

In 1952-53 the college had a faculty of ninety-seven members and an enrollment of 1,567 students.

Since 1912 the college has had, at various times, co-operative arrangements for demonstration teaching in the San Marcos schools. Under a contract completed in 1933, city schools became a laboratory for the college. This arrangement, one of the few of its kind in American colleges, affords excellent advantages in teacher training.

The normal school became a senior college in 1918; since that time a graduate school has been added. The curriculum of the college has expanded from a few courses in teaching methods to include instruction in every teaching field.

Thornton makes this comment on the student body:

San Marcos College probably has the most cosmopolitan student body of any of the State Teachers Colleges. Its students are as widely divided among the races as [they] are [in] the larger universities. This is due to the fact that students have ancestors who are American, German, Bohemian, Swedish, and several others. This makes the student body an interesting gathering, and the college becomes more or less an intellectual melting pot.⁴⁴

⁴³*Catalogue of Southwest Texas State Teachers College, 1954-55.*

⁴⁴Thornton, *op. cit.*, p. 12.

The college had its Golden Anniversary Homecoming November 9-10, 1951. Prominent ex-students and distinguished visitors took an active part in the program.⁴⁵

Southwest Texas State Teachers College is a member of the Association of Texas Colleges, the American Association of Colleges for Teacher Education, and the Southern Association of Colleges and Secondary Schools.

Presidents have been: T. G. Harris, 1903-11; C. E. Evans, 1911-42; and J. G. Flowers, since 1942.

Stephen F. Austin State College, 1917. In 1915 the legislature provided for "Stephen F. Austin Normal College," to be located east of the ninety-sixth meridian; "South Texas State Normal College," to be located south of the twenty-ninth parallel of latitude; and "Central West Texas Normal College," to be located in Central West Texas. The law never became operative; the locating committee could not act when the Supreme Court declined to make the two appointments which, in addition to the governor, lieutenant governor, and attorney general, would constitute the locating committee.

The legislature in 1917 provided for the establishment of two normal colleges in the same territory as designated in the law of 1915, Stephen F. Austin Normal College and South Texas Normal College. The locating committee, consisting of the governor, superintendent of public instruction, and the regents of the normal colleges, located the two normal colleges at Nacogdoches and Kingsville, after visiting the important towns and cities of the districts outlined in the bill. A special session of the legislature in September, 1917, repealed the appropriations of \$150,000 for buildings and \$30,000 for maintenance for each of the two colleges and postponed the opening of the two colleges to 1922 and 1924, respectively.

⁴⁵Joe B. Vogel, *Fifty Years of Teacher Education, A Brief History of Southwest Texas State Teachers College, 1901-1951*, San Marcos, Texas.

The State Normal School Board of Regents decided in 1921 to open the Nacogdoches school first. The legislature, in called session of 1921, appropriated \$175,000 for buildings and equipment.

In the days of the republic, Nacogdoches had an interesting history of pioneers. Marcus A. Montrose came from the University of San Augustine in 1845 to open Nacogdoches University under an ambitious program. The Stone Fort Museum is a replica of the Old Stone Fort, almost as old as Nacogdoches, and the "gateway, the port of entry to Texas." Over the walls of this fort have flown eight flags — the royal flag of Spain, the green flag of the Gutiérrez-Magee expedition of 1813, the single star of Dr. James Long's Republic, the Republic of Fredonia in 1842, the Mexican flag, the Lone Star Flag of the Republic of Texas, the Stars and Bars of the Confederacy, and the Stars and Stripes.⁴⁶

The Stone Fort Museum houses collections which tell the history of East Texas. Additions are being made by gifts and loans of Indian relics, early coins and currency, Texas land certificates, and historical materials of pioneer industry, culture, and development.

Besides the main campus of forty acres, the choice part of two hundred acres donated for a site, there are the New Athletic Plant, on a thirty-acre tract adjacent to the main campus, and the college farms of 160 acres and 207 acres, respectively. In 1945 the federal government set up twenty-five hundred acres of land to serve as a base for the East Texas branch of the Southern Forest Experiment Station of Stephen F. Austin State College. The Texas Legislative Council reported 340 students registered for the professional forestry program of the college in 1949 and seventeen degrees granted.⁴⁷

⁴⁶*Catalogue of Stephen F. Austin State College, 1952-53, p. 22.*

⁴⁷*Public Higher Education in Texas, Texas Legislative Council, Bulletin, 1950, p. 24.*

In 1952 the college had a plant value of \$2,939,059. The original estimate of January, 1948, of 1947 bond amendment income would allot one third of \$2,025,000 for Stephen F. Austin State College each ten-year period, but the comptroller's estimate of 1954 more than doubles the original estimate. The college had an appropriation of \$1,402,120 for 1951-53 and \$1,864,460 for 1953-55.

The enrollment was 263 students for the year 1923-24; 998 students for 1940-41; and 1,217 students for 1952-53. There was a faculty of eighty in the latter year. The college has a standard graduate division and an extension department with a large enrollment.

Thornton's observation, made during Dr. Birdwell's administration, reflects that educator's opinion:

Most of the students at Nacogdoches are drawn from the farms of East Texas, and Dr. Birdwell is of the opinion that Texas will always have its rural life and that, therefore, the colleges should recognize that fact and serve it, as they are endeavoring to do in teacher training. He says that Anglo-Saxons love agriculture and it will ever be with us, making rural communities indigenous and permanent.⁴⁸

Stephen F. Austin State College is a member of the Association of Texas Colleges, the Southern Association of Colleges and Secondary Schools, and the American Association of Colleges for Teacher Education.⁴⁹

Presidents of the college have been: A. W. Birdwell, 1923-42; and Paul L. Boynton, since 1942.

Sul Ross State College, 1920. In 1917 the Thirty-fifth Legislature provided for the establishment of Sul Ross Normal College at Alpine, in Brewster County, requiring the

⁴⁸Thornton, *op. cit.*, p. 54.

⁴⁹*Catalogue of Stephen F. Austin State College, 1952-53.*

citizens of the county to deed one hundred or more acres of land for a site.

The bill included an appropriation of \$40,000 for operating expenses and \$200,000 for buildings. The special session of the legislature in September, 1917, postponed to 1919 the time for construction of buildings and for opening the school. The buildings were completed in time for the opening of the college in June, 1920.

In 1923 the legislature changed the name of the school from Sul Ross Normal College to Sul Ross State Teachers College. The name was again changed in 1949, this time to Sul Ross State College.⁵⁰

Quoting Thornton:

Sul Ross State College is situated on one of the most commanding locations in Texas. Its position is unequaled by that of any other state or private institution. The college is placed on a small level spot half the distance up a tall mountain. It is far above the town of Alpine, and the view commands the whole country, except to the rear, where the mountain continues upward. On this great slope the students have made the college monogram in white stones, the letters being 150 feet in length. From Alpine and from the San Antonio-El Paso Highway the letters appear to be about fifteen feet long, so great is the elevation.⁵¹

Students at the college have rare opportunities of scenic drives to the McDonald Astronomical Observatory of The University of Texas, located on Mount Locke, in the Davis Mountains, and to the Chisos Mountains at the center of the Big Bend National Park.

In 1952 the college had a plant value of \$2,369,735. The

⁵⁰*Catalogue of Sul Ross State College, 1952-53, p. 13.*

⁵¹Thornton, *op. cit.*, p. 51.

original estimate of January, 1948, of 1947 bond amendment income would allot one third of \$945,000 to Sul Ross State College each ten-year period, but the comptroller's estimate of 1954 more than doubles the original estimate. The state appropriations for the college were \$866,520 for 1951-53 and \$1,073,519 for 1953-55.

In 1950-51 there was an enrollment of 521 students; in 1952-53 there were thirty-five faculty members and 544 students. The per cent of college students coming from beyond the hundred-mile radius was greater than that in any other state college except the Agricultural and Mechanical College and The University of Texas.

The college is a member of the Southern Association of Colleges and Secondary Schools, the American Association of Colleges for Teacher Education, the Association of Texas Colleges, and the American Council on Education.⁵²

Five men have served as president: Thomas Fletcher; R. L. Marquis, 1920-23; H. W. Morelock, 1923-45; R. M. Hawkins, 1945-52; and Bryan Wildenthal, since September 1, 1952.

West Texas State College, 1910. The legislature, in 1909, provided for the establishment of the West Texas State Normal College, west of the 98th meridian. The locating committee, consisting of Speaker John Marshall (representing Governor T. M. Campbell), Lieutenant Governor A. B. Davidson, and State Superintendent R. B. Cousins, gave hearings to the twenty-nine applicant towns and visited seventeen of them. On September 2, 1909, the committee selected Canyon for the location of the normal college. Canyon donated forty acres of land and \$100,000.

The West Texas State Normal College was under the control of the State Board of Education, consisting of the governor, the secretary of state, and the comptroller, from

⁵²*Ibid.*

its establishment in 1910 to December 1, 1911, when the State Normal School Board of Regents assumed control of the four schools at Huntsville, Denton, San Marcos, and Canyon. In 1949 the legislature changed the name of the college to West Texas State College.

In 1918 the college became a four-year college and granted the first degree at the close of the spring semester, 1919. It was the first state teachers college in Texas to grant the Master's degree.

The West Texas State College plant consists of eighty acres in the eastern part of Canyon, the main campus, a 200-acre farm one mile north of the main campus, and the Amarillo Center, in Amarillo. In 1952 the plant value was \$4,415,075. The original estimate of January, 1948, would allot one third of \$2,435,000 of the 1947 bond amendment income to West Texas State College each ten years, but the comptroller's estimate of 1945 more than doubles the original estimate. The appropriations for the college were \$1,352,440 for 1951-53 and \$1,851,960 for 1953-55.

Describing the college, Thornton says:

An asset which the Canyon college publishes to the world is the near-by Palo Duro Canyon, a Grand Canyon in miniature. It is proclaimed as the greatest out-of-door asset of that place, being of rare beauty. It is becoming a shrine to those who frequent it, since it furnishes an ideal recreation ground, a field of study for the student of geometry, geology, ornithology, or biology, and is a delight to the artist. The college encourages the students to make the canyon their playground.⁵³

The Panhandle-Plains Historical Museum, which houses relics of early Western and pioneer periods, contains 4,000

⁵³Thornton, *op. cit.*, p. 45.

volumes dealing with the early history of West Texas and Southwest Texas.

Enrollment at the college has risen from 227 in its first year, 1910-11, to 2,077 in 1952-53. It is accredited by the American Association of Colleges for Teacher Education, the Association of Texas Colleges, and the Southern Association of Colleges and Secondary Schools.

Presidents serving West Texas State College have been: R. B. Cousins, 1910-18; J. A. Hill, 1918-48; and James P. Cornette, since 1948.

Other Colleges and Universities

Midwestern University, 1946. Organized in 1922, Hardin Junior College in Wichita Falls was the first municipal junior college in Texas. In 1946 Midwestern University was established in the same city. The University maintains a supplement to Hardin Junior College by offering senior college courses and granting the Bachelor's degree. The junior college grants the Associate of Arts degree. The work of Hardin College and Midwestern University is so coordinated as to give full-time credit for transfers.⁵⁴

Midwestern University has a main campus of one hundred acres, on which are located twenty-six well-equipped buildings. A second campus is the Kell School of Agriculture and the University Experimental Farm, located two miles from the main campus. Five main buildings and four residences are located on the farm. In 1952 Midwestern University had a plant value of \$3,744,529.

In 1952-53 there were seventy-six faculty members and 1291 students.

Midwestern University has the approval of the Texas Education Agency and is a member of the Association of Texas Colleges, the Texas Association of Music Schools, and

⁵⁴*Catalogue of Hardin College, 1948-49.*

the Southern Association of Colleges and Secondary Schools. James B. Boren is president.⁵⁵

The University of Houston, 1927. The University of Houston was authorized to operate as a junior college in 1927 and was established as a senior college in 1934. The government of the university was vested in the Board of Education of the Houston Independent School District until a separate Board of Regents was locally created on March 12, 1945. The university and the junior college operate as a public institution in the Houston Independent School District.

The campus of the University of Houston comprises 250 wooded acres. The Ezekiel W. Cullen Building, the Science Building, and the Recreation Center provide classrooms, laboratories, administrative offices, and centers for student activities. The M. D. Anderson Memorial Library is one of the most modern libraries in the United States. In 1953 the university had a plant value of \$15,000,000.

The University of Houston is composed of the junior college, the senior college, and graduate divisions. It offers the Associate in Arts diploma for junior college graduates; and the Bachelor's degree, the Master's degree, and the Doctor's degree for university graduates.⁵⁶

In 1952-53 the university had an enrollment of 13,268 students. It is accredited by the Association of Texas Colleges and the Southern Association of Colleges and Secondary Schools.

The University of Houston operates International Study Centers during the summer period. The first center was established in Mexico City in 1944; the second, in Guatemala City, in 1946; the third in Havana, Cuba, in 1947; and the fourth, in France and Western Europe in 1951. Each program is conducted in co-operation with a leading university

⁵⁵*Catalogue of Midwestern University, 1951-52.*

⁵⁶*Catalogue of the University of Houston, 1953-54.*

of the country visited. Field trips include visits to numerous places of cultural, social, and historical significance.

The philanthropy of H. R. Cullen has given many millions of dollars for the support and upbuilding of the University of Houston, and it has been on a scale comparable with that of the Rockefeller Foundation. The university receives the regular state appropriation made to a junior college on the full-time student basis.

E. E. Oberholtzer was president of the university from 1927 to 1950. W. W. Kemmerer became president in 1951; he was succeeded by C. F. McElhinney in 1954.

The Prairie View Agricultural and Mechanical College, 1876. The Texas legislature, in regular session, April 18-August 21, 1876, enacted a law effective August 14, 1876, establishing an agricultural and mechanical college for the benefit of the colored youth and appropriated \$20,000 to "locate, erect, furnish, and operate a state college in accordance with the plans and specifications."⁵⁷ Instead, however, of erecting a building with the money appropriated, the committee appointed by the governor — Ashbel Smith, J. H. Raymond, and J. D. Giddings — purchased the buildings and land of Alta Vista, near Hempstead; the school was organized and kept up with a few pupils for a short time but was entirely without students by January 1, 1879. Governor O. M. Roberts, in a message to the Seventeenth Legislature, called session, April 6, 1882, gave the history of the efforts for establishing the Agricultural and Mechanical College for colored students.

The legislature, in the regular session of 1879, enacted a law effective April 19, 1879, providing for the organization and support of a normal school at Prairie View (formerly Alta Vista), in Waller County, for the preparation and training of colored teachers. (Chapter 159, General Laws, pp. 159,

⁵⁷Gammel, *op. cit.*, Chapter XL, p. 45.

181.) The act continued the school under the control of the Board of Directors of the Agricultural and Mechanical College and made it the "duty of the comptroller of public accounts annually to set apart, out of the interests accruing from the University fund appropriated for the public free schools, the sum of \$6,000 for the support of the said normal school." This legislature, in called session June 10-July, 1879, made a supplemental appropriation of \$1,600 for the branch agricultural college for colored youth at Prairie View.

In 1899 the legislature changed the name of the normal school at Prairie View to Prairie View State Normal and Industrial College. An agricultural and mechanical department was added for the young men, and an industrial department was opened for young women. The law also made minor changes in the method of appointment of scholarship students in senatorial and representative districts, including special requirements governing the cost of board, lodging, and instruction.

The legislature, regular session of 1901, authorized a four-year college course of classical and scientific studies for Prairie View State Normal and Industrial College. The functions of the college were to train teachers for the Negro children of Texas and to be the agricultural and mechanical college for Negroes. The state had not established a state university for Negroes; and the Prairie View College was, to some extent, to serve the purpose of a state university. Graduates of the normal course, and others passing satisfactory examination, were to be admitted to the teacher-training course. The diploma from this course entitled the holder to teach in any of the Negro free schools without further examination.

Prairie View State Normal and Industrial College, the only state institution of higher learning for Negroes, needed to add academic courses and broaden its field of effort. The college added courses for training vocational agriculture

and vocational home economics teachers; it developed mechanical and trades courses; it opened extension centers in the cities of the state; it offered graduate work. Of 145 students at the close of the regular and summer sessions of 1931-32, there were seventy-four education majors, forty industrial arts majors, sixteen agriculture majors, and fifteen majors in seven other subjects.

The legislature in 1945 changed the name of the school from Prairie View State Normal and Industrial College to Prairie View University, and authorized the Board of Directors to "establish courses in law, medicine, engineering, pharmacy, journalism, and any other generally recognized college course taught in The University of Texas." Included in the appropriations of \$410,902 for 1945-46 and \$440,902 for 1946-47 are items of \$25,000 for 1945-46 and \$25,000 for 1946-47 for scholarships to qualified Negro students in out-of-state colleges, the schools and students to be selected by the dean of the graduate school of the Agricultural and Mechanical College, the dean of the graduate school of The University of Texas, and the dean of the Sam Houston State Teachers College. The following statement in the appropriation bill is significant:

The funds herein appropriated to the said Prairie View State Normal and Industrial College are to be expended for the use of the state-supported institution of higher learning for the colored youths of Texas, under whatever name and designation may be given it by legislative enactment.

In 1932 an official audit reported a total plant value \$1,452,459, which included \$322,445 of departmental equipment and \$104,712 of outside equipment.

A new administration building costing \$300,000 was completed in March, 1949. A new girls' dormitory, completed in September of 1950 at a cost of \$350,000, was named for

Miss M. E. Suarez, a former dean of women. The library building, constructed at a cost of \$180,000 in 1943, was named in honor of President W. R. Banks. The legislature in 1947 changed the name of the school to Prairie View Agricultural and Mechanical College.

The legislature of 1951 appropriated \$1,982,930 for 1951-53 and \$3,065,658 for 1953-55 for the support and maintenance of the college. The original estimate of January, 1948, of 1947 bond amendment income would allot one third of \$2,385,000 to Prairie View Agricultural and Mechanical College each ten-year period, but the comptroller's estimate of 1954 more than doubles the original estimate.

Nine presidents have served the Prairie View Agricultural and Mechanical College: L. W. Minor, E. H. Anderson, and L. C. Anderson, 1878-96; E. L. Blackshear, 1896-1915; I. M. Terrell, J. G. Osborne, and Paul Bledsoe, 1915-26; W. R. Banks, 1940-47; and E. B. Evans, since 1947.⁵⁸

The enrollment of the college was 589 in 1922-23; 930 in 1931-32; 2,550 in 1950-51; and 2,509 in the regular session of 1952-53. The college in 1951 celebrated its seventy-fifth anniversary. Plant value in 1952 was \$4,923,789.

Accrediting agencies of the school are the Texas Education Agency, the Southern Association of Colleges and Secondary Schools, and the Association of Texas Colleges.

Texas Southern University, 1947. Provision for a branch university for colored youths was made in Section 14 of the Constitution of the State of Texas:

The legislature shall also, when deemed practicable, establish and provide for the maintenance of a college or branch university for the instruction of the colored youths of the state, to be located by a vote

⁵⁸*Catalogue of the Prairie View Agricultural and Mechanical College, 1953-54.*

of the people; provided that no tax shall be levied and no money appropriated out of the general revenue either for this purpose, or for the establishment of the buildings at The University of Texas.

The legislature, on May 5, 1882, enacted a law submitting to a vote of the people, on Tuesday after the first Monday in November, 1882, the location of this branch university. In the election of November 7, 1882, the votes were as follows: Palestine — 2,490; Pittsburg — 1,575; Georgetown — 1,405; scattering — 1,865. Twelve persons voted to locate the branch university in Africa.⁵⁹ The legislature of 1883 took no action to put into effect the constitutional amendment adopted in November, 1882.

The court fight of Heman Marion Sweatt for admission to The University of Texas in 1946 did not win prompt approval of the lower court, and appeal was taken to higher courts; this court suit did, however, hasten legislative action for a separate university for Negroes, with offerings and standards comparable with The University of Texas.

As stated under the story of Prairie View Agricultural and Mechanical College of Texas, the legislature in 1945 changed the Prairie View Normal and Industrial Institute to Prairie View University, with authority to duplicate the courses and departments of The University of Texas as conditions would justify. The friends of separate colleges for whites and Negroes were willing to risk this provision at Prairie View University until the state could provide a better scheme of higher education for Negroes.

In July, 1945, Governor Coke R. Stevenson appointed a Bi-Racial Commission, consisting of Attorney Mark McGee, Fort Worth, president; G. H. Penland, vice-president; President J. N. R. Score of Southwestern University, secretary; President E. N. Jones, Texas College of Arts and Industries;

⁵⁹*Report of T. H. Bowman, Secretary of State, 1882, pp. 5-6.*

and Superintendent H. W. Stilwell, of Texarkana. The committee held several hearings and had testimony from Negro leaders and Negro presidents of colleges.

The final report of the Bi-Racial Commission was made to Governor Stevenson on December 17, 1946, with recommendation that the state establish a state university for Negroes at Houston or in the Fort Worth-Dallas area; that it establish an agricultural and mechanical college for Negroes; and that the university and the agricultural and mechanical college for Negroes be comparable in buildings, equipment, adequately trained faculties, course offerings, and observance of standards with The University of Texas at Austin and the Agricultural and Mechanical College at College Station.⁶⁰

The Fiftieth Legislature, March 3, 1947, established "The Texas State University for Negroes" at Houston and the Prairie View Agricultural and Mechanical College of Texas at Prairie View, known as Prairie View University from 1945 to 1947, originally established in 1876. The university for Negroes was placed under a board of directors of nine members appointed by the governor while the agricultural and mechanical college for Negroes was continued under the control of the directors of the Agricultural and Mechanical College at College Station.⁶¹

An appropriation was made for the Texas State University for Negroes as follows: \$2,000,000 for buildings and \$500,000 maintenance for the years ending August 31, 1948, and August 31, 1949, and an emergency appropriation for the remainder of the year 1947, to the amount of \$150,000. An *interim* law school was set up at Austin to meet any emergency that might arise, an appropriation of \$100,000 being made for this contingency. The Supreme Court of the United States, in June, 1950, held that Texas must admit to the law

⁶⁰Report of Bi-Racial Commission of Texas, December 17, 1946.

⁶¹Catalogue of Texas Southern University, 1954-55.

school of The University of Texas, Heman Marion Sweatt, a Negro, even though it had established a separate law school for Negroes, because the opportunities for white and Negro law students were not equal.⁶² In 1951 the legislature changed the name of Texas State University for Negroes to Texas Southern University. In 1952 the plant value of the university was \$4,527,444.

Appropriations for enumerated purposes for 1949-51 are shown in the chart below:

	1949-50	1950-51
Out-of-state aid	\$ 50,000	\$ 40,000
Salaries, operation, maintenance, etc.	987,000	1,157,500
Improvement and repairs	100,000	20,000
Other buildings and equipment	200,000	Unexpended balance
Medical School	175,000	175,000
School of Pharmacy	15,000	15,000
TOTALS	\$1,527,000	\$1,407,500

The directors of Texas Southern University select the out-of-state schools and students for scholarships. The appropriations made for the school were \$1,916,144 for 1951-53 and \$2,079,410 for 1953-55. In the session of 1952-53 Texas Southern University had a faculty of 119 members and an enrollment of 2,219 students. R. O'Hara Lanier was president.

Texas Southern University is accredited by the Texas Education Agency, the Association of Texas Colleges, the Southern Association of Colleges and Secondary Schools, and the American Association of Colleges for Teacher Education.

⁶²Knight, *op. cit.*, p. 727.

❧ XVII ❧

Privately Controlled Colleges and Universities

IN 1949-50 there were 641 public and 1,210 private institutions of higher learning in America. In 1950 New York led with 21 public and 88 private; Pennsylvania had 16 public and 88 private; Illinois, 21 public and 83 private; California, 47 public and 25 private; Texas, 40 public and 43 private; Michigan, 16 public and 25 private; Oklahoma, 24 public and 10 private; Arkansas, 12 public and 12 private.

Four colleges were established in the New England colonies: Harvard, Yale, Dartmouth, and Brown; four in the Middle colonies: the College of New Jersey (now Princeton), King's College (now Columbia), the College of Philadelphia, which grew out of Franklin's Academy (now the University of Pennsylvania), and Queen's College, now Rutgers; and one in the Southern colonies: William and Mary, at Williamsburg, in Virginia. These colleges were societies of ministers and prospective ministers, and the only profession for which they specifically prepared was the clerical. However, only about 40 per cent of the graduates of the colleges became ministers.¹

The donations of John Harvard made possible the founding of Harvard College, which, in turn, influenced the curriculum and organization of Yale and Princeton. William and Mary, under the influence of Madison and Jefferson, had the most liberal curriculum of all the colonial colleges; it was one hundred years ahead of Harvard in the elective system.

¹H. G. Good, *A History of Western Education*, The Macmillan Co., New York, 1947, pp. 392-93.

Pennsylvania, under the leadership of William Smith, offered a liberal program of collegiate education, beginning in 1756.²

Rarely is proper credit given to the colonial colleges for the training of American leaders who could match European statesmen in the discussion of the political issues of the day. The Adamses, Jefferson, and Madison "stood with trained memory, fortified with great axioms, equipped with flexible and adaptable language, panoplied with hard, dry logic"; with this invulnerable armor, they triumphed over the diplomats of the king and built with wisdom and solidity our constitutional edifice.

American colleges continued to multiply. By the time of the Texas Revolution, in 1836, there were more than seventy-five colleges in America, a large per cent of these being established under denominational effort. The First Congress of the Republic of Texas, in 1837, granted charters to Washington College, in Washington County, and to the University of San Augustine. According to Eby, the Baptists established thirty-one colleges in Texas from 1813 to 1835. This increase came out of a complex in which religious zeal, educational aspiration, local pride, political rivalry, and real estate interests were commingled.

The democratic spirit struggled to bring within reach of every enterprising youth the means of a liberal education. The number of colleges per thousand of population varied for New England states, the Middle Atlantic states, and the Western states.

By 1860 the various religious denominations had established a total of 180 permanent colleges.

Baylor University and Austin College were the only Texas colleges represented in the group of permanent colleges;

²Thwing, *op. cit.*, p. 62.

Baylor was chartered in 1845 and Austin College, in 1849.³

The distribution of these permanent colleges by denomination is shown in the following table:

RELIGION AND EDUCATION

DENOMINATION	NUMBER OF CHURCHES	SEATING ACCOMMODATIONS	PERMANENT COLLEGES
Methodist	19,816	6,238,014	34
Baptist	12,139	4,039,928	25
Presbyterian	6,379	2,555,299	49
Catholic	2,442	1,314,462	14
Congregational	2,230	955,626	21
Episcopal	2,129	837,596	11
Lutheran	2,123	755,637	6
Christian (Disciples)	2,066	680,666	5
German Reformed	676	273,697	4
Friends	725	268,734	2
Universalist	664	235,219	4
Dutch Reformed	440	211,068	1
Unitarian	263	137,213	2
Other groups	2,653	455,527	2
TOTALS	54,745	18,958,686	180

Baptist Institutions of Higher Learning

Baylor University, 1845. In the twelve Southern states of Maryland, Virginia, North Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, Missouri, and Tennessee, 386 colleges were founded prior to the Civil War, but only fifty-five of them have survived. Texas founded forty colleges before the Civil War, and two only — Austin College and Baylor University — are in existence. Quoting Tewksbury: "Colleges rise up like mushrooms in our luxuriant soil. They are lauded and puffed for a day, and then they sink to be heard of no more."⁴ Financial disaster, denominational competition, unfavorable location, natural catas-

³D. G. Tewksbury, *Founding of American Colleges and Universities before the Civil War*, Bureau of Publications, Teachers College, Columbia University, New York City, 1932, p. 69.

⁴*Ibid.*, p. 24.

trophes, and internal dissension were responsible factors for the death of many American colleges.

On October 7, 1841, the Union Baptist Association at Travis, Austin County, organized "The Texas Education Society," with R. E. B. Baylor as president and W. H. Tryon as corresponding secretary, for the purpose of establishing a Baptist university in Texas. At a meeting of the society in 1844, Baylor and Tryon were appointed a committee to secure a charter for the school. The Ninth Congress of the Republic of Texas granted a charter to Baylor University, the name Baylor being inserted in the charter by Tryon. Independence, Travis, and Grimes Prairie were competitive bidders for the new university; Independence was the successful bidder.

On February 1, 1847, H. L. Graves assumed the duties of president of Baylor University. Rufus C. Burleson succeeded Graves in 1851.

In 1861 Waco University was chartered. "The Burleson-Clark Imbroglia" was the outcome of conducting two separate schools: Baylor University for boys, under Dr. Burleson, and the female department of Baylor University, under the independent control of Principal Horace Clark. Dr. Burleson resigned the presidency of Baylor University at Independence and moved to Waco to take charge of Waco University, taking the entire faculty of Baylor University with him. The senior class at Baylor University graduated from Waco University in the fall of 1861 without any attendance requirement.⁵

Reverend George W. Baines, Sr., W. C. Crane, and Reverend Reddin Andrews were successively presidents of Baylor University until 1886, when Baylor University at Independence and Waco University were consolidated under

⁵Frederick Eby, *A Centennial Story of Texas Baptists*, Executive Board, Baptist General Convention of Texas, Dallas, 1936, p. 146.

Baylor University at Waco and placed under the control of the Baptist General Convention of Texas.

From 1886 the following presidents served: Rufus C. Burleson, 1886-97; J. C. Lattimore (acting) 1897-99; Oscar H. Cooper, 1899-1902; S. P. Brooks, 1902-31; W. S. Allen (acting), 1931-32; Pat M. Neff, 1932-47; and W. R. White, since 1948.

Dr. Burleson served ten years in Baylor University at Independence, twenty-five years at Waco University, and eleven years at Baylor University at Waco.

Dr. Cooper secured Carroll Library and Carroll Science Hall for Baylor University and raised academic standards, thereby gaining recognition for the institution.

Dr. Brooks served as president of Baylor University from 1902 until his death in 1931. He added new departments; organized the schools of education, law, business, and music; and acquired the College of Medicine, the School of Pharmacy, and the College of Dentistry. Four new buildings were added during his administration. Baylor Theological Seminary, established in 1905, became a separate institution in 1908, and in 1910 was moved to Fort Worth, the name being changed to Southwestern Baptist Theological Seminary.

In 1932 former Governor Pat M. Neff, chairman of the Board of Trustees of Baylor University, 1903-32, became president. The endowment was increased, the campus was enlarged, and five new buildings were erected. Baylor celebrated her centennial anniversary in 1945. President Neff resigned in December, 1947, becoming president emeritus.

Opening in 1886 with 337 students, Baylor University had an enrollment increased by 1940 to 2,416 students. In 1952-53 the university had 244 faculty members, 4,851 students and a plant valued at \$9,614,500. Baylor is a university consisting of ten schools and colleges, located variously at Waco, Dallas, and Houston.

The Armstrong Robert Browning Collection is the most

comprehensive collection of Browning's works in the world. The Armstrong Browning Library Building was constructed in 1950 at a cost of \$1,386,000. The elaborate Foyer of Meditation cost \$350,000. Poems of Browning are illustrated in forty-four separate stained-glass windows.

Baylor has also a Texas Collection of books and documents on the history of Texas and the Southwest.

Baylor University is a member of the Association of Texas Colleges, the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, the American Council on Education, and the American Association of University Women.

Mary Hardin-Baylor College, 1845. The charter of Baylor University, granted in 1845, provided for a female department, and this female division became Baylor Female College, later Baylor College. The college continued at Independence until 1886, when it was moved to Belton. It is the oldest college for women west of the Mississippi.

In 1934 the name of Baylor College was changed to Mary Hardin-Baylor College, in honor of Mrs. Mary Hardin, who, with her husband, John G. Hardin, had made substantial gifts to the college in their lifetime.

The college plant consists of 450 acres, fifty acres being set apart for the campus; fourteen buildings; and a farm of three hundred acres. The college operates a modern laundry, purchases and slaughters its own meat, makes its own ice, and has a creamery and cold storage plant. In 1952-53 the college reported a plant value of \$1,377,395, a faculty of thirty-four members, and an enrollment of 285 students.⁶

Presidents of the college since 1851 have been: Horace Clark, 1851-71; W. W. Fontaine, 1872-75; William Royal, 1876-78; John Hill Luther, 1879-91; P. H. Eager, 1891-94; E. H. Wells, 1894-96; W. A. Wilson, 1896-1911; E. G. Town-

⁶*Ibid.*, pp. 250, 395-96.

send (acting), 1911-12; J. C. Hardy, 1912-37; Gordon G. Singleton, 1937-52; Albert C. Gettys (acting) 1952-54; and Arthur Tyson, since 1954.

The college is accredited by the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, the Association of Texas Colleges, and the Southern Association of Women's Colleges. Mary Hardin-Baylor College and Agnes Scott College are the only colleges in the South to be awarded \$50,000 by the Presser Foundation of Philadelphia to be used in the erection of a fine arts building.

Howard Payne College, 1889. Howard Payne College was founded at Brownwood in 1889 by Dr. John D. Robnett and the Pecos Valley Baptist Association. Carroll speaks of a "Deluge of Baptist Colleges" — seven full-fledged colleges, one institute, and other schools — when "less than ten years earlier, we thought two were too many."⁷

Howard Payne College opened in September, 1890, with a faculty of ten teachers and with 247 pupils. Its mottoes are striking: "Economy, more and more for less and less; patriotism in the heart of Texas and in the heart of Texans; democracy, the college where everybody is somebody."

In 1934 the Hardin Trust was set up, a \$300,000 endowment for Howard Payne College; in 1943 the Walker Trust was created, a \$1,000,000 endowment. In 1953 there were seventeen buildings and a main campus of eleven acres. The plant value in 1952 was \$2,044,054. In 1952-53, the college had a faculty of thirty-six members and an enrollment of 670 students.

Of twelve presidents, A. J. Emerson served from 1890 to 1893; J. H. Grove, from 1896 to 1910; and Thomas H. Taylor has served since 1929. Taylor is known in the state as "The Will Rogers of Texas Baptists." He is an orator, philosopher,

⁷J. M. Carroll, *A History of Texas Baptists*, The Baptist Standard Publishing Co., Dallas, 1923, p. 815.

executive, statesman, businessman, teacher, Christian, and a leader in the community where he lives."⁸

Howard Payne College is a member of the Association of Texas Colleges, the Association of American Colleges, the Southern Association of Colleges and Secondary Schools, and the American Council on Education.

Daniel Baker College, now merged with Howard Payne College, opened in September, 1889, at Brownwood, with a staff of seven teachers and an enrollment of 111 students. Objecting to the proposed consolidation of Presbyterian colleges in Texas, Daniel Baker College became an independent institution in 1930.⁹

For the years 1946-50, it was merged with Southwestern University. In 1950 it became the Episcopal College of the Southwest.

At the close of the first semester of the regular session, 1952-53, Daniel Baker College ceased to exist as an autonomous institution. The total assets of the college, inclusive of all physical properties and an endowment of \$200,000, were deeded to Howard Payne College. The latter college will operate the Daniel Baker Department of Useful Arts, including home economics and agriculture, on the former Daniel Baker campus. Credits earned at Daniel Baker College during the years of its ownership and control by the Episcopal Church will be accepted in transfer by other institutions holding membership in the Association of Texas Colleges.¹⁰

Hardin-Simmons University, 1891. Abilene Baptist College was founded in 1891 by the Sweetwater Baptist Association. A donation by Dr. James B. Simmons, a Baptist pastor in New York City, made possible the completion of

⁸J. W. Bruner, *A Guide Book on Baptist Institutions in Texas*, Harben-Spotts Co., Dallas, 1941, p. 83.

⁹Emma C. Waite, "Daniel Baker College," unpublished Master's thesis, The University of Texas, 1932.

¹⁰*Proceedings of the 1953 Annual Meeting*, Association of Texas Colleges, Vol. IV, No. 4, June, 1953, pp. 24-25.

the first building, and in honor of the donor the name was changed to Simmons College the same year. Simmons College became Simmons University in 1925. In 1934, after a substantial gift by Mr. and Mrs. John G. Hardin, the name was changed to Hardin-Simmons University. In 1941 the university accepted the control of the Baptist General Convention. It is known as "The University of the West."

Presidents of Hardin-Simmons have been: W. C. Friley, 1892-94; George O. Thatcher, 1894-1901; J. C. Hairfield, 1901-2; O. H. Cooper, 1902-9; J. D. Sandefer, 1909-40; W. R. White, 1940-43; Rupert N. Richardson, 1943-52; and Evan Allard Reiff, since 1952.

Before coming to Simmons College in 1909, Dr. Sandefer was president of John Tarlton College, Stephenville, Texas. "For thirty-one years, Dr. Sandefer planned, dreamed, labored, wrought, and sacrificed to build a great university in the West."

In 1908-9 the enrollment was 326. In 1952-53 the university had ninety-four faculty members, 1,600 students, and a plant value of \$2,750,000. From a single \$13,000 building in the beginning, the plant in 1951 consisted of forty-four other units. Hardin-Simmons University and Hendrick Memorial Hospital School of Nursing affiliate for the training of nurses.¹¹

Hardin-Simmons is a member of the Association of Texas Colleges, the Southern Association of Colleges and Secondary Schools, and the Association of American Colleges.

Decatur Baptist College, 1892. Northwest Texas Baptist College at Decatur opened in September, 1892. Its plant consisted of a stone three-story building and a frame dormitory. A. J. Emerson, its first president, served four years. Financial difficulties forced the closing of the college, and the creditors

¹¹*Catalogue of Hardin-Simmons University, 1953-54.*

bought the property at public auction. In 1897 it was sold to the Baptist General Convention of Texas. The name of the college was changed to Decatur Baptist College, and the school opened in September, 1898. B. F. Giles served as president for two years.

J. L. Ward, pastor of the Decatur Baptist Church, served as president from 1900 to 1907. Dr. Ward was called back to Decatur Baptist College in 1914 and was serving his thirty-sixth successive year in 1950. In the interim J. B. Tidwell served from 1907 to 1909 and W. C. Carver, from 1909 to 1914. E. Otis Strickland was elected president in 1950. In 1952-53 the college had a faculty of twelve members, and an enrollment of 157 students.

In 1947 the endowment had reached \$141,000, and the plant value was \$203,391. In 1952 the plant value was \$625,846.

Based upon the findings of Dr. Eby, the college claims to be the "oldest genuine junior college in the world." It is accredited by the American Association of Junior Colleges, the Association of Texas Colleges, the Texas Junior College Association, and the Texas Education Agency.¹²

Jacksonville Baptist College, 1899. Jacksonville Baptist College began its first session in September, 1899, as a senior college with an enrollment of eighty-two. The college operated as a junior college from 1919 to 1939, and it was accredited by the State Department of Education during the period 1923-39. It has operated as a senior college since 1939.¹³

In 1952-53 the college had a faculty of twenty-one members, an enrollment of 157, and a plant value of \$100,000. Gerald D. Kellar was president.

¹²*Catalogue of Decatur Baptist College, 1954-55.*

¹³*Catalogue of Jacksonville Baptist College, 1941-42, 1951-52.*

Southwestern Baptist Theological Seminary, 1901. A theological department, established in Baylor University at Waco in 1901, with B. H. Carroll as dean, was expanded into Baylor Theological Seminary in 1905. In 1909 the seminary was moved to Fort Worth, where it occupied the new building and campus provided by the citizens of Fort Worth. Its name was changed from Baylor Theological Seminary to Southwestern Baptist Theological Seminary.

L. R. Scarborough was chosen president in 1915 and continued his service until 1942. E. D. Head was president from 1942 to 1952. He was succeeded by J. Howard Williams. The attendance from 1908 to 1937 included 2,478 preachers, 657 laymen, and 2,853 women.

The thirty-acre campus, part of the original hundred-acre donation, is almost square. "It was laid off by a landscape architect, the place for each proposed building, as well as driveways, lawns, and so forth, being laid off from the beginning."¹⁴ Fort Worth Hall, on the northwestern corner, takes care of the administrative offices; George E. Cowden Hall, on the northeastern corner, houses the chapel and School of Sacred Music; Scarborough-Truett-Fleming Building is in the center of the campus; and the Religious Education Building occupies the southwestern corner of the campus. The school maintains a Missionary Museum and an Archaeological Museum.

In 1952-53 the seminary had a faculty of forty-two members, an enrollment of 1,762 students, and a plant value of \$4,432,322.

San Marcos Baptist Academy, 1907. The Southwest Texas Baptist Conference founded the San Marcos Baptist Academy in 1907. Later, the Baptist General Convention assumed control, and J. M. Carroll was chosen president. In

¹⁴L. R. Scarborough, *A Modern School of the Prophets, A History of the Southwestern Baptist Theological Seminary*, Broadman Press, Nashville, 1939, pp. 76-82, 203.

a three-year campaign Carroll raised funds for the construction of Carroll Hall, at a cost of \$110,000, and Talbot Hall, at a cost of \$30,000.

The San Marcos Baptist Academy opened on September 24, 1908, under President J. M. Carroll and enrolled two hundred students the first year. Professor T. G. Harris, first president of Southwest Texas State Teachers College at San Marcos, succeeded Carroll in 1911. President Harris added prestige to the school. J. V. Brown was president of the Academy from 1916 to 1927. President Brown organized the junior academy division for younger children whose parents sought a boarding school for children. The administration of President R. M. Cavness improved the plant, promoted efficiency of instruction, and raised academic standards.

R. B. Reed, superintendent of Alamo Heights public schools, was chosen president in 1947. Fully accredited work, small classes, supervised study, and individual help are advantages offered grades one through twelve. The academy is Christian, coeducational, and democratic. It has a military program with definite objectives.

The modern, well-equipped plant of the San Marcos Baptist Academy serves adequately the needs and wants of both the cadets and girls. The plant includes Alexander Hall for junior boys, Talbot Hall for senior boys, Carroll Hall for girls, Lattimore Hall, Kokernot Gymnasium, the Infirmary, six other buildings, and a 210-acre farm outside the city. Alexander Hall, the new \$225,000 dormitory, was dedicated on September 15, 1949.

In 1952-53, the academy had a faculty of thirty-six teachers, an enrollment of 406 students, and a plant value of \$1,400,000. It is affiliated with the Texas Education Agency, the Southern Association of Colleges and Secondary Schools, and the Southern Association of Independent Schools.

Wayland Baptist College, 1909. Located at Plainview, this college was named for J. H. Wayland, who donated thirty acres of land for the location and contributed \$100,000 for buildings and improvements. I. E. Gates managed the advertising campaign for funds for the building program and was the first president. The college opened on September 27, 1910, sixty-two students enrolling during the first session.

In 1940-41 Wayland Baptist College enrolled 241 students, fifty-eight of whom were ministerial. In 1952-53 the college reported a faculty of thirty-four members, an enrollment of 508 students, and a plant value of \$1,599,605.

President Gates served from 1910 to 1916. G. W. McDonald was president from 1923 to 1947; J. W. Marshall served from 1947 to 1953; and A. Hope Owen was chosen president in 1953.

The college was accredited by the Texas Junior College Association in 1913 and by the American Association of Junior Colleges in 1926. Approved by the Executive Board of the Texas Baptist Convention for a four-year college in 1947, it was recognized by the Association of Texas Colleges and the Texas State Department of Education.¹⁵

East Texas Baptist College, 1917. Marshall University, in Marshall, chartered by the Republic of Texas in 1842, was given four leagues of land for building and equipment. Marshall Masonic Female Institute was chartered in 1850. In 1859 Marshall had six academies and colleges, but Marshall University was the leading institution of higher learning in its area.

The College of Marshall was chartered in 1914. The trustees bought the Van Zandt homestead, a tract of one hundred acres, for \$25,000. Fifty acres of the property were converted into city lots sold for \$60,000; the remaining fifty

¹⁵*Catalogue of Wayland College, 1952-53.*

acres, now known as Van Zandt Hill, became the college campus.

Thurman C. Gardner was elected president during the construction of these buildings. The board of trustees changed the name of the school from the College of Marshall to East Texas Baptist College. The long term of the college opened on September 18, 1917.

In September, 1944, the college became a four-year institution. It is accredited by the Association of Texas Colleges. A \$500,000, five-year building program was launched in May, 1946.

In 1952-53 the college had a faculty of thirty-six, an enrollment of 597, and a plant value of \$2,351,505. F. S. Groner, president from 1928 to 1942, was president emeritus. H. D. Bruce was elected president in 1942.¹⁶

The University of Corpus Christi, 1946. The endorsement of the Arts and Technological College at Chase Field, a deactivated Navy training school in Beeville, by the General Baptist Convention of Texas, in December, 1946, was the first official sponsorship of a college in the southern half of Texas by Texas Baptists. Since the removal of Baylor University to Waco in 1882 and Baylor Female College to Belton in 1886, South Texas Baptists had not been satisfied without a college in their region.

In June, 1947, it became apparent that it would not be feasible to use Chase Field at Beeville. By invitation of Corpus Christi, the Arts and Technological College was moved to Corpus Christi, opened in temporary quarters on September 15, 1947, and was transferred to Ward Island, its new site, in December, 1947. The board of trustees, on October 7, 1947, changed the name of the college to the University of Corpus Christi. There are sixty-five buildings on the site of 233 acres; the "teaching compound" includes

¹⁶*Catalogue of East Texas Baptist College, 1952-53.*

fifteen buildings, sufficient accommodations for 3,000 students.¹⁷

The University of Corpus Christi, an associate member of the Association of Texas Colleges, enrolled 486 students in 1948-49. It had a faculty of thirty-three members, 314 students, and a plant value of \$885,746 in 1952-53.

Reverend E. S. Hutcherson was president in 1947-48. R. M. Cavness, former president of San Marcos Baptist Academy, served as president from 1948 to 1951. W. A. Miller of Odessa was elected president in March, 1952.¹⁸

Concrete College, 1865-80. J. V. E. Covey founded Concrete College in 1865, at Concrete, DeWitt County, a few miles from Cuero. Covey, a native of New York and a graduate of Madison (Colgate) College in 1845, was the head of Franklin College, a Masonic school at Palestine, from 1845 to 1856. For a few years he was president of Alma Institute in Lavaca County. Woodlief Thomas, son-in-law of Covey, and a graduate of Union College, was Covey's associate for sixteen years.

The plant consisted of the regular college building, "Covey College," a girl's dormitory at one corner of the campus, and a boys' dormitory at the opposite corner. Coeducation was made meaningful in offerings of subjects interesting to both sexes. Courses in business administration were given, and practical contacts were made with the businessmen of the near-by towns. Classification of students on the basis of ability and merit was attempted.¹⁹

Covey and Thomas made the influence of the college felt. Of 253 students enrolled in 1873, one hundred were boarding students. In 1880, when the railroad missed Concrete by several miles, Covey's school closed. Covey opened Mc-

¹⁷*Catalogue of the University of Corpus Christi*, 1952-53.

¹⁸*Ibid.*, p. 7.

¹⁹T. H. Leslie, "History of Lavaca County Schools," unpublished Master's thesis, The University of Texas, 1935.

Mullen College at Tilden in 1881, but competition with public schools made its continuance impracticable.²⁰

Fairfield Female College and Fairfield Male Academy, 1860-89. In 1860 a charter was granted Fairfield Female College and Fairfield Male Academy in Fairfield. The Fairfield Female College building, an aristocratic old building with white pillars and verandas and quaint little rooms, was erected in 1858.²¹

The school opened in 1859 with an enrollment of more than one hundred students. Girls came from all over the state to attend the college. Professor Henry L. Graves, an early president of Baylor University at Independence, was president.²²

The Baptist State Convention gave Fairfield Female College an endorsement. The college operated until 1889.

Other Baptist Institutions

Tyler University, 1854-(?). About 1852 G. G. Baggerly, becoming pastor at Tyler, led in the establishment of Tyler University. The university was first chartered in 1854. The destruction of the main building of the male department by a fire in 1857 caused a decline in attendance. The Civil War called the boys into the Confederate army. The female department prospered during the Civil War but did not survive the hardships of reconstruction.

Mound Prairie Institute, 1854-60. Located eight and one-half miles east of Palestine, Mound Prairie Institute was chartered in 1854 and opened in 1855. J. R. Malone, its founder, provided dormitories on the Thomas Jefferson plan, two students to the room. In 1857 women were admitted. Al-

²⁰Edward L. Wildman, "Concrete College and Its Founder," unpublished Master's thesis, Southwest Texas State Teachers College, 1944.

²¹The *Houston Chronicle*, September 28, 1930, pp. 1, 8.

²²P. D. Brown, "Fairfield Female College," unpublished Master's thesis, The University of Texas, 1939.

though the school reached an enrollment of one hundred in 1859, it closed in 1860.

Cold Springs Female College, 1854-61. During the brief life of this school in Cold Springs, it was under the supervision of D. W. Steele and his successor, B. T. Fore.

Pennington College, 1866-82. Located at Pennington, the college opened in 1866 with approximately fifty students. Enrollment increased to more than one hundred by 1873. Thereafter the enrollment decreased until 1882, when the property of the school was transferred to the public schools from the Neches River Baptist Association. Presidents of the college from 1871 were: Professor Patton, 1871-72; D. W. Steele, 1872; J. S. Woodward, 1872-79; and B. Beauchamp, 1879-82.

Ladonia Male and Female Institute, 1860-75. Founded in 1860 in Ladonia, the institute had A. G. Moffett as its first principal. J. C. Averett was principal in 1861. In 1863, the school was moved to Sandy Creek; it soon closed, lacking adequate enrollment. W. B. Featherstone reopened the school in 1867 but in 1868 returned it to Ladonia. The institute closed in 1875.

Rusk Baptist College, 1920-28. This college, opened at Rusk in 1920, operated eight years to the end of the 1927-28 school year.

Burleson College, 1895-1930. The college opened in Greenville in 1895 with S. J. Anderson as president. In 1899 J. B. Johnson reorganized it as a junior college. In 1919 the college had four buildings, twenty-one teachers, and 447 students. It closed in December, 1930.

Goodnight Academy, 1898-1910. Charles Goodnight founded this school at Goodnight in 1898, later donating it to the Baptists of Texas. Marshall McIlhaney was the first president; he was followed by C. H. Webb in 1904 and J. P. Reynolds in 1906. The academy closed in 1910 because of poor financial support.

Methodist Institutions of Higher Learning

The *Texas Methodist Centennial Yearbook* of 1936 contains an article, "One Hundred Years of Methodist Education," by President Charles C. Selecman, of Southern Methodist University, in which twenty-four extinct Methodist institutions are listed. The traditions and records of a number of these colleges have been conserved in the development of the living Methodist institutions of higher learning.

The Joint Commission on Methodist Educational Work in Texas, created by the five annual conferences of the Methodist Church in Texas in 1933, adopted a constitution and by-laws for the Southwestern System of Colleges at a meeting on September 4, 1934. The Joint Commission required all colleges in the system, as soon as practicable, to meet the standards of the accrediting agencies; ordered McMurry College, Lon Morris College, Wesley College, Weatherford College, Texas Woman's College, Westmoorland College, and Southwestern University to reduce their total indebtedness; and advised Southwestern University and Southern Methodist University to co-ordinate the work of the Bible Chairs.²³

The commission limited the authority of a college in the system to purchase additional property, or to incur indebtedness, or to inaugurate campaigns for funds, or to change its rank in the system, or to inaugurate new departments. The commission also has authority to elect a chancellor to correlate the work of the units in the system.

Southwestern University, 1840. The history of Southwestern University begins with the establishment of Ruterville College in 1840, but consideration will first be given to Soule University.

Soule University, operating during the years 1855-88, was

²³*Texas Methodist Centennial Yearbook*, Olin W. Nail, Editor and Publisher, Elgin, 1934, pp. 174-79.

located at Chappell Hill, to meet the needs of Methodists in a thickly settled area. McKenzie College was at Clarksville, in Northeast Texas; Ruttersville had failed; and Wesleyan College, at San Augustine, had ceased to exist. A convention of delegates from the Texas Conference assembled at Chappell Hill in 1855 and inaugurated Soule University.

"At the breaking out of the Civil War, Soule University was the best endowed, best manned, and most liberally patronized institution of higher grade in Texas," says H. S. Thrall. At the close of the war, Soule University had defaced, dilapidated buildings, without furniture, apparatus, assets, endowment, library, faculty, or students. The opening of the university in 1865 was promising, but yellow fever in the fall of 1866 closed it temporarily.

Elected to the presidency of Soule University, Francis Asbury Mood, pastor of Trinity Church, Charleston, South Carolina, moved with his family to Texas in November, 1868. The enrollment in January, 1869, was twenty-six; the enrollment of September, 1869, included twelve students. Report of yellow fever at Hempstead, seven miles away, closed the school. In 1888 the school was discontinued, the buildings reverting to Chappell Hill.

The Handbook of Texas lists the following presidents serving Soule University: J. M. Follansbee, 1856; William Halsey, 1856-60; G. W. Carter, 1860-61; William Halsey, 1861-64; J. M. Follansbee, 1864-68; Francis Asbury Mood, 1868-72; J. W. Neely, 1872-76; J. C. Miller, 1876-78; T. B. Stone, 1879-82; E. D. Pitts, 1882-85; and J. W. Neely, 1885-88.

This tragic situation of recurrent fever epidemics stimulated Dr. Mood to project a central institution, located outside the fever belt. The five Methodist conferences adopted the Mood program for a central institution under the joint control of the conferences. The location of the new institution (Texas University) at Georgetown was settled in 1873,

the name being changed from Texas University to Southwestern University in 1875.²⁴

Dr. Mood was chosen the first president of the central institution and was given the title of regent.

The school opened on October 6, 1873, with a faculty of three professors and with thirty-three students. Dr. Mood served as regent for eleven years, 1873-84. Presidents succeeding Dr. Mood were: John Howell McLean, 1884-85 and 1889-98; John W. Heidt, 1885-89; R. S. Hyer, 1898-1911; C. M. Bishop, 1911-22; P. W. Horn, 1922-24; J. S. Barcus, 1924-29; King Vivion, 1929-36; J. W. Bergin, 1936-42; J. N. R. Score, 1942-50; and W. C. Finch, since 1950.

Southwestern University operated as a merger of associated colleges for a number of years, three junior colleges and one senior college: Blinn Memorial College, Brenham, 1932-34; Westminster College, Tehuacana, 1942-50; Weatherford College, Weatherford, 1943-49; and Daniel Baker College, Brownwood, 1946-50.

In 1951 the Southwestern University plant included seventeen buildings; outstanding among them are Cody Memorial Library, erected in 1939; Lois Perkins Chapel, dedicated in 1950; Home Economics Hall, erected in 1944-45; and the Fondren Science Hall, completed in 1953-54. Several other buildings are in prospect for immediate construction.²⁵ The plant value in 1954 was \$3,500,000.

Southwestern University had a faculty of forty-nine members and an enrollment of 424 students in 1952-53. It is a member of the Association of Texas Colleges, the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, and the American Council on Education.

²⁴C. C. Cody, *The Life and Labors of Francis Asbury Mood*, F. H. Revell, Chicago, 1886, pp. 291-94.

²⁵*Catalogue of Southwestern University*, 1954-55.

“The right to confer degrees granted in the charters of Rutgersville College, Wesleyan College, McKenzie College, and Soule University was transferred to Southwestern and perpetuated in its charter, and the graduates of these institutions were granted all the privileges and honors enjoyed by other graduates of Southwestern University.” On the seal of Southwestern University appear the names of Rutgersville College, McKenzie College, Wesleyan College, and Soule University.

Rutgersville College, 1840-56. Dr. Martin Ruter, “Apostle of Methodism in Texas,” was the first to take steps toward founding a denominational college in Texas. He was an accomplished linguist and an author of note. Resigning the presidency of Allegheny College, Meadville, Pennsylvania, Dr. Ruter discussed plans for higher education with leading citizens of Texas. He died in Washington, Texas, in 1838, at fifty-three years of age. He is buried in the Navasota cemetery, where, in 1901, a memorial shaft of Vermont granite was dedicated to him.

Rutgersville, four miles from La Grange and named for Dr. Ruter, was laid out in 1838. Rutgersville College, the first Protestant and the first Methodist college in Texas, opened in January, 1840. Chauncey Richardson, the first president and a native of Vermont, had been educated in Wesleyan University, Connecticut. He was president of Rutgersville College for six years. The charter of Rutgersville College, issued in 1840 by the Republic of Texas, contained a grant of four leagues of land for institutional purposes; Rutgersville donated seventy-six acres for the college site and the female department.

Rutgersville College was the first Texas college to publish a catalogue. Its collegiate department conferred the Bachelor's degree. The college had a faculty of five members, including President Chauncey Richardson and H. S. Thrall, the latter well known for his contributions to the history of

Texas. In 1841 the college enrollment was one hundred students.²⁶ More than eight hundred students were educated at Rutersville College.

In 1856 Rutersville College was changed to a private school, Texas Monumental and Military Institute.

McKenzie College, 1841-68. McKenzie College was founded near Clarksville by John Witherspoon Pettigrew McKenzie, an itinerant Methodist preacher.

A native of North Carolina, McKenzie was graduated from the University of Georgia with honors. An incident of his student days at the university throws light on his character. When President Waddell and the faculty had failed to curb a rebellion of thirty students, McKenzie asked the president to give him a chance to settle it. "I clothe you with powers plenipotentiary," said President Waddell to McKenzie. McKenzie won the students to his side and marched them into University Hall, where the spokesman for the rebels apologized for the group. "Old Master himself could not have done a better job than McKenzie," remarked a student, and thereafter McKenzie was known as "Old Master."

In 1836 McKenzie became a Methodist minister. In 1839 he settled at "Itinerant Retreat," four miles from Clarksville, Texas, and in 1841 opened his first school in a log house, with a student body of sixteen.

In a dozen years, the log cabin had given place to four large buildings with a capacity for three hundred boarding students, [the school] owned 900 acres of fertile land, and had become an outstanding college for a large area . . . in Texas and adjoining states. The management of the farm gave employment to students, enabling poor boys to work their way through school; McKenzie never turned away a poor boy.²⁷

²⁶Eby, *Source Materials*, pp. 189-95, 196-98, 378.

²⁷B. E. Masters, "A History of Education in Northeast Texas," unpublished Master's thesis, The University of Texas, 1929.

The regulations of McKenzie College enforced parental authority over students. Chapel attendance, prayer services, and Bible classes were compulsory.²⁸

The curriculum was a standard four-year course with a female department added. By 1854 the student body numbered three hundred. Sixty students were graduated from McKenzie College before the Civil War, the largest number from any college in Texas. In 1860 both B.A. and M.A. degrees were granted. McKenzie College closed in 1868.

Wesleyan College, 1844-47. This college was established at San Augustine to take care of Methodist interests in that sectarian locality. A three-story building was constructed, and Lester Janes was brought from Ohio to head the school.

The bitter sectarian animosity culminated in the assassination of President James Russell of the University of San Augustine, and his slayer was never brought to trial. Patronage gradually declined. The Wesleyan College board of trustees consolidated the college with the University of San Augustine, and the consolidated institution became the University of Eastern Texas. The Masonic Institute of San Augustine afforded the name and the way for the demise of Wesleyan College and the University of San Augustine.²⁹

Southern Methodist University, 1911. During a layover at the railway station in Round Rock, Texas, on the night of April 19, 1906, President H. A. Boaz, of Polytechnic College at Fort Worth, raised with President R. S. Hyer, of Southwestern University at Georgetown, the question of removal of Southwestern University from Georgetown to Fort Worth or Dallas, and of a joint meeting of the trustees of the two institutions.

In a conference with the secretary of the General Education Board at Little Rock, Arkansas, April, 1910, Dr. Hyer

²⁸Eby, *Source Materials*, pp. 391-93.

²⁹B. W. Martin, "Early Educational Institutions in Texas," unpublished Master's thesis, The University of Texas, 1924.

was convinced by the secretary of the board that Dallas represented a splendid unoccupied area for a great university in the Southwest. The small town is not a desirable location for a university with schools of law, medicine, theology, and the like. The fight to remove Southwestern University from Georgetown to Dallas or Fort Worth failed by a vote of twenty-one trustees of the university against removal and thirteen for removal.

In the fall of 1910 the five annual conferences of the Methodist Church appointed an Educational Commission which located Southern Methodist University in Dallas, after competitive biddings of sites and sums of money from Dallas and Fort Worth. These conferences in the fall of 1911 confirmed the work of the commission in the location of the university in Dallas. Southern Methodist University was made the connectional institution for all conferences west of the Mississippi by the subsequent approval of the General Conference of 1914.³⁰ The immediate control of the university was vested in a board of trustees chosen by the Annual Conference in Texas, Oklahoma, Louisiana, Missouri, Arkansas, and New Mexico, and by the General Conference.

The first session of Southern Methodist University began on September 22, 1915, with an enrollment of 706 students. The buildings at that time consisted of Dallas Hall, Atkins Hall for women, three small dormitories for men, a small wooden workshop, and a temporary building for the heating plant. In the five years ending in 1951, twenty-six major permanent buildings of Georgian design costing more than nine and a quarter millions were added to the campus.³¹ In 1952 the plant value was \$18,586,160. The university in 1952-53 reported a faculty of 292 members and an enroll-

³⁰W. R. Glick, "H. A. Boaz," unpublished Doctor's dissertation, The University of Texas, 1949.

³¹*Bulletin of Southern Methodist University*, 1953-54, p. 106.

ment of 4,697 students. The Joseph Wylie Fincher Memorial Building was added in 1954 at a cost of \$1,500,000.

Presidents serving Southern Methodist University have been: R. S. Hyer, 1911-20; H. A. Boaz, 1920-22; James Kilgore (acting) 1922-23; Charles C. Selecman, 1923-38; E. B. Hawk (acting), 1938-39; Umphrey Lee, 1939-54; and Willis Tate, since Dr. Lee's resignation.

Southern Methodist University is accredited by the University Senate of the Methodist Church, the Southern Association of Colleges and Secondary Schools, the Association of American Universities, the Association of Texas Colleges, and the Southern University Conference.

Texas Wesleyan College, 1891. A committee of the Northwest Texas Conference of the Methodist Church, with plenary power, established Polytechnic College in Fort Worth in 1891. Prominent citizens of Fort Worth donated land worth more than \$300,000 for the college.³² The name Polytechnic promised "instruction in all the arts and sciences."

Polytechnic College opened September 14, 1891, with a faculty of eleven members and enrolled 173 students during the first year. J. W. Adkinson, W. F. Lloyd, R. B. McSwain, and G. J. Nunn served successively as president until 1902. H. A. Boaz was president from 1902 to 1914.³³

The Educational Commission which had located Southern Methodist University in Dallas in April, 1911, also converted Polytechnic College into the Texas Woman's College of the Methodist Church. In 1934 the Methodist Conference created an Educational Commission with power to make the Texas Woman's College a coeducational institution. When this commission approved the change, in February,

³²Macum Phelan, *History of Methodism in Texas*, Vol. II, Mathis, Van Nort & Co., Dallas, 1937, pp. 320-21.

³³*Texas Wesleyan College Catalogue*, 1951-52, p. 4.

1935, the board of trustees selected Texas Wesleyan College for the name of the school.

Texas Wesleyan College Academy, of Austin, established primarily for young people of Swedish birth or descent, opened on January 9, 1912. Suitable buildings were located on the campus of twenty-one acres. Standard high school courses, including three years of Bible, were offered. Early presidents were O. E. Olander, F. L. Hagberg, and O. E. Linstrum. W. R. Glick was president of the Austin institution from 1929 to 1936, when a merger was effected with Texas Wesleyan College at Fort Worth.³⁴

Texas Wesleyan College has ten buildings for instructional and administrative purposes. Six residence halls provide living accommodations for students and faculty members. Wesleyan Courts consist of forty furnished apartments for the use of ex-servicemen and women. In 1952 the plant value was \$834,392.

The school had 920 students and 52 faculty members in 1952-53. Law Sone has been president since 1935.³⁵

The college is a member of the Southern Association of Colleges and Secondary Schools, the Association of Texas Colleges, the Association of American Colleges, the American Council on Education, the National Conference of Church-Related Colleges, and the Association of Schools and Colleges of the Methodist Church.

McMurry College, 1923. Stamford College opened in September, 1907, at Stamford, with Jerome Duncan as president, with a faculty of twelve instructors, and with two hundred fifty students. In 1918 the school closed when the administration building was destroyed by fire.

In 1920 the college was moved to Abilene and named McMurry College in honor of Bishop William Fletcher Mc-

³⁴*Texas Methodist Centennial Yearbook*, p. 81.

³⁵*Texas Wesleyan College Catalogue*, 1954-55, pp. 18-20.

Murry. There it opened in 1923, with James Winford Hunt as first president.

The college campus of more than fifty acres is located in a choice area of Abilene. From three buildings on an unimproved campus, McMurry had grown in 1950 to nineteen buildings and "Vets Village." On October 10-11, 1950, dedication ceremonies were held for Iris Graham Dining Hall, for Estes Cottage Colony, for the unveiling of Memorial Tablet Gold Star Dormitory, and for the formal opening of Radford Memorial Student Life Center. The "Greater McMurry Program" represented \$2,000,000 in buildings and equipment and \$2,500,000 in endowment. The plant value in 1952 was \$3,500,000.³⁶

For the year 1952-53 there were thirty-seven faculty members and 544 students.

McMurry presidents have been: J. W. Hunt, O. P. Clark, C. Q. Smith, Thomas W. Brabham, Frank L. Turner, and Harold G. Cooke. Dr. Cooke has been president since 1942.

The history of the college includes the lives of the colleges that form its background and are its immediate predecessors. Four colleges — Stamford College, Clarendon College, Seth Ward College (at Plainview), and Western College of Artesia, in New Mexico — are part of McMurry's background. In 1947 the Dallas Institute of Vocal and Dramatic Art was merged with McMurry College, adding a fifth institution and contributing a definite strength to the academic and fine arts facilities. McMurry is the custodian of the records of these colleges and has incorporated their ex-students and alumni into the Alumni and Ex-Students Association of McMurry College.

McMurry is accredited by the Southern Association of Colleges and Secondary Schools, the Association of Texas Colleges, and the Association of American Colleges.³⁷

³⁶*Catalogue of McMurry College, 1952-53, pp. 18-22.*

³⁷*Ibid.*, p. 18.

Clarendon College, 1898-1927. The Methodist Conference sponsored Clarendon College, at Clarendon, in 1898, with the Rev. J. W. Adkinson serving as president for the school year 1898-99. The Rev. G. S. Slover was president from 1907 to 1926. The highest enrollment figure — 340 — was reached in 1927.

A special commission of the Methodist Conference closed the college in 1927, and the City of Clarendon voted bonds to purchase the college plant for a municipal junior college.

Seth Ward College, 1911-16. The Central Plains College and Conservatory of Music of the Holiness Church sold its campus of fifty acres, near Plainview, together with three buildings, to the Methodist Church for a college in 1910. The Methodist Church opened Seth Ward College the next year. In 1916 two buildings were destroyed by fire, and the college was forced to close.

Belle Plain College, 1881-88. Located at Belle Plain, in Callahan County, six miles south of Baird, Belle Plain College was the first effort of West Texas Methodists to establish a college.

F. W. Chatfield, later superintendent of Abilene public schools, was president for the first two years. He was followed by J. T. L. Annis. I. N. Onins was president in 1887. The enrollment, which included public school pupils, was eighty-five for the first year. A splendid rock building was constructed for administration and housing.

When the Texas and Pacific Railroad by-passed Belle Plain, the town died. The severe drouths of 1885-87 entailed heavy losses to the cattlemen, and Belle Plain College could not survive such conditions.⁸⁸

Lon Morris College, 1873. Founded at Kilgore by the Rev. Isaac Alexander, this college was first known as Alexander Institute. In 1875 it came under the control of the Methodist Church. It was moved to Jacksonville in 1894. In honor

⁸⁸Phelan, *op. cit.*, pp. 217-19.

of a liberal gift for endowment by R. A. Morris, the name was changed from Alexander Institute to Lon Morris College in 1924.

The plant value of the college in 1952 was \$559,157. In 1953 there were eighteen faculty members and a student body of 214 in the regular session. C. E. Peeples was president.

Lon Morris is accredited by the Southern Association of Colleges and Secondary Schools, by the Association of Texas Colleges, and by the American Association of Junior Colleges.³⁹

Andrew Female College, 1852-79. Established at Huntsville in 1852 by the Methodist Church, this college was named for Bishop James Osgood Andrew. Eleven presidents served, the first being J. M. Follansbee. The college had the authority to confer degrees.

The establishment of Sam Houston Normal Institute at Huntsville made the continuance of Andrew Female College unnecessary, and the school property was conveyed to the City of Huntsville for public school purposes. A centennial marker on the grounds commemorates the educational service of this college for women.⁴⁰

Weatherford College, 1865-1949. First a Masonic Lodge school in 1865, this institution was renamed Cleveland College in 1884. Then, in 1889, Granbury College was moved to Weatherford and merged with Cleveland College. The combined institutions, chartered as Weatherford College, opened at Weatherford in 1889. D. S. Switzer was president of the college for a number of years. In 1913 Weatherford College became the property of the Central Texas Conference of the Methodist Episcopal Church. It was a standard junior college in 1921. Weatherford College operated as a

³⁹*Catalogue of Lon Morris College, 1952-53*, p. 9.

⁴⁰B. O. Smith, "Andrew Female College," unpublished Master's thesis, The University of Texas, 1930, pp. 91-92.

junior college branch of Southwestern University from 1944 to 1949, when it became Parker County Junior College.

Coronal Institute, 1868-1918. Founded in San Marcos in 1868 by O. N. Hollingsworth, Coronal Institute was a pioneer private institution of learning in the Southwest Texas area. Its main building was a two-story structure, with classrooms and living accommodations on the second floor and the auditorium on the first floor. Barracks were provided for the boys in a separate building. The first catalogue of Coronal Institute, published in 1869, shows a regular preparatory school of its day and a collegiate school. Coronal Institute aspired to confer the degrees of Bachelor of Arts, Bachelor of Law, and Master of Arts.

In 1871 Hollingsworth sold the plant to R. H. Belvin. Hollingsworth was a member of the legislature in 1873. In November, 1873, he was elected state superintendent of public instruction on the ticket with Richard Coke and served with governors Coke, Hubbard, and Roberts.

R. H. Belvin, Hollingsworth's successor, was a well-known Methodist preacher and a teacher of culture and ability. Belvin sold Coronal Institute to the Methodist Church in 1876. During more than forty years under the Methodist Church, Coronal Institute awarded 450 diplomas, twenty-six diplomas in 1913 being awarded the largest class.

Presidents from 1887 were: A. A. Thomas, a graduate of Coronal Institute, 1887-1901; John E. Pritchett, 1883-85 and 1901-3; and Sterling Fisher, a graduate of Coronal, 1903-16. The college closed in 1918; the grounds, including the buildings, were sold to the city schools of San Marcos.⁴¹

Centenary College, 1884-97. Located at Lampasas, Centenary College was founded in 1884. Marshall McIlhany was the first president. The catalogue of 1888-89 shows a

⁴¹Roland Miller, "A History of Coronal Institute," unpublished Master's thesis, Southwest Texas State Teachers College, 1940.

faculty of five members and an enrollment of 180 students. The school closed in 1897, and the college building was razed in 1936.⁴²

Cherokee Junior College, 1896-1921. Under the name of West Texas Normal and Business College, this school was organized in 1895 by Professor F. M. Behrns. It opened in 1896 in Cherokee and was chartered in 1898.

In proportion to census population, San Saba county was rated the wealthiest county in Texas, and much of this wealth was in the ranch homes, ranch lands, improvements, and fine cattle of the Cherokee vicinity.⁴³ It promised much as the location of a college.

After 1903 the college properties passed first into the control of the Church of Christ, and in 1911 they were sold to the District Conference of the Methodist Episcopal Church, South. Under the name of Cherokee Junior College, the school operated until 1921. In that year it closed, and the plant was sold to the public schools.

University of San Antonio, 1894-1942. Through the influence of George W. Brackenridge, a charter was secured in 1888 for the University of San Antonio to be operated by the Methodist Church. However, no action followed at that time. On a tract of land donated to the Methodist Church by the West End Town Company for the location of a college for women, J. E. Harrison opened San Antonio Female College in 1894. The name of the college was changed to Westmoorland College in 1918. In order to conform to the charter of 1888, the name was again changed to the University of San Antonio.⁴⁴ When the Presbyterian Church voted to remove Trinity University from Waxahachie to San Antonio in 1942, the University of San Antonio was

⁴²Phelan, *op. cit.*, p. 235.

⁴³Alma Ward Hamrick, *The Call of the San Saba*, The Naylor Co., San Antonio, 1941, pp. 224, 245.

⁴⁴*Texas Methodist Centennial Yearbook*, p. 68.

transferred without restriction to the Board of Trustees of Trinity University.⁴⁵

Wesley College, 1905-38. From 1905, the year of its founding at Terrell, until 1909, Wesley College was known as North Texas University School. In 1912 the college moved to Greenville, where it had secured the twenty-five-acre campus and the seventy-five-acre demonstration farm of the former Texas Holiness University.

Joseph J. Morgan served as president from 1905 to 1912. He was succeeded by D. H. Ashton. George B. Jackson served from 1925 to 1934.⁴⁶

Because of lack of support, the school closed in 1938, and all records and credits were turned over to Southern Methodist University.

Kidd-Key College, 1878-1935. This girls' school at Sherman grew out of North Texas Female College, acquired by the Methodist Church in 1875, and Kidd-Key Conservatory of Music, organized after Mrs. L. A. Kidd became president of the former school in 1888. Widely popular, the school had a plant value in 1900 of \$75,000.

The college enjoyed high standing in the cultural subjects and in the fine arts. In 1905 Mary Nash College became a part of the Kidd-Key plant. In 1919 the name was changed to Kidd-Key College. The Methodist Church withdrew its support in 1933, and the college closed in 1935.

Fort Worth University, 1881-1911. Fort Worth University opened at Fort Worth on September 7, 1881, as Texas Wesleyan College. An amended charter of 1889 changed the name to Fort Worth University. It was under the control of the Northern Methodist Church.

In 1897 the university enrolled 860 students and had a faculty of fifty members. It graduated about 120 from 1887

⁴⁵*Catalogue of Trinity University, 1951-52, p. 26.*

⁴⁶*Texas Methodist Centennial Yearbook, pp. 65, 213.*

⁴⁷Phelan, *op. cit.*, Vol. II, pp. 164-65.

to 1900. In the attempt to open a school of law, a school of medicine, and graduate work in academic fields — a program beyond its financial ability — Fort Worth University brought itself to a close.⁴⁸ In 1911 it became a part of the Methodist Episcopal University at Oklahoma City.

Meridian Junior College, 1909-27. Under the name of Meridian Training School, Meridian College opened its first session in 1909. In 1920 the Central Texas Methodist Conference took over from several district conferences the control of the school, and it was called Meridian College. The college was classified by the Association of Texas Colleges and by the State Department of Education as an "A-plus Junior College." It was closed in 1927, and its buildings are part of the public school plant at Meridian.

Holding Institute, 1880. The institute was founded at Laredo by the Methodist Church in 1880, on a site overlooking the Rio Grande south of Ft. McIntosh. During the administration of Miss Nannie Emory Holding, from 1883 to 1913, the institute enlarged its plant to include a campus of twenty-six acres and seven buildings. The institute was founded for the education of Mexican children; of the more than 11,000 students who have attended the school, more than 35 per cent have been from Mexico. In 1952-53 the institute had a faculty of twenty-four members and an enrollment of three hundred students. Anton Deschner was president.

Presbyterian Colleges

Austin College, 1849. Founded in 1849 by the Presbytery of Brazos at Huntsville, Austin College was chartered in 1849. Dr. Daniel Baker, in six tours of the eastern states, secured nearly \$100,000 for its support. The college from 1849 to 1871 did not close its doors. Austin College was

⁴⁸Fort Worth *Star-Telegram*, Centennial Edition, October 30, 1949.

moved from Huntsville to Sherman in 1876.⁴⁹ There the first building was completed in 1878. In that year sixty-three students were enrolled.

The old Austin College building was given to Huntsville and was transferred to the Sam Houston State College at the opening of the latter in 1879. In 1930 the Texas Synod of the Presbyterian Church ordered consolidation of its three senior colleges at Austin College. One of the colleges, Daniel Baker, at Brownwood, elected to continue its separate existence; the other, Texas Presbyterian College, at Milford, accepted consolidation.⁵⁰

Luckett Hall, Thompson Hall, the Young Men's Christian Association Hall, the Power House, and Sherman Hall were erected on the campus from 1907 to 1940; they are uniform in architecture. The Presbyterian Educational Fund, launched by the Texas Synod in October, 1946, secured total pledges of \$1,311,406. Of this amount, \$450,000 was allocated to Austin College. In addition, M. B. Hughey of Charlotte, Texas, donated \$1,000,000 to Austin College.⁵¹ A new administration building, Hughey Memorial Gymnasium, and the Alumni Memorial Student Union were among the buildings constructed from these funds. The plant value in 1952 was \$2,101,003. The tastefulness of ornamentation and the beautiful condition in which the campus is kept attract the attention of visitors.

The enrollment in the regular session of 1939-40 was 386. In 1952-53 there were forty-two faculty members and an enrollment of 475 students. Six of the twelve presidents have been: Samuel McKinney, 1850-53 and 1862-71; Daniel Baker, 1853-57; T. S. Clyce, 1900-1931; E. B. Tucker, 1931-43; W. B. Guerrant, 1943-53; and John D. Moseley, since

⁴⁹William Stuart Red, *A History of the Presbyterian Church in Texas*, The Steck Co., Austin, 1936, p. 253.

⁵⁰*Catalogue of Austin College*, 1953-55, pp. 12-13.

⁵¹*The Presbyterian Outlook*, September, 1949, 100th Anniversary, 1849-1949, p. 10.

1953. Austin College is accredited by the Texas Education Agency, the Association of Texas Colleges, and the Southern Association of Colleges and Secondary Schools and is a member of the American Council on Education.⁵²

Schreiner Institute, 1921. On December 13, 1917, Captain Charles A. Schreiner, of Kerrville, donated 140¼ acres of land and \$250,000 for the establishment of a junior college. By 1927, the year of his death, Captain Schreiner had increased his gift to Schreiner Institute to a total sum of \$548,400.⁵³

J. J. Delaney became president in 1922, and under his supervision a three-story brick administration building, a two-story brick dormitory, and a brick residence for the president were constructed. By 1952 Schreiner Institute had a plant value of \$2,101,003.

The school opened on September 17, 1923, and enrolled ninety-six students the first year. In the 1952-53 term there were 320 students and a faculty of twenty-nine members.

Three months' elementary ground school training a year from 1942 through 1944 prepared more than six hundred ROTC cadets for World War II service.

President Delaney retired in 1950 and was succeeded by Andrew Edington.

Schreiner Institute is fully accredited by the Association of Texas Colleges, the American Association of Junior Colleges, and the Southern Association of Colleges and Secondary Schools.⁵⁴

Schools for Mexicans. Miss Melinda Rankin raised funds for the establishment of the RIO GRANDE FEMALE SEMINARY, which opened in 1854, in Brownsville, under the control of the Presbyterian Church in Texas. The Rio Grande Female

⁵²*Catalogue of Austin College, 1954-55, p. 3.*

⁵³*Red, op. cit., p. 349.*

⁵⁴*Catalogue of Schreiner Institute, 1954-55, pp. 11-12.*

Seminary was an enterprise to improve the Mexicans in South Texas and Mexico.⁵⁵

In 1909 Mrs. Henrietta King, daughter of Hiram Chamberlain, gave 640 acres of land near Kingsville for the establishment of a school for Mexicans. The Kingsville Chamber of Commerce donated a smaller tract and bored an artesian well. Dr. J. W. Skinner opened the TEXAS-MEXICAN INDUSTRIAL INSTITUTE at Kingsville in 1912, under the sponsorship of the Texas-Mexican Presbytery. The school, which began the publication of the *Tex-Mex Reflector* in 1921, affords its students both training and a source of revenue. The boys work as they learn and earn most of their expense for the morning schooling by jobs in the shop, farm, and dairy in the afternoon.⁵⁶ The school is included in the state-wide educational program of the Presbyterian Church.

During the 1952-53 term there were 105 students and ten faculty members. The value of the plant in 1952 was \$316,314.

THE PRESBYTERIAN SCHOOL FOR MEXICAN GIRLS (PRES-MEX) was established at Taft in 1923. The school was made possible by a gift of two hundred acres of land by the Taft Ranch interests and by a gift of \$10,000 by the citizens of Taft. It opened on October 1, 1924, with one building. There were two teachers and nineteen pupils. This enrollment increased to forty-five the next year. In 1952-53 the enrollment was sixty-eight, and there were ten faculty members. The plant value was \$135,000. Miss Katherine Gray was the first superintendent.

The curriculum follows the course of study of the public schools of the state. There had been over one hundred graduates by 1945.⁵⁷

⁵⁵Red, *op. cit.*, pp. 328, 329.

⁵⁶*Ibid.*, pp. 331-32.

⁵⁷*Loc. cit.*

Aranama College, 1854-61. This Presbyterian college of senior rank, located at Goliad, was open to students of all denominations. The school was made possible by the gift of the old Aranama Mission, together with twenty-one acres of land, made by the town of Goliad. The main structure of the mission was a two-story building twenty-five by sixty feet, with walls four feet thick. The property was damaged during the Civil War and was completely destroyed by a storm in 1886.

W. C. Blair was the pioneer in the Aranama movement.⁵⁸

Live Oak Female Seminary, 1853-88. J. W. Miller, a Presbyterian minister, opened Live Oak Female Seminary at Gay Hill, Washington County, in 1853. Rebecca Stuart was principal from 1853 to 1875. The school closed in 1888.

The seminary counted among its prominent patrons the first three supreme court justices of Texas.⁵⁹

Stuart Seminary, 1875-99. Mrs. Rebecca Stuart Red, former principal of Live Oak Female Seminary, formally opened Stuart Seminary at Austin in January, 1876. By 1890 the school had facilities for forty pupils. The school was continued by members of the Red family until 1898, when the property was conveyed in a deed to the Austin School of Theology. In 1899 the property was conveyed to the Presbyterian Synod of Texas, which opened the Austin Presbyterian Theological Seminary.⁶⁰

Austin Presbyterian Theological Seminary, 1884. The Austin Presbyterian Theological Seminary, successor of the Austin School of Theology, formally opened in October, 1902, with T. R. Sampson as president.⁶¹ It is the only Presbyterian seminary in the Southwest between Mississippi and California and the only bilingual seminary in the Pres-

⁵⁸*Ibid.*, pp. 323-24.

⁵⁹Purcell, *op. cit.*, pp. 19-93.

⁶⁰*Ibid.*, pp. 101-77, 192-93.

⁶¹*Catalogue of Austin Presbyterian Theological Seminary*, 1950-51.

byterian Church. It is under the control of the synods of Texas, Arkansas, Oklahoma, and Louisiana.

The seminary has a campus of five acres in the heart of Austin. The plant consists of three buildings, five faculty homes, six student cottages, and a three-apartment house. The plant value in 1952 was \$702,935.

In 1952-53, the seminary had a faculty of thirteen members and an enrollment of 135 students. One hundred sixty-six of 350 ministers in the Synod of Texas and twenty-seven of fifty pastors in the Texas-Mexican Presbytery were trained in the Austin Presbyterian Theological Seminary.⁶²

Presidents have been: Dr. Sampson, Robert E. Vinson, Thomas W. Currie, Robert F. Gribble (acting), and David L. Stitt.

Texas Presbyterian College, 1902-29. In 1901 the board of trustees appointed by the Presbyterian Synod of Texas accepted ten acres of land and \$25,000 from the town of Milford for the establishment of a college for girls. Texas Presbyterian College opened in the Main Building on September 25, 1902, with Henry C. Evans as the first president. The enrollment for the first year was fifty-five students. By 1928 the college had buildings with an estimated valuation of \$210,000. The maximum enrollment was 226 in 1914-15.

In 1929 the Commission on Consolidation closed the college, returned certain endowments, transferred to Austin College certain equipment and memorial gifts to be known as "Henry C. Evans Memorial Library," and consolidated the college with Austin College at Sherman.⁶³

University of San Augustine, 1837-47. The first charter granted to a school by the Congress of the Republic of Texas was given to the University of San Augustine in 1837.

⁶²*Presbyterianism on the March in Texas*, Church Bulletin of the Synod of Texas, Von Boeckmann-Jones Co., Austin, 1947.

⁶³Red, *op. cit.*, pp. 274-84.

Presbyterian sponsorship started the university, and, in 1842, placed Marcus A. Montrose, a Presbyterian, in charge. He served from 1842 to 1845 and was succeeded by James Russell, who served from 1845 to 1847.

Sectarian rivalry between the University of San Augustine and another San Augustine School, Wesleyan College of the Methodist Church, brought both schools to an early close, the university closing in 1847.⁶⁴

Trinity University, 1869. Before 1866 the Cumberland Presbyterian Church had established three colleges in Texas. Chapel Hill College (also spelled Chappell Hill) was opened at Daingerfield in 1859; Ewing College, at La Grange, in 1852; and Larissa College, at Larissa, Cherokee County, in 1855. The Rev. F. L. Yoakum, of Larissa College (1859-66), collected equipment for science teaching, which included a telescope claimed to be the largest in the South and a mineralogical museum. Larissa College offered the strongest science work of all colleges in Texas in its time.⁶⁵

In 1866 the Brazos, Colorado, and Texas synods recommended that bids be taken for the location of a central institution for the entire Presbyterian Church. The locating committee accepted the offer of Tehuacana to donate a townsite of 130 acres on Tehuacana Hills and 1,500 acres of land on the prairie below. Since a trinity of synods had founded the three earlier Presbyterian colleges in Texas, the name Trinity was adopted.⁶⁶

Trinity University was located in Tehuacana from 1869 to 1902. It opened, with W. E. Beeson as president, in a two-story residence of eight large rooms. The Administration Building, begun in 1871, was completed in 1873.

⁶⁴*Ibid.*, pp. 219-23.

⁶⁵T. H. Campbell, *History of the Cumberland Presbyterian Church in Texas*, Centennial Volume, Cumberland Presbyterian Publishing House, Nashville, 1936, pp. 92-96.

⁶⁶*Catalogue of Trinity University*, 1954-55, p. 8.

Trinity was moved from Tehuacana to Waxahachie in 1902. In 1942 it was moved to San Antonio, when the University of San Antonio (Westmoorland College) donated its plant. All credits and degrees given by the University of San Antonio and its predecessors, San Antonio Female Academy and Westmoorland College, are acknowledged by Trinity University, and alumni of these schools are considered alumni of Trinity.⁶⁷

Under President Monroe G. Everett, Trinity University initiated a building program to assure a larger campus and adequate buildings. Trustees of the university chose a 107-acre tract adjacent to Alamo Stadium and overlooking the city and invested \$160,000 in the new campus site. Buildings completed in the program were: the classroom-administration building, costing \$321,196; George Storch Memorial Library, \$269,700; and a men's dormitory, \$203,142.

Trinity architects designed attractive, functional buildings, "accenting educational utility." Pioneering the Youtz-Slick Lift Slab method of construction, roof and upper-floor concrete slabs were poured on the ground slab, raised by hydraulic jacks, and welded into the proper place. Costly wooden forms were eliminated. The method meant economies of speed, labor, safety, and efficiency. The plant value of Trinity in 1952 was \$2,800,000. Landscape and site improvement have been given much attention.⁶⁸

Trinity University is accredited by the Texas Education Agency, the Association of American Colleges, the Association of Texas Colleges, and the Southern Association of Colleges and Secondary Schools.⁶⁹

Of twenty presidents in eighty-four years, seven have been: William E. Beeson, 1869-82; B. D. Cockrill, 1890-96;

⁶⁷*Loc. cit.*

⁶⁸*Ibid.*, pp. 9-12.

⁶⁹*Ibid.*, p. 12.

S. L. Hornbeak, 1908-20; John H. Burma, 1920-33; Frank L. Wear, 1937-42; Monroe G. Everett, 1942-50; and James W. Laurie, since 1951.

In 1952-53 Trinity had an enrollment of 1,271 students and a faculty of ninety-seven.

Buffalo Gap College, 1882-1902. Through the efforts of the Rev. A. J. Haynes and the Rev. Alpha Young, Buffalo Gap College was founded in 1882. An old-fashioned cornerstone-laying was observed for the building in 1883. The ground floor of the college had three recitation rooms, a hallway at the south entrance, and two small rooms which contained materials for the chemistry department.

The college was owned and controlled jointly by the Buffalo Gap and San Saba presbyteries of the Cumberland Presbyterian Church. A coeducational institution, it conferred the degrees of Bachelor of Arts and Bachelor of Science. J. N. Ellis was the first president, serving for two years. Other presidents were W. H. White, J. M. Wagstaff, and John Collier. In 1898 twelve graduates received the Bachelor's degree. The college was later transformed into the Buffalo Gap Public School.⁷⁰

Cumberland College, 1911-18. The Texas Synod of the Cumberland Presbyterian Church established Cumberland College at Leonard, Fannin County, in 1911, sixty-three pupils enrolling the first year. Leonard offered a three-story brick building and a two-story girls' dormitory, the estimated value being \$28,000. Deficits in annual maintenance followed. At a meeting of the synod in Dallas, the college was closed on January 8, 1918, and the property was sold to settle the indebtedness.⁷¹

⁷⁰Campbell, *op. cit.*, pp. 133-39.

⁷¹*Ibid.*, pp. 192-96.

Christian Schools

Texas Christian University, 1873. Calling it "A College of the Cattle Frontier," Colby D. Hall gives this estimate of old Add-Ran Christian University:

Add-Ran Christian University, later Texas Christian University, is one of the survivors of the period following closely upon the end of the Civil War. Its history is a part of the general pattern of its time.

All of the flavor of the school traditions of America went into it. All of the unique features of the range frontier belong to it. Moreover, it had, of its own, qualities that enabled it to endure and personalities that gave it the stamp of permanency. It is rich in traditions and sentiments; it is an epitome of the school life on the cattle frontier. It is a trail that will never again be traveled. It is the embodiment of education through an era that is gone.⁷²

"Old Man Thorp" had land certificates for nearly all the land in the Thorp Spring area. The never-failing Strouds Creek, a perennial spring of clear cold water, and a sulphur spring, according to the belief of Pleasant Thorp, could make a profitable health resort. He therefore constructed a commodious building for a school.

In a visit to Fort Worth in 1873, Thorp sold the Thorp property to Randolph Clark to establish a school at Thorp Spring. The Clark family had established a school in Fort Worth in 1869. "Texas Christian University was born in Fort Worth in the year 1869."⁷³

The school opened in September, 1873, with thirteen pupils and enrolled 117 the first year, nine counties being

⁷²Colby D. Hall, *A History of Texas Christian University*, Texas Christian University Press, Fort Worth, 1947, p. 26.

⁷³*Ibid.*, pp. 30-34.

represented. The enrollment for the tenth year was 435 students, with fifty-four counties represented.

In 1890 the name Add-Ran Christian University was adopted, and the property was taken over by the Christian churches of Texas. In 1895 Add-Ran Christian University was moved to Waco. The Waco Female College building, advertised as "one of the largest school buildings anywhere," and fifteen acres of land were offered to the school.

Losses and adversities incidental to transplanting in Waco brought Add-Ran the "Seven Lean Years, 1895 to 1902."⁷⁴ In 1902 the name "Texas Christian University" was adopted, and the department of arts and sciences was called "Add-Ran College of Arts and Sciences." The largest enrollment during the years 1903-10 was 470 students in 1905.

On March 22, 1910, the Main Building of Texas Christian University was destroyed by fire. The city of Fort Worth offered the university a campus of fifty acres, \$200,000 in money, and connections with city utilities and streetcars. The board of trustees accepted the offer. In September, 1910, the university opened temporarily in a series of two-story brick buildings on the corner of Weatherford and Commerce Streets. In September, 1911, it opened on the present campus, with Main Building and Jarvis Hall ready.

The same leader, the same family group, the same purposes and ideals, the same administration with which the school began in Fort Worth in 1869 remained in charge until some time after it had come to be recognized as a distinct and distinguished university. True, its name, Add-Ran, was new at Thorp Spring, but even that name came out of Fort Worth, and the child for whom the name was coined lies buried there. Moreover, Fort Worth became again its home after a lapse of only thirty-seven years.⁷⁵

⁷⁴*Ibid.*, pp. 85-86.

⁷⁵*Ibid.*, p. 30.

Mary Coutts Burnett Trust Fund, estimated at \$3,000,000, was received in 1923. In 1925 Mary Coutts Burnett Memorial Library was opened. In 1930 the new \$400,000 stadium was erected on the West Campus. In 1948, the year of the Jubilee Celebration of the seventy-fifth anniversary of the founding of Texas Christian University, announcement was made that the goal of \$5,000,000 in endowment had been achieved. The building program called for completion of seventeen buildings — including enlargements, rehabilitation, and beautification — by 1950, at a total cost of \$5,500,000.

The T. C. U. Fine Arts Festival, December 4-11, 1951, was the occasion for the dedication of the new \$1,500,000 Fine Arts Building and the Ed Landreth Auditorium, completed at the beginning of the school year 1949-50.

Texas Christian University is dedicated to the proposition that religion is indispensable in the education of citizens for a democracy and an essential element in any complete and constructive educational experience. The Religious Center Buildings, built at a cost of \$1,200,000, were dedicated May 9, 1954.

Enrollment at the university increased from 1,700 in 1939-40 to 3,771 in 1952-53. Accredited by the Association of Texas Colleges and the Southern Association of Colleges and Secondary Schools, it had a plant value of \$11,900,000 in 1952.

Presidents of Texas Christian University have been: Addison Clark, 1873-99; E. C. Snow (acting), 1899-1902; E. V. Zollars, 1902-6; Clinton Lockhart, 1906-11; Frederick D. Kershner, 1912-15; E. M. Waits, 1916-41; and M. E. Sadler, since 1941.

Carlton College, 1865-1913. Charles Carlton, a graduate of Bethany College, in West Virginia, founded Carlton College, at Kentuckytown, near Bonham, in 1865, and moved it to Bonham in 1867. It was the first college in Texas that

was recognized as a church school of the Christian Church. However, the school was not financed by the church, nor was it legally controlled by it. Addison and Randolph Clark were students in Carlton College.

After the death of Charles Carlton, the school quickly declined. In 1913 it combined with Carr-Burdette College in Sherman.⁷⁶

Carr-Burdette College, 1894-1929. Founded by Mrs. O. A. Carr in 1894, this college was a "typical seminary of the day, with emphasis on English literature, French conversation, the accomplishments, music and art, ladylike conduct, and the social graces."⁷⁷ Mrs. Carr died in 1908, and her husband, O. A. Carr, served as president until his death in 1913. Succeeding presidents were: J. F. Anderson, Cephas Shelburne, and W. P. King. In 1929 the college closed because of inadequate financial support.⁷⁸

Randolph College, 1899-1902. This college was started at Lancaster in 1899 by Randolph Clark and his son-in-law, R. F. Holloway. In two years, however, it became evident that the school had neither the students nor the money to justify its continuance.⁷⁹

Pan-Handle Christian College, 1902-11. First known as Hereford College and Industrial School, this institution opened in September, 1902, at Hereford, with Randolph Clark as president. In 1905 it was known as Pan-Handle Christian College, but from 1909-11 it was again called Hereford College. Successive presidents following Randolph Clark were C. Q. Barton, Elster M. Haile, and Douglas E. Shirley. The college closed in 1911 and became the property of the Hereford public schools.⁸⁰

⁷⁶*Ibid.*, pp. 316-17.

⁷⁷*Ibid.*, pp. 318-20.

⁷⁸*Ibid.*, p. 321.

⁷⁹*Loc. cit.*

⁸⁰Hall, *op. cit.*, pp. 322-23.

Add-Ran Jarvis College, 1897-1909. Randolph Clark and R. F. Holloway did not move with Add-Ran Christian University to Waco in 1895. In 1897 Randolph Clark opened Jarvis Institute (Jarvis College) at Thorp Spring. Add-Ran Jarvis College succeeded Jarvis College in 1904-5. The school closed in 1909, and its property was sold to the Church of Christ to establish Thorp Spring Christian College.⁸¹

Midland Christian College, 1909-21. The schools of Midland, the halfway town between Fort Worth and El Paso, were attended at this time by the children of wealthy ranchmen for hundreds of miles around. There was need for a college, and, to meet this need, Midland Christian College was established in 1909. The college consisted of one building, costing \$100,000.

R. L. Marquis, later president of North Texas State College, at Denton, served during 1909-10 as president. Presidents following Marquis were: Henry R. Garrett, 1911-13; Franklin G. Jones, 1913-17; and James T. McKissick, 1917-21.

The college closed in 1921, since the enrollment was insufficient to justify operating expenses.⁸²

Randolph College, 1922-37. The oil boom in Cisco stimulated the local Christian church there to open Cisco Christian College in the Britten Training School property in 1922. Midland Christian College sold its library and furniture to the college. R. F. Holloway became president of the school in 1924 and changed its name to Randolph College. Successive presidents were T. T. Roberts, Lee Clark, David F. Tyndall, and J. T. McKissick. The school closed in 1937.⁸³

Bay View College, 1894-1917. Thomas M. Clark, a member of the Clark family that founded Add-Ran College, bought property in Portland, overlooking Corpus Christi

⁸¹*Ibid.*, pp. 324-26.

⁸²*Ibid.*, pp. 325-26.

⁸³*Ibid.*, pp. 326-30.

Bay, and in 1894 established a private school for girls. Bay View College had all the "ideals and flavor of the Clark tradition." A storm destroyed the college plant, and the school closed in 1917.⁸⁴

Church of Christ Schools

Abilene Christian College, 1906. Chartered as Childers Classical Institute, Abilene Christian College opened in September, 1906. Four successive presidents, serving during the first six years, were: A. B. Barrett, H. C. Darden, R. L. Whiteside, and James F. Cox. Under Jesse P. Sewell, who became the fifth president in 1912, the college was accredited as a junior college in 1916 and as a senior college in 1920.

In September, 1929, Abilene Christian College moved to the new campus of thirty-four acres on a hill overlooking Abilene from the northeast. The campus was enlarged to fifty acres, and a nine-hundred-acre farm, together with two sets of modern buildings for farm demonstration work in agriculture, was put into operation. There are forty-seven buildings in the college plant, with a total value in 1954 of \$3,127,291.

Abilene Christian College had an enrollment of 428 students in 1920-21 and 638 students in 1937-38. In 1952-53 the faculty numbered seventy-five members, and there was an enrollment of 1,377 students. It is the largest senior college in the world whose faculty is composed entirely of members of the Church of Christ.

The college began a graduate program in 1953.

Abilene Christian College is a member of the Association of Texas Colleges and the Southern Association of Colleges and Secondary Schools.⁸⁵

Presidents of Abilene Christian College since 1924 have

⁸⁴*Ibid.*, pp. 55, 330.

⁸⁵*Catalogue of Abilene Christian College, 1954-55*, pp. 21-22.

been: Batsell Baxter, 1924-32; J. F. Cox, 1932-40; and Don H. Morris, since 1940.

Lockney Christian College, 1894-1918. Founded at Lockney, in Floyd County, by J. D. Burleson, this college later came under the control of the Church of Christ, G. H. P. Showalter was the first president. Elementary and high school courses only were offered for more than ten years. In 1906 the trustees employed Professor James L. German as president. Raising funds for the construction of a college building to meet the needs of a college, German offered full four-year college courses. The annual enrollment soon reached two hundred. Thereafter the college began to decline, and the coming of World War I brought its permanent closing in 1918.

Gunter Bible College, 1903-30. This college opened in October, 1903, at Gunter, in Grayson County, with three teachers and six pupils. For nine years N. L. Clark served the school almost without a salary. In 1905-6 the enrollment reached two hundred students, but after that year gradually declined. In 1928 the school moved to Littlefield, remaining in operation until 1930.

At Gunter Bible College, members of debating societies used religious questions for debate, and speeches were based upon Bible stories. Approximately 150 ministers received their training there.

Presidents following N. L. Clark were: A. Ellmore, who served ten years; and J. F. Freeman and R. F. Duckworth, who each served one year.

Southwestern Christian College, 1904-9. Taking over the property of the John B. Denton College at Denton, the Southwestern Christian College opened its first session in September, 1904. Under President A. G. Freed the college grew rapidly, the enrollment at one time being three hundred. President Freed resigned on account of illness.

The expansion program, which converted the college into Southland College, under A. B. Barrett and C. H. Robertson, did not succeed. In 1909 the college closed, selling its property to the City of Denton.

Sabinal Christian College, 1907-17. Opening on September 10, 1907, Sabinal Christian College enrolled 139 students during the year. In its life of ten years the college had five presidents: G. H. P. Showalter, 1907-8; W. A. Schultz, 1908-9; Isaac E. Tackett, 1909-13; J. Paul Slayden, 1913-15; and J. O. Garrett, 1915-17.

The college plant consisted of eight acres of land, an administration building, and two dormitories. The school closed in 1917. In 1932 the building was torn down and the material used for the construction of a new church.⁸⁶

Catholic Schools

A statistical summary of the number of Catholic schools in the United States and the enrollments in the various classifications in 1945 showed interesting totals.⁸⁷

	NUMBER	ENROLLMENT
Seminaries	238	21,970
Universities and colleges	196	145,515
Teachers colleges and normal schools	38	10,285
Secondary schools	2,128	420,707
Elementary schools	8,097	2,086,794
TOTALS	10,697	2,685,271

The Catholic population was 25,268,173.

In 1952 there were 8,356 elementary parochial schools instructing 2,692,706 children and 531 private elementary schools teaching 84,151. The enrollment in 1,623 parish

⁸⁶Irene Bates, "Sabinal College," unpublished Master's thesis, Southwest Texas State Teachers College, 1948.

⁸⁷*Encyclopedia Americana*, Americana Corporation, New York, 1950, Vol. VI, p. 80.

and diocesan high schools numbered 353,465, while 818 private high schools taught 205,025 pupils. There were 8,962 seminarians in seventy-three diocesan seminaries, and 5,159 diocesan students studying at other seminaries. In 351 religious-order seminaries or scholasticates the student body totaled 16,867. There were 204,937 students in Catholic colleges and universities.⁸⁸

In 1952-53 eight Catholic colleges and universities in Texas had a total of 326 faculty members and a total enrollment of 4,482 students.

The teaching orders, not the hierarchy, administer the colleges. These orders, independent and autonomous units within the Church, are responsible for the development of the Catholic educational programs; no financial support comes to these orders from the Church as such.⁸⁹

The Catholic University of America, organized in 1887, had a faculty of 425 teachers and an enrollment of 3,455 students in 1953. Its plant value in 1952 was \$6,764,610. Colleges, seminaries, and other Catholic institutions of learning have the privilege of affiliation with the university, which relation will assure the Catholic public that the affiliated institution has the general aims and principles common to the best Catholic schools and colleges.

The Department of Education, established by the Bishops of the Catholic Church in 1919, is one of the units in the national Catholic program of education. It is an advisory agency, not an administrative body, and does not have control over Catholic schools. Each diocesan school system is an independent unit. It serves as a medium by which Catholic school systems can exchange points of view, educational materials, and other forms of assistance.

⁸⁸*Britannica Book of the Year, 1953*, Encyclopaedia Britannica, Inc., Chicago, 1953, p. 605.

⁸⁹R. L. Kelly, *The American Colleges and the Social Order*, The Macmillan Co., New York, 1940, p. 280.

St. Mary's University, 1852. In 1852 the Right Reverend J. M. Odin, on his return to Europe from a visit to Texas, sent four brethren to the San Antonio mission; these brethren opened St. Mary's Institute in an old shop on the corner of Military Plaza, on August 25, 1852. A new building was constructed in the fall of 1852 on the site of what is today the Downtown School of St. Mary's University. St. Mary's Institute took the title of St. Mary's College; later it changed the title to St. Louis College. In 1923 the entire college department was transferred to the Woodlawn area of the city, was called St. Mary's College, and expanded into the present St. Mary's University, with day classes on the Woodlawn campus and evening classes at the old location downtown.⁹⁰

The grounds of St. Mary's University comprise 135 acres — buildings, campus, and woodland. St. Louis Hall, Reinbolt Hall, and Centennial Memorial Hall are the largest buildings. The endowment of St. Mary's University consists of the income of certain properties owned by the Society of St. Mary, a cash subsidy of \$15,000 from the Provincial Treasury of the St. Louis Province of the Society, and also the contributed services of the staff, who are members of the Society of St. Mary. These sources contribute a total of two million dollars, as a conservative estimate.

In 1952-53 St. Mary's University, under President Louis J. Blume, had a faculty of seventy-five teachers and an enrollment of 1,325 students. Its plant value in 1952 was \$3,000,000.

St. Mary's University is accredited by the Association of American Colleges, the Association of Texas Colleges, and the National Catholic Educational Association.⁹¹

Our Lady of the Lake College, 1868. Established in Castroville in 1868 by the Sisters of Divine Providence, Our Lady of the Lake College was moved to San Antonio in 1896.

⁹⁰Lane, *op. cit.*, pp. 107-11.

⁹¹*Catalogue of St. Mary's University, 1952-53.*

A junior college beginning in 1912, it became a senior college in 1919.

The plant has sixteen modern buildings, including Main Building, Science Hall, Conventual Church, Thiry Hall for Fine Arts, Saint Florence Library, and St. Joseph Hall. The plant value in 1952 was \$3,500,000.

Our Lady of the Lake College confers the Bachelor's degree and the Master's degree; the Worden School of Social Service, established in 1942, is a graduate school. The college has served as a southern branch for summer sessions of the Catholic University of America.

In 1952-53, with Dr. John L. McMahon as president, the enrollment reached 801 students, and the faculty numbered seventy-three.

Our Lady of the Lake College is accredited by the Southern Association of Colleges and Secondary Schools, the Association of Texas Colleges, the Southern Association of Women's Colleges, the National Association of Schools of Music, and the American Association of Universities.⁹²

Incarinate Word College, 1881. Incarnate Word College is the vision of the Congregation of the Sisters of Charity of the Incarnate Word. In 1897 the founders of the college purchased the 280-acre estate of George W. Brackenridge, "broad acres of wooded park at the headwaters of the San Antonio River," and in 1900 the academy opened at the Motherhouse of the Brackenridge Villa. The transition period of 1910-20 marked the growth of the collegiate division and the recognition of Incarnate Word College as a senior college.

During the period 1920-30 the physical plant developed from a single building to eight splendid buildings. The college offers courses leading to the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of

⁹²*Catalogue of Our Lady of the Lake College, 1952-53.*

Home Economics. The Catholic University of America makes Incarnate Word College a southern branch for summer sessions for both men and women, graduate work being offered in several fields.

In 1952-53 Incarnate Word College had seventy-six faculty members and an enrollment of 601 students; Sister M. Columkille was president. The college is accredited by the Association of American Universities, the American Association of University Women, and the Southern Association of Colleges and Secondary Schools.⁹³

St. Edward's University, 1885. Five priests of the Congregation of the Holy Cross from Notre Dame established St. Edward's College on July 27, 1885, outside the city limits of Austin on a campus of 160 acres. In 1925 the title was changed to St. Edward's University.⁹⁴

The Administration Building is centrally located. Other buildings include Sorin Hall, Holy Cross Hall, Andre Hall, St. Joseph Hall, and classroom buildings. The university maintains a 370-acre farm near the campus. South of the farm is St. Edward's Airport, a twelve-acre tract of land with hangar, administration buildings, and repair shops.

In 1952-53 St. Edward's University had a faculty of thirty-four members and an enrollment of 407 students. The plant value was \$963,957. Dr. Edmund Hunt was president. He was succeeded by the Reverend Elmo Bransby.

The university is accredited by the Association of Texas Colleges, the Association of American Colleges, and the National Catholic Education Association.⁹⁵

The University of St. Thomas, 1947. The Reverend Christopher E. Byrne, Bishop of Galveston, announced in 1945 that a Catholic university, the University of St. Thomas, named after St. Thomas Aquinas, would open its doors to

⁹³*Catalogue of Incarnate Word College, 1953-54.*

⁹⁴Lane, *op. cit.*, pp. 111-13.

⁹⁵*Catalogue of St. Edward's University, 1952-53.*

students in September, 1947, in Houston. Pope Pius XII, in March, 1946, bestowed his Pontifical Blessing on the new Catholic institution. The university admitted its first undergraduate students on Monday, September 22, 1947. It is a coeducational university under the direction of the Basilian Fathers.⁹⁶

In 1952-53 the Right Reverend Vincent J. Guinan was president. The faculty numbered twenty-two, and the enrollment was 277 students. The plant value in 1952 was \$850,000.

The institution is accredited by the Association of Texas Colleges, the Catholic University of America, and the Texas Education Agency.

Ursuline Academy, 1847. Ursuline Academy in Galveston was founded in 1847 under the auspices of the Ursuline Convent of New Orleans. The charter empowered the academy to confer degrees and grant diplomas.

Mother St. Agnes McClellan discharged the duties of president for twenty-five years, ending her service in 1899.

In 1952-53 Ursuline Academy had a faculty of twelve members and an enrollment of 390 students.

Ursuline Academy, 1851. Founded in San Antonio in 1851, Ursuline Academy was the "first school opened in that city and the second in the state for the education of young girls, rich and poor." This academy, like the academy in Galveston, was sponsored by the Ursuline Convent of New Orleans, on application of Bishop Odin. The charter of 1883 authorized the college to confer degrees.

In 1952-53 Ursuline Academy had a faculty of twenty-two members and an enrollment of 605 students. The plant value was \$1,309,000.

Our Lady of Victory College, 1910. Our Lady of Victory College opened in Fort Worth in 1910; in 1911 it was char-

⁹⁶*Catalogue of the University of St. Thomas, 1952-53.*

tered under the laws of Texas and authorized to confer degrees.

By 1952 the school had a campus of twenty-two acres and a plant value of \$300,000. For the 1952-53 regular session there were twelve faculty members and an enrollment of seventy-four students. Mother Theresa was president. One hundred seventy-five students were enrolled in the academy.

The college is devoted wholly to the needs of young women who, having completed their high school course, desire further training. It is affiliated with the Catholic University of America, Washington, D.C., and is a member of the Association of Texas Colleges and of the Southern Association of Colleges and Secondary Schools.⁹⁷

Accreditation of Catholic Schools. In 1953 the Southern Association of Colleges and Secondary Schools accredited fifteen Catholic secondary schools in Texas, fourteen for white students, one for Negroes.⁹⁸ In addition to the colleges, there were 309 Catholic elementary and secondary schools in Texas in 1950.⁹⁹ The Catholic population of the state was over a million in that year.

Episcopal Colleges and Universities

Episcopal bishops and missionaries in the early period of Texas history were educators as well as pulpit preachers. The combination of educational and religious responsibilities proved practicable, economical, and efficient.

Early Schools. The Reverend Caleb S. Ives, a graduate of Trinity College, Connecticut, came to Matagorda, Texas, as a church missionary in December, 1838. In January, 1839, he opened *MATAGORDA ACADEMY*. Mrs. Ives had charge of the Female Academy. Matagorda Academy's success

⁹⁷*Catalogue of Our Lady of Victory College, 1953-54.*

⁹⁸*The Southern Association of Colleges and Secondary Schools, Bulletin The Association, Memphis, 1953, pp. 53-60.*

⁹⁹William Brewster, *A Survey of Church-Related Elementary and Secondary Schools*, unpublished Master's thesis, The University of Texas, 1950.

prompted the ambition of the school to become a university. Chartered in 1845 under the name of MATAGORDA UNIVERSITY, the institution had neither the plant, the equipment, nor the faculty for a real university; the splendid traditions of the school did, however, wield a strong educational influence for the later establishment of other Episcopal schools.¹⁰⁰

Reverend Charles Gillette, another Trinity College graduate, established ST. PAUL'S COLLEGE, at Anderson, in 1853 and WHARTON COLLEGE, in Austin, in 1860. St. Paul's College lacked adequate financial support and was forced to close. Civil War conditions forced the close of Wharton College by the end of its first year.¹⁰¹

St. Mary's Hall, 1860. The pioneer Protestant college in San Antonio, St. Mary's Hall was founded in 1860, closed in 1866, and reopened in 1879. Bishops Gregg, Elliott, and Johnston were influential in the building the school. In 1948 it was a secondary school with a plant consisting of seven buildings. A member of the Southern Association of Colleges and Secondary Schools, it had fifteen teachers and 147 students in 1953. Gretchen Tonks was principal. Two other principals have been Philippa G. Stevenson, 1880-89, and Ruth Coit, 1924-37.¹⁰²

West Texas Military Academy, 1893-1926. This school was founded in San Antonio by Bishop James Johnston to supply the demand for a boys' school. It was located on Grayson Street, Fort Sam Houston. In 1910 the academy was moved to a new location, in Alamo Heights. In 1926 the school was combined with San Antonio Academy, and the name was changed to Texas Military Institute.¹⁰³ It is no longer affiliated with the Episcopal Church.

¹⁰⁰Hogan, *op. cit.*, pp. 140, 201, 207.

¹⁰¹*Ibid.*, pp. 139-140.

¹⁰²DuBose Murphy, *A History of the Protestant Episcopal Church in Texas*, The Turner Co., Dallas, 1935, pp. 16, 99, 103, 123.

¹⁰³*Ibid.*, pp. 100, 101, 123.

St. Mary's College, 1889-1929. Bishop Alexander Charles Garrett promoted the establishment of this women's senior college, which opened in Dallas on September 10, 1889, with seventy-six students. By 1903 the faculty had grown to twenty-seven. A memorial to Bishop Garrett, Garrett Hall, was dedicated on March 1, 1917.¹⁰⁴ In 1929 financial troubles brought the college to a close.¹⁰⁵

Texas Military Institute, 1858-79. Originally founded as Bastrop Military Institute, this school became known as Texas Military Institute in 1868. In 1870 it moved to Austin. While the founders and promoters of this school were Episcopalians, the school itself was nonsectarian. The institute closed in 1879, when the president and the faculty were employed by the Agricultural and Mechanical College.¹⁰⁶

Daniel Baker College, 1950-53. This college, founded originally under auspices of the Presbyterian Church, in 1889, became a part of a merger with Southwestern University in 1946 and in 1950 became an Episcopal college in the Episcopal Diocese of Dallas. In 1953 it merged with Howard Payne College, at Brownwood.

St. Stephens Episcopal School, 1950. Owned by the Episcopal Diocese of Texas, this school at Austin covers the work of grades seven through twelve. It plans for a student body of from 150 to 300. The plant value in 1952 was \$740,000. In 1952-53 the school had a faculty of fourteen members and an enrollment of 128 students.¹⁰⁷

The Reverend William Brewster was headmaster, and the Reverend John E. Hines, Bishop Coadjutor of the Diocese of Texas, was chairman of the board of trustees in 1953. The Reverend Brewster was succeeded by Headmaster R. M. Kimball.

¹⁰⁴*Ibid.*, pp. 109, 120, 122.

¹⁰⁵*Ibid.*, pp. 110-12.

¹⁰⁶Lane, *op. cit.*, p. 105.

¹⁰⁷*Catalogue of St. Stephen's Episcopal School, 1953-54.*

The St. Stephens Episcopal School is accredited by the Southern Association of Colleges and Secondary Schools.

Support of University of the South. Early during the Civil War, Episcopal bishops and laymen in Texas supported the movement to make the University of the South, Sewanee, Tennessee, the institution of higher learning for the Episcopal Church in Texas. Twenty-two Southern dioceses of the Protestant Episcopal Church were giving financial support to the University of the South in 1950.¹⁰⁸

Lutheran Colleges and Universities

In 1936 there were 1,456 Lutheran elementary schools, with a total of 2,703 teachers and 88,498 pupils. In 1946 the Lutheran churches of America had ninety-five educational institutions.¹⁰⁹ Excluding elementary schools, the Lutheran Church had 103 educational institutions in 1949, with 34,497 enrolled students.¹¹⁰

Texas Lutheran College, 1891. Although Texas Lutheran College opened at Brenham in 1891, unfavorable conditions forced its removal to Seguin, which offered fifteen acres of land, a cash bonus, and free light and water.

The school opened as an academy in 1912, became a junior college in 1928, and in 1948 raised its level of work to that of a senior college.¹¹¹ The American Lutheran Church decided to make Texas Lutheran College its senior college in the Southwest. The Augustana Lutheran Church, the Evangelical Lutheran Church, and the United Lutheran Church in America co-operate with the American Lutheran Church in the maintenance and administration of the college.

In 1929 Trinity College at Round Rock, Texas, a junior

¹⁰⁸Lane, *op. cit.*, pp. 34, 41, 57.

¹⁰⁹*The New International 1948 Year Book*, Funk and Wagnalls Co., New York, 1947, p. 288.

¹¹⁰*The New International 1951 Year Book*, p. 332.

¹¹¹*Catalogue of Texas Lutheran College, 1952-53*, pp. 17-19.

college established by the Augustana Synod in 1905, was merged with Texas Lutheran College in Seguin.

In 1929 a new dormitory was erected and named Emma Frey Hall in honor of Emma Frey, dean of women. In 1947-48 two dormitories for men; West Hall Dormitory for women; and the Annex, the Kennel, and Langner Memorial Hall were erected. The value of these new buildings and equipment exceeded \$500,000. Memorial Gymnasium was constructed in 1952 at a cost of \$260,000. The campus consists of sixty-six acres of land; the plant value in 1952 was \$1,057,502.

In 1952-53 Texas Lutheran College had a faculty of thirty members and an enrollment of 315 students. W. F. Kraushaar was president from 1929 to 1953. Edward A. Sagebiel became president in 1953.

Texas Lutheran College is accredited by the Southern Association of Colleges and Secondary Schools and by the Association of Texas Colleges.

Clifton Junior College, 1896. Founded in 1896 at Clifton by Norwegian Lutheran immigrants, this school was originally a four-year academy. In 1922 it was organized as a junior college, with an academy.

Fire destroyed the college dormitories in 1942. A building program launched after the close of World War II, in 1945, included a Commons Building, an Athletic Building, a Music Practice Shop, and Woodwork-Welding Shops.¹¹² The plant value in 1952 was \$250,000.

In 1952-53 Clifton Junior College had a faculty of eight members and an enrollment of sixty students; O. G. Salvesson was president. In 1954 the school was merged with Texas Lutheran College.

Lutheran Concordia College, 1926. Founded at Austin in 1926 by the Lutheran Church, Missouri Synod, this college

¹¹²*Catalogue of Clifton Junior College, 1950-51, p. 4.*

offers a four-year high school course and a two-year college course to train young men for the Lutheran ministry and for the teaching profession. Its first building was Kilian Hall, a dormitory. Hirschi Memorial Library was completed in 1929; Birkman Chapel and the air-conditioned Kramer classroom building were completed in 1950-51.

In 1952-53 Lutheran Concordia College had a faculty of nine members and an enrollment of 133 students; G. J. Beto was president. The high school is accredited by the Southern Association of Colleges and Secondary Schools. The junior college is accredited by the Association of Texas Colleges and the Texas Junior College Association.¹¹³

Hermann's University, 1844. This school was chartered in 1844 as a stock company with Lutheran trustees. The magnificent European scheme of organization of the university included the four faculties of theology, law, medicine, and philosophy and was not adapted to American pioneer conditions.¹¹⁴

Stock was reduced from \$50 to \$15 a share, and sufficient shares were sold to construct a large two-story building in Frelsburg. A league of land in Gillespie County was granted to the university by the Congress of the Republic of Texas. However, the university never opened, and its property was sold to the Frelsburg public schools.

Colorado College, 1857-73(?). Located at Columbus, Colorado College was first chartered in 1857. Reputedly it was the first Lutheran college established in Texas. The control of the college was vested in a board of twenty-five trustees, a majority of whom were required to be members of the Evangelical Lutheran Church.¹¹⁵ The college was open for a short time, the last year it is known to have functioned being 1873.

¹¹³*Catalogue of Concordia College, 1953-54.*

¹¹⁴Gammel, *op. cit.*, Vol. II, pp. 948-50.

¹¹⁵*Ibid.*, Vol. IV, pp. 1192-94.

Nazarene Schools

Schools sponsored by the Nazarene Church are strongly denominational and emphasize church doctrines in their curricula. *The New International 1954 Year Book* reports nine Nazarene colleges and universities in the United States. Six of the nine institutions reported 230 faculty members and 3,389 students.

Texas Holiness University, 1900-1920. Opening in Greenville, Texas, on September 27, 1900, Texas Holiness University enrolled seventy students during the year. It announced a four-year preparatory course, a four-year collegiate course, and courses in music, art, and voice. In 1911 the Pentecostal Church of the Nazarene adopted the school as a church university, calling it Peniel University. In 1917 the name was changed to Peniel College. Its largest enrollment was 351 in 1915-16. In 1920 it was consolidated with the Oklahoma Holiness University.

Central Nazarene College, 1911-31. Central Nazarene College, located in Hamlin, Texas, opened its first session in 1911. The college maintained various primary, academy, and collegiate departments. Its catalogue makes mention of a "strong theological course," which required sufficient academic preparation to read the Bible in the original language. In 1922-23 the Central Nazarene College enrolled 122 students and graduated fourteen from the academy and eight from the college. It had a twenty-three-acre campus, a two-story administration building, and two dormitories. B. F. Neely was president in 1931, when the college was united with Bethany Peniel College, Bethany, Oklahoma.¹¹⁶

Other Church Schools

Southwestern Junior College, 1894. The Seventh-Day Adventist Church located Keene Industrial Academy on

¹¹⁶Ledlow, *op. cit.*, pp. 444-47.

792 acres of land in Keene, Johnson County, in 1894. The major part of the land was sold in small tracts to Adventist settlers. The academy opened on January 7, 1894, with E. B. Hughes and his wife, of Walla Walla College, in Washington, in charge.

Maintained as Keene Industrial Academy from 1894 to 1916, the school was converted into Southwestern Junior College in the latter year. J. V. Peters has been president since 1946. In 1952-53 the college had a faculty of thirty-one members and an enrollment of 623 students. Its plant value in 1952 was \$939,000.

The college reserves the right to exclude any student who has not filed the regular college application blank and has not been accepted before arrival. All students must respect the Bible and the Sabbath and attend the religious services in the dormitories, the chapel, and the church. Students have an opportunity to work their way through school.¹¹⁷

Southwestern Junior College is affiliated with Union College, Lincoln, Nebraska, and advises its graduates to pursue senior work in that institution. The Southwestern Junior College is a member of the Association of Texas Colleges and the American Association of Junior Colleges.¹¹⁸

Southwestern Bible Institute, 1927. Operated by the Assembly of God, Southwestern Bible Institute was established at Enid, Oklahoma, in 1927 and moved to Fort Worth in 1941 and to Waxahachie in 1943. The institute now contains a three-year high school, a two-year liberal arts junior college, a four-year Bible college, with a fifth year of postgraduate work. The completion of the four-year course leads to a Bachelor's degree. The Th.B. degree is offered upon the completion of the fifth year of theological work.¹¹⁹

In 1952-53 the school had a faculty of thirty-three mem-

¹¹⁷*Catalogue of Southwestern Junior College, 1951-52, p. 12.*

¹¹⁸*Ibid.*, p. 31.

¹¹⁹*Catalogue of Southwestern Bible Institute, 1954-55.*

bers and an enrollment of 623 students during the regular session. M. E. Collins was president in 1953. The plant value in 1952 was \$301,200.

The high school is accredited by the Texas Education Agency; the junior college is an associate member of the Association of Texas Colleges; and the Bible school is on the Intermediate Division of the Accrediting Association of Bible Institutes and Bible Colleges.

Independent Schools

Savoy Male and Female College, 1876-90. R. R. Halsell, who came to Texas from Missouri, organized Savoy Male and Female College at Savoy in 1876, the charter being granted in 1879. The catalogue of 1887-88 gives a total enrollment of 301 students. The college received the per capita apportionment, ranging from \$2.82 to \$5.20, for students in the state scholastic age. From 1885-86, for four years, the Commissioner of Indian Affairs in the Indian Territory gave subsidies for the boarding and schooling of Indian students, forty-four of whom were attending at one time.

Savoy College claimed to be the first collegiate institute chartered in Texas in which young men and young women shared academic privileges without discrimination. The Savoy Bachelor's degree covered the subjects of the four-year college of its day.

An intercollegiate debate between Savoy College and Grayson College on April 18, 1890, stimulated the spirit of both colleges. Grayson won the contest, with George W. Truett, later pastor of the First Baptist Church at Dallas, as one of the debaters.

Savoy College came to an abrupt and untimely end with the burning of the plant on the night of July 3, 1890. The old faculty answered the call of more definite incomes in the public schools or in other colleges. On August 7, 1938, an Ex-Students Association was formed, and the Halsell

Memorial Gymnasium of the Savoy Public Schools was dedicated with appropriate ceremonies.¹²⁰

Grayson College, 1885-1912. Under the direction of H. L. Piner and James F. Anderson, Grayson College opened at Whitewright in 1886. A three-story building was constructed in 1893, conveniently arranged and so well equipped and ornamented as to justify the appellation "The Pride of Texas." Fire destroyed this building on February 16, 1904; and a new building, following the old structure pattern, but more modern, was constructed. Dormitories and co-operative halls were also erected. The college offered science instruction in separate buildings, with excellent modern equipment.

Catalogues of Grayson College report 224 degrees conferred, only three of the number being Master's degrees. The college was affiliated with The University of Texas.

H. L. Piner withdrew after two years. James F. Anderson, who succeeded him, continued with the college until 1904.

The enrollment was 368 in 1888, 694 in 1904, and 274 in 1907. The college received state school funds to help defray the expenses of maintaining the primary and elementary departments of the free school, a five-month term for a few years. In October, 1918, the buildings, grounds, and equipment were sold to the town of Whitewright for the Whitewright High School.¹²¹

Moulton Male and Female Institute, 1874-95. M. H. Allis, a graduate of Rochester University, established Moulton Male and Female Institute at Moulton, in the northeast corner of Lavaca County, in 1874. Allis had been president of Gonzales College for a number of years after the Civil

¹²⁰Mattie Lee Boyd, "History of Savoy Male and Female College, 1876-90," unpublished Master's thesis, The University of Texas, 1939.

¹²¹Aileen McMahon, "A History of Grayson College," unpublished research paper, Southern Methodist University, Dallas, 1940.

War. The institute plant included a two-story school building, a two-story dormitory for boys, and a two-story dormitory for girls. A sliding partition separated the boys and the girls in the schoolrooms of the first floor. The concrete basement of the dormitory was used as a dining hall. A large farm was operated by the boys who worked for their board and tuition.¹²²

The faculty consisted of President M. H. Allis, Preceptress Thankful Allis, and Music Teacher Sallie McLean. The music courses popularized the school. At one time there was an enrollment of 160 students, almost one third of the number being boarders. When the San Antonio and Aransas Pass Railroad missed Moulton by a distance of less than two miles, the new town of Moulton established the Sam and Will Moore Institute, which became the public school for the area. The old Moulton school closed in 1895. M. H. Allis died in 1892, but Mrs. Allis continued the school for three years. Dr. Stamps of Seguin, Miss Lou Williford of the San Marcos Baptist Academy, and Congressman George F. Burgess were graduates of Moulton Male and Female Institute.¹²³

The Rice Institute, 1911. A private institution, The Rice Institute is not church-connected. It was established at Houston in 1911 on an endowment by William Marston Rice. The cornerstone of the Administration Building was laid on March 2, 1911, the seventy-fifth anniversary of Texas independence. The cornerstone of Fondren Library was laid on December 27, 1947, and the library was opened for use in May, 1949. The architecture of the buildings exhibits many attractive elements of the architecture of Italy, France, and Spain. The plant value in 1954 was \$15,368,000.¹²⁴

¹²²Paul C. Boethel, "A History of Lavaca County," unpublished Master's thesis, The University of Texas, 1932.

¹²³Leslie, *op. cit.*

¹²⁴*Catalogue of The Rice Institute, 1954-55, p. 5.*

Accredited by the Southern Association of Colleges and Secondary Schools, Rice Institute maintains a limited student body, admitting not more than four hundred new students yearly, and offers a program of high academic quality. The degree of Doctor of Philosophy is awarded in the fields of mathematics, physics, chemistry, biology, and history. The degree of Master of Arts is also awarded in the foregoing subjects, as well as in other fields; the degree of Master of Architecture or Master of Science in engineering is also awarded.¹²⁵

The institute had a faculty of 130 members and an enrollment of 1,628 students for the regular session of 1952-53. Edgar Odell Lovett was president from 1911 to 1946; William V. Houston has been president since 1946.

Salado College, 1860-85. Opening on February 20, 1860, with Levi Tenny as president, Salado College enrolled sixty students by May of that year. The cornerstone of the first college building was laid on July 4, 1860, the ceremonies being conducted by the Grand Master of the Masonic Lodge of Texas. The enrollment was 180 in 1862, 126 in 1864, and 289 in 1866.

In February, 1874, a delegation of Salado citizens visited Austin to present to the legislature Salado's advantages as an educational point and to secure the location at Salado of a state institution of higher learning. When Salado failed to secure the location of a state school, and when the Santa Fe and M. K. & T. Railroad built north and east of the town, Salado steadily declined.

From 1890 to 1913 Dr. S. J. Jones maintained Thomas Arnold High School in the college building. In January, 1919, the stockholders of Salado College donated the grounds and buildings to the free public school system of Texas.¹²⁶

¹²⁵*Ibid.*, pp. 5-7.

¹²⁶George W. Tyler, *A History of Bell County*, The Naylor Co., San Antonio, 1936, pp. 288-89, 349-60.

❧ XVIII ❧

Statesmanship in Education

Thomas Jefferson, 1743-1826

JEFFERSON was the first American statesman to evaluate the full meaning of education in a democracy. Jefferson outlined a political philosophy of education for democratic government and originated a definite plan for elementary, high school, and university education.

In 1779 Jefferson, as a member of the Virginia legislature, submitted a comprehensive bill for the "more general diffusion of knowledge" in the state through the organization of a complete state system of schools, from bottom to top. Jefferson's plan would subdivide the county into small districts of five or six square miles, each called a "hundred," for the elementary schools of the three "R's." It would locate twenty regional grammar schools in convenient areas for the teaching of Latin and Greek, geography, and the "higher branches of arithmetic." Jefferson would crown his school system by the use of an outstanding denominational college, William and Mary College, for his state university.

Under certain conditions, the bright boy might go, at public expense, from the district school to the grammar school, and from the grammar school to the university. Jefferson would seek out "virtue and talent from every condition of life to defeat the competition of mere birth and wealth." The bill definitely made education of the children of the state an affair of the state, not a private or church function.

Van Wyck Brooks speaks of the Jefferson plan as the

“most mature educational plan that had ever been produced in the world.”¹

Almost forty years later, Jefferson launched his carefully prepared campaign, which resulted in the founding of the University of Virginia. Jefferson also put into form his bill for establishing elementary schools. This later bill went more into the details of administration and made large provision for local support and management. His fundamental purpose was to create a system of education which should reach every type of citizen, from the richest to the poorest.

While Jefferson's efforts for the common schools were almost barren of immediate results, he was successful in his movement for the establishment of the University of Virginia. Jefferson had a part in the enactment of the laws creating the institution, in planning and constructing the buildings, in appointment of the faculty, and in shaping the internal administration. On the tombstone of Jefferson at Monticello is inscribed this epitaph: “Here was buried Thomas Jefferson, Author of the Declaration of Independence, the Statute of Virginia for Religious Freedom, and Father of the University of Virginia.”

The idea of education of the masses through government financial support originated with Jefferson. The Massachusetts Law of 1647 did not give America its first publicly supported free school; Massachusetts was an ecclesiastical state, each town being a religious republic. Until 1690, church members only could vote in Massachusetts. Almost two centuries passed before Massachusetts had secularized publicly supported free schools.

Dr. Rufus C. Burlison, local agent of the Peabody Board from 1874 to 1878 stated: “The state has a divine right to tax every man to so educate the rising generation to insure every man's property, person, and liberties, to protect them

¹Van Wyck Brooks, *The World of Washington Irving*, Blakiston, Philadelphia, 1944, p. 262.

more securely. This is old-fashioned democracy as taught by Jefferson himself."²

Henry Tutwiler, a professor in the University of Alabama, who had great influence over O. M. Roberts when the latter was a student there, was a student in the University of Virginia in 1825. Tutwiler had frequent contacts with Jefferson and was even a visitor at the Jefferson home in Monticello.

It is not surprising that the entire system of education of Texas, the public schools as well as the University, shows the influence of the teachings of Thomas Jefferson.³

In 1915 the legislature submitted a constitutional amendment to Article VII, adding Section 3b, to authorize the commissioner's courts of the counties to lend money to worthy students seeking a college education. The submission of this amendment is evidence of Jeffersonian influences at work. The Hogg Loan Fund, founded by Will C. Hogg, a great Jeffersonian democrat, is a large endowment to help worthy students attend college.

Article I, Section 4, The Constitution of Texas, forbids religious tests for office; while Section 7 of the same article prohibits appropriations from the state treasury for any sectarian purposes whatsoever.

Under the title "Jeffersonian Ideas in Education," Prosser and Allen enumerate the following:

1. Our educational system should be rebuilt from the bottom up and should no longer be dominated from above by the scholastics.
2. People know best what they need and want to meet their problems.

²Eby, *Source Materials*, p. 785.

³C. W. Dabney, *Universal Education in the South*, The University of North Carolina Press, Chapel Hill, 1936, p. 432.

3. The elementary school is the most important agency in education.
4. The real business of education is to train everybody who needs training so that he may, according to his ability, play his part efficiently as a citizen.
5. The country can be saved only by the intelligent action of all of its citizens.
6. The only way to secure capable leaders is to give every man a chance to train what brains he has and use them. Leadership and scholarship are different things.
7. The greatest portion of the public money for education should be expended for educational service to the masses.
8. The only education for which public money should be expended is the kind which helps people to meet the demands of life as citizens in a democracy.
9. The only way to discover or develop the ability of citizens is to give all of them at every age the educational service they need.
10. The group of citizens that leave school for employment is equally worth educating.
11. There should be no discrimination as between the rights of citizens to educational service at public expense; but if there is to be any discrimination, then such service should be rendered to the group least able to pay for it.
12. Real equality of opportunity takes place only when everybody receives the educational service which appeals to his interest and develops his special aptitudes and abilities.⁴

The twelve listed "Jeffersonian Ideas in Education" tell the story of the public schools under practically ideal conditions.

⁴Charles A. Prosser and Charles R. Allen, *Have We Kept the Faith?* The Century Co., New York and London, 1929, pp. 135-37.

Benjamin Franklin, 1706-90

Benjamin Franklin could best be assigned the role of "Uncle Sam," the lay figure who embodies the common qualities of the typical American. Franklin was the prototype of the successful self-made man. Abraham Lincoln, Horace Greeley, Robert Fulton, Thomas Edison, and Al Smith belong to the Franklin model of the self-made man.

The fifteenth child in a family of seventeen children and the tenth boy of the family, Franklin had only a fraction of the traditional schooling of colonial days. Wide reading, many-sided contacts with people, close observation, and original thinking lifted the level of Franklin's education to the full value of the college-trained men of his day. Biographers call him the "First Civilized American," and the "Apostle of Modern Times."

It is no exaggeration to say that Franklin, who stood head and shoulders above his countrymen in versatility and intelligence, was one of the first men of his epoch in the world and would have been an ornament to any nation. He was an original thinker and diligent investigator. The range of his interests was boundless.⁵

At twelve years of age, Franklin was bound to his brother, who printed the second newspaper in America. While employed in his brother's office, Franklin began writing doggerel on subjects that stirred the public mind. He soon discontinued this writing, however, and buried himself in the reading of all the books he could get.

Starting his own newspaper, the *New-England Courant*, at fifteen years of age, Franklin made it the outstanding weekly in its area.

⁵Charles A. and Mary R. Beard, *The Rise of American Civilization*, The Macmillan Co., New York, 1927, p. 158.

Franklin left Boston for New York, and, unable to find desirable employment there, went to Philadelphia. Later, with the financial backing of Governor Keith, he made a trip to London to provide for printing-shop equipment. Although Keith did not give Franklin the pledged assistance, eighteen months in London meant a valuable apprenticeship for Franklin in the printing shops of England. On his return to Philadelphia, he worked again at Keimer's print shop, and at the age of twenty-four, became the owner of the print shop. Eighteen years later, Franklin sold the print shop to his partner and retired with a comfortable fortune already made.

Throughout his life, Franklin made and circulated books through the printing press, bookstore, library, and school. In 1727 he had organized the Junto, a live, twelve-member debating society.

Franklin's academy, which opened in 1751, gave a much larger place to English, mathematics, and modern languages than was provided in the traditional Latin grammar school. Franklin's zeal for the academy was caused by its creation of facilities for an English education instead of a continuance of emphasis on Latin and Greek.

The realistic education of the academy could not thrive in an ultraconservative atmosphere of classicism. After Franklin's return from absence abroad, he found that the English School in the academy had been neglected and that the Classical School had been favored.⁶

The academy was chartered in 1755 as "The College, Academy, and Charitable School of Philadelphia," with the power to grant degrees. The first commencement was in 1757, with a graduating class of seven.

The American Philosophical Society, another of Franklin's intellectual interests, was an outgrowth of the Junto, even

⁶Agnes Benedict, *Progress to Freedom*, G. P. Putnam's Sons, New York, 1942, pp. 58-69.

claiming the year of its birth to be that of the Junto. Franklin was the first secretary of the society and later was president until his death.⁷

Franklin put more stress on the practical training of women, such as a knowledge of accounts, than he did on the elementary school education. He organized the German Society in Philadelphia for the purpose of founding and maintaining schools for the "numerous children of German settlers." Franklin is regarded as the prophet of American education and holds a leading place among American educators.

Horace Mann, 1796-1859

A fundamental characteristic of American public schools is the initiation, fashioning, and control of these schools through elected representatives. The schools must be in harmony with the traditions and genius of the people. As a champion of needed educational reforms, Horace Mann ranks among America's greatest leaders. Where Jefferson relied upon letters to friends and the force of personal influence, Horace Mann turned to the political campaign for the conversion of the people to the cause of the schools.

Horace Mann was elected secretary of the new Massachusetts State Board of Education in 1827 and served twelve years. As a member of the House of Representatives and state Senate in Massachusetts, and also as president of the Senate, Mann had valuable experience in dealing with people in both public and private life. His service to schools in Massachusetts made practicable the "common school revival."

When they are thoroughly aroused, the people always want their public schools to be the best. As they heard Mann's messages in the cities and towns, presented with

⁷Knight, *op. cit.*, p. 146.

eloquence and forcefulness, interest in schools grew. John Quincy Adams and Daniel Webster listened to Horace Mann at Hanover. At Pittsburgh, Mann and Governor Briggs were first on the ground, dusted out the assembly room, and arranged seats; together, they pleaded the cause of better schools to the crowd. The opportunity of crusading for the schools waked Mann up to the first real "consciousness of his peculiar genius," revealed the possibilities of an original career, and summoned him as "commander in chief of the host" of the school forces.

But Mann saw another great opportunity in the publication of annual reports. His twelve *Annual Reports* are among the greatest writings in the history of America. The fifth *Annual Report* is a discussion of the financial value of an education. After all, the educated mind creates wealth for individuals and for nations. The New York Assembly, the British Parliament, and the German government republished the sentiments of this report.

The seventh *Report*, written in 1843, tells of his six-month study of the schools of England, Scotland, France, Prussia, Germany, and other European countries. Mann sought to transplant the best features of the schools of Europe to America, but made essential adaptations to American policies and traditions. His reply to the criticisms of the conservative Boston schoolmasters was a stinging rebuke. *The Massachusetts Common School Journal*, a sixteen-page semi-monthly magazine, met the needs of the many for information concerning school problems and school progress.

A valuable contribution of Horace Mann to the efficiency of the Massachusetts public schools was the establishment of three state normal schools — at Lexington on July 3, 1839; at Barre, September 5, 1839; and at Bridgewater, in 1840.

Mann pointed the way for other states and even other nations to build strong systems of public free schools. In 1863 Sarmiento was sent as a representative of the Argentine

Republic to the United States, where he made a study of American education. "If I could give advice to the South American governments," said Sarmiento, "it would be that they procure the greatest possible number of the copies of the writings of Horace Mann and scatter them freely in every city and village."⁸

J. L. M. Curry, 1825-1903

Jabez Lamar Monroe Curry, a Southerner by birth and training, was chosen General Agent of the Peabody Educational Fund in 1881, succeeding Dr. Barnas Sears, who died in July, 1880. Curry was a graduate of the University of Georgia, had been a law student at Harvard for two years (1841-43) under Storey, had been for thirteen years professor of literature in Richmond College in Virginia, and for two years had been president of Howard College in Alabama. From 1890 he was agent of the Slater Fund, the purpose of which was the establishment of Negro schools through the South. With this background, he was peculiarly fitted to represent the best of the ante bellum civilization of the South and the aspirations for a new but more democratic order.

Certainly, from the Curry point of view, the public school system was the proper, if not the only, agency to "rehabilitate the South, preserve the best of its old culture, alleviate racial friction, promote material prosperity, and adjust the South to the new civilization of America."

As representative of the American public, there had grown up in every American community an inevitable quality which could be called educational statesmanship. It appeared in public life and in legislatures and Congress, where the ability was demanded to formulate the people's will in any direction concerning education.

In this most difficult situation in the history of America's

⁸*Ibid.*, p. 217.

schools, the expert working as an expert could never give the South the school system required by tragic conditions; educational statesmanship had to be called into service which it alone could render. The layman, speaking for the people in a representative capacity, had to answer questions of educational public policy and expressions of public demand. Fortunately, Curry was an educational statesman such as the country had not seen since the days of Horace Mann.

The philanthropy of a New Englander, George Peabody of Massachusetts, made available the indispensable funds for stimulating public school sentiment, planning strategic educational endeavor, and multiplying school opportunity in the impoverished, disheartened South.

At the origin of the fund in 1867, not a single Southern state within the field of operations had a system of free public schools, and in only a few cities were such schools to be found. No state organization existed through which this fund could reach the people. The illiteracy of the inhabitants was appalling and by no means was confined to freedmen but included a large part of the white people. From 1860 to 1870 the property values of these states had diminished to the extent of \$2,000,000,000. There were in the ex-Confederate states 2,000,000 children and youths within years of instruction. In the effort to organize and put into successful operation a new and untried system of public schools adequate to the need of the entire population, the Southern states were under the weight of debt beyond their ability in their impoverished condition to pay.⁹

No other person ever addressed so many legislatures on the schools as did Curry. He made one address each to the

⁹A. D. Mayo, *Services of Dr. Curry in Connection with the Peabody Fund*, Bureau of Education, Washington, D.C., 1903, Vol. I, p. 532.

legislature of every Southern state, two addresses each to the legislatures of seven states, and three addresses to the legislature of one state. The Curry philosophy of education ran through all addresses: Poverty is the inevitable result of ignorance and illiteracy; capital follows the schoolhouse; and thrift accompanies governmental action in behalf of public free schools. Ignorance paralyzes or misdirects the best forces; knowledge conserves. Wealth is in the brain that organizes, not in material things. The capacity to read and write tends to influence the creation and distribution of wealth.

In his position as agent for the Peabody Educational Fund, J. L. M. Curry was able to aid greatly in recovery from the ruin of war and reconstruction. He crusaded throughout the South for a constructive school system. Sympathetic with the Jeffersonian philosophy of schools, Curry capitalized on local aspirations and local self-government for better school organization and better school systems; familiar with the campaign services of Horace Mann in the common school revival of Massachusetts, he made the twelve Southern states his field for school campaigns. Two thirds of each year was crowded with visitations to the different Southern states. Former President Rutherford B. Hayes and President D. C. Gilman of Johns Hopkins University were with Curry on two of his trips.

In its final dissolution, the Peabody Fund became part of the endowment of the George Peabody College for Teachers in Nashville, chartered in 1909 and opened in 1913.

Oran Milo Roberts, 1815-98

Oran Milo Roberts was born in South Carolina on July 11, 1815, being the youngest child in the family of five children. The Roberts family moved from South Carolina to Ashville, St. Clair County, Alabama, in 1818, where the father died in

1827. The widowed mother moved to a small farm near Ashville, where Oran labored until sixteen years of age.

Roberts attended the old-field schools of his county and the Ashville High School for the six-month term. Robert P. Lowe, graduate of Miami University, in Ohio, took Roberts into his Ashville law office and helped him to complete preparation for entrance to the state university. Lowe's prestige in Ashville influenced the Roberts family to supply the necessary funds to send Oran to the University of Alabama. Prince, a faithful slave, went along with Master Oran to help make payment of expenses in the university by his slave labor.¹⁰ Roberts registered in the University of Alabama on February 13, 1833, and was graduated in 1836.

After study in private law offices in Talladega, Roberts was licensed to practice law. During his three years in St. Clair County he served in the St. Clair militia and was elected representative in the Alabama legislature, in 1840. Roberts defeated by a large majority an opponent who had been successful in thirteen of fourteen political races. Roberts was not pleased with the ultra-conservatism of the Alabama legislature and was not a candidate for reelection.

To the surprise of his friends, he set sail in the "Caravan of the Plains," for the Republic of Texas on October 8, 1841, and settled in San Augustine. He was granted a license to practice law in Texas in 1844. Without an application for the appointment, in 1846 Governor J. Pinckney Henderson appointed him district judge, and he served until 1851. Roberts was elected associate justice of the Texas Supreme Court in 1857 and served until 1861.

He was president of the Secession Convention of 1861 and served for two years as colonel in the Eleventh Texas Infantry of the Confederate army. Elected chief justice of the supreme court in 1864, Roberts served until the fall of

¹⁰Leila Bailey, "Life and Public Career of O. M. Roberts," unpublished Doctor's dissertation, The University of Texas, 1932, p. 19.

the Confederacy. The reconstruction Senate did not allow him to take a seat in the United States Senate to which Texas had elected him. Roberts was chief justice of the Texas Supreme Court from 1874 to 1878, when he was elected governor of Texas.

He was opposed to sectarian statutes and was successful in striking out of the constitution of 1861 the provision, "No minister of the gospel or priest of any denomination whatever is eligible to the office of legislator or governor." For several years Roberts offered a law course in the University of San Augustine. He taught law and bookkeeping in the famous Looney School at Gilmer, 1868-70, numbering among his pupils some men who made outstanding lawyers, such as Attorney General John D. Templeton and Senator Charles A. Culberson. The two administrations of Roberts as governor of Texas, 1879-83, witnessed the improvement and development of educational, social, and political conditions in the state.

The Deaf and Dumb Institute and the Blind Institute were enlarged. The Agricultural and Mechanical College was given additional buildings and equipment; its administration was reorganized to make the study of agriculture and mechanical arts of first importance. The organization of The University of Texas was completed, and its first session opened in September, 1883. In 1879 the Sam Houston Normal Institute was established at Huntsville for the training of the white teachers for the public free schools of the state. The Prairie View Normal was established to train teachers for the Negro schools of the state and to give Negro students college opportunity.

Cities and towns with regular charters and cities and towns of over two hundred population, incorporated for school purposes only, were authorized to levy a school tax, not to exceed fifty cents on the one hundred dollars, by a two-thirds vote of the property taxpayers. With the adoption of a con-

stitutional amendment in 1883, common school districts could levy a twenty-cent tax by a two-thirds vote of the property taxpaying voters. Normal schools, summer normal institutes, and state colleges did much to improve the quality of teaching and to develop a public sentiment for better schools.

Upon retirement from the governor's office, Roberts was elected professor of law in the University, a position which he held until he resigned in 1893. He died on May 19, 1893.

Summary. With Jefferson, education of children was an affair of the state, not a private or a church matter. To be free, a nation must be educated and enlightened. The Jeffersonian scheme included elementary schools, high schools, and a state university.

Benjamin Franklin demanded an academy in which English would be given a much larger place. The College of Philadelphia, under Franklin's influence, offered liberalizing courses. Education of a practical type won increasing popular support.

Horace Mann exemplified the possibilities of state supervision of schools. He also pointed out the danger of sectarianism in public schools. He was among the first educational thinkers in America to urge the establishment of normal schools for the training of teachers.

J. L. M. Curry, through addresses to the legislatures in the Southern states, built up public sentiment for free schools. His long political experience, glowing eloquence, and fiery zeal enabled him to capture the imagination of legislators and the people alike.

Oran M. Roberts, during his four years as governor of Texas, played a major role in the enlargement of existing state institutions, the completion of the organization of The University of Texas, the establishment of a state normal school at Huntsville, and the improvement of common schools.

XIX

Miscellaneous Problems

Religion and Public Education

THESE EXCERPTS from the Constitution of the United States indicate clearly the ideas of the founding fathers on the relationship of church and state:

No religious test shall ever be required as a qualification to any office or public trust under the United States. — Article VI, Clause 3, *Constitution of the United States*.

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances. — Amendment I, *Constitution of the United States*.

No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States, nor shall any state deprive any person of life, liberty, or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws. — Amendment XIV, Section 1, *Constitution of the United States*.

Our leaders, national and state, in the formulation of the constitutions, believed that the excellence of the doctrines of every religion should be its guaranty for maintenance and that an alliance between church and state would be a threat to the security of the government. Thomas Jefferson said, "Religion is the alpha and omega of our moral law." The Supreme Court of the United States has ruled that "The

law knows no heresy and is committed to the support of no dogma, the establishment of no sect."¹

In an address in Des Moines, Iowa, in 1873, President Grant said:

The free school is the promoter of that intelligence which is to preserve us. . . . Encourage free schools and resolve that not one dollar appropriated for their support shall be appropriated to the support of any sectarian school. . . . Leave the matter of religion to the family circle, the church, and the private school entirely supported by private contributions. Keep the church and state forever separated.²

In his message to Congress the same year, President Grant urged the submission of an amendment to the federal constitution making it the duty of the states to support public schools free from religious teaching and forbidding the diversion of school funds to church or sectarian purposes.³

Article I, Section 4, *Constitution of the State of Texas*, makes this declaration:

No religious test shall ever be required as a qualification to any office or public trust in this state; nor shall anyone be excluded from holding office on account of his religious sentiments, provided he acknowledges the existence of a Supreme Being.

States admitted to the Union since 1876 have been required to include in their constitutions a provision to maintain a school system free from sectarian control.

Religious instruction in connection with the public schools under any program will involve the problems of deeply

¹Alvin W. Johnson, *Church-State Relationships*, The University of Minnesota Press, Minneapolis, 1936, pp. 277-78.

²Conrad H. Moehlman, *School and Church*, Harper & Bros., New York and London, 1944, pp. 87-88.

³V. T. Thayer, *Religion in Public Education*, The Viking Press, New York, 1947, p. 39.

conflicting religious viewpoints and of balancing relationships in the changing social order. Bible reading at the opening of school in the morning and released time at the close of the day are efforts to meet the difficult situation with the minimum of sectarian antagonisms.

A report of a survey of Bible reading in the public schools in 1940 gives the following information with reference to various states: (1) States requiring Bible reading in all schools — Alabama, Delaware, District of Columbia; (2) States in which three fourths of the schools read the Bible — Arkansas, Maine, Ohio, and Tennessee; (3) States in which most schools read the Bible — Kentucky, Mississippi, North Carolina, Pennsylvania, South Carolina, and Virginia; (4) States in which one half or less read the Bible — Colorado, Connecticut, Indiana, and Kansas; (5) States in which very few schools read the Bible — Michigan, Minnesota, Missouri, Montana, North Dakota, Oregon, Rhode Island, South Dakota, Texas, Vermont, West Virginia, and Wyoming; (6) States in which no schools read the Bible — Arizona, California, Illinois, Louisiana, Nevada, New Mexico, New York, Utah, Washington, and Wisconsin; (7) No statistics — Iowa, Maryland, Nebraska, New Hampshire, and Oklahoma.⁴

Since there is no way of developing a “common core” of religious teaching for the public schools that would be acceptable to all religious bodies, the problem of the proper scripture selections or the proper religious instruction becomes critical, if not insolvable. Nor would the American people commit to governmental authority the decision as to what should be the particular belief in the areas of religion or what religious instruction should be permissible in the public schools.

Referring to the hope of Horace Mann that schools would

⁴Moehlman, *op. cit.*, p. 160.

“find a way to foster religious faith in a nonsectarian way,” Chris De Young says:

This dream has not been realized. Sectarianism has been replaced by secularism; narrow denominationalism has been followed by irreligious worldliness.⁵

In our common, everyday thinking, in American law, and in administration, the term “religious” is construed to mean “sectarian.” A way must yet be found in all typical communities, and to a large extent in other communities, to teach the common elements of the great religions without arousing sectarian prejudices.

The courts, as a rule, have sustained the state statutes requiring or permitting the Bible readings in the public schools. In 1905 the supreme court of Kentucky held that religious services consisting of “prayers, denominational hymn singing, and reading the King James version of the Bible” do not infringe upon the religious rights of anyone. No more complete code of morals exists than is contained in the New Testament, which reaffirms and emphasizes the moral obligations laid down in the Ten Commandments.⁶

The reading of the Bible is no more an interference with religious belief than would the reading of mythology of Greece and Rome be regarded as interference with religious belief or an affirmation of pagan creeds. A chapter in the Koran might be read, yet it would not be an affirmation of the truth of Mohammedanism or an interference with religious faith.⁷

To hold that the offering of prayers, either by repetition of the Lord’s Prayer or otherwise, the singing of songs, whether denominational or not, and the

⁵De Young, *op. cit.*, p. 601.

⁶*Hackett vs. Brooksville School District*, 120 Kentucky, p. 608.

⁷Michigan Supreme Court, 118 Michigan, p. 568.

reading of the Bible, make the place where such is done a place of worship would produce intolerable results. The House of Representatives and the Senate would elect a chaplain, who, during the session, daily offers prayers to Almighty God in behalf of the state, and in the most express manner invokes the supervision and oversight of God for our lawmakers. There is no difference in the protection given by our constitution between citizens of this state on account of religious beliefs. All are embraced in its broad language and are entitled to the protection guaranteed thereby, but it does not follow that one or more individuals have the right to deny the people the privilege of having their children instructed in the moral truths of the Bible because such objectors do not desire that their own children shall participate therein. This would be to starve the moral and spiritual natures of the many out of deference to the few.⁸

“Released time” classes were set up in Gary, Indiana, in 1941. The Office of Education, in Washington, reported in 1940 that 488 public schools in thirty-eight states were operating such programs. In 1948 approximately two million public school children in 2,200 districts scattered throughout forty-six states were devoting from thirty to sixty minutes each week to the study of religion on an educational level. About 60 per cent of the classes were held in church and about 40 per cent in school buildings.

The “released time” program of Champaign, Illinois, permitted the use of public buildings, had the co-operation of the school board, and enforced the attendance of the public school children. The religious segregation of children for religious instruction in the different churches or under different church direction developed friction and troubles to

⁸*Church vs. Bullock*, 110 S. W., The Texas Supreme Court, p. 115.

impair its service. "Sectarian teachers take a natural group of school children, divide the sheep from the goats, and then subdivide the sheep for instruction in conflicting philosophies. . . . At some time or in some place, the children of each religious sect are subject to the corroding influences of a sense of difference."⁹

The feelings engendered sought refuge in the courts. On the other hand, the proponents of released-time programs may properly answer that the atheistic sponsors of court prohibition of programs for religious instruction are willing to deny religious groups the opportunity for the religious instruction which has possibilities in the spiritual development of those who seek it, merely because these atheists themselves do not participate.

In *McCullum vs. District School Board of Champaign*, March, 1948, the United States Supreme Court held the "released time" program in the Champaign school to be unconstitutional. However, friends of religious instruction in the public schools do not expect the complete abandonment of the program; they are confident that the conflicts can be solved better after important adjustments are made and that the atmosphere of the whole situation may be considerably improved. The usual curriculum materials and instruction with respect to religious developments in history, music, and art, and the emphasis upon spiritual values in the teaching of courses in ethics and morals are not affected by the Champaign decision.

Early textbooks often introduced religious and moral teaching without calling special attention to it. For example Noah Webster's *Blue-Back Speller*, published in 1783, has a strong moral content. McGuffey's *Readers* followed the pattern set by the *Blue-Back Speller* in introducing religious

⁹Thayer, *op. cit.*, p. 127.

teaching. These old textbooks did not receive criticism for their religious content.¹⁰

Though Americans are firmly committed to the principle of separation of religion and public education, there is seldom any denial of the right of private denominational schools to existence. The United States Supreme Court in 1925 held unconstitutional an Oregon law requiring all children, with few exceptions, to attend public schools.¹¹ This opinion reflected the viewpoint that the private schools of America have a definite place in the American program of education.

The courts have also approved some financial support of private schools. In 1947 the Supreme Court upheld the right of a New Jersey school board to pay the bus fare of children attending Catholic schools.¹² The Louisiana Supreme Court approved the extension of free textbooks to private schools.¹³

Textbooks

Approximately half the states have uniformity of textbooks for the state as a whole or within schools of special grades; other states have local adoption.¹⁴ Twelve states mention textbooks in their constitutions. Prior to 1850, children brought to school whatever textbooks they happened to have, and, parents refusing to buy the recommended textbooks, teachers were driven to use in some manner the irregular supply from the homes. The mobility of the American population has added vexations to the textbook problem.

The message of Governor Sul Ross to the Twenty-second

¹⁰Umphrey Lee, *Render unto the People*, Abingdon-Cokesbury Press, New York, 1947, pp. 74-76.

¹¹*Pierce vs. Society of Sisters*, 268 U. S., p. 610.

¹²*Everson vs. New Jersey*, New Jersey Supreme Court, 1947.

¹³*Cochran vs. Louisiana State Board*, Louisiana Supreme Court, 1929.

¹⁴De Young, *op. cit.*, pp. 607-9.

Legislature in January, 1891, urged legislation for state uniformity in textbooks. The enacting clause of the bill passed by the legislature surreptitiously disappeared. In submitting textbook legislation to a special session in April, 1892, Governor James Stephen Hogg said:

At the regular session, your honorable bodies passed a law providing for the uniformity of public school textbooks. For the reason that the Enacting Clause, to wit, "Be it enacted by the Legislature of the State of Texas," was omitted or removed from the bill before it reached the hands of the governor, it became inoperative and void. Everything indicated that the bill had been despoiled by the fraudulent manipulation of some interested party.

Under the first state textbook law, enacted in 1897, Governor Charles A. Culberson, Attorney General M. M. Crane, State Superintendent J. M. Carlisle, and President H. C. Pritchett, of the Sam Houston Normal Institute, constituted the state board. Superintendent W. J. Clay, of Dublin; Superintendent Walker King, of Crockett; Superintendent B. L. Jones, of Grayson County; Superintendent A. W. Orr, of Omen; and Professor C. W. Tate, of Travis County, were the teachers appointed to examine and recommend textbooks to the state board.

Under the textbook law of 1903, Governor S. W. T. Lanham, Attorney General C. K. Bell, and State Commissioner of Insurance W. J. Clay constituted the state board. The commission of three teachers appointed by Governor Lanham consisted of Superintendent S. M. N. Marrs, of Terrell; Superintendent F. W. Chatfield, of Abilene; and Superintendent W. E. Edelen, of Edna. Following the reports of the commission, the state board regularly made the adoptions, effective for five years, beginning in September, 1903.

Under the textbook law of 1907, Governor T. M. Camp-

bell, State Superintendent R. B. Cousins, and the five teachers appointed by the governor — Superintendent E. F. Co-megys, of Gainesville; Miss Mamie Carlisle, of Austin; Superintendent O. F. Chastain, of Stamford; Superintendent R. F. Davis, of Nacogdoches; and J. H. Jenkins, of Corsicana — constituted the board making the adoptions, effective for five years from September, 1908.

The textbook board of 1912-13 consisted of Governor O. B. Colquitt, State Superintendent F. M. Bralley, and nine teachers appointed from a list of thirty teachers submitted by President S. E. Mezes, of The University of Texas; President W. B. Bizzell, of the Agricultural and Mechanical College; and State Superintendent F. M. Bralley. The governor's appointees were County Superintendent L. T. Cunningham, of Anson; Superintendent W. F. Doughty, of Marlin; President C. E. Evans, of Southwest Texas State Teachers College, San Marcos; Superintendent F. V. Garrison, of Sulphur Springs; Superintendent John F. O'Shea, of Taylor; Superintendent L. Z. Timmons, of Jacksboro; County Superintendent Frank Kadanka, of Caldwell; Mrs. Ella F. Little, of Temple; and Principal Gus F. Urbantke, of Blinn College, Brenham.¹⁵

At its first session, in 1912, the textbook board adopted the following resolution, to prevent, insofar as possible, any wrongdoing in connection with adoptions:

The board hereby goes on record as inviting the agents or representatives of individuals, firms, or corporations submitting books for consideration of the board to stay away from Austin after their bids have been filed according to law, and the specimen copies of books have been submitted to the board, and all other necessary business as shall be determined by the board has been attended to by the said agents and representatives.

¹⁵*Report of State Department of Education, 1911-12, pp. 50-51.*

The adoptions were effective for a period of five years, dating from September, 1913. This was the last adoption in which all the textbooks to be used in the public schools for a given period were adopted at one time. Since 1918, adoptions have been made for selected subjects each year.

A permanent textbook commission, styled "The Texas State Textbook Commission," was authorized by the special session of the legislature, in May, 1917. It consisted of the state superintendent of public instruction, the president of The University of Texas, the president of the Agricultural and Mechanical College, the president of the College of Industrial Arts, and the president of Southwest Texas State Teachers College. This commission, at a date not later than August 1, 1918, and biennially thereafter, submitted to the governor the names of fifteen teachers, including five women, for each two-year term; from this list of fifteen teachers, the governor selected seven teachers who, with the governor and the state superintendent, constituted the Texas State Textbook Commission.

The textbook law of 1917 included detailed limitations, restrictions, and prohibitions: it was a legislative attempt to eliminate the alleged evils of former adoptions. The Texas State Textbook Commission made nominations to the governor in 1918, 1920, 1922, 1925, and 1927. A constitutional amendment of 1928 provided for a nine-member State Board of Education and abolished the Texas State Textbook Commission. The State Board made adoptions of textbooks after recommendations of books were presented by a committee of five experienced and active educators, appointed by the board. The textbook law of 1928 provided for the selectic of high school textbooks on a multiple list plan.

Senate Bill 115, Gilmer-Aikin Law of 1949, established a Textbook Advisory Committee to replace the existing textbook committee. It became the duty of the state com-

missioner of education to recommend to the State Board of Education, annually, the names of fifteen experienced and active educators engaged in teaching in the public schools, a majority of the members to be classroom teachers. The Textbook Advisory Committee was to examine carefully all books submitted for adoption and recommend to the state commissioner of education a multiple list of three to five approved textbooks for adoption at all the various grade levels and in the various school subjects. The state commissioner or the State Board of Education may remove books from the recommended list, but may not add any books not recommended by the Textbook Advisory Committee.

In 1918 a constitutional amendment was passed providing for free textbooks for public school pupils. Free textbooks were first introduced into the schools in 1919. Thus Texas pioneered in issuing free books to all children in the public schools. Of all the states, Texas has today one of the best methods of selection and one of the finest systems of distributing books at the lowest possible cost. In 1952-53, the average cost of free books in Texas was only \$2.55 per pupil, while the national average was \$3.49.

Teacher Retirement

The first state-wide retirement plan was established in New Jersey in 1896. New York and Brooklyn teachers founded the city Old Age and Disability Annuity Association in 1887; and the teachers of Boston, Philadelphia, Cincinnati, Baltimore, and Washington, D.C., followed the lead of the New York City teachers. Each of the forty-eight states and the territory of Hawaii have established retirement systems.

In the general election of November, 1936, the voters of Texas adopted Section 48-a, Article 3, an amendment to the

state constitution authorizing the legislature to provide a retirement fund for "persons employed in public schools, colleges, and universities supported wholly or partly by the state." The Teacher Retirement Expense Fund is made up of equal contributions by the employees and the state. Each participant contributes an amount not to exceed 5 per cent of his compensation received from the state or school district, the maximum contribution from any employee being \$180 per annum. A teacher who has taught for twenty years in Texas may retire at age sixty. If he has taught thirty years in Texas, he may retire at any time, regardless of age. At age seventy, he may remain in service with the approval of his employer. His retirement compensation will be based upon his age at retirement and the amount of money he has placed in the system. Teachers in the public schools, in the public colleges, and in the state-supported colleges take part in this system.

In setting up retirement systems, each state has had to meet essentially the same problems. Experimentation and research have indicated certain fundamental principles which cannot be discounted. From the *N. E. A. Research Bulletin*, the following "Fundamental Principles of a Sound Retirement System" are quoted:

1. **Membership required of new teachers.** Optional for those in service. Membership should be compulsory for teachers entering the service after the enactment of the retirement law; optional for teachers already in service.
2. **Guaranties to both teacher and public.** Retirement ages and rules should be defined and administered so as to retain teachers during efficient service and provide for their retirement when old age or disability makes satisfactory service no longer possible. The retirement allowance should be sufficient

to enable the retiring teacher to live in reasonable comfort, thereby removing the temptation to remain in the classroom beyond the period of efficient service.

3. **Costs shared by teachers and public.** The sums deposited by the teacher and the payment by the public should be stated by the organic act creating a retirement system, subject to adjustment in accordance with future actuarial investigation.
4. **Amount of deposits and payments stated.** The deposit by the teacher and the payment by the public should be stated by the organic act creating a retirement system, subject to adjustment in accordance with future actuarial investigation.
5. **Deposits of teacher and payments by state concurrent with service.** The teacher's contributions and the state's payment to the retirement fund should be made regularly and concurrently during the teacher's period of service.
6. **Individual accounts kept.** The retirement board should open an account with each individual teacher. Sums deposited in that account by the teacher should be held in trust for that teacher.
7. **Retirement system on a reserve basis.** An adequate and actuarially sound reserve should be created to guarantee that the necessary money to pay the benefits promised be on hand at the time of retirement.
8. **Periodic actuarial investigations.** Periodic actuarial investigations should be made of every retirement system to insure its financial soundness.
9. **Disability to provide for.** A retirement allowance should be provided for disabled teachers after a reasonable period of service.
10. **Teachers' accumulated deposits returnable in case of withdrawal from service, or death prior to retirement.** Teachers leaving the service before the

regular retirement age should retain all money accumulated in their accounts. Teacher's accumulated deposits should be returnable upon withdrawal from teaching service, or death prior to retirement.

11. **Choice of options offered upon retirement.** The teacher should have the opportunity to elect the manner in which he will receive the benefits represented by the accumulated value of his deposits and the state's payments.
12. **Credit should be allowed for past service.** Upon the adoption of a retirement plan, teachers should be given credit for their service prior to the establishment of the system. Funds for this purpose should be provided by the public.
13. **Rights under previous retirement systems safeguarded.** The public should guarantee active teachers all the benefits which they had a reasonable right to expect under the old system. It should guarantee teachers retired under a previous system the allowance promised at the time of their retirement.
14. **Reciprocal relations between states.** Provisions should be made for co-operation or reciprocal relations between the retirement systems of the different states.
15. **Retirement board in control.** The administration of the retirement system should be in the hands of a retirement board whose make-up is carefully prescribed in the retirement law and which represents both the public and the teachers.¹⁶

The act creating the Teacher Retirement System of Texas observes all of the foregoing principles except the thirteenth and fourteenth. As no state-wide system existed in Texas prior to 1937, there was no reason to guarantee rights under

¹⁶*N.E.A. Research Bulletin*, Vol. XV, No. 3, May, 1937.

a previous system. The absence of a provision for reciprocal relations between states does not in any way endanger the soundness of the financial plan under which the system is operated.¹⁷

In addition to an annuity which a retired member receives because of his accumulations of contributions and the amount of the state's contributions, the member receives an annuity because of service in the public schools prior to the establishment of the Teacher Retirement System. This "prior service credit" is a transfer from the state accumulation fund to the state annuity fund. The amount transferred is the actuarial equivalent of an annuity of 2 per cent of the average salary received as a teacher in the public schools of Texas during the years from 1927 to 1937, multiplied by the number of years of prior service, but with the limitations of thirty-six years of maximum service, a maximum of three thousand dollars for prior-service salary, and the authority of the State Board of Trustees to reduce prior-service allowance to keep within the available assets for prior service.

Retirement benefits are payable in several optional ways to fit the teacher's personal situation:

Option 1 makes equal monthly payments to the retired member during his life and continues the same monthly payments to the designated beneficiary as long as the designated beneficiary shall live.

Option 2 makes equal monthly payments to the retired member as long as the retired member lives and makes monthly payments of half the amount received by the retired member to the designated beneficiary as long as the designated beneficiary lives.

Option 3 makes equal monthly payments to the retired member as long as the retired member shall live, with the

¹⁷Mortimer Brown, "Financing Teacher Retirement," unpublished Doctor's dissertation, The University of Texas, 1941, pp. 4-7.

added proviso that should the retired member die before the expiration of a five-year period, monthly payments of the same amount will be continued to the estate of the retired member for the remainder of the five-year period.

The regular maximum service retirement allowance will be paid the retired member during his life if he does not elect any one of the described options. The amount of monthly payments under any one of the options will necessarily be smaller than the monthly payments under the regular maximum retirement allowance. A member may withdraw from membership in the retirement system and receive the return of his accumulated contributions. A teacher automatically loses his membership in the Teacher Retirement System and must accept the return of his accumulated contributions if he has been out of active teaching for more than five consecutive years. If a teacher withdraws from public school teaching and does not expect to teach again in the public schools, he need not wait five years to receive the return of his accumulated contributions.

The Teacher Retirement System of Texas is under the general control of a State Board of Trustees of six members, constituted as follows: The State Life Insurance Commissioner, *ex officio*; the chairman of the State Board of Control, *ex officio*; a person selected by the State Board of Education for a term of six years; and three members appointed by the governor from names submitted to him by the members of the Teacher Retirement System.

The three trustee members of the Teacher Retirement System are nominated by the members of the Retirement System for terms of six years each, according to rules and regulations adopted by the State Board of Trustees to govern such nominations. The first three teachers to serve as members of the State Board of Trustees were appointed by Governor James V. Allred from a list of seven teachers nominated

by the Executive Committee of the Texas State Teachers Association. The terms of office of the first three teacher trustees began September 1, 1937. The trustees drew for terms of two, four, and six years, which expired August 31, 1939, August 31, 1941, and August 31, 1943, respectively. Thereafter, the State Board of Trustees has provided for the nomination of three teacher members biennially by popular election of the members of the Teacher Retirement System, from which the governor has appointed one member to the State Board of Trustees, said member being subject to confirmation by two-thirds vote of the state Senate. The members so appointed serve for terms of six years, or until their successors are qualified.

If a vacancy occurs in the office of a trustee, the vacancy is filled for the unexpired term in the same manner in which the office was previously filled.

The person nominated by the State Board of Education for a six-year term and the three teacher members appointed by the governor are subject to confirmation by a two-thirds vote of the state Senate.

The executive secretary elected by the State Board of Trustees is responsible for carrying out the policies of the board and directing the details of the system.

"The System now in operation is an excellent one, and it is being maintained in a creditable manner by a staff of efficiently trained employees."¹⁸

It operates on an actuarial basis, keeping all funds properly invested and allocated in order to insure financial soundness.

From a total of 110,943 members, terminations of 11,878 members and retirements of 512 members are deducted, leaving a membership of 98,553.

At the close of 1953 the State Board of Trustees of the

¹⁸"Audit Report of Retirement Systems," *The Texas Outlook*, June, 1949, p. 43.

Teacher Retirement System consisted of the following members: George B. Butler, State Life Insurance Commissioner, ex officio; R. C. Lanning, chairman of the State Board of Control, ex officio; C. O. Chandler; Charles Rogers; Irvin McCreary; and Miss Quata Woods. Mrs. B. B. Sapp is the executive secretary of the State Board of Trustees.

The Teacher Retirement System of Texas Consolidated Balance Sheet of August 31, 1953, shows these assets and liabilities:

ASSETS	
Cash deposited in State Treasury . . .	\$ 3,503,901.08
Par value of bonds owned	152,164,000.00
Premium and discount owned	1,542,278.64
Accrued interest owned	1,440,649.49
TOTAL	\$158,650,829.21
LIABILITIES	
Teacher Saving Fund . . . :	\$ 77,189,289.67
State Membership Accumulation Fund . .	52,274,957.30
Prior Service Annuity Reserve Fund . .	18,031,953.46
Interest Fund	11,357.96
Membership Annuity Reserve Fund . . .	11,026,490.33
Expense Fund	116,360.14
Suspense Fund	420.35
TOTAL	\$158,650,829.21

Compulsory Attendance

Beginning with Massachusetts in 1852, compulsory attendance laws had been enacted in every state by 1918.¹⁹ Vermont was the first state to pass a compulsory attendance law after the Civil War (1867). As a result of poverty entailed by the Civil War and by reconstruction penalization of Southern people through taxes and repudiation of their bonds, the bitterness of Southerners delayed for thirty years worthy school attendance legislation. The effort of the

¹⁹Eby, *The Development of Education in Texas*, p. 51.

Davis-DeGress administration of schools in Texas to enforce school attendance four months in the year was far ahead of the essential public opinion to support it, and it was largely a failure. From 1896 to 1918, Southern states joined the movement for compulsory attendance.

The Texas law of 1915 required attendance of sixty days for the year 1916-17, eighty days for the year 1917-18, and 100 days for 1918-19 and for each scholastic year thereafter. Under the law of 1933, the compulsory attendance for children from seven to sixteen years of age is 120 days. Under special laws based on population totals, cities with a population of from 100,000 to 200,000 or more may enforce compulsory attendance laws for the full school terms.

The following classes of children in Texas are exempt from the requirements of the law:

1. Any child in attendance upon a private or a parochial school or who is being properly instructed by a private tutor.
2. Any child whose bodily or mental condition is such as to render attendance inadvisable, and who holds definite certificate of a reputable physician specifying this condition and covering the period of absence.
3. Any child who is blind, deaf, dumb, or feeble-minded, for the instruction of whom no adequate provision has been made by the school district.
4. Any child living more than two and one-half miles by direct and traveled road from the nearest public school supported for children of the same race and color of such child, and with no free transportation provided.
5. Any child more than sixteen years of age who has satisfactorily completed the work of the ninth grade, and whose services are needed in support of a parent or other person standing in parental

relation to the child, may, on presentation of proper evidence to the county superintendent of public instruction, be exempted from further attendance at school.²⁰

Compulsory attendance in the public school has been regulated by legislative action in all the states, and the legal age for beginning and the legal age for leaving school vary from state to state. The average minimum age in the United States for compulsory attendance is 7.18 years, and the average maximum age is 16.1 years.

The setting up of departments of attendance as "adjuncts to formalized schooling" is an outgrowth of the educational trend for broadening the field of school endeavor. When the attendance official functions as a truant officer, good permanent results do not follow: it gives to a school or an official the appearance of a penal court or law-enforcing officer. On the other hand, the visiting teacher is a public relations official to inform the home about the school and to acquaint the school with home conditions; he learns the causes of non-attendance and truancy and works to remove these causes. Legal procedures to enforce attendance at school should then be unnecessary.

The work of the attendance official should be better professionalized; thorough professional training for the visiting teacher is rapidly becoming indispensable. The American Association of Visiting Teachers, formed in 1919, publishes "The Visiting Teacher Bulletin." This new type of professional worker should supplant the "job handed out to some needy political friend without any real qualifications," and should command a salary "commensurate with the duties assigned."

²⁰Texas Education Agency, *Public School Law Bulletin*, Austin, 1952, Art. 2893.

Certification of Teachers

Under the law of 1840 the chief justice and associate justices of each county were a board of school commissioners with authority to examine candidates for teachers' certificates. The School Law of 1856, Section 8, required the county court of each county to appoint a board of school examiners, consisting of three members, to examine all persons proposing to teach in the public schools and to grant certificates to such persons, stating the branches the applicants are prepared to teach. Under the School Law of November, 1866, the county police court appointed a county board of school examiners, consisting of five members, to examine all persons proposing to teach in the public schools and grant certificates stating the branches such applicants were prepared to teach.²¹

The School Law of April 24, 1871, authorized the State Board of Education, consisting of the governor, attorney general, and state superintendent of public instruction, to provide for the examination of applicants for certificates to teach. The School Law of 1876 vested in the county judge the authority to appoint a county board of examiners. This board gave examinations in orthography, reading, writing, English grammar, composition, geography, and arithmetic. On the basis of the examinations, the county judge issued certificates of competency to the successful applicants, valid for one year, renewable for a subsequent year at the option of the county judge.

Summer normal institutes, with terms of from four to six weeks in length, gave instruction in the subjects preparatory to examination for certificates to teach. A state board of examiners, appointed by the state superintendent of public instruction, graded the papers of applicants, and recom-

²¹Eby, *The Development of Education in Texas*, p. 88.

mended the issuance of state certificates to the successful applicants in the summer normals. Summer normal institutes began in 1883, with a total of 1,078 teachers enrolled in the thirty-one senatorial district institutes.²² These institutes developed in quality and fields of service during the more than fifty years of work, enrollment at times being from 7,000 to 10,000 teachers each summer, and with scholarly faculties drawn from the public schools and colleges. With increasing state support of summer terms in state colleges and the growth of the summer terms in private colleges, the college summer term provided a sound professional opportunity for improvement of scholarship, as well as for earning certificates. The summer normal institutes had served their purpose and were abolished.

The Certificate Law of 1911 gave all certificates state-wide validity, provided that the state superintendent of public instruction issue these certificates, and required a record of all certificates in the permanent files of the state superintendent's office. In 1917 there were in Texas 25,500 white teachers and 3,600 colored teachers, 22 per cent of whom held permanent state certificates, and 47 per cent of whom held second-grade certificates. In 1939 there were 852 certificates issued on state examinations, 536 permanent first-grade certificates, 22,703 certificates from Texas colleges, and 1,418 certificates from approved out-of-state colleges. Teaching positions numbered 45,873.

In 1948-49 M.A., M.S., or higher degrees were held by 8,563 teachers; B.A. or B.S. degrees were held by 33,939 teachers; one to three years of college training had been completed by 7,313 teachers; and only 461 teachers had no college training.

Since 1952 all Texas teachers' certificates have been issued by the Division of Professional Standards of the Texas Edu-

²²Leonard Lewis, "Education in Texas, 1876-84," unpublished Doctor's dissertation, The University of Texas, 1946.

cation Agency. Specific requirements are outlined for short-term and permanent elementary certificates, short-term and permanent high school certificates, short-term and permanent special certificates, emergency certificates, and short-term and permanent kindergarten certificates.²³

Special qualifications are required for issuance of certificates to professional personnel as follows: superintendents and full-time principals, supervisors of instruction, counselors, special service teachers, school nurses, school physicians, visiting teachers, itinerant teachers, teachers of exceptional children, and teachers of vocational education.

An Advisory Assembly on Teacher Education, its membership composed of representatives of colleges and universities, was held in Dallas on February 6, 1951. The purposes of the assembly were to make a co-operative study of the problems of teacher education, develop standards for teacher-preparing colleges, and recommend policies for the consideration of the Texas Education Agency. A general meeting of the assembly was held in 1952. These advisory assemblies already have effected far-reaching improvements in professional certification standards of teachers on all levels.²⁴

* * * * *

THE STORY of Texas schools, a story of achievement built upon hardship and difficulties, is not ended. The pattern for the future has been set.

From the opening of the first Spanish school until the passage of the Gilmer-Aikin Bills, Texas schools have been struggling to adapt their programs to the needs of the people of Texas. There were years of hardships, limited resources, and, at times, a lack of public interest; but an en-

²³Texas Education Agency, *Handbook for Local School Officials*, Bulletin 534, The Agency, Austin, 1952, pp. 40-42.

²⁴*Ibid.*, pp. 43-50.

lightened citizenship has always realized that the hope and security of individual rights and liberty could be assured only through an informed and intelligent citizenship.

The problem of providing ample schooling for all of the children of Texas has been no easy one, for sparse population and an aggressive desire on the part of the people that their schools should be strictly local in organization and support have created many problems.

In recent years a growing population, the discovery of almost illimitable natural resources, and an intense desire to perpetuate the heritage of Texas has aroused a more active and consistent support of public education from the state as a whole.

With the passage of the Gilmer-Aikin Bills, the state assumed its responsibility for equalizing educational opportunities of all the children of Texas, guaranteeing to the teachers increased compensation for the faithful execution of their duties, and giving adequate financial support to the schools themselves.

The years ahead will bring problems as acute as those in the past. An enlightened citizenship ever conscious of the increased responsibility of the community to insure equal educational opportunities for all of its citizens will continue to develop and support an effective and aggressive public school system.

The story of Texas schools will never be complete. Each new generation will face new problems and new responsibilities. Using the past as our criterion, we can feel confident that in the future Texas will continue to meet those responsibilities and to provide through its public education system the finest possible educational opportunities for its young citizens.

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