

III. THE TEACHING OF HISTORY

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I. INTRODUCTION

Texas now has many hundreds of high schools, in each of which there is presumably some work done in the social sciences. As a means of ascertaining just what the facts are, a questionnaire of reasonable length was sent to each of the several hundreds of high schools. To these inquiries replies have been received in encouraging numbers. Facts contained in 198 of them form the basis of this present study of the teaching of history in the high schools of Texas. While the number 198 is far too small to include all of the high schools of Texas, it is not too small fairly to represent them. Within this group of 198 high schools are found all types known to Texas: public, private, and denominational; large, medium sized, and small; of northern, southern, eastern, western, and central locations within the state. It is therefore not unreasonable to assume that a consideration of these approximately 200 high schools may at least represent a consideration of the entire number in Texas.

At the very outset of this study, however, the imperfections of an investigation by questionnaire must be acknowledged. The psychology of preparing and that of answering a questionnaire could be studied with interesting results. Every teacher of history knows how easily the ambiguity of even a carefully prepared question may be revealed, too late, by the variety of the interpretations shown in the written answers of his pupils. Every teacher of history may also know how variously minds interpret a given term or statement,—from the first chapter of *Genesis* to a single, small item in a Texas questionnaire. Two illustrations of that fact appear in the replies to this particular

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questionnaire. One column, containing a blank space for each course in history, is headed "Size of Class." In this column a majority of the high schools reported the number of pupils in school who are enrolled in those respective courses. But in some replies are found in this column the mere adjectives "large," "medium," and "small." Still other high schools state for "size of class" the uniform numbers, such as 25 or 30, which represent in those schools the units of measurement of duplicate sections in the same course, and give no information as to how many such sections are in operation. A similarly arranged column is headed "Year in which Taught." Here also the majority of the responding high schools name the first, second, third, and fourth years of high school for the respective courses. But some replies in this column afford information of another sort. One school gravely reports "1922-1923" for each history-course named, while another school states that the "year in which taught" is "one," for each course. Besides discrepancies of this sort, the replies reveal some perhaps involuntary information for which the makers of the questionnaire had not intended to ask, and likewise leave unexpressed some for which they had asked. But on the whole, despite such imperfections, the questionnaire proved in this investigation, as it has in countless others, that it deserves a great deal of *reliance upon it*. Its imperfections are far smaller and less numerous than its merits.

II. OBJECTIVES IN TEACHING HISTORY IN TEXAS HIGH SCHOOLS

Before proceeding into a consideration of the results of this recent state-wide inquiry, the writer wishes here to call attention to some purposes, or objectives, held constantly before the teachers of history for their attainment. To mention these objectives at this point may not be amiss, since they must be kept uppermost in any purposeful effort to improve the quality and quantity of this type of teaching. Such objectives, or aims, should be held not only by teachers

and administrators in all high schools, but by the people of Texas at large, in their support of and interest in these high schools. The interest and support of the people can be secured and maintained only by those schools whose teachers never permit themselves to forget the true aims and motives in the teaching of history. By these aims and objectives, or similar ones, should be judged the conditions in Texas high schools revealed in the recent investigation.

A convenient classification of these objectives presents them in three groups, which, for want of better names, may be called ideal, expedient, and instrumental. The first of these aims or objectives may be beyond the possibility of complete attainment within even the entire twentieth century; but every one of these ideals is worth working for, and worthy of being called an ideal. Every one of them is to be sought not so much in the visible and material growth of the history department in any high school, as in the mind and character of every high school student. It is the true privilege of the high school history teacher to train his students in careful observation, in habits of accuracy, and in impartiality of judgment, a ballast of sanity which this world never ceases to need. The mere development of "mind muscle," or the old "mental discipline" ideal, although it no longer enjoys the wide-spread publicity and popularity which once acclaimed it, is by no means a dead thing; and in its realization the history teacher has a part quite as full and strong as that of any of his colleagues. In the study of history minds can be trained to think in terms of human units; for history is a study of people, the most interesting objects of observation in the whole world. From this fact there comes another, that in the department of history is the opportunity, nowhere else any greater, of inculcating the truest, deepest, most abiding patriotism,—local, state, and national. The twentieth century is bringing gradually into play that which is broader than even national patriotism, and is calling it world-citizenship. Beyond the reach of many minds as yet, this new citizenship is to be the outcome of steady training; and no one more than the history-

teacher has the opportunity to do this training. Citizenship on any scale or plane depends for its quality upon the ability of the individual citizen to think and act as a member of a body, yet without abandoning his individuality. To cultivate public-thinking without sacrificing for it any essential individual-thinking is perhaps the greatest of all of the duties and privileges of the teacher of history. Because of that very fact, however, he should remember and work towards certain other ideals. Man's progress depends in no small degree upon his knowledge of previous progress. Increased suffusion of this knowledge will therefore increase his future possibilities; and it is from the study of history that a large part of this knowledge comes. Consequently the study of history should induce in the average high school student a desire for wider and still wider reading,—a desire which his teacher should strive to gratify and to quicken. A further ideal never to be lost sight of in the teaching of history is the stimulation of the student's appreciation of all of the good that surrounds him while he is a student and that will surround him after he has left the high school. In short he is to be shown, through history at least as much as through other subjects, how to enjoy his life: in general reading, or literature; in the daily reading of newspapers; in public speech, either as auditor or speaker; in beholding natural beauties; in entering into the spirit of worth-while intercourse and entertainments; in the exercise of good tastes; and in the earning of his daily bread.

Not so high as these ideals but more easily visible than they, are the objectives of expediency. They appear even in a superficial inspection of a high-school history department, but they are by no means to be despised or ignored, or even underestimated. They may not appear so worthy as some of the above-mentioned ideals when displayed in unfeeling print, but they are practical and honest, as well as expedient. The history department is under as much obligation as any other department of the high school to provide an adequate number of credits towards the ultimate

graduation of the student. History is supposed, no less than other subjects, to assist in preparing many high school students for future college entrance. Among the courses offered in history is to be found some of that elective work for such students as do not wish more than is actually required of them in other subjects. Finally, the presence of history in the curriculum of a high school is needed, if for no higher motive, to help in maintaining the reputation of that school for educational facilities. Even a superintendent and a board of trustees who themselves esteem but lightly, if at all, the value of courses in history are none the less desirous of including them in the curriculum. One may say that merely from the standpoint of "appearance," the reputable high school offers history.

Besides these objectives of idealism and of expediency there are others to be considered as essential to the realization of these. Such others may be termed instrumental objectives, since they do not represent ultimate ends within themselves. For one thing, good equipment is to be considered such an objective. Details of equipment, such as well lighted, well heated, well seated, and well ventilated rooms, a good supply of high-grade maps, and ample facilities for reading,—these are well worth having. Equally so is the allotment of sufficient time in which to do reputable work in history. Such work cannot be done when the daily period allotted to a course in history is too short, or when the weeks in the work of one year are too few. To this fact another adds itself, that one year out of the four high-school years is far too short a time in which to hope to realize any appreciable number of objectives. A powerful instrument in their realization, however, is that public interest and support, already mentioned. Another is the presence in the high school of well equipped and well qualified teachers of history. To insist upon this one objective alone for a number of years in Texas would go far towards achieving all other aims in the field of history-teaching.

It is only by keeping in mind the principal motives and aims in the teaching of history, such as these suggested,

that an observer in this field can find much of value, either for himself or for the schools which he wishes to improve, in the organized material afforded by the replies to the recent questionnaire. They have been put into the forms of summaries and tabulations, for more convenient inspection. From them may be seen some instances in which and the degree to which certain objectives are in process of being attained.

III. SOME CONDITIONS NOW EXISTING IN THE TEACHING OF HISTORY IN TEXAS HIGH SCHOOLS

(Based on 198 replies to questionnaire)

In this state whose population is now reckoned as 4,500,000, there are so many high-school students, most of whom are doing some work in history, that a distinct advantage of this study of conditions occurs in its limitation to 198 high schools. The size of the field to be considered is neither too large to comprehend nor too small to be adjudged truly representative of the whole. These 198 high schools report a total enrollment of 38,547 students, 820 of whom are not classified as to grades or years in which enrolled. Of the remaining 37,727, approximately 14,030 are in the first year of high school, 10,422 in the second year, 7,605 in the third year, and 5,670 in the fourth year. Of these nearly 40,000 students, 23,299 are enrolled in history classes, as follows: in ancient history, 9,221; in English history, 2,176; in medieval and modern history, 7,095; in American history, 4,773; in contemporary European history, 34. In an attached table are the figures from which this summary has been made. It is impossible for even this small report to be accurate in statistics, because of the fact that numerous responses to the questionnaire contain blanks in various items and columns, instead of specific information. But the report is none the less representative and proportional. Upon it may be based, in proportion, estimates which are not inapplicable to the entire number of high

schools in Texas. The report represents every section of the state, and shows that the teaching of history in Texas is state-wide.

TIME DEVOTED TO HISTORY

It is interesting also to observe how much time is devoted to this work. The high-school student's life of four years has many demands upon it, and history does not claim a disproportionate share of his time. Schools vary widely in the number of years' work in history required of students. In only 17 of the 198 schools considered is history a required subject for four years; in 88 schools it is required three years; in 24 schools, only one year; and in 19 schools it is not required at all. There is no school in the whole list, however, that does not offer at least one year's work in history. This should be remembered in connection with the fact that 19 of these schools make no requirement of the students in history.

But it should also be remembered that the word "year" is susceptible to a wide range of interpretations. In most schools the year is thirty-six weeks in length; in other schools this length varies from twenty-seven to thirty-eight weeks, while certain years themselves are devoted in fractional parts to different courses in history. For instance, in 29 of the high schools considered, American history is taught only 18 weeks per year; in one school, only 15 weeks; in another, 19 weeks; in another, 24 weeks; in two other schools, 20 weeks. Of the schools reporting a whole year's work in American history, six count 35 weeks a year, and one school counts 38 weeks; but another reckons it at 30 weeks, and another at only 27. Similarly in the case of ancient history, the work appears in two schools only 18 weeks per year; while of the schools which present this work a whole year, six mark the year at 35 weeks, two at 38 weeks. In seven schools English history is taught only 18 weeks per year. Three other schools measure a year's work in English history respectively as 30, 33, and 35 weeks.

Medieval and modern history, much too lengthy for condensation into a half-year's work, appears in one school in a year of 32 weeks, in six other schools in a year of 35 weeks, in two others in a year of 38 weeks, and in two schools it covers a period of 54 weeks, at the expense of another course in history.

No less than the word "year," however, is the word "week" a variable term. The week of five school days is well understood and accepted. But the length of a week in any one course of study depends upon the amount of time given to it each day. Most of the schools included in this present survey report for each class in history a daily recitation period of 45 minutes, or 225 minutes per week. The schedules of eight schools, however, show a longer period: in three of them, 300 minutes per week; in two others, 240 minutes; in three others, 250, 270, and 275 minutes, respectively. On the other hand 67 schools report a daily recitation period of 40 minutes, or 200 minutes per week. Two schools are working only 180 minutes per week in each course in history, or about 35 minutes a day. In one school the work of a week in each history class covers 210 minutes; in another, 220 minutes. All of these figures suggest the fact that in recording them some respondents to the questionnaire included, while other excluded, the amount of time consumed daily by students in passing to and from their class rooms.

The history to which all of this great aggregate of time is devoted is commonly divided into four parts and called "ancient," "medieval and modern" or "European," "English," and "American." These differ in their degrees of popularity and in the extent to which the high schools require courses in them. In this respect English history falls far below the other three, being a required course in only 18 of the 198 schools, as compared with American history which is required in 127 schools, or medieval and modern history, required in 150 schools, or ancient history, required in 159 schools. As electives, however, these four courses in history appear in reverse order, English history

being offered as an elective in 72 schools, American history in 55, medieval and modern history in 39, and ancient history in 32. Addition of these two groups shows that of the 198 schools observed, ancient history is taught in 191, medieval and modern history in 189, American history in 182, and English history in 90. In 104 schools English history is not even offered, while there are but seven schools in which American history is not offered, and only one school in which ancient history is not offered. Six schools fail to show in their replies to the questionnaire whether or not they are offering ancient history, while six others omit similar information in regard to medieval and modern history, nine omit it concerning American history, and four, concerning English history. A brief attached tabulation shows in concise form the above comparison of the four divisions of history.

ORDER OF COURSES

School administrators are faced with the question not only of how many of these four courses in history may be required, how many merely permitted, and how many excluded from the curriculum, but also of the order in which they should appear in the four years of high school. The old and familiar order of ancient history in the first year, medieval and modern in the second, English in the third, and American in the fourth prevails among the great majority of high schools. Several interesting departures from that order, however, came to light in the recent investigation. In one school ancient history is in the second year instead of in the first, and in two schools medieval and modern history is in the third year instead of in the second. English history appears in thirteen schools in the fourth year; in four schools in the second year; and in one school in the first year. In eighty schools American history is in the third year, and in one school it is in the second year. The proper order in which these four subjects should appear in a high-school curriculum is a question upon which there is such

wide diversity of opinion that the very existence of these variations among 198 high schools is worthy of notice.

In whatever number and order given, high school courses in history rarely reach a stage of independence from text-books. Such independence is indeed not desirable. The use of uniform text-books by the state in a majority of Texas high schools makes any inquiry into the names of such books somewhat stereotyped. Yet it may not be altogether unprofitable to observe the different kinds of history texts in general use in the high schools. The most of them are using Ashley's texts for ancient and medieval and modern history, Cheyney's text for English history, and Latané's for American history. But there are, among 198 high schools, no less than 41 exceptions to that statement. In ten schools ancient history is taught, not from Ashley, but from Myers or West or Betten or Robinson and Breasted or Morey. Similarly in ten schools medieval and modern history is taught, not from Ashley, but from Betten or Weber or Robinson and Beard or Myers or West. Thirteen schools use texts by Montgomery or Myers or Larson or Andrews or Tout or Lingard or Thomas or Walker in English history, instead of Cheyney's. Eight schools use American history texts by Montgomery, or Cousins and Hill, or West, or Hart, or Muzzey, or McKinley, instead of Latané's. These variations do not always indicate preferences; in fact, they usually denote necessity. A supply of one kind of text books and the inability to secure a sufficient supply of another may constitute a strong reason for apparent eccentricity.

COLLATERAL READINGS

Thoroughly dependent upon their textbooks for the principal material in their courses in history, the high schools show nevertheless an ambitious interest in reading matter to be found outside of textbooks. The popular names among students and teachers for such reading are "parallel," "collateral," and "outside." The presentation here

of a complete list of these readings is neither possible nor desirable. High schools differ very widely from one another in the amount of reading material available for history students. The range of difference extends all the way from empty shelves to ample libraries. There is perhaps no other single feature in which high schools are so far apart as in that of accessible reference-books and papers. Eight of the 198 schools report a total lack of such material suitable for the use of history students. In twelve schools there is no reading matter, outside of the textbooks, for English history; in eleven none for ancient or for medieval and modern history; and in twelve, none for American history. Some schools have no readings to offer except encyclopedias. From such instances of library-poverty the observer may turn to those of larger facilities until he finds at length some high schools that are bountifully equipped in this respect.

HISTORY LIBRARIES

It is scarcely possible to estimate accurately the total or even the average size of the historical libraries in these high schools now under consideration. Twenty-seven of them fail to give any information on this point; and of this number several are schools of considerable size and of high rating, whose equipment assuredly includes at least partially satisfactory libraries. The literature listed in the reports includes that for all of the social sciences, and numerous schools offer courses in other social sciences besides history. Some of the parallel readings in these are of little or no use in history. As the courses in history constitute, however, a heavy percentage of the total offerings in the social sciences, it is safe in most cases to assume that the greater part of each social science library reported in the questionnaire is devoted to history. Of the 171 schools responding to the inquiry upon the subject of library equipment, two frankly state that they have no such equipment, at least for the social sciences, and two others report a

total of 156 volumes but place upon them no estimate of value. The remaining 167 high schools possess something like 39,772 volumes on which they estimate a total valuation of only \$90,464.00; an average equipment of 246 volumes, valued at \$550.00. The smallest library, of twelve volumes, is valued at \$18; the largest, of 2,000 volumes, is valued at \$3,000.00. An attached table shows the wide range in size and valuation of these social science libraries.

Quite as varied as the size of their libraries is the emphasis placed in these 198 high schools upon particular types of books. Some schools consider their libraries ample if they contain many textbooks which can be used to supplement the class texts. In other schools the possession of broadly illustrative historical fiction seems to be the most emphasized item in the report on parallel readings. In a most encouraging number of reports the collection of good editions or original historical source material is emphasized. Most of the schools list encyclopedias prominently among their library-contents. Daily and weekly newspapers, and such periodicals as the *Literary Digest*, *Current History*, *Independent*, *World's Work*, *Mentor*, *Pathfinder*, *Review of Reviews*, and *Outlook* are noticeably numerous on many reading lists. Of the publications the *Literary Digest* seems to be the favorite, the *Pathfinder* ranking perhaps second. Many teachers and administrators are seeking safety as well as convenience and good results by adhering very closely, in the acquisition of their libraries, to the reading-outlines issued by the State Department of Education.

SPECIAL TEACHING FEATURES

In proportion to the number and the types of available readings comes the problem of how to secure from them a maximum benefit. High schools differ greatly in their *attacks* upon this problem. To suggest, to recommend, to urge the reading of material beyond that of the textbooks, is one thing; to succeed in having it read is another. Con-

sequently many of the high schools endeavor in their history departments to produce visible evidence of such reading by requiring students to make written and oral reports thereon, or to write papers which include material derived from this reading. In some of the schools the teachers of history devote a certain part of the time, as for instance one recitation-period per week, to class discussions upon previously assigned parallel readings. In some cases such discussion is in the form of the work of an organized club or society. Many teachers require the reading of a certain number of pages upon a certain assignment of lessons or topics, certified statements of the amount of reading being submitted in writing by the students at regular intervals. The requirement of written reports and themes is far more general among high schools than any other method of measuring the quantity and quality of students' work in parallel readings.

Besides these readings and the formal class-recitations, there is evident a most encouraging amount of special, supplementary work in the history departments of a large number of high schools. By far the greatest part of this supplementary work consists in written exercises by the students. Reading-reports and themes, such as described above, constitute much of this work. Written lessons and examinations, given at more or less regular intervals, as well as the preparation of outlines and note books, serve for emphasizing much of the contents of courses in history. One high school, the superintendent of which is himself a history teacher, reports that students are required sometimes to prepare bibliographies, and explains this policy by the statement, "The knowledge of where to find material is next to knowing." Oral reports, debates, and the discussions of current events by classes formed into clubs for that purpose mark also a departure in a good many schools from the routine of more formal work. Numerous other special features of history teaching reveal themselves in reports from the high schools now under observation. The geography of history is emphasized in the use of wall maps, atlases, and individual map-books. Chart-making emphasizes

not only the geographical but also the logical features of history. The compiling of scrap-books is a valued adjunct to the preparation of note books. The value of pictures is generally recognized, and frequent use is made of them, on classroom and assembly-room walls, in stereopticon slides, and in motion picture films. Relatively few schools are yet equipped with good motion-picture machines. Bulletin boards, located either in classrooms or in convenient corridors, and showing news of recent events, attractive pictures, or occasional well-prepared maps or outlines which are the work of students,—not to mention posted grade records, are constant reminders to students and teachers that history is a very live subject. Certain kinds of memory work appear in the teaching of history in some schools, in frank disdain of the now old alarm against memorizing anything in any history. Several teachers are making use of dramatization, not in the classrooms but on certain public occasions, in order to vivify some historical conceptions in their students' minds. The collection of community historical museums, carried on by students and teachers of history in local high schools, has become, in a few instances at least, a recognized method of supplementary teaching. Practically all of the high schools welcome such lectures and addresses from able residents or visitors as are related to any of the courses in history. While it is true that in no one school appear all of these special features in the teaching of history, it is also probably true that in no one school are they all lacking. Very few schools indeed report the absence of every kind of special method, and even in these few schools there probably are occasional special methods of which the reporters themselves were not aware when they gave this information. Nothing is more apparent from the survey of the 198 high schools than the fact that in almost every one of them there is at least some desire, however vague, to supplement classroom and library work by some practicable methods of quickening the study of history.

In the long list of such methods, however, the observer finds little or none of the field work in history which some-

times characterizes the teaching of other social sciences. Two of the high schools in the field of this present survey require of each student in American history the preparation of a paper on the history of his own country or some particular feature thereof, the material for the paper to be secured by individual research. Some of this exercise may be field work for individual students, but it is hardly to be called class field work. Indeed such field work is hardly practicable in history beyond the scope of local interests, and in Texas high schools is of course impossible in any history except American.

The skilful use of every available and profitable aid in the teaching of history is one of the marks of a well qualified teacher, but by no means the only mark. The essential characteristics of the properly qualified teacher of history have long provided material for debates and disagreements. The teachers in the departments of history in these 198 high schools present no doubt a wide range of differences in qualifications. Such information upon this point as afforded by the recent questionnaire cannot be treated adequately in this study, but is more fully discussed in Superintendent Fillers' study entitled, "Teachers of the Social Sciences."

IV. SOME CONCLUSIONS AND SUGGESTIONS

The knowledge of present conditions in the teaching of history in Texas high schools is of little or no value to the students or observer of these conditions unless it can suggest some estimates and some constructive ideas. Such estimates are to show the degree to which the aims or objectives to be sought in the teaching of history are being realized in these high schools. The estimates, in their turn, are of value only in so far as they can call forth constructive criticism and thereby lead to better conditions.

Perhaps the first of these estimates is the very general conclusion that in the 198 high schools included in this survey, conditions in the field of history teaching are far from ideal, that they are not even satisfactory. But they are en-

couraging, at least to optimistic minds. It is quite evident that in many localities high-school teachers, administrators, and boards of trustees are making some effort to improve these conditions. Improvement is sought in the physical equipment of the schools, as well as in their teachers. On the whole there is much cause for optimism. But the average conditions are still so low, so thoroughly unsatisfactory, that whatever has been accomplished is to be regarded as but a beginning. The teaching of history in the high schools of Texas is still in the condition of the urchin who at the close of his first day in school remarked pensively that what he knew still remained less than what he did not know.

A summary of existing methods and conditions in these high schools reveals the fact that the most of the faults therein are those of omission rather than commission. The crying need is for more of the good things which these schools now have in too small measure. There should be more students in high schools in Texas; and they should spend more time in studying history, and have a greater number of courses in history available. The schools should have more good teachers and more good reading material. By all means there should be more training in the broad and helpful applications of history work. If all of these desirable conditions could be realized, the faults which do actually exist would tend to disappear.

That such faults do exist, however, is not to be denied. One of these is the apparently mechanical manner in which some teachers present the contents of history courses to their classes. There is a somewhat unnecessary reliance upon routine in the use of text books, of parallel readings, and of current periodicals. The requirement of a certain number of pages from each student in both reading and writing historical material may illustrate this fault. Invariably similar weekly oral reports in the classroom form another illustration; so does the invariable allotment of a given weekly period to a specific task, such as the study of a current periodical. Another fault which may be more

gently called a misfortune is the gathering into libraries and accounting as parallel reading a considerable number of old textbooks, once used in the classroom and long since discarded as textbooks. But on the whole, the faults in the teaching of history in Texas high schools may be called insufficiencies; they are the lack of good things rather than the actual presence of the bad.

Any statements of conclusions in such matters must be fraught with uncertainty of acceptance, since personal opinions differ upon the issues involved. To one mind Ashley's texts on European history, for instance, seem to be the most excellent presentations of that subject; but to another, Ashley's are inferior to West's or to some other author's productions. It is evident that administrative authorities in one school consider two years a sufficient time for the historical training of a high-school student, while those in another school insist upon three years or upon four years. The four courses in history appear in one order of precedence in one high school, and in another high school they appear in a different order. One teacher permits the parallel readings to displace the required text; another teacher calls such practice treason. The actual work to be accomplished in a given recitation is itself a term for various interpretations. The same is true of the length and value of a given course in history. Such differences of opinion exist not only among the possible readers of this bulletin but also among the teachers and superintendents who wrote the replies to the recent questionnaire, and among many others who have no part in this study. The opinions of the writer are therefore given merely for what they may be worth, in the form of suggestions based upon this study of high school work in history.

One group of these suggestions concerns the relation of the high schools to other educational agencies. There is need in most high schools of more constant and more effective attention to the publications of the State Department of Education and to those of the University of Texas upon the subject of teaching history. Wisdom is not centered

exclusively in these two institutions, but they do frequently contain a good deal of it. There is room also for improvement in the careful, accurate giving of information to these agencies whenever they request it of high schools, for the purpose of making useful publications. The questionnaire is an instance of this opportunity for correctness, both for the questioner and for the respondent.

Another need of improvement in Texas is in the number and the qualifications of teachers of history. There should be a standard of training required of these teachers that would bring to an end the presence of the unfit in the faculties of the high schools of the state. This can be effected, however, only when the state awakens to the need of making incomes of teachers commensurate with their degrees of training and ability. But even in the meantime the executives of high schools should discard as rapidly as possible their wide-spread practice of using history departments as fillers for the working-time of fractional or part-time teachers. There are entirely too many schools employing teachers of mathematics, languages, or natural sciences who are expected to teach history in their otherwise vacant hours.

Despite the present deficiencies in the supply of teachers the high schools of Texas should be exerting conscious effort toward extending their work in history. There should be a wider interest in history, and a larger enrollment in each year of such study. The teachers of history can render real service in the legitimate popularizing of history and in stimulating larger enrollments therein, in so far as this is possible without injury to other subjects equally deserving. In like spirit can these teachers stand for and work for the daily recitation-period of at least forty-five minutes, for the year of thirty-six weeks, and for a maximum number of history courses in the student's high-school life of four years. These are conditions that even now prevail in numerous localities; but they are not yet numerous enough.

An additional field for the public and administrative exercise of influence by teachers of history exists because of

the commonly accepted order in which the four courses of history are given in high schools. This arrangement of history,—ancient, medieval and modern, English, and American,—is good and probably cannot be improved. But it has a weak point, based upon the decrease in size of ascending classes of students, and the consequent lack of knowledge of American history by too large a number of future American citizens. To check this falling-off in the size of classes the teachers need to exert a great amount of energy in making students see clearly that they cannot afford to leave school before graduation. It is doubtless due to this problem that many schools—about eighty in this survey—are offering American history in the third year instead of in the fourth.

But this placing of American history in the third year only partially remedies the situation caused by leaving that course of study for the fourth year, and costs too much besides. Its cost is usually the omission of English history from the curriculum and the shortening of the work in history to three years. Neither of these things should be done. The high-school student needs English history almost as much as he needs American. Certain features in American history depend upon English history for their deeper significance. It is evident that Americans must abandon provincialism and further acquaint themselves with other peoples; and there is no nation of which this American knowledge should be more thorough than of English. It behooves the teachers of history to do their full part in preventing and allaying the frequent, emotional distrust of England which finds expression in irresponsible journalism and oratory. This educational service can be rendered by discouraging the omission of English history from the course of study.

Not only in English history but in the other three courses as well, high-school students must remain somewhat dependent upon textbooks. In the use of these there is opportunity for increasing the efficiency of teaching. When the state has an adopted text for a given course in history, it

is desirable that school administrators cheerfully acquiesce in that choice and use that book. Whenever that textbook is unsatisfactory, there are two consoling thoughts: that the teacher may, if he will, have a good deal to say, at least indirectly, in the next selection by the state; and that the teacher is free to supplement this text with any other which he prefers. If the school library contains other texts, the teacher may do well sometimes to make assignments in them in substitution for assignments in the regular text. This will encourage comparisons, which form a basis of good historical training. If the library has no other texts, the teacher should have and use some himself and indicate advisable comparisons to his students. The adopted text should receive honor when honor is due; but its errors, biases, and general short-comings should not be concealed from its youthful users. They can always appreciate honest criticism of that which they are required to study.

There is another opportunity for improvement in the teaching of history, in the management of parallel readings. Their use has come to stay. The teacher must govern himself accordingly. He should read for himself that which he requires his students to read. Even in their tendency to imitate he wields a power of inducing them to read history. Sometimes he can stimulate this reading by adroit appeals to curiosity. There are numerous ways of leading students into increasing activity of this kind without resort to the cold "Thou shalt." No one of these ways merits adoption exclusive of the others. They should follow one another in pleasing variation. The same thing is true of the methods of obtaining from the student his expression of what he has read. Sometimes he may have to put this into his written answer to a test question; sometimes, into a report, or an ordinary oral answer, or a class discussion. After all, the amount and the quality of the student's parallel reading depend very largely upon the skill of his instructor. Expenditure of energy upon this point will go far towards making the teaching of history more efficient.

Somewhat akin to parallel readings are various forms of

special aid, such as occasional lectures brought to the school from the outside, motion picture shows, illustrations and perhaps some remains of local history, drawings, paintings, and statuary. Judicial and not over-done use of such things is highly desirable. The wide-awake teacher will welcome them. The lecturer from without, the teacher within the school, the text books, and the library books should all combine to promote the true, scientific spirit of history by the faithful presentation of every side of every historical question or movement. There is perhaps no greater need now than this one in the high schools of Texas. Each list of parallel readings for a given course in history should include books that are known to differ from one another if not actually to contradict one another. There is much to be gained from a study of the English position in the controversy which culminated in the American Revolution, or of Northern ideals in the American Civil War period, or of the Mexican law and point of view in the quarrels between Mexico and the United States, or of the situations in which religious parties have found themselves since the beginning of the Protestant Reformation. Above almost all else the high school student of today must be taught to think fairly and judicially. The high school which will be first to achieve this end in its department of history will be the high school which renders the greatest service to Texas in pointing the way for all high schools to follow.

A general suggestion which may include all foregoing suggestions is this: "Keep in mind all of your objectives and work towards every one of them." There is no one particular method of attaining any one of these ideals. The teacher who is committed to one process is not committed to progress. Whether old or new a good method of teaching a historical fact is applicable only when it is suited to the place or the season in which it is to be used, or to the students whom it is to touch. Freedom and flexibility in this matter are among the needed reforms in Texas high schools.

TABLE NO. 1. ENROLLMENT

High School	Total by Years					In History				
	1	2	3	4	Total	Anc.	M.	M.	Eng.	Am. Total
Abilene	300	200	170	130	800	60	60	60	60	240
Alba	25	18	20	5	68	---	19	---	18	37
Albany	33	32	21	17	103	35	30	---	16	81
Alice	29	39	30	17	115	29	39	---	36	104
Alto	28	23	25	14	90	28	23	12	25	88
Alvin	40	36	30	20	126	31	23	---	25	79
Amarillo	279	257	150	87	773	200	106	90	90	486
Alvord	30	15	14	11	70	30	15	25	---	70
Anderson	8	5	3	---	16	8	5	---	3	16
Anna	25	15	13	13	66	40	40	---	13?	93
Aransas Pass	32	22	18	14	86	32	22	---	---	54
Arlington	68	61	52	34	215	30	30	---	30	90
Baird	40	39	29	27	133	40	39	---	29	108
Bardwell	---	---	16	11	27	21	---	---	20	41
Bay City	75	50	43	23	186	80	50	---	20?	150
Bellville	21	13	14	11	59	21	13	25	11	70
Big Spring	90	70	50	40	250	75	40	---	25	140
Blossom	23	15	12	10	60	23	15	---	20	58
Boerne	28	11	11	10	60	28	11	---	11	50
Bonham	119	71	61	54	305	71	61	---	54	186
Bowie	76	46	44	31	197	70	42	---	40	152
Brady	62	35	18	13	128	---	---	---	---	---
Breckenridge	---	---	---	---	160	70	50	30	10	160
Buda	24	13	5	16	58	24	13	---	21	58
Bullard	25	19	15	6	65	24	20	---	22	66
Canadian	60	45	30	35	170	40	40	5	20	105
Carrizo Springs	22	18	9	8	57	22	18	7	13	60
Celina	40	38	40	39	157	40	38	---	40	118
Cement City	12	7	5	5	29	12	7	5	5	29
Cherokee	28	15	6	14	63	28	15	---	6	49
China	8	4	4	1	17	12	---	---	---	12
Cisco	122	112	77	55	366	123	108	---	36	267
Clarendon	72	64	54	32	222	30	30	30	30	120
Cleburne	248	192	123	90	653	30	26	21	22	99
Clifton College	6	11	12	9	38	6	15	---	13	34
Columbus	24	21	7	11	63	24	20	7	11	62
Comanche	90	70	85	75	320	30	32	---	30	92
Commerce	86	48	25	11	170	---	---	---	---	---
Conroe	70	50	36	35	191	70	50	36	33	189
Cooper	67	56	50	38	211	---	---	---	---	---
Corpus Christi	153	116	54	51	374	167	86	---	71	324
Corsicana	206	121	76	77	480	194	133	67	18	412
Corsicana I.O.O. F. Home	36	17	11	7	71	36	17	---	---	53
Corsicana State Home	35	30	12	14	91	8	12	---	12	32
Crosbyton	---	---	---	---	---	---	---	---	---	---
Cuero	46	35	36	20	137	49	40	23	20	132
Dallas, B r y a n Street	418	377	334	290	1482	440	320	53	146	959

High School	Total by Years					In History				
	1	2	3	4	Total	Anc.	M.	M.	Eng.	Am. Total
Dallas, Forest Avenue	511	385	229	210	1335	270	536	72	156	1034
Dallas, Morgan School	6	5	5	3	19	6	6	5	3	19
Dallas, North	479	299	269	93	1139	426	214	20	87	747
Dallas, Oak Cliff	549	476	309	232	1566	---	---	---	---	---
Dallas, Powell School	10	14	9	19	52	10	14	9	19	52
Dallas, University of Dallas	40	34	20	22	116	41	30	---	23	94
Dallas, West	22	14	11	14	61	22	11	---	14	47
Dayton	29	30	9	17	85	---	---	---	---	---
Denton	200	160	145	115	620	200	160	125	75	560
Deport	---	---	---	---	35	35	---	---	---	35
Desdemona	24	32	15	9	80	24	32	15	8	79
Dilley	12	9	9	6	36	12	9	---	---	21
Dorma	55	18	25	24	122	35	31	---	---	66
Eagle Lake	28	26	22	14	90	28	26	---	10	64
Eden	15	22	10	17	64	15	22	17	10	64
Eldorado	23	14	20	16	73	21	---	---	15	36
Electra	118	96	55	49	318	---	101	33	36	170
Elgin	46	32	24	32	134	46	30	---	28	104
El Paso	823	508	226	144	1701	260	210	35	235	740
Farwell	11	15	21	7	54	15	15	---	---	30
Flatonia	17	13	15	8	53	17	13	---	15	45
Follett	36	18	16	7	77	36	18	---	16	68
Fort Davis	11	3	5	---	19	14	---	---	5	19
Fort Stockton	32	27	19	14	92	32	27	---	19	78
Fort Worth Masonic Home	30	18	16	13	77	---	---	12	14	26
Fort Worth Polytechnic	190	125	75	60	450	175	40	35	16	266
Fort Worth, South	48	30	14	8	100	25	30	14	8	77
Gainesville	150	120	110	90	470	150	120	25	65	360
Galveston	304	236	138	94	772	30	30	---	30	90
Garland	29	53	42	25	149	37	48	---	26	111
Gilmer	37	40	35	25	137	40	47	30	20	137
Gonzales	56	42	40	32	170	28	21	18	32	99
Gorman	64	40	38	18	160	64	38	40	18	160
Groesbeck	33	31	29	22	115	33	31	---	29	93
Gulf	14	6	6	5	31	14	6	---	11	31
Harrisburg	104	60	33	35	232	38	43	---	33	114
Harrold	16	14	21	4	55	16	14	---	23	53
Hearne	---	---	---	---	70	30	25	---	15	70
Hillsboro	115	116	164	95	490	100	93	---	43	239
Honey Grove	76	56	41	32	205	76	56	30	32	194
Houston, St. Agnes	31	31	24	17	103	31	36	22	17	96
Hutto	18	15	12	18	63	19	14	30	18	81
Iowa Park	38	32	22	11	103	38	32	31	31	132
Javton	15	15	10	6	46	17	15	---	10	42
Jefferson	39	28	21	22	110	38	28	15	21	102
Jourdanton	20	9	5	4	38	20	8	---	5	33
Kerens	39	41	29	21	130	35	36	20	22	113

	Total by Years					In History				
High School	1	2	3	4	Total	Anc.	M.	M.	Eng.	Am.Total
Kerrville, Tiny	35	36	24	15	110	41	35	24	11	111
Ladonia	23	14	24	15	76	20	14	---	23	57
La Grange	33	20	19	12	84	33	20	---	19	72
Lancaster	42	40	33	21	136	42	40	---	33	115
La Porte	20	18	22	8	68	20	18	23	7	68
Laredo	106	55	56	26	243	75	47	32	20	174
Liberty Hill	26	13	20	8	67	39	20	---	10	69
Littlefield	12	10	13	7	42	12	10	---	13	35
Lockhart	80	40	36	30	186	25	26	---	11	62
Lott	33	26	19	13	91	33	26	---	19	98
Lovelady	---	---	---	---	---	---	---	---	---	---
Lufkin	136	118	78	42	374	136	118	36	36	326
Luling	27	16	20	19	82	27	16	38	20	101
Manning	15	10	7	3	35	15	12	---	---	27
Mansfield	34	16	18	86	34	16	---	18	---	68
Marfa	24	22	20	12	78	24	18	---	12	54
Marshall	206	174	107	81	568	28	25	25	25	103
Mathis	23	12	12	4	51	23	14	---	17	54
McGregor	55	46	40	21	162	55	32	14	40	141
McKinney	225	135	72	72	504	---	---	---	---	---
McLean	44	34	21	16	115	44	34	---	16	94
Menard	26	26	14	24	90	26	26	---	40	92
Mercedes	49	33	26	20	128	20	20	---	40	80
Mexia	155	50	52	32	289	150	75	40	32	297
Midlothian	53	30	16	21	120	53	30	20	21	124
Mineral Wells	176	124	85	65	450	124	67	7	19	217
Mission	49	39	19	22	129	32	24	---	30	86
Moody	29	26	17	10	82	29	26	---	17	72
Mount Vernon	---	---	---	---	35	---	---	---	35	35
Naples	14	22	16	---	52	14	22	---	16	52
Navasota	58	46	35	29	168	43	57	28	26	154
Nederland	19	5	12	6	42	19	5	2	12	38
Newton	25	18	17	4	64	25	18	---	---	43
New Waverly	17	22	10	---	49	17	22	---	10	49
Niles City, Diamond Hill	---	---	---	---	86	45	25	10	6	86
Olney	35	22	19	10	86	36	24	---	---	60
Olton	14	14	10	5	43	14	24	---	---	38
Paducah	40	29	23	16	108	40	29	---	22	91
Palestine	151	111	117	421	105	89	---	---	---	194
Palmer	24	19	18	14	75	24	19	---	18	51
Pampa	35	45	36	22	138	35	45	---	36	116
Pharr	26	28	24	11	89	26	23	---	25	74
Pittsburg	45	44	25	28	142	---	---	---	29	29
Pleasanton	27	19	12	11	69	27	19	---	---	46
Port Arthur	320	278	151	111	860	---	---	---	---	---
Port Lavaca	---	---	---	---	83	30	30	---	23	83
Proctor	13	25	17	---	55	12	25	---	12	49
Quanah	118	76	71	44	309	32	33	25	29	119
Ranger	153	56	46	31	286	105	40	25	23	193
Reagan	20	20	15	14	69	20	20	---	25	65
Rhame	15	8	12	8	43	15	8	---	12	35
Rice	15	15	10	6	46	15	15	16	16	62
Rockdale	69	32	27	19	147	33	33	---	27	93
Rock Island	5	5	6	---	16	5	5	---	6	16

High School	Total by Years					In History				
	1	2	3	4	Total	Anc.	M.	M.	Eng.	Am. Total
Rockwall -----	42	42	24	23	131	40	43	45	42	170
Rogers -----	40	45	35	30	150	40	45	35	35	155
Rotan -----	45	26	20	10	101	31	---	---	---	31
Royse City ----	45	43	30	17	135	45	43	30	17	128
Rusk College ---	11	18	14	15	58	11	19	---	6	36
Sabinal -----	40	27	26	11	104	41	26	25	11	103
San Angelo ---	126	132	116	89	463	145	88	77	79	389
San Antonio, Incarn. Word	21	12	8	---	41	21	12	---	8	41
San Antonio, Morrill -----	41	29	---	---	70	41	41	29	---	70
San Antonio, Our Lady-of-the- Lake -----	21	12	11	18	62	14	19	10	---	43
San Antonio, St. Mary's ---	85	48	34	39	206	85	48	---	15	148
San Antonio, San Antonio Academy ---	28	30	25	22	105	22	24	---	18	64
San Antonio Westmoorland	14	13	14	20	61	---	---	---	---	---
San Marcos ---	87	56	42	37	222	29	28	---	25	82
San Marcos Bap- tist Academy	43	63	48	82	236	42	55	50	52	199
Sanger -----	38	22	37	23	120	38	22	37	23	120
Seguin -----	49	53	23	30	155	41	44	---	25	110
Seguin Lutheran College -----	12	13	5	6	36	12	13	---	5	30
Shamrock -----	42	25	22	18	107	42	25	---	---	67
Sherman, Kidd- Key -----	10	12	17	25	64	12	12	14	7	45
Sherwood -----	7	3	6	6	22	7	3	---	12	22
Shiro -----	12	4	1	---	17	12	4	---	1	17
Silsbee -----	56	64	38	30	188	---	64	38	38	140
Slaton -----	50	60	40	25	175	50	60	---	40	150
Smithville -----	---	47	---	---	47	---	---	---	---	---
Somerville -----	33	14	17	17	81	33	14	17	17	81
Sour Lake -----	113	71	41	40	265	23	60	15	60	158
Stamford -----	96	64	38	46	244	110	47	36	---	193
Stephenville ---	99	81	77	66	323	53	46	26	69	194
Strawn -----	---	---	---	---	128	30	50	---	48	128
Sugar Land -----	13	8	6	5	32	13	8	---	11	33
Sulphur Sprin's	126	102	91	72	391	40	45	45	35	165
Tahoka -----	30	28	36	16	110	30	28	---	---	58
Talpa -----	18	9	9	---	36	18	9	---	9	36
Texarkana -----	196	137	72	55	460	144	56	48	52	300
Texas City -----	31	22	10	13	76	31	22	10	12	75
Texline -----	30	22	20	20	92	30	22	---	20	73
Thurber -----	35	20	15	7	77	35	20	7	15	77
Timpson -----	---	---	---	---	123	61	33	---	29	123
Toyah -----	15	9	8	---	32	15	9	---	8	32
Van Horn -----	5	4	1	---	10	5	4	---	---	9
Venus -----	10	15	14	5	44	10	15	19	19	63
Vernon -----	111	91	76	57	335	31	29	22	25	107

High School	Total by Years					In History				
	1	2	3	4	Total	Anc.	M. M.	Eng.	Am.	Total
Waco -----	742	484	360	181	1767	360	144	---	306	810
Waelder -----	16	22	20	---	58	16	22	---	20	58
Weatherford --	224	110	90	94	518	224	90	42	85	441
Whitney -----	42	20	19	28	109	42	20	14	20	96
Willis -----	24	20	11	11	66	24	---	---	24	48
Winters -----	67	39	23	24	153	30	30	---	25	85
Yorktown -----	45	29	33	10	117	45	29	---	10	84
<hr/>										
	First			Second		Third		Fourth		
	Year			Year		Year		Year		Total
Grand Totals -----	14,030			10,422		7,605		5,670		37,727
<hr/>										
	Ancient			M. & M.		English	American			
	History			History		History	History		Total	
	9,221			7,095		2,176	4,773		23,265	

NOTE.—In the total enrollment 820 students are included whose enrollment was reported only in the department of history.

TABLE NO. 2

Requirements (198 schools)

	History	Required	Elective	Not Offered	Not Reported
Ancient -----		159	32	1	6
Modern and Medieval		150	39	3	6
English -----		18	72	104	4
American -----		127	55	7	9
Contemp. European--		---	1	197	---
<hr/>					
Totals -----		454	199	312	25

In 24 high schools history is required only 1 year.
 In 50 high schools history is required only 2 years.
 In 88 high schools history is required only 3 years.
 In 17 high schools history is required only 4 years.
 In 19 high schools history is not required.

TABLE NO. 3

Order in which Courses Are Given

Year	Ancient	M. and M.	English	American
First -----	191	1	1	---
Second -----	3	184	4	---
Third -----	---	6	77	79
Fourth -----	---	---	13	112
Not offered -----	1	4	100	4
Not reported -----	3	3	3	3

TABLE NO. 4

Texts Used Other Than

Ashley for		Cheyney for		Latane for	
Anc. Hist.	M. & M. Hist.	English Hist.		Amer. Hist.	
Betten (3)	Betten (3)	Andrews	(4)	Cousins and Hill	(2)
Morey (1)	Myers (2)	Larson	(1)	Hart	(2)
Myers (2)	Robin-	Limgard	(1)	McKinley	(1)
Robinson and	son and	Montgomery	(3)	Montgomery	(1)
Breasted (1)	Beard (1)	Myers	(1)	Muzzey	(2)
West (3)	Weber (1)	Thomas	(1)	West	(1)
	West (3)	Tout	(1)		
		Walker	(1)		

TABLE NO. 5

Social Science Libraries

High School	Volumes	Valuation			
Abilene -----	200	\$ 300.00	Dallas, Morgan--	50	75.00
Alba -----	50	125.00	Dallas, North --	275	600.00
Albany -----	-----	-----	Dallas, Oak Cliff	2000	3,000.00
Alice -----	202	400.00	Dallas, Powell	-----	-----
Alto -----	200	350.00	Dallas, University	-----	-----
Alvin -----	225	300.00	of Dallas-----	479	720.00
Alvord -----	125	125.00	Dallas, West -----	75	100.00
Amarillo -----	700	700.00	Dayton -----	50	125.00
Anderson -----	-----	-----	Denton -----	250	400.00
Anna -----	200	300.00	Deport -----	-----	-----
Aransas Pass -----	100	250.00	Desdemona -----	60	150.00
Arlington -----	300	750.00	Dilley -----	-----	-----
Baird -----	250	300.00	Donna -----	260	500.00
Bardwell -----	200	350.00	Eagle Lake -----	66	100.00
Bay City -----	250	400.00	Eden -----	-----	-----
Bellville -----	200	500.00	Eldorado -----	-----	-----
Big Spring -----	100	200.00	Electra -----	225	450.00
Blossom -----	50	150.00	Elgin -----	50	150.00
Boerne -----	150	175.00	El Paso -----	775	2,000.00
Bonham -----	200	375.00	Farwell -----	122	115.00
Bowie -----	180	350.00	Flatonia -----	12	18.00
Brady -----	75	150.00	Follett -----	50	75.00
Breckenridge -----	-----	-----	Fort Davis -----	-----	-----
Buda -----	150	150.00	Fort Stockton --	200	400.00
Bullard -----	75	100.00	Fort Worth, -----	-----	-----
Canadian -----	200	500.00	Masonic -----	300	300.00
Carrizo Springs --	100	150.00	Fort Worth, -----	-----	-----
Celina -----	200	250.00	Polytechnic -----	25	50.00
Cement City -----	30	50.00	Fort Worth, -----	-----	-----
Cherokee -----	50	125.00	South -----	50	150.00
China -----	-----	-----	Gainesville -----	50	125.00
Cisco -----	312	780.00	Galveston -----	125	200.00
Clarendon -----	125	350.00	Garland -----	-----	-----
Cleburne -----	1200	2,000.00	Gilmer -----	150	225.00
Clifton College--	175	400.00	Gonzales -----	40	100.00
Columbus -----	200	300.00	Gorman -----	-----	-----
Comanche -----	200	300.00	Groesbeck -----	-----	-----
Commerce -----	-----	-----	Gulf -----	-----	-----
Conroe -----	175	281.00	Harrisburg -----	106	193.00
Cooper -----	215	385.00	Harrold -----	70	150.00
Corpus Christi --	208	500.00	Hearne -----	200	400.00
Corsicana -----	140	250.00	Hillsboro -----	50	150.00
Corsicana, I. O.	-----	-----	Honey Grove -----	300	500.00
O. F. Home -----	100	200.00	Houston, St. -----	-----	-----
Corsicana, State	-----	-----	Agnes -----	400	800.00
Home -----	20	-----	Hutto -----	60	125.00
Crosbyton -----	164	250.00	Iowa Park -----	300	800.00
Cuero -----	260	400.00	Jayton -----	20	50.00
Dallas, Bryan St.	200	450.00	Jefferson -----	200	450.00
Dallas, Forest	-----	-----	Jourdanton -----	-----	-----
Avenue -----	700	1,134.00	Kerens -----	225	750.00
			Kerrville -----	200	250.00

High School	Volumes	Valuation			
Ladonia			Rusk College	700	1,180.00
La Grange	254	600.00	Sabinal	100	200.00
Lancaster	125	300.00	San Angelo		
La Porte	100	150.00	San Antonio,		
Littlefield	45	135.00	Incarn. Word	2386	21,122.00
Lockhart	350	700.00	San Antonio,		
Lott	45	100.00	Morril	94	140.00
Lovelady	81	185.00	San Antonio,		
Laredo	550	1,000.00	Our Lady of the		
Liberty Hill	100	175.00	Lake	2852	5,704.00
Lufkin	312	350.00	San Antonio,		
Luling	50	100.00	St. Mary's	500	800.00
Manning	125	250.00	San Antonio,		
Mansfield	28	50.00	San Antonio		
Marfa	200	400.00	Academy	200	300.00
Marshall	750	1,200.00	San Antonio,		
Mathis	32	45.00	Westmoorland		
McGregor	270	350.00	San Marcos	292	600.00
McKinney	250	300.00	San Marcos Bap-		
McLean	136		tist Academy	140	325.00
Menard	110	225.00	Sanger	175	200.00
Mercedes	420	850.00	Seguin	120	200.00
Mexia	400	450.00	Seguin, Lutheran		
Midlothian	100	150.00	College	90	200.00
Mineral Wells	60	150.00	Shamrock	60	75.00
Mission	500	750.00	Sherman, Kid d-		
Moody	120	225.00	Key	525	1,000.00
Mt. Vernon			Sherwood	48	110.00
Naples	14	28.00	Shiro	20	100.00
Navasota	350	700.00	Silsbee	50	150.00
Nederland	82	139.00	Slaton	500	750.00
Newton	50	100.00	Smithville		
New Waverly	78	300.00	Somerville	100	225.00
Niles City, Dia-			Sour Lake	800	1,500.00
mond Hill	300	400.00	Stamford	125	300.00
Olney	113	257.00	Stephenville	130	250.00
Olton	200	300.00	Strawn	250	300.00
Paducah	108	200.00	Sugar Land	25	50.00
Palestine	200	225.00	Sulphur Springs	125	500.00
Palmer	140	150.00	Tahoka	40	80.00
Pampa	220	400.00	Talpa	23	60.00
Pharr	910	2,500.00	Texarkana	500	750.00
Pittsburg	194	500.00	Texas City	250	400.00
Pleasanton	300	500.00	Texline		
Port Arthur			Thurber	50	75.00
Port Lavaca	40	75.00	Timpson	400	300.00
Proctor			Toyah	100	200.00
Quanah	600	720.00	Van Horn		
Ranger	375	500.00	Venus		
Reagan	300	300.00	Vernon	100	175.00
Rhome			Waco	400	600.00
Rice	75	150.00	Waelder		
Rockdale	125	250.00	Weatherford	125	375.00
Rock Island			Whitney	50	100.00
Rockwall	100		Willis	61	75.00
Rogers	150	300.00	Winters	65	125.00
Rotan	71	90.00	Yorktown	95	250.00
Royse City	30	45.00			
			Grand Total	41,272	\$ 91,864.00

TABLE NO. 6

Units of Affiliation in History

High School	Class.	Ancient	M. and M.	English	American	High School	Class.	Ancient	M. and M.	English	American
Abilene	1	1			1	Cuero					
Alba	1	1	1	1	1	Dallas, Bryan					
Albany	1	1	1	1	1	Street	1	1	1	1	1
Alice	1	1	1	1	$\frac{1}{2}$	Dallas, Forest					
Alto	1	1	1	1	1	Avenue	1	1	1	1	1
Alvin	1	1	1	1	1	Dallas, Morgan		1	1	1	1
Alvord	1				$\frac{1}{2}$	Dallas, North	1	1	1	1	1
Amarillo	1	1	1	1	1	Dallas, Oak Cliff	1	1	1	1	1
Anderson	2					Dallas, Powell		1	1	1	1
Anna	1					Dallas, Univer-					
Aransas Pass	1	1	1	1	1	sity of Dallas		1	1		1
Arlington	1	1	1		1	Dallas, West	2	1	1		$\frac{1}{2}$
Baird	1	1	1	1	1	Dayton	1	1	1	1	1
Bardwell	1		1		1	Denton	1	1	1	1	1
Bay City	1	1	1	1	1	Deport	1		1	$\frac{1}{2}$	$\frac{1}{2}$
Bellville	1	1	1	1	$\frac{1}{2}$	Desdemona	1	1	1		
Big Spring	1	1	1		1	Dilley	2				1
Blossom	1	1	1	1	$\frac{1}{2}$	Donna	1	1	1		1
Boerne	1	1	1		1	Eagle Lake	1	1	1		1
Bonham	1	1	1		1	Eden	3				
Bowie	1	1	1	1	1	Eldorado	1	1	1	1	1
Brady	1	1	1	1	1	Electra	1	1	1	1	1
Breckenridge	1	1	1	$\frac{1}{2}$	1	Elgin	1	1	1		1
Buda	1	1	1		1	El Paso	1	1	1	1	1
Bullard	1	1	1		1	Farwell	1				
Canadian	1	1	1	1	1	Flatonina	1	1	1	1	1
Carrizo Springs	1	1	1	1	1	Follett	2				
Celina		1	1		1	Fort Davis	2				
Cement City	1					Fort Stockton	1	1	1		1
China	2					Fort Worth,					
Cherokee	1					Masonic	1	1	1	1	1
Cisco	1	1	1	1	1	Fort Worth,					
Clarendon	1	1	1	1	$\frac{1}{2}$	Polytechnic		1	1	1	$\frac{1}{2}$
Cleburne	1	1	1	1	1	Fort Worth,					
Clifton College						South	1				$\frac{1}{2}$
Columbus	1	1	1	1	$\frac{1}{2}$	Gainesville	1	1	1	1	$\frac{1}{2}$
Comanche	1	1	1		1	Galveston	1	1	1	1	$\frac{1}{2}$
Commerce	1	1	1	1	1	Garland	1		1		$\frac{1}{2}$
Conroe	1	1	1	$\frac{1}{2}$	1	Gilmer	1	1	1	1	$\frac{1}{2}$
Cooper	1	1	1	1	1	Gonzales	1	1	1	1	$\frac{1}{2}$
Corpus Christi	1	1	1	1	$\frac{1}{2}$	Gorman	1	1	1	$\frac{1}{2}$	1
Corsicana	1	1	1	1	1	Groesbeck	1	1	1	1	$\frac{1}{2}$
Corsicana, I. O.						Gulf	2				
O. F. Home	1	1	1	1	1	Harrisburg	1	1	1	1	$\frac{1}{2}$
Corsicana, State						Harrold	1				
Home	1	1	1			Hearne	1	1	1	1	1
Crosbyton	1	1	1	$\frac{1}{2}$	1	Hillsboro	1	1	1		1
						Honey Grove	1	1	1	1	$\frac{1}{2}$

High School	Class.	Ancient	M. and M.	English	American	High School	Class.	Ancient	M. and M.	English	American
Houston, St.						Pleasanton	1	1	1	1	$\frac{1}{2}$
Agnes		1	1	1	1	Port Arthur	1	1	1	1	1
Hutto	1	1	1		$\frac{1}{2}$	Proctor	3				
Iowa Park	1	1	1		1	Quanah	1	1	1	1	$\frac{1}{2}$
Joyton	2					Ranger	1	1	1	1	1
Jefferson	1	1	1	1	$\frac{1}{2}$	Reagan	1	1	1	1	$\frac{1}{2}$
Jourdanton	1	1	1		1	Rhame	2				
Kerens	1	1	1	1	$\frac{1}{2}$	Rice	1	1	1	$\frac{1}{2}$	$\frac{1}{2}$
Kerrville	1	1	1	1	1	Rockdale	1	1	1	1	$\frac{1}{2}$
Ladonia	1	1	1		$\frac{1}{2}$	Rock Island	3				
La Grange	1	1	1	1	1	Rockwall	1	1	1	1	1
Lancaster	1	1	1		1	Rogers	1	1	1	1	$\frac{1}{2}$
La Porte	1	1	1	$\frac{1}{2}$	1	Rotan	1	1			$\frac{1}{2}$
Laredo	1	1	1	1	1	Royse City	1	1	1	1	$\frac{1}{2}$
Liberty Hill	1	1	1		$\frac{1}{2}$	Sabinal	1	1	1	1	$\frac{1}{2}$
Littlefield						San Angelo	1	1	1	1	1
Lockhart	1	1	1		$\frac{1}{2}$	San Antonio					
Lott	1	1	1		$\frac{1}{2}$	Incarnate Word		1	1	1	$\frac{1}{2}$
Lovelady	2	1	1			San Antonio					
Lufkin	1	1	1	1	$\frac{1}{2}$	Morril	3				
Luling	1	1	1	1	$\frac{1}{2}$	San Antonio					
Manning	2	1	1			Our Lady of					
Mansfield	1	1	1		$\frac{1}{2}$	the Lake		1	1	1	$\frac{1}{2}$
Marfa	1	1	1	1	1	San Antonio					
Marshall	1	1	1	1	1	St. Mary's		1	1		$\frac{1}{2}$
Mathis	1					San Antonio					
McGregor	1	1	1	1	1	San Antonio					
McKinney	1	1	1	1	1	Academy		1	1	1	
McLean	1	1	1		1	San Antonio					
Menard	1				$\frac{1}{2}$	Westmoorland		1	1	1	
Mercedes	1	1	1	1	1	San Marcos	1	1	1	1	
Mexia	1	1	1	1	1	San Marcos Bap-					
Midlothian	1	1	1	1	$\frac{1}{2}$	tist Academy		1	1	$\frac{1}{2}$	
Mineral Wells	1	1	1	1	1	Sanger	1	1	1	1	$\frac{1}{2}$
Mission	1	1	1	1	1	Seguin	1	1	1	1	
Moody	1	1	1		1	Seguin Lutheran					
Mount Vernon	1	1	1	$\frac{1}{2}$	$\frac{1}{2}$	College		1			
Naples	2					Shamrock	1	1	1	$\frac{1}{2}$	
Navasota	1	1	1	1	$\frac{1}{2}$	Sherman, Kidd-					
Nederland	2					Key		1	1	1	
Newton	1	1	1		$\frac{1}{2}$	Sherwood	1				
New Waverly	3					Shiro	2				
Niles City, Dia-						Silsbee	1	1	1	1	$\frac{1}{2}$
mond Hill	1	1	1	1	$\frac{1}{2}$	Slaton	1	1		1	
Olney	1	1	1	1	1	Smithville	1	1	1	1	
Olton	2	1			1	Somerville	1	1	1	$\frac{1}{2}$	
Paducah	1	1	1		$\frac{1}{2}$	Sour Lake	1	1	1	1	$\frac{1}{2}$
Palestine	1	1	1	1	1	Stamford	1	1	1	1	
Palmer	1	1	1		1	Stephenville	1	1	1	1	
Pampa	1	1	1	$\frac{1}{2}$	1	Strawn	1	1	1	1	$\frac{1}{2}$
Pharr	1	1	1		$\frac{1}{2}$	Sugar Land	1	1	1		$\frac{1}{2}$
Pittsburg	1	1	1	1	1	Sulphur Springs	1	1	1	1	$\frac{1}{2}$

High School	Class.	Ancient	M. and M.	English	American	High School	Class.	Ancient	M. and M.	English	American
Tahoka -----	1	1	1	--	1	Venus -----	1	1	1	$\frac{1}{2}$	1
Talpa -----	3	--	--	--	--	Vernon -----	1	1	1	1	1
Texarkana -----	1	1	1	1	1	Waco -----	1	1	1	--	1
Texas City -----	1	1	1	1	$\frac{1}{2}$	Waelder -----	2	1	1	--	$\frac{1}{2}$
Texline -----	1	--	--	--	--	Weatherford -----	1	1	1	1	1
Thurber -----	1	1	1	1	1	Whitney -----	1	1	1	1	1
Timpson -----	1	1	1	1	$\frac{1}{2}$	Willis -----	2	--	--	--	--
Toyah -----	2	--	--	--	--	Winters -----	1	--	--	--	--
Van Horn -----	2	--	--	--	--	Yorktown -----	1	1	1	1	1
		Ancient	M. and M.	English	American						
		History	History	History	History						
Total -----	162		161	106 plus $13\frac{1}{2}$	101 plus $61\frac{1}{2}$						

NOTE.—This table is copied from Bulletin No. 150 of the State Department of Education.