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## Progress Of Antioch Rural High School Rusk County, Henderson, Texas Since 1915

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PROGRESS OF ANTIOCH RURAL HIGH SCHOOL  
RUSK COUNTY, HENDERSON, TEXAS  
SINCE 1915

By

Narvie Loreen Lewis

A Thesis in Education Submitted in Partial  
Fulfillment of the Requirements  
for the Degree of

Bachelor of Science

in the

Division of Arts and Sciences

of the

Prairie View State Normal and Industrial College

Prairie View, Texas

August, 1936





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PROGRESS OF ANTIOCH RURAL HIGH SCHOOL,  
RUSK COUNTY HENDERSON,  
TEXAS SINCE 1915

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## INTRODUCTION

**Purpose of the Study:-** The purpose of the study is to show the progress that the Antioch Rural School has made in the last twenty years.

The method of procedure for collecting data has been through personal investigation, personal interview and research.

**Definition of Progress:-** Progress may be made along many lines. Any change or adaptation to an existing environment that makes it easier for a person, group institution or other organized forms of life to live, may be said to represent progress; whether the invention is a new plan or a new implement, We accept it as an evidence of progress if it does the work more efficient than any previous device. It was J. D. Berry who said that "progress is the animating and controlling idea of western civilization". "Progress is an act of faith".

There is every reason to believe that progress will not take place unless men are able by their skill and devotion to find solutions for their present problems, and for newer ones that shall arise. At one time men lived like beasts in the fields. The next stage sees huts of skin, the use of fire, and the laws of marriage coming into existence. Fire was learned from lightning and the friction of wood. Metals were discovered through the burning woods which caused the ores to run, Men first learned to sing from birds, but there has been a gradual



progress up to the present".<sup>1</sup>

"Social progress is supposed to consist of the making of a greater quantity and variety of the articles required for satisfying man's wants; in the increasing security of person and property; in widening freedom of action, whereas rightly understood, social progress consist in those changes of structure in the social organisms which have entailed these consequences".<sup>2</sup>

**The Economic Status:-** Henderson and Rank county as a whole might be thought of from an economic viewpoint as being very rich. It is rich from the standpoint of natural resources. Rank county is the original home of the world's largest oil field. It has splendid roads through out its area. On the whole its citizens are prosperous, thrifty and progressive.

**Occupational Status:-** Viewing Henderson from an occupational standpoint we see farming as the dominant occupation. In this particular connection we are able to see marked progress. The majority of the Negroes are land owners, and progressive farmers. They make for themselves

<sup>1</sup> Barnes, Harry E. - Living in the Twentieth Century, Chapter II.

<sup>2</sup> Tood, James A. - Theories of Social Progress, p. 24.



## CHAPTER I

## STATUS OF RUSK COUNTY

## Brief Description of the County

Geographical:- "Rusk county is located in East Texas about forty miles from Louisiana. It is a forty mile square with a population of approximately 65,000. The Negro population is about 30,000. The population of Henderson has increased, since the discovery of oil in Rusk county in 1930, from 15,000 to 20,000. Of this number 8,000 are Negroes. <sup>1</sup>

The Economic Status:- Henderson and Rusk counties as a whole might be thought of from an economic viewpoint as being very rich. It is rich from the standpoint of natural resources. Rusk county is the original home of the world's largest oil field. It has splendid roads throughout its area. On the whole its citizens are honorable, thrifty and progressive.

Occupational Status:- Viewing Henderson from an occupational standpoint we see farming as the dominant occupation. In this particular connection we are able to see marked progress. The majority of the Negroes are land owners, and prosperous farmers. They make for themselves creditable support and are able to have a few luxuries that are desirable for ordinary pleasure. Industrial opportunities are good for the Negroes of Rusk county.

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<sup>1</sup> The Texas Almanac and State Industrial Guide, 1933, p. 53.



Many of the factories and refineries employ two thirds of their laborers from the Negro race. Some Negroes own and operate their own stores, shops, cafes, and funeral homes.

**Basic Industries:-** The following industries are located in or near Henderson:

1. Three oil refineries.
2. Four nurseries.
3. One basket factory.
4. Two dairies.
5. Three sanitariums.
6. Seven drug stores.
7. Six hotels.
8. Five barber shops.
9. Fourteen grocery stores.
10. Eighteen dry goods stores.
11. Five motor corporations.
12. Four funeral homes.

These industries hire about 40% of the Negro population in Rusk county, the year round.

**Social Status:-** Like many other rural communities Antioch is a leading social center. A splendid church is located just beyond the school campus. The structure is a large frame building with a seating capacity of about three hundred. The building is lighted by electricity, which makes it possible to render night services and have other social programs and entertainments. The church also has a piano.



## CHAPTER II

## SCHOOL BUILDING AND GROUNDS

"Building Progress Chart" indicates the progress that the Antioch rural school has made each ten years since 1915 with respect to the addition, and cost of rooms and all buildings now used for educational purposes. This progress was made possible through the aid of the Rosenwald fund.

## CHART NO. I.

<u>Building Progress Chart</u>		
<u>Year</u>	<u>No. Of Rooms</u>	<u>Value of Building</u>
1915	2	\$ 900.00
1925	3	\$2500.00
1935	5	\$3500.00

In 1915 the value of two rooms was \$900.00; ten years later a new three-room building was worth approximately three times as much. In 1935 five rooms were worth almost four times as much as the building in 1915.

Present Building:- At the present time, a large four-room building is being used. It is a Rosenwald building, and a modernly built rural school.

The building progress chart indicates the progress that has been made in the building program. The value of the building in 1915 was \$900.00 and in 1925 the value was \$2500.00. The reason for this enormous increase is that



an entirely new building was erected in 1924. It was a three room Rosenwald building, and since that time the fourth room has been added. The fifth room indicated on the chart is a large room, about 300 yards from the school building, for the farm shop work.

The building used in 1915 was a two room frame structure built in the L-shape with windows on all sides, and without shades. It was equipped with long benches for seats, no teachers' desks or chairs; in fact no other equipment except a small table and a heater in each room.

The present building is equipped with one hundred single desks, jacket heaters, teachers' desks, maps, charts, hectographs, thermometers, a piano, and shades that may be lowered from top or bottom.

Location of Building: - Antioch rural school is located on an elevated five acre plot of ground, having a general slope on all side. This makes the necessary drainage possible. The plot of ground is free from rocks and unnecessary trees; and from other things that might hinder the play and exercise of the children.

This plot of ground is situated on Federal Highway number forty three, which passes through Texas, beginning on the boundary of Texas and Mexico and terminating in Canada. The school is eight miles from the county seat, which is Henderson, and centrally located in the community and also for surrounding communities from which it draws other pupils.



**Farm Shop:-** A large room for farm shop work has been erected on the campus. It has been equipped with approximately one hundred and fifty dollars worth of tools. This shop has proved to be a source of inspiration for the older boys, as they have remained in school longer and have taken more interest in school in every way in general. They have learned to make many useful articles such as book cases, flower boxes, porch swings, plow beams, and various other things.

**Domestic Science:-** A domestic science room has been equipped with a four burner oil stove, sewing machine, chairs, dishes, and cooking utensils. The total cost of ~~cost of~~ the equipment was approximately one hundred and fifty dollars. The girls have taken much interest in this department. They get practice along with theory, and under the direction and guidance of an efficient teacher, many of them have learned to cook and sew creditably.

**Campus:-** The campus is a five acre elevated plot having a general slope on all sides. Most of the campus is in the front and at the sides of the building. At the left side of the building is a basket ball court for the girls. On the right is a court for the boys. West of the girl's court is the playground for the primary and intermediate children. This spot has several shade trees on the west side, and play apparatus consisting of swings, seesaws, and a croquet court. To the right of the playground and on the extreme west side of the campus is the



## CHAPTER III

base ball diamond.

"A rock laid walk" extends from the road to the steps of the building. These rocks and the trunks of the trees are whitewashed each year. Shrubbery has been put out around the building. These add much to the appearance of the campus.

It seems especially fitting, very touching and inspiring that the colored people all over the country, with white co-operating should give special thanks to God for the life, work, service and sacrifice of Julius Rosenwald.

We think of Mr. Rosenwald in terms of his financial support. He gave a great deal of money to a great many people, roads and bridges. He saw no race and no creed when there was a real human need where he thought he could help and that he could help permanently. He put the same thought and business-like effort into giving that he put into establishing his business in Chicago.

He was interested in the little schools among under privileged people for children who did not have a chance to go to school. He gave four or five million dollars and got some fifteen more from colored people and white people; got sympathetic co-operation from school officials as well as the populace in general; got white people in sympathy with Negro schools, and brought them in sympathy with Negro churches and Negro development. It was a great



## CHAPTER III

The Julius Rosenwald Fund:- The Julius Rosenwald Fund has co-operated with public school officials and communities of the south in improvement of Negro education in constructing Negro public school houses, teachers' homes, vocational buildings and many other helpful ways.

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thing for our people; at the same time it was indirectly a great interracial co-operative movement. The white people saw it and appreciated it. Wherever there was an up-to-date school building for Negroes and the white people didn't have one there they soon built one. In this way Rosenwald helped build schools not only for black people but for white people as well. Today nearly three quarters of a million of Negro children in the south are in Rosenwald schools, built under the direction and supervision of the Julius Rosenwald Fund. <sup>1</sup> This fund has been very instrumental in the progress of Antioch Rural School.

Qualification of Teachers:- Three of the teachers now employed are college graduates and the fourth is doing work toward a degree. Besides attending school meetings, teachers are responsible for educational progress so that they are in touch with the changes that are being made in the

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<sup>1</sup> Division of Negro Education. Page 9.



## CHAPTER IV

## THE TEACHING PERSONNEL

The Number of Teachers:- Progress has been made in the teaching force since 1915. Then there were two teachers, now there are four. Plans are now being made to employ a fifth teacher, which is needed because of the increasing enrollment in the primary grades.

Distribution of Work:- There are two teachers each in the high school and elementary grades. The principal does literary work in the mornings and farm shop work in afternoons. The home economic teacher has charge of the primary grades in the mornings and does home economic work in the evenings. The assistant principal and the intermediate teachers do literary work throughout the day. The students go to their industrial work by grades. The eighth and ninth grades alternate the days with the tenth and eleventh grades. While one group is at the shop, the assistant principal has charge of the other group.

Status of Teachers:- Three of the teachers now employed are college graduates and the fourth is doing work toward a degree. Besides attending school meetings, teachers subscribe for educational magazines so that they might keep abreast with the changes that are being made in the educational field. The intermediate teacher is a splendid musician.



## CHART NO. II.

This chart shows the subjects offered in high school at ten year intervals since 1915.

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 HIGH SCHOOL CURRICULUM DEVELOPMENT CHART
 

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1915	1925	1935
History	History	History
Grammar	Grammar	Grammar
Geography	Geography	Geography
Arithmetic	Arithmetic	Arithmetic
Reading	Reading	Reading
Writing	Writing	Writing
Physiology	Physiology	Physiology
Conduct	Conduct	Conduct
	Civics	Civics
	Drawing	Drawing
	Home Economics	Home Economics
	Algebra	Algebra
		Physical Educa- tion
		Geometry
		Biology
		Music
		Art
		Nature Study

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Development of Curriculum:- The curriculum development chart, number II, shows the progress that has been made in the curriculum.

Curriculum development chart shows the development of the Antioch Rural School Curriculum from 1915 to 1935 a period of twenty years.

The curriculum of the school was very poorly organized in 1915. There was no graded system. The school now has grades from the first through the eleventh.

### CHART NO. III.

Curriculum Development Chart no. III, shows the subjects offered in the elementary grades at ten year intervals since 1915.

#### ELEMENTARY CURRICULUM DEVELOPMENT CHART

1915	1925	1935
Reading	Reading	Reading
Writing	Writing	Writing
Arithmetic	Arithmetic	Arithmetic
Geography	Geography	Geography
Spelling	Spelling	Spelling
English	English	English
	Numbers	Numbers
	Conduct	Conduct
	Health	Health
		Nature Study



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 ELEMENTARY CURRICULUM DEVELOPMENT CHART (Cont'd.)
 

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1915	1925	1935
		Citizenship
		Drawing
		Art
		Music
		Phonics
		Texas History

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Number of Grades Taught:- In 1915 there was no set number of grades to complete before finishing. Just whenever a pupil took a notion to quit school, or the parents decided to send him to another school they did so. The main subjects taught then were: arithmetic, geography, reading and spelling. At this time the free textbook law had not been adopted and it worked a hardship on the parents to buy so many books; especially those with large families. So they bought what they thought essential. In the meantime these were about all the teachers had time to teach.

Now the school carries eleven grades and the enrollment has grown from sixty five to one hundred twenty. Pupils who finish in this school enter freshman college and do good work in the leading colleges of the state, namely: Prairie View, Wiley, Bishop and Texas College.

Free textbooks:- The introduction of the free text books has been a source of help in that it is possible for



all pupils to have the necessary books for their grades. Pupils are taught that they must take care of their books, and pay for them if badly damaged or lost. In very few cases are the books lost or unnecessarily damaged.

The Library:- A splendid library has been installed. There are about two hundred volumes including encyclopedias and a large dictionary. These books have been carefully selected for the different grades and the pupils seem to enjoy reading them. Many have formed the reading habit that will probably mean much to them in later years. The primary teacher reads suitable books and stories to her pupils.

Music Club

Male quartet

Choral exercises

Physical Training

Basket ball

Volley ball

Baseball

Track and Field Events

Stamps and coins

Class organizations

Reading Club

Chess

Student-Teacher Activity Club

Home-Gardeners Activities - The activity program

may be considered as supplementing the curriculum by a



## CHAPTER V

## EXTRA CURRICULAR ACTIVITIES

## CHART NO. IV.

The following is a classification of the Extra-curricular Activities now offered in the school.

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 EXTRA-CURRICULAR ACTIVITY CHART
 

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	Piano Lessons
I	Declaiming Contests
Intellectual	Debating Teams
	Glee Club
	Male quartet
	Chapel Exercises
<hr/>	
	Physical Training
II	Basket ball
Athletics	Base ball
	Croquet
	Track and Field Events
	See-saws and swings
<hr/>	
	Class Organizations
III	Reading Club
Social	Music
	Extra-Curricular Activity Club

---

Extra-Curricular Activities:- The activity program may be considered as supplementing the curriculum by a



type of experience different in kind from the regular routine work.

Activities may be held to be a definite part of the work of the school and to have a legitimate claim upon a portion of the pupils' time. Some extra-curricular activities are not in any sense fundamental but may be permitted to those pupils who are able to carry them on without detriment to their other school subjects.

The number of extra-curricular activities in which it is desirable for each pupil to participate is determined in relation to his entire school program and his ability. The pupil who has carried his scholastic work with an "a" has demonstrated his capacity for a more extensive athletic program or a more advanced work than a pupil whose average has been "c".<sup>1</sup>

"Present day education has acquired several very definite objectives. They are listed as the seven cardinal principles of education. Extra-curricular activities will be discussed in relation to the following: health, citizenship and worthy use of leisure time.

Good citizenship in its broadest meaning includes all seven of the cardinal principles. Instruction in health is made effective through athletic activities. This is obtained through physical training. In 1915 there was only baseball for the older girls and boys. The smaller chil-

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<sup>1</sup> Jordan, Riverda H. - Extra Classroom Activities, Chapter II.



dren jumped rope or played ring games in small groups. The school now has base ball, basket ball, croquet, swings and see-saws.

Citizenship ideals are realized through student participation in literary clubs and societies; and through vocational clubs. The principal, along with the county agent has organized clubs among the boys in which they take the leadership.

Instruction in the worthy use of leisure time is given through musical, reading and dramatic clubs. In 1915 there was only one literary club in the school. There are now dramatic, debating, music, reading and glee clubs.

There are several student organizations that are more or less social. These include class organizations, music, and Extra-curricular Activity Clubs.<sup>1</sup>

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<sup>1</sup> Meyer, Harold D. - Extra-Curricular Activities, Extra-curricular Library, pp. 2 to 8.



## CHAPTER VI

## SUMMARY AND CONCLUSION

The writer has attempted to portray in this thesis the progress of the Antioch rural school through two decades.

The teacher's duty is an all important one. For the past twenty years the responsibility of advising pupils and starting them in their work has been shifted in a large measure from the home to the school, and on the whole a striking and vivid change has come over this school community.

In 1915 the Antioch Rural School was a two room building that resembled a dwelling house, and today there is a four room Rosenwald Building. The home economic and farm shop have been well equipped.

The campus in 1915 was a run down hill side without enough level space for a regular size base ball square. Today, it is a beautiful lawn with flower, shrubbery and shade trees.

There were two teachers at that time, that held two year second grade certificates, obtained through county examination. Today there are four teachers; three with Bachelor of Science Degrees, and the fourth planning to graduate in the summer of 1936.

The student body has grown from about sixty to one hundred and twenty. There was a poorly graded system



twenty years ago, but now there is a well organized graded system from the first through the eleventh grade. Because of the curriculum the school has been able to affiliate with some of the colleges of the state.

In 1915 no one had seen the need of Extra-curricular Activities in the school; but today they have become quite as important as the literary work. It has been pointed out that these activities should distinctly correlate with the literary work if the aims of education are to be realized. Through these activities, the pupils have set higher moral standards, have higher regard for truth, honesty and fairness; in general they have a broader vision of life.

The school has grown, not by leaps and bounds but by a constant well-rounded growth that will possibly continue with the ensuing years.



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