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A STUDY OF THE DEVELOPMENT OF EDUCATION
FOR NEGROES
IN WALKER COUNTY

POWELL

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A STUDY OF THE DEVELOPMENT OF EDUCATION
FOR NEGROES
IN WALKER COUNTY

BY

JOHN ROOSEVELT POWELL

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem for study may be expressed in the form of one broad question followed by other questions touching on specific phases of the problem. The problem is rather broad in scope as it pertains to time because it extends over a period before the Civil War and the emancipation of the Negro through several periods, which are easily identified, following the war between the states. The problem to be dealt with is;

How has education for Negroes in Walker County developed?

The solving of this problem is dependent upon answers to the following questions:

1. Were Negroes taught before the Civil War and before the advent of public schools for Negroes?
2. What was the nature of the first public schools for Negroes?
3. Who were some of the pioneers in the development of education for Negroes?
4. What provisions have been made for the education of adult Negroes?
5. What provisions have been made for professional growth of inservice teachers?
6. Who are some of the contemporary contributors to the educational growth of Walker County Negroes?

7. How has apprenticeship been a contributing factor to education for Negroes?
8. How has supervision aided in the development of education for Negroes?

The Purpose and Importance of the Study

The purpose of this study is threefold in nature. The first is to ascertain whether Negroes were offered formal education before the Civil War. The second is to study the development of education for Negroes during the reconstruction period and the factors influencing that development. The third purpose is to study the development of the public schools to the present day.

The Negroes of Walker County have at certain periods outnumbered the whites. Thus, it would seem, they have at times been in a position to wield some influence in the development of the county as a whole. The writer wishes to point out the facts dealing with the development of education for Negroes and leave it to those who may read these pages to determine what the influence has been.

The study is of great importance because of the large number of persons and institutions interested in its development. The Sam Houston Teachers College is interested to the extent of making certain volumes found in its library available to the writer. Dr. J. L. Clark, Head of the Social Science Division and Professor of History,

is lending his invaluable assistance to the writer. The Huntsville Item, weekly news publication, which has been in existence for ninety-eight years, is interested in the study. The Huntsville and Walker County Chamber of Commerce has expressed interest in the study and has agreed to lend whatever assistance possible for the success of the venture. All the leading school officials have not only expressed their interest, but have also volunteered the use of their files. This widespread interest in the study gives the impression that it is important enough to merit consideration.

Scope of Study

The scope of this study will be broad enough to include all periods in the education of the Negro, but it will be limited to Walker County. However, consideration will be given to those individuals of other groups who made contributions or influenced the development of education for Negroes. The attitudes and responses of other groups will be mentioned to a limited degree.

Method of Procedure and Sources of Data

Probably because of the limitation of the scope of this problem, no books have been published dealing directly with it. For this reason the writer must rely for material upon unpublished manuscripts, legal documents and records found in the County Superintendent's office, the county clerk's office, the abstractor's office, the office of the Chamber of Commerce, a few books on the history of education in

Texas and history of the Negro and Negro activities, the Texas Almanac, and personal interviews with reputable, lifelong citizens of Walker County. No written questionnaires were sent out, but every means of developing the subject were exhausted.

Related Studies

The limitations in scope of this study greatly reduces the number of related studies. Many books have been written on the history of education as a whole, and some books have been written on the history of education in certain civilized sections as countries, states and even smaller geographical divisions. However, writing on the development of certain cultural aspects of a select minority group within a limited territory, as a county, has not been attempted extensively. Therefore, the publications and manuscripts related to this study are not directly to the point, but contain material common to the characters and the county included.

In an unpublished manuscript written by Bettie Hayman, A Short History of the Negro of Walker County, some of the experiences of the Negro educational development are discussed to a limited degree.¹ It is pointed out in this study that the first schools were supported by the Freedman's Bureau and that teachers were supplied by the American Missionary Society. The Freedman's Bureau was a philanthropic organization made up of northern white people who were interested in trying

¹Hayman, Bettie, A Short History of the Negro of Walker County, (unpublished).

to improve the living standards and intelligence level of the Negro who was just out of slavery. The Bureau existed on donations and gifts from people who were sympathetic toward Negro education.

The first of these Freedman's Bureau schools in Walker County was maintained in the Saint James Methodist Church. This church was the general meeting place for all Negroes in the county and housed all the church meetings, regardless of denomination, the social gatherings, and the school. There is no specific date available on which this church was built nor the school organized, but it must have been soon after the war ended because a history of the church written by one of the first Negro teachers of the county dates back to 1868. The first school in Walker County was organized at the close of the war and was taught by white teachers. This school was maintained in the church until 1883, when it was moved to the Bishop Ward Normal and Collegiate Institute on Smith Hill just outside the present city limits of Huntsville.

The second Freedman school was organized in 1874 and was known as the Grant's Colony School. This school still exists as a part of the Huntsville Independent School District System.

Negroes were anxious to improve themselves in Walker County and made use of every opportunity for learning during the reconstruction period. They were aided by whites from the North who sponsored the establishment and maintenance of schools for Negroes and served as teachers. This system of education for Negroes was looked upon with much disfavor by the local whites who did many things to retard the progress of Negro learning.

In writing on The Development and Present Status of Negro Education in East Texas of which Walker County is a part, Dr. William R. Davis collaborates all the statements made by Bettie Hayman.² Dr. Davis' study goes into a detailed discussion of developments of Negro education extending over a period before the emancipation and up to the time he made his study in 1934. Dr. Davis elaborates on the fact that the greatest interest manifested in the Negro by the Texas citizens before the Civil War was in keeping him a slave. After the war, the Texas white citizens became skeptical of Negro learning and resorted to certain unethical tactics to retard education for Negroes during the period of Freedman schools.

According to Dr. Davis, the development of public schools is divided into two phases: the community system and our present system. The community system began with the expiration of the Freedman system and continued until the adoption of the district system in 1905. The period from 1870 to 1876 was a sort of preparatory period for the community system which began with the adoption of our present state constitution.

The manifestation of interest in education by Negroes did much to force the cause of Negro education to the attention of educational leaders during this period. However, there was a growing resentment toward Negro education during the whole reconstruction period, and it was a natural sequence for tax payers to object to free public schools for Negroes. All during the community system the feeling of resent-

ment against Negro education had grown to such proportions that it (education for Negroes) was openly opposed by whites. This opposition to Negro education grew so strong until all public education was opposed. In spite of this outward opposition to public education, the better thinking citizens began to see the need of better educational opportunities for the Texas citizenship as a whole. When the need for white education was felt and movements started to build up and improve education for whites it was soon discovered that the Texas system of education could not develop to the highest without improvements in the system for Negroes. Public education for Negroes has gained momentum and there are movements on to equalize educational opportunities for all citizens of Texas.

In writing on The Development of Education in Texas, Dr. Frederick Eby gives a very limited discussion of Negro education. He discusses the early education for Negroes in much the same light as those authors who made special studies of Negroes and Negro education.³ The highlights of his brief discussion discloses the eagerness of the Negro to obtain educational opportunities and his persistent perseverance in making use of these opportunities. There was much opposition to whites teaching Negroes which was expressed in ridicule, ostracization and mal-treatment of the teachers, and in burning of school houses or forbidding the use of buildings for school purposes. The attitude and response of the Negro did much to break down this opposition and finally made friends out of many Texas whites who had opposed Negro education.

³Eby, Frederick, The Development of Education in Texas.

CHAPTER II

BACKGROUND AND GENERAL FEATURES OF WALKER COUNTY

Origin and Location

The little city of Huntsville was in existence several years before Walker County was established in 1846 by the first legislature of Texas. Huntsville, therefore, has a much more colorful history than the county. Huntsville was settled in 1830 by Pleasant Gray, who came from Huntsville, Alabama. In 1834, Gray secured approximately 4,400 acres of land from the Mexican Government and established a small trading post at the spring near the center of what is now the business part of the town.

The city was incorporated in 1845 by the Congress of the Republic. After annexation, the County of Walker was established and the first Court House was erected in 1847. The Penitentiary was established and located here in 1850. The same year Huntsville was called the Athens of Texas because of its schools (white).¹

Walker County is located in the Southeast Texas timber region with characteristic rolling terrain, hilly in some places, largely covered with pine and hardwoods but with some stretches of prairie. The Trinity River crosses the northern part; the San Jacinto River and its tributaries give drainage. The altitude ranges from 200 to 450 feet, and the annual rainfall is 44.40 inches; the mean annual temperature is sixty-seven degrees, with a growing season of 262 days.²

¹ Bulletin, Huntsville and Walker County Chamber of Commerce, 1947, p. 3.

² Texas Almanac, 1947-1948, p. 529.

Natural Resources

The land consists of sandy, sandy loam soils on the uplands and stiff black clay in the valleys. Loblolly and short leaf pine, sweet gum, red oak, sycamore, elm and cedar are plentiful. Lumbering is the leading industry. Fuller's earth is produced; brick clay, sandstone, lignite are found. Recently there have been small oil developments.

Industries

The county contains 786 square miles and has a population, according to the 1940 census, of 19,868, with a population per square mile of 25.3. There are 23,835 acres of crop land. The annual income is approximately \$11,491,000; retail sales amount to \$6,476,000; bank deposits \$7,880,000; and, there are 3,362 automobiles registered.³

The crops consist of cotton, corn, small grain, black-eyed peas, hay, peanuts, alfalfa, sweet and Irish potatoes, a limited amount of fruit, pecans, tomatoes, watermelons and general truck. The livestock consists mainly of beef and dairy cattle, horses and mules, with a few hogs, chickens and turkeys.

Hunting and fishing attract many sportsmen. Deer and squirrel are the most prevalent game animals; racoon and opossum are also plentiful. There are many points of historic interest.

³Ibid, p. 529.

Population Trends

As has been stated elsewhere in this study, the Negro population has at times outnumbered the white. The trend since 1880 is shown in the following table.

TABLE I. NEGRO POPULATION OF WALKER COUNTY - 1880-1940

Year	Negro Population	Increase Over Previous Decade	Decrease From Previous Decade	Percent of Total Population
1880	6,766			56.3
1890	7,233	467		52.2
1900	8,319	1,086		52.6
1910	8,362*	43		52.1
1920	9,741	1,379		52.5
1930	8,531**		1,210	46.0
1940	8,820#	289		44.4

*Negro Population in U. S., 1879-1915, p. 792.

**Negro in the U. S., 1920-1932, p. 826.

#Texas Almanac, 1947-1948, p. 128.

These statistics show that from 1880 to 1930 the Negro population of Walker County was greater than the white. The decline began after the 1920 census and has continued to the present date. There are two possible factors which might have caused this decline. The first is the presence of two state institutions which employ large numbers of whites. This factor almost eliminates itself when the fact is taken into consideration that these two institutions were present here between the decades 1880 and 1920. The next probable

factor influencing this decline is the first World War. Large numbers of young Negroes settled elsewhere after the war and many Negro civilians left the county to work in industries and make their homes elsewhere.

There has been no northward migration of Negroes comparable in size and significance to that which occurred at the beginning of the first World War. Negroes participated in migration to war production centers in both north and south. During the second World War, Negroes made gains of the same importance as those they made during the first World War in iron and steel plants, shipyards, automobile factories, slaughtering and meat-packing houses.⁴ It is probable that the 1950 census will show a still further decline in the Negro population of Walker County as the second World War took Walker County Negroes all over the world; some of these will never resettle here.

⁴Myrdal, Gunnar, An American Dilemma, vol. 1, p. 182 and p. 409.

CHAPTER III

EARLY EDUCATION FOR NEGROES

Before the Civil War

There is no direct record of education for Negroes before the Civil War. It is apparent from all records, documents and history that the chief interest in the Negro after Texas joined the Union in 1845 was in keeping him a slave. This fact is known of Texas as a whole and cannot be identified with any specific county. Much of the early history of Texas is centered in East Texas which includes Walker County. That there were many Negroes in Walker County proved the United States census records which show its Negro population to have been 6,766 in 1880. It seems fitting and proper, therefore, to conclude that what was true of East Texas as a whole is reasonably true of Walker County, and a brief discussion of the East Texas situation should then throw some light on discussion of conditions in the county involved in this study.

After Texas adopted her state constitution in 1845 upon joining the Union, laws were passed to prevent masters from freeing their slaves,¹ and other laws prevented free Negroes from entering the state.² While no laws prohibiting slaveholders from teaching their slaves to read and write are found in the statute books of

¹Gammel, H. P. N., "Constitution of the Republic of Texas," Laws of Texas, I, p. 1079.

²Ibid., p. 1024.

Texas, such a law must have been implied in the law regulating the government of slaves coming from other states.³ This implied law must have been commonly observed, for Dr. William Davis states in his book, The Development and Present Status of Negro Education in East Texas, that, "Elias Blount, slave of a Mr. Moore of Marion County, went to school with the son of his master to carry the young master's books. The son taught his slave to read but was forbidden to teach him to write."⁴ Davis further states that in an address made at the colored men's convention held at Brenham in 1873, the following statement was made:

It must be borne in mind that the mass of the colored people are in a lamentable state of ignorance, the result of that wicked system of bondage, which shut them out from the acquisition of all knowledge of letters and made it a penal offense to teach them to read the Word of God.⁵

General Kiddo said in his report to Commissioner O. O. Howard in 1866:

Their (the Negroe's) eagerness to learn is a great moral rebuke to the legislative restrictions of this and other states, placed on their being educated, while in slavery.⁶

That the chief interest in the Negro before 1860 was in keeping him in bondage is frequently made apparent. An article in the Texas Almanac for 1858 states:

³ Ibid., pp. 872, 1079.

⁴ Davis, William R., The Development and Present Status of Negro Education in East Texas, p. 21.

⁵ Ibid., p. 25.

⁶ Ibid.

Every citizen should be the warm friend, the unceasing advocate and bold defender of African Slavery as it exists in the Southern States of the Union. The African is an inferior being, differently organized from the white man, with wool instead of hair on his head. The Negro is incapable of self-government, as proven by his universal ignorance and barbarism, though ever in contact with civilized nations, for five thousand years. He has never advanced one step except as a slave to white man.⁷

The same idea is borne out by a daughter of a slave holder in a statement regarding Negro education before 1860. She said, "No, niggers couldn't be educated. All they could learn was how to make shoes and harness and how to do blacksmithing."⁸ As late as 1860, the Democratic State Convention included in its platform regarding the colored race the following resolution:

Resolved: that the government was founded for the benefit of the white race, that political power was placed exclusively in the hands (of people) of Caucasian origin, that experience has taught these self-evident truths, that the enforced equality of the African and European tends not to the elevation of the Negro but to the degradation of the white man, and that the present relation of the blacks and whites in the South constitutes the only true, natural and harmonious relationship in which the otherwise antagonistic races can live together and achieve mutual happiness and destiny; that we view with undisguised aversion and with a determined resolution to resist the designs openly proclaimed by the leaders of sectionalism in the North, "to abolish these distinctions of races,-- peaceably, if we can; forcibly, if we must." We regard any effort by the Black Republican party to disturb the happily existing subordinate condition of the Negro race on the South as violative of the organic act guaranteeing the supremacy of the white race, and any political action which proposes to invest Negroes with equal social and political equality with the white race as an infraction of those

⁷Ibid.

⁸Ibid.

wise and wholesome distinctions of nature which all experience teaches were established to insure the prosperity and happiness of each race.⁹

In spite of these efforts to keep the Negro in intellectual darkness before 1860, his mind was not inactive, nor was it entirely neglected. Children, clergymen, and some masters kept the slave's intellect awake, prepared it for development and sometimes actually taught the slaves and their children.

A resident of this county who was a child during the Civil War remembers that, "Negroes had sections in the white churches before the war and some of the slaves were anxious to learn, and learned rapidly. We always tried to teach the little Negroes who we claimed as our slaves. We often played with them and they learned from us."¹⁰

Dr. Davis states:

Bartlett Blount, a former slave, remembers the Civil War well. His mother was cook on a plantation and the little Negroes were allowed to go in the kitchen where their mother worked. The white children would play school with the slave children and would let them see their school books. Bartlett said the little white children would come home from school and show the little Negroes pictures and learn them to read and spell.¹¹

A son of Bartlett's master verified Bartlett's statement as follows:

Up to the Civil War Negroes were allowed to go to the same church with the white folk. Often white preachers preached to Negro congregations. Each of us white children was allowed to claim certain slaves as our own. Each of us tried to teach our slaves. My brother studied his lessons at school and at night would teach Henry, his slave. Henry learned rapidly, and, after the War, was elected assessor of Washington County. After he had served the term of office, he was elected marshal of the town of Brenham.¹²

⁹Ibid.

¹⁰Interview with J. B. Jones, June 23, 1948.

¹¹Davis, op. cit., p. 26.

¹²Ibid.

The fact is there was no formal education for Negroes in Texas as a whole before the Civil War and that all efforts were made to inhibit Negroes learning to read and write. The Negroes, however, were anxious and eager to learn. The writer is not able to cite any specific case in Walker County but has stated facts pertinent to East Texas of which Walker County is part. It seems only reasonable to deduce that, since Walker County had more Negroes than white, some of the things common to Texas as a whole and to East Texas in particular must be true of Walker County. Dr. Eby states in his book, Development of Education in Texas, that the state census of 1850 showed 397 free Negroes in Texas, twenty in school and fifty-eight adults unable to read. The 1860 census shows that there were 355 free Negroes in Texas, eleven in school and sixty-two adults unable to read.¹³ A letter addressed to the writer from Dr. Eby on June 25, 1948, states that no definite location of these free Negroes can be found.

Freedman Schools

While the period preceding the Civil War produced no statistical record of education for Negroes, the period immediately following the war was as dark. After the war the Texas whites had but very little interest in the Negro at all and proved hostile to any attempts to advance him culturally or to enlighten him in any way.

Since this was true of the Texas citizens, northern white

¹³Eby, Frederick, The Development of Education in Texas, p. 263.

people first assumed the responsibility of teaching the free Negro and providing educational opportunities for him. These northern whites followed the Union Army and taught the Negro in every way possible, both as missionaries and as school teachers. Eby says: "The Negroes were eager for instruction and received every opportunity for learning with enthusiasm. At the close of the war they went to groves, churches on Sundays, week days and nights to attend impromptu schools which sprang up."¹⁴

After the war schools were organized by the Freedman's Bureau under the management of E. M. Gregory for Negroes in Texas. The Freedman's Bureau schools can be traced to Walker County; records show that there were at least two such schools in the county. According to Dr. Eby, the first efforts were made to establish these schools in the plantations on student-pay basis; but these schools failed, possibly because the Negroes were not able to pay. The schools were then moved to towns and operated as free schools with donations from churches and individuals.

As was stated above, there were two such schools in Walker County. The first of these was held in the Saint James Methodist Church.¹⁵ This church was the first public meeting place for Negroes in the county. It was provided for the colored people of Huntsville by a French Merchant who was living on the same tract of

¹⁴Ibid., p. 265.

¹⁵Interview with Kimble Watkins, May, 1948, attested by Dr. J. L. Clark. Williams, David, History of Saint James Church, unpublished.

land then known as the Corte (Co ta) residence. Corte gave this as a general meeting place for the colored people; it was originally known as the Union church. It housed all church activities and the school as there was no division of denominations.

The schools held in the church were taught by white people from the north.¹⁶ Some of the first teachers were Miss Texana Snow, Miss Lizzie Stone, Brown, Ausborn, and James.¹⁷ David Williams, in his history of Saint James Church, names as the teachers of this school: Miss Lizzie Stone, Ausborn, James, Texana Snow, (Brown), all white teachers, and Jacob F. Cozier, O. A. C. Todd, Akers and Mrs. Mollie Flood--all colored teachers.¹⁸ Kimble Watkins, the father of Mrs. Pauline Watkins Campbell, a resident of Walker County, remembers Miss Lizzie Stone as one of his white teachers. He also mentioned Cozier, but did not say whether he was white or colored.¹⁹ Watkins is apparently a very intelligent gentleman and would perhaps be able to give a detailed discussion of the school if his hearing were not badly **impaired**. These three sources of information on the Freedman's school held at the Saint James Church is collaborated by Kimble Watkins, together with J. L. Clark, Director of Social Sciences and Professor of History at Sam Houston State Teachers College.

¹⁶Ibid.

¹⁷Hayman, Bettie, A Short History of the Negro of Walker County, (unpublished), p. 18.

¹⁸Williams, op. cit., p. 6.

¹⁹Interview with Kimble Watkins, June 30, 1948.

In addition to these Freedman's schools, others were established by local citizens who wished to aid Negro education. One such citizen was Colonel C. W. Grant. This was the second Freedman's school mentioned in the foregoing material. Colonel Grant had large land-holdings and was one of the county's first philanthropists. He not only sold land to former slaves at reduced prices, but donated to them a two story building with grounds for school purposes.²⁰ This school was supported by the Freedman's Bureau for several years. Dr. E. Williams, a Quaker from Ohio, was employed to teach the school from 1873 to 1879. Dr. Williams then left and the school was without a teacher for four years. In 1883, David Williams was employed. He was a young Negro man with a third grade teacher's certificate which he earned by taking the county examination.²¹

A third school of note was operated in Walker County just out of the present city limits of Huntsville on Highway 75-North on a tract of land which included the present city golf course and the home sites of some of Huntsville's most prominent white citizens. This school was known as the Bishop Ward Normal and Collegiate Institute, and was a private corporation. No mention is made of the buildings, but the purchase of the land was made in 1883. The elementary Negro public school of Huntsville moved to the college in 1883, and at one time the school had eight teachers and an enrollment of two hundred students. It was divided into primary, intermediate, and ad-

²⁰ Hayman, op. cit., p. 19.

²¹ Ibid., attest Dr. J. L. Clark.

vanced departments.

After successful operation for two years misfortune befell the institution. The president, C. W. Porter, was accused of absconding with all the funds he had collected and the Bishop Ward Normal and Collegiate Institute ceased to operate.²² Because of default in payments, on January 26, 1885, the property reverted to the original owners.

All authors agree on the attitude of most southern whites toward Negro education. Southerners were generally skeptical and looked with extreme disfavor on the white people who came from the North to teach Negroes. These white teachers were insulted, ostracized, and harassed. Many were forced to leave their positions under threat of bodily injury. Eby says that in some places in the state, the school houses or buildings were burned. However, we have no record of any such happening in Walker County. Mention is made of one Walker County woman who taught Negroes for a few years. She was censured just as were the northern whites, but she was the widow of a Civil War veteran, badly in need of work, hence, paid no attention to the criticisms. Her example was not generally followed.²³ In spite of these adverse incidents, the freedmen in Walker County showed an eagerness to make progress as citizens. Many of them worked during the day and attended classes at night.²⁴

²² Ibid., p. 20.

²³ Ibid., p. 18.

²⁴ Wilson, C. W., The Negro in Walker County, p. 6, (an unpublished manuscript in Estil Library).

CHAPTER IV

PUBLIC PROVISIONS FOR EDUCATION FOR NEGROES IN WALKER COUNTY

Early Legislative Provisions

There could be no special laws for Walker County in connection with educational development; therefore, before beginning the discussion of public provision for Negro education in Walker County it seems fitting and proper to review briefly the legal basis for Texas education in general. A study of any phase of education must include consideration of the educational laws of the state, the conditions stimulating their origin and the extent of their effectiveness. This brief review of the educational laws of the state will form the foundation for a discussion of growth and development of education for Negroes in Walker County.

As early as 1829 Texas secured a law from the Government of Mexico making provisions for "a school of mutual instruction."¹ The next year a law was passed providing for temporary free schools.² So it can be seen that as early as 1830 Texas had a law providing for free schools, but it was not until after the Civil War that Negroes were considered in the public provisions for education. The writer, therefore, will limit this discussion to provisions made for public education since 1865, except for the establishment of the school fund in 1854. In 1839 the Congress of the Repub-

¹Gammel, H. P. N., Laws of Texas, I, p. 237.

²Ibid., p. 258.

lic appropriated fifty leagues³ of land for a state University, and three leagues to each county for schools;⁴ and by legislative enactment in 1840 an additional league of land was added to each county grant.⁵ By the end of 1840 nearly three million acres of land had been by law set aside for schools. These lands were appropriated before Texas joined the union, but it was not until 1854 that specific legislation was passed providing for free public education. This law provided for the distribution, pro rata, of the interest of the school fund in the various counties, and the money be applied to the payment of tuition of indigent children (white). This law provided for the establishment of the district system, but failure of local officials to perform their duties caused the system to fail.

On August 29, 1856 the legislature passed a law supplementary to and amendatory of the law of 1854. This law abolished the district system and combined the General School Fund, the Special School Fund, and the interest from United States bonds, creating what has since been known as the "school fund."⁶ The period between the enactment of this law and the outbreak of the Civil War was too short to determine the efficiency of the system.

Before the outbreak of the Civil War, the law of 1858 was passed. This law supplemented the law of 1856 and amended certain

³A league of land contains 4,428.4 acres.

⁴Gammel, H. P. N., Laws of Texas, II, pp. 134-35.

⁵Ibid., p. 321.

⁶General Laws of Texas, Sixth Legislature, 1856, pp. 107-108.

provisions of it. Under this law the School Fund was to be apportioned among children of school age; the county treasurer was made ex-officio superintendent of schools; and more adequate provision for the operation of public schools was made in the form of teachers' reports to the County Court with respect to number of patrons, number of pupils and the amount of money paid by patrons for tuition of pupils. Under this act the state treasurer, ex-officio superintendent of schools, would distribute to the several counties the amount each was entitled to and make annual reports to the Governor with respect to condition of the School Fund and education in general. The instructions and forms for the use of school officers made the law more effective than either the law of 1854 or 1856.⁷

The period between 1861 and 1884 is known as the period of uncertainty in educational legislation.⁸ The systems of public schools provided for in the laws of 1854, 1856 and 1858 were never put into full operation, and the school fund which had increased to nearly two and a quarter million dollars by 1854, was diverted to purposes other than education at the outbreak of the war. After 1861 no funds were appropriated from the State Treasury for the support of the school system.

After the war, interest in educational legislation was resumed, and much was attempted in an effort to provide a public free school system. The constitution of 1866 reaffirmed the constitution

⁷ Ibid., pp. 124-27.

⁸ Davis, William R., The Development and Present Status of Negro Education in East Texas, p. 9.

of 1845 and set apart every alternate section of railroad land for school purposes.⁹ It provided for a public school system to be supported by funds derived from lands and other property. These funds "and the income derived therefrom, shall be a perpetual fund exclusively for the education of all the white scholastic inhabitants of the state."¹⁰ It will be seen from this quotation that the first provision for public education in Texas after the Civil War did not include the Negro. However, section seven of article ten of the same constitution stated that the Legislature may provide for the levying of tax for educational purposes. This section made the first reference to provisions for Negro education in Texas. It stated that the sum of taxes "collected from Africans or persons of African descent, shall be exclusively appropriated for the maintenance of a system of public schools for Africans and their children; and it shall be the duty of the Legislature to encourage schools among these people."¹¹ Governor Throckmorton, in his message to the Legislature, on October 31, 1866, recommended that

the State taxes or a portion thereof that may be collected from freedmen, be relinquished to the counties with directions to the police courts that the same shall be applied to schools for the benefit of persons of color. These people are among us, and are to remain. We can promote our own welfare in contributing to their intelligence by such means as are at our command. It is the desire of the people of Texas that the legislation of the country shall

⁹Gammel, H. P. N., Laws of Texas, V, p. 882.

¹⁰Ibid.

¹¹Ibid., pp. 883-884.

be as to promote the improvement and usefulness of these people, and at the same time tend to secure their confidence, and induce them to rely upon us for the advice and protection necessary to their property.¹²

By legislative enactment approved November 12, 1866 the police court was made the board of school commissioners for the county; this board was to form the county into districts, distribute funds into the districts, and appoint a county board of examiners. District elections, under direction of the county judge, were to be held to elect trustees. Under this act the assessor and collector of each county in the state was required to make out a list of all white children of his county, between the ages of eight and eighteen years. Nothing was said in this act about making a list of colored scholastics.¹³

In 1869 the Radical Constitution was adopted. Article nine of this instrument provided for the support and maintenance of a system of public free schools for all children between the ages of six and eighteen. This system was to be uniform throughout the state, supervised by a superintendent of public instruction elected by the people. It also provided for a compulsory attendance law requiring all children to attend school at least four months each year. It provided for a public school fund, and the Legislature was required to set aside for the benefit of public schools, one-fourth of the annual revenue derivable from general taxation.¹⁴ This con-

¹²Journal of the House of Representatives, Eleventh Legislature, 1866, p. 795-96.

¹³General Laws of Texas, Eleventh Legislature, 1866, p. 170-74.

¹⁴Davis, op. cit., p. 12.

stitution was practically without effect, in so far as rendering educational aid to the people of Texas was concerned. The laws of 1870-71 attempted to provide for a system of taxation to carry out the provisions of the constitution but the citizens of Texas objected to the laws as unreasonable and unjust. Many people believed, and expressed the belief, that the education to be a private duty devolved upon the parent by God and that the parent had the same right to control his children.

In 1876 the present constitution was adopted.¹⁵ This marks the beginning of a state public school system for Texas. However, because of resentment to the radical constitution of 1869, public education was greatly handicapped. Under this new constitution the office of state superintendent was abolished and a State Board of Education was provided for and given the duties of state superintendent who became merely the secretary of the State Board of Education, a practice carried on at the present time.¹⁶ The community system of schools provided for under the constitution became established by law. This system consisted of voluntary yearly organization of schools.¹⁷

Legislation for permanence and stability in educational growth took place between the years 1884-1905.¹⁸ The doctrine of

¹⁵Chatfield and Sewell, Texas and the Nation, pp. 221-288.

¹⁶Davis, op. cit., p. 16.

¹⁷Gammel, H. P. N., Laws of Texas, VIII, pp. 1035-1045.

¹⁸Davis, op. cit., p. 17.

free public education became generally accepted during this period. The fact is that "the expressed sentiment in 1874 and the statement of 1876 in regard to Public Free Schools are as differently flavored as though a new race had sprung up on Texas soil--educated under a new system and indoctrinated with different ideas--teaching a new philosophy of government."¹⁹

In 1884 the office of State Superintendent was revived, and the available school fund was apportioned to the several counties according to scholastic population. In the distribution of these funds no discrimination was made between white and colored children, each race, receiving its share according to the scholastic census. It was made the duties of commissioners' courts of the various counties to divide the counties into regulations governing the election and duties of district trustees, curriculum content, and the erection of the community schoolhouse constituted a considerable part of the legislation of 1884.²⁰

In 1887 legislative enactment permitted the commissioners' courts of the various counties to create the office of county superintendent,²¹ and in 1893 the Legislature provided for joint districts for whites and Negroes for the first time. This provision ordered practically equal terms for white and colored schools.²² By legislative enactment a textbook board was authorized in 1897, and a uniform

¹⁹Texas Review, July 1886.

²⁰Gammel, H. P. N., Laws of Texas, IX, pp. 570-589.

²¹Ibid., p. 924.

²²Ibid., X, p. 486.

selection of books was adopted for elementary schools.²³ Provisions were made in 1897 for the setting aside of one hundred thousand acres of public lands for the endowment of a colored branch of the State University.²⁴ Probably the most important legislation relative to education for Negroes during this period was the act passed in May 1893²⁵ and in March 1895.²⁶ Section fifty-eight of this law specifically outlines provisions for colored schools. This section states;

White and colored children shall not be taught in the same schools, but impartial provision shall be made for both races. Three white trustees shall in all cases be elected for the control and management of the white schools of the district, and three colored trustees shall be elected for the control and management of the schools for colored children. The election for white and colored trustees shall be held at the same times and places, and the ballots cast for white trustees shall be deposited in a separate box from that used for the ballots cast for the colored trustees. . . .The returns shall show distinctly the separate votes for white and colored trustees. . . .The apportionment of the white and colored schools of each district shall be made in the following manner; the county superintendent upon the receipt of the certificate issued by the Board of Education for the State fund belonging to his county, shall apportion the same to the several school districts. . . .Within thirty days after said apportionment is made by the county superintendent of education, the white and colored trustees of such districts shall, if possible, agree upon a division of the funds of the district between the white and colored schools, and shall fix the terms for which the schools of the district shall be maintained for the year. . . .

²³Ibid., p. 1292.

²⁴Ibid., p. 1202.

²⁵Ibid., X, p. 628.

²⁶Ibid., p. 759.

Should said boards of trustees fail to agree upon a division of the funds of the district or upon the length of term for which the schools of the district shall be maintained, they shall at once certify their disagreement to the county superintendent, who shall proceed to fix the school term of such district and declare the division of the school fund of the district between the white and colored schools therein, endeavoring, as far as practicable, to provide for the schools of such district a school term of the same length.²⁷

But the law placing the management in the hands of a colored board did not last long. This law was amended March 15, 1889 and provided for only three trustees to be elected in each district.²⁸ This soon resulted in a board of white trustees for both white and Negro schools. By 1905 the idea that public education is a state function was generally accepted. This is indicated by the following:

Universal education is recognized as a paramount duty. Newspaper press gives intelligent and effective support; party platforms incorporate public schools in the political creeds; State revenues are appropriated; local communities levy taxes and scarcely a murmur of dissent is heard in opposition to the doctrine that "free government must stand or fall with free schools." Let me affirm with emphasis. . . that on universal education, on free schools, depends the prosperity of the country and the safety and perpetuity of the Republic.²⁹

Factors Influencing Development of Negro Education

By 1905 educational growth had developed a permanent character, but there was still great need for the extension of educational ad-

²⁷ Gammel, H. P. N., Laws of Texas, X, Supplement, Twenty-seventh Legislature, 1889, pp. 759-60.

²⁸ Ibid., Supplement, Twenty-sixth Legislature, 1899, pp. 47-48.

²⁹ Curry, J. L. M., quoted in the Fiftieth Biennial Report of the Superintendent of Public Instruction, Texas, 1905-1907, p. 4.

vantages to a larger number of people. Therefore, it has been necessary to establish new legislation for the extension of educational opportunities from time to time. The problem of educational legislation at present is to broaden the influence of education so that the intellectual needs of the people may be more adequately met. The period from 1905 to the present has had much new legislation enacted, broadening the states responsibilities with reference to the diffusion of education and enlightenment among the people of the state. An act passed by the Twenty-ninth Legislature, April 15, 1905, stated that

every child in the State of scholastic age shall be permitted to attend the free public schools . . . and all children, without regard to color . . . shall be entitled to the benefit of the public school fund.³⁰

Most legislation passed during this period has had to do with appropriation of funds which extended not only elementary education to a greater number of scholastics for longer terms, but extended the advantages of high school education to rural children. The community system was abolished and districts were organized in the counties on permanent basis.

Early Public Schools of Walker County

An attempt has been made to review discussions of legislation which had a direct influence on education for Negroes in the state as a whole. Walker County would naturally be influenced by this legis-

³⁰Gammel, H. P. N., Laws of Texas, Supplement, Twenty-ninth Legislature, p. 298, 1905.

lation, being a county in Texas and having more Negroes than whites during the period discussed. (See Table I). It has been pointed out in a previous chapter that Walker County Negroes were recipients of educational aid from the Freedman's Bureau and had two such schools to its credit that seemed to flourish, the one held in the Saint James Church in Huntsville and the other in Grant's Colony School about six miles southeast of Huntsville. The Grant's Colony School was eventually converted into a public school that still exists, but the school at Saint James Church was moved to the Bishop Ward Normal and Collegiate Institute in 1883. This school existed for two years and ceased to function when the people were exploited and their money taken by the president, who absconded in 1885.³¹ Therefore, public provision for education for Negroes in Walker County must have had its beginning shortly after 1885.

The Freedman's system of education for Negroes went out of existence generally in Texas in 1870; however, we have evidence of Freedman supported schools in Walker County as late as 1883, and the final charity school going out in 1885 when the Bishop Ward Normal and Collegiate Institute went down. From 1885 to 1915 the records on public education were not kept in tact. The minutes of the School Board of Huntsville Independent School District are bound in one volume dating from 1915 to 1939. A consistent record of the common school districts of the county only dates back to 1928. However, a few minutes of the County Board were found dated in 1915 or

³¹ Hayman, Bettie, A Short History of the Negro of Walker County, (unpublished), p. 19.

there about. One record of teachers' registered certificates was dated in 1905 with two certificates being registered in 1906. The next record of certificate registration found was dated in 1917. Found in the County Superintendent's office, also, were seventy-three original deeds dating back to 1904 of grants of land given by individuals who gave from one to two acres of land for school purposes. One such deed was found, through an abstractor's office, on file in the County Clerk's office dated 1896. This was perhaps the first land set aside in Walker County for the expressed purpose of erecting and maintaining a colored school. No record of the erection of a building was found in these old records; schools were held in church houses or buildings erected for some purpose of importance other than school.

These records and deeds bring out the fact that Walker County operated under the community system up to 1914. The community system was considered out of existence generally over Texas in 1905. Walker County seemed delinquent in abandoning any system of education adopted as is evidenced by use of the Freedman system until 1883, when it was generally abandoned in 1870, and again in using the community system until 1914 when it was discontinued in 1905. The community system was in use in Walker County for a period of at least thirty years, therefore, it becomes fitting to discuss the community system and its relative activities in Walker County.

The community system had its beginning in Texas in 1876 and continued until 1905.³² This was a period of readjustment following

³² Davis, op. cit., p. 36.

the Civil War and liberation of the slaves. Negroes were being taught in private schools by white teachers most of whom were from the North. The attitude of the Negro toward learning was gratifying to those who assumed the obligation to teach him. This is evidenced by a statement taken from missionary reports which stated:

The outbursts of their (the Negroes') gladness, the crowding of the schools, and the persistent eagerness in learning to read, can never be effaced from the memories of those who witnessed them.³³

This statement was made in regard to all freedmen, but regarding Texas freedmen, Alvord said in his Third Semi-Annual Report:

The freedmen from the first have been anxious for learning, and willing to make the necessary efforts to obtain it. . . .As soon as the occupation by the national forces, and emancipation became a realized fact, the colored people began to buy slates and primers, and to importune for schools. Popular opinion, however, was strongly opposed, and nothing was attempted beyond private instruction for some months.³⁴

While the Negro was enthusiastically jubilant over his opportunities for learning as a freedman, his former master was equally bitter in opposition to Negro education and against whites teaching Negroes. Texas white people believed that teaching Negroes was an attempt to place them on a level with white people. As has been pointed out elsewhere in this study, white people who taught Negroes were ill-treated. This assertion may now be emphasized by stating

³³ Nineteenth Report, American Missionary Association, p. 15.

³⁴ Alvord, J. W., Third Semi-Annual Report on Schools for Freedmen, Freedman's Bureau, January 1, 1867, p. 23.

that anyone who taught Negroes was persecuted, be he a Negro or white. Many buildings were burned in East Texas and teachers were driven out of the communities. This evidence was given by Mr. DeGress³⁵ who enumerated five buildings in East Texas that were burned, and told of teachers who were whipped and otherwise persecuted. He said,

It is with great difficulty that houses can be procured for the colored schools in the State, on account of the great opposition to the education of the blacks, and it has been even more difficult to find persons willing to teach such schools, as they have in all cases been ostracized from society. . . .³⁶

In his report on conditions in Texas, Alvord in his Tenth Semi-Annual Report stated that

In a number of places where we could have had schools, we have been prevented from so doing by our teachers being driven away on reaching the place or shortly after opening school. One of our teachers in Henderson County . . . was stripped, covered with tar and cotton, and let loose, and warned to leave the place in two minutes. At the end of that time, he was assured, a volley of musketry would be fired at him. He fled at once.

In certain localities there is a strong feeling against schools for colored people, though opposition usually amounts only to a refusal to sell land for a school site, or declining to permit schools to be held in churches which have been turned over to colored people.³⁷

The editor of Cranfill's History of Texas Baptists cites an example of a white man being killed who taught Negroes in Bastrop County.

³⁵DeGress, State Supt. of Public Instruction, Report to U. S. Bureau of Education, pp. 350-351.

³⁶Ibid.

³⁷Cranfill, J. B., History of Texas Baptists, p. 341.

These conditions prevailed during the early part of the community system which had many defects at its best. No local taxes were levied, and the community had to be reorganized each year and consisted simply of a list of children of school age residing in the same county and united under organization for one year only, for the purpose of receiving their pro rata of state and county school funds. The county judge had to appoint, on the first day of August, three trustees who could hold their office for one year only. There were no "metes and bounds" to a community, and, therefore, no local tax could be imposed.³⁸

Under this system education for Negroes was greatly handicapped. There was no central authority to sponsor the organization or schools, and the local white population, being antagonistic to Negro education, assumed no obligation with reference to the organization of Negro schools. Another weakness of the system was the low standard of qualifications for teachers. A report to the State Board of Education in 1882 reveals that only 31.6 percent of the white teachers had first grade certificates while only 7.7 per cent of colored teachers held first grade certificates.³⁹

First Schools

The community system was shown to be inefficient, also, in the lack of school buildings throughout the period. This lack of

³⁸ Davis, op. cit., p. 41.

³⁹ Ibid.

school buildings throughout the period was a handicap to Negro and white education. Buildings were being rented in many East Texas communities as late as 1886. Walker County again brings up the rear so far as the records for schools for Negroes is concerned. A certified copy of the first deed ever put on record in the county granting property for the maintenance of a Negro school is attached.⁴⁰ This deed shows that in 1896 Albert Hightower and his wife Phillis (Negroes) deeded to the county judge and his successors in office one acre of land for use in establishing a schoolhouse for use of colored children.

The story of Negro education in Walker County is told by old citizens, an old record book found occasionally which escaped the trash man and found its way into some office where it is now a prized relic. Education for Negroes in Walker County during the community system was not different from that generally described elsewhere in this study. There was little done by the public fostering Negro schools, and it was not until after the turn of the century that schools became prevalent. Up to about 1905 most schools for Negroes were private schools supported by some church organization or private donations.⁴¹ Schools were held in church houses and some school terms were only three months in length. There were usually petty quarrels between the school authorities and the church officials. Schools were often moved from one church to another because of these

⁴⁰ See Appendix A.

⁴¹ Interview with Mr. Ed Crawford and Mr. Richard Justice, June, 1948.

quarrels and the condition of affairs was little conducive to learning. About the only facilities for writing were slates, and many families could afford only one slate for several children. Some families could not afford a slate at all. Under the community system, a school could be in a different place each year and some time several schools were organized in one community when teachers could be procured.

There was one condition, however, that favored the organization of Negro schools. Walker County had many plantations where the Negroes who lived and worked there were grouped in colonies. Mention has been made of the Grant's colony and its school. There were other plantations where large numbers of Negroes lived.⁴² There were the Lampkin, Calhoun, Eastham, Smither, Cunningham, Wynne,⁴³ Skelton, Fisher and other plantations where large numbers of Negroes had been slaves. These freedmen were offered the choice of either remaining on the plantation as tenants or day laborers, or of going out into the world to make their own way. Most of the Negroes were glad to remain with their former masters.⁴⁴ These plantation colonies made some type of school necessary and many small schools were organized. This system of community schools existed in Walker County as late as 1915. Negroes and whites had separate districts

⁴² Interview with Marcus Smith and J. L. Clark while visiting some of these old plantations.

⁴³ Visited by writer accompanied by J. L. Clark, Marcus Smith, a Mr. Goree, and a group of five persons (two professors) from Texas University, June, 1948.

⁴⁴ Hayman, op. cit., p. 114.

organized annually for school purposes. Kimble Watkins was a dynamic figure in sponsoring Negro schools. He finally gave a school site on his farm because the school moved several times, and the Randalia School has been on his farm in its present location for fifty-nine years.⁴⁵ The school building is no longer used as it was consolidated with the Sam Houston High School in 1930. Watkins did not deed the land to the county in 1889, the year the school was put on his farm, but gave his consent and helped to build it.⁴⁶ The story of the Randalia School seems to be generally true of Negro schools in the county. Negroes who acquired land gave from one to two acres for school purposes. From 1896 until 1914, sixty-two tracts of land were deeded to the county judge for school purposes.⁴⁷ These deeds are filed in the County Superintendent's office and show that all the school sites were given. Most of the deeds do not even show the one dollar payment necessary to make the transaction legal.⁴⁸ The first deed to show that a fee was paid was issued in 1922 by Lige Davison and wife Lula Davison in the Falby community for the Falby school.

Most of these original schools have long since gone out of existence, and the fact that they did operate is known to only a few of the older citizens. Many of these small schools started on their way out in 1916 when the first record of consolidation in the

⁴⁵Interview with Kimble Watkins, July, 1948.

⁴⁶Ibid.

⁴⁷See Appendix B.

⁴⁸See Appendix C.

county is discussed. Attached is the minutes of the County Board meeting for May 3, 1915.⁴⁹ In these minutes the first mention of consolidation was the McGuire School with the Dodge School. The next mention of consolidation was the Colony School with the Cross Hill School. In the last paragraph of the minutes the County Superintendent was instructed to investigate the conditions existing in Pleasant Grove and West Spring Schools and make his recommendations for consolidation. Attached, also, is an agreement between the trustees of Districts number six and number two to establish a consolidated school. This written agreement was dated August 7, 1916.

The teachers of the period up to 1917 were very poorly prepared. The first record of registration of teachers' certificates was in 1905.⁵⁰ According to this record forty-five Negro teachers' certificates were put on file. Of the forty-five, one was first grade, thirty-three were second grade, nine were third grade, and there was one diploma. One second grade certificate and the one diploma were issued by Prairie View; sixteen certificates were issued by the county and twenty-seven were issued by summer normals.

With the advent of consolidation, in 1915 the schools began to increase in size and reduce in number. Teachers were becoming conscious of the need for professional improvement as is evidenced by the registration of Negro teachers' certificates in 1917, when eighty-six Negro teachers' certificates were put on file. Twelve

⁴⁹ See Appendix D.

⁵⁰ Record found in County Superintendent's office.

years after the first record of registry when only one first grade certificate was filed, there were seventeen permanent certificates, twelve first grade certificates, fifty second grade and only seven third grade certificates.⁵¹

Even though the education program for Walker County began to show signs of progress in 1915-16, it was not until 1930 that Negro schools began to become active in development. The first move toward consolidation for improvement was made when several school districts were united with the Huntsville Independent School District and the exodus of the rural school to town began.

In 1917 there had been some movements toward consolidation and enlarging the schools, but at that time there were no rural schools with more than one teacher.⁵² This movement toward consolidation was an attempt to stabilize the schools in a permanent location and reduce the number of community quarrels. According to the minutes of May 3, 1915, the County Board had just begun to function and assert itself with authority.

Sam Houston Industrial Training School

An honest attempt to improve Negro education in Walker County began with the return of Samuel W. Houston as a teacher. Samuel W. Houston was the son of Joshua Houston, who had been General Sam Houston's personal body guard, and was one among the first pupils in

⁵¹Ibid.

⁵² Interview with Earnest Grover, July 6, 1948.

the Huntsville Negro schools. He attended Atlanta University, Atlanta, Georgia, and later was a student at Howard University, Washington, District of Columbia. After completing his work at Howard, Houston accepted a clerical position in Washington where he worked for five years, after which he visited his former home in Huntsville. While visiting his friends, he was persuaded to accept a position as teacher in a small country school. Thus began the teaching career of the one man who has done much for the development of Negro education in Walker County.

While teaching this school, Houston became deeply impressed with the great need of educational opportunities for his race. Being obsessed with the idea of bettering his people he signed a contract to teach a second year in the Gallilee community, seven miles west of Huntsville on Highway 45.

The schoolhouse, where classes had been taught the previous year, was a mere "shack" made of scrap lumber carelessly put together without furnishings or equipment. Rather than teach in this "shack" Houston rented a church house, paying from his own salary of thirty-five dollars per month, four dollars and fifty cents a month for its use. There arose some disagreement among the church people as to who should collect the rent, so Houston decided that other provisions would have to be made for a place in which to teach. With the help of the Negro trustees, he purchased an acre of ground and erected a building on it. The attendance the first year was more than eighty pupils. When the trustees offered to raise his salary the next year to forty-five dollars, he advised them to employ an assistant teacher

instead. The Board took Houston's advice and employed an assistant teacher for twenty-two dollars and fifty cents a month.

At the beginning of the third term, Houston applied for help from the Jeanes Fund to meet the great need for teaching home economics. He was granted three hundred dollars and employed a graduate from the home economics department of Tuskegee Institute. The School Board purchased the equipment for teaching this new subject. The school was now three years old and had outgrown its facilities. So, in 1906, Houston decided to meet the demand for additional buildings and planned to campaign accordingly for assistance. Several white people made donations which raised the amount of funds to about six hundred dollars. He then obtained a loan of two hundred dollars. The patrons used their wagons to haul lumber and the pupils did the work in erecting three dormitories and two academic buildings.

Through the succeeding years aid was received from the Jeanes Fund, the State Fund, and the General Education Board. Private donations were made by W. S. Gibbs, H. C. Meachum, Will Hogg of Houston, and others. The title to the property was in the name of the Negro School Board of Trustees, but when aid was received from the General Education Board, the property was transferred to the County School Board, and the school was officially named Sam Houston Industrial Training School.

When Sam Houston Training School was at the height of its usefulness, it consisted of three dormitories and two academic buildings with a faculty of nine members. The banner attendance was about four hundred students. In this number there were boys and girls

from Trinity, Madison, Montgomery and other nearby counties, as well as boys and girls from all parts of Walker County and the elementary pupils of the Gallilee community.

Due in part to lack of funds, and other causes, in 1930, this school was incorporated into the Huntsville Independent School District. All the high school pupils were taught in the Sam Houston High School of which Professor Houston became principal when the training school which bore his name was moved to town. Samuel W. Houston remained principal of the City High School, which was named for him, until his death in November, 1945.

Sam Houston High School

Little is known of the Sam Houston High School before 1930, and there are no records earlier than 1915. The minutes of the School Board for Huntsville Independent School District from 1915 through 1939 were bound in one volume and were made available to the writer by the present Superintendent. These minutes give very little information on the Negro school. The only consistent information on the Negro school being that the Negro teachers were employed; some of the minutes stipulated the salaries while some did not. When an inquiry was made about the development of the City school for Negroes no records could be found other than this bound volume of minutes which left a period of thirty years without a record.

One source of information related the story of the Bishop Ward Normal and Collegiate Institute of 1883-1885 and that the

Huntsville school for Negroes was identified there. This school went out of existence in 1885, and there were no written records of what happened from that time to 1915, a period of thirty years. It was suggested by the City Superintendent, by Dr. J. L. Clark, and by other leading citizens that some of the old citizens be interrogated. The list of persons interviewed included George Boone, a 1917 graduate of Prairie View, Uncle Bass Travis, who went to school in Huntsville sixty-one years ago, Aunt Georgia Ann Butler, who was a cook at Andrew Femal College which was established in 1853 and disbanded about 1880. All these individuals are active and are still following some specific line of duty. Boone is a paper hanger and painter; Travis is a carpenter and building contractor; Mrs. Butler is a housewife who does all her work. All three have given their children advantage of some college training and have maintained an interest in schools, churches and public life in general.

The story of Negro schools as told by each individual was the same in almost every detail. The Saint James Methodist Church housed the first school for Negroes and was used for a school longer than any other building before a permanent school building was obtained. After the close of the Bishop Ward Collegiate Institute the school moved back to the Saint James Church. It remained permanently at this church until about 1900, when the school began to shift from church to church or to any large room available. The school was held at least one year in what is now First Baptist Church, Rogersville Addition; another year it was held in the African Methodist Church on

East End. There were no school equipment and school furniture; the buildings were described as having four walls made of boxing plank. Early teachers were Emalie Green and Sylvia Wilson.

In 1908, the School Board secured from the Andrew Female College of the city a two story, four room building which was moved to the site of the present Sam Houston High School. This building had been used as a white school for some twenty-eight years as is evidenced by a historical marker and interpretations by Dr. J. L. Clark. The College was founded in 1853 and operated about twenty-six years when it closed and this building was obtained by the School Board for the white public school. This was about 1880, and in 1908, the building was handed down to the colored people.

Only three of the four rooms were used as class rooms; the fourth was used as a junk room. Mr. Boone was the only one of the three persons interviewed who was young enough to attend school in this building which he describes as a tall, shackley, leaning, old, unpainted building that had to be vacated when a rain came for fear of it falling on the pupils and teachers. There was no prescribed course of study, relates Mr. Boone, and children went to school until they got tired and quit or went to a normal. He stopped attending this school in 1914 and attended Prairie View where he found himself somewhat behind the other students in his class because of a lack of certain courses in his school or lack of advancement in the studies offered. His class reached page seventy-nine in the algebra book and did not get beyond the introduction in geometry. Mr. Boone thinks now that his teachers did not know the subjects and

managed somehow to keep the students blinded. He tells of having to secure an oil lamp at Prairie View so he could study after the lights were out at nine thirty. This story was told to point out the weakness of the school at that time.

The school was re-inforced and painted in 1914. In 1917 or 1918, the first industrial building was erected, a home economics building consisting of two small rooms about ten by fourteen. Another teacher was added in 1918, and the home economics teacher made the total number of teachers five. The school remained like this until 1930. The first graduating class came out in 1918. Among some of the early graduates of this school were Dr. Mark Hanna Watkins, about 1922, Mrs. O. P. Thomas, formerly Miss Omelia Pounds, about 1924, and Mrs. Pauline Watkins Campbell, about 1926.

Salaries

Very little can be said of salaries for Negro teachers prior to 1915. Every effort to find authentic information on salaries before that time was made by the writer, but the records found in the City Superintendent's office extended no further back than the 1915 date, while the records in the County Superintendent's office extend no farther back than 1928. Statements on salaries will be quoted verbatim from the minutes of the School Board of the Huntsville Independent School District. Quotations will be made only in cases where changes have been made in Negro teachers' salaries and the salaries of Negro janitors for the schools.

The first mention of a Negro teacher's salary is made in the minutes dated July 12, 1915, which states: "B. F. Carter was reelected as teacher of the colored school for next session at a salary of thirty-five dollars per month."⁵³ Other teachers must have been employed before this date because there is evidence of there being no less than three teachers in the school from 1908⁵⁴ to the present time. The minutes of July 12, 1915, mentions twenty dollars having been allowed David Williams, Principal, for commencement expenses.

The next mention of salary is found in the minutes dated January 11, 1916, which states: "It was moved, seconded and carried that the salary of B. F. Carter, an assistant in the colored schools, be raised to forty dollars per month, effective January 6, 1916."

There was no other mention of Negro teachers' salaries until May 17, 1917 when the following is recorded:

The following teachers were elected for the colored school for the coming session, to wit: (1) Dave Williams, Principal, at a salary of \$50.00 per month; (2) B. F. Carter, at a salary of \$40.00 per month; (3) Georgia Houston, at a salary of \$35.00 per month, and (4) Olivia Ashford, at a salary of \$35.00 per month. Said teachers were employed for the regular term of eight and one-half calendar months.⁵⁵

⁵³Minutes of School Board, Huntsville Independent School District, of July 12, 1915, with permission of Dr. Joseph R. Griggs, Superintendent of Schools.

⁵⁴Interview with George Boone, Bass Travis, Georgia Ann Butler, July 6, 1948.

⁵⁵Minutes of School Board dated May 17, 1917, p. 63, by permission of Dr. Joseph R. Griggs, Superintendent.

These minutes list four teachers instead of three. The minutes for July 10, 1916 records: "Olivia Ashford was then elected as an assistant teacher in the colored school for the session of 1916-1917, at a salary of \$35.00 per month, and the contract to run eight and one-half calendar months."⁵⁶ Evidently the other three teachers had been elected at a previous meeting and this election provided the fourth teacher for the first time.

On April 9, 1918, the minutes included:

The Board also authorized a committee on buildings and grounds to install, in connection with the committee on course of study, courses in sewing and cooking at the colored school, it seeming that this could be done at an expense not exceeding \$100.00 for next year.⁵⁷

These minutes collaborate information given the writer by George Boone in an interview July 6, 1948.

On May 13, 1918, the School Board voted favorably on lengthening the school term for the colored school to nine months and to give the principal and teachers a raise of five dollars per month.⁵⁸ January 15, 1917, the Board authorized the committee on buildings and grounds to look into certain complaints about needed repairs at colored school building and to make such improvements as the committee deemed necessary to the comfort of the teachers and student body there.⁵⁹

⁵⁶ Ibid., p. 39, July 10, 1916.

⁵⁷ Ibid., p. 91, April 9, 1918.

⁵⁸ Ibid., p. 94, May 13, 1918.

⁵⁹ Ibid., p. 52, January 15, 1917.

At a meeting July 29, 1919, A. J. Maddox of Call, Texas was elected principal of the colored school at a salary of eighty dollars per month. His wife was elected home economics teacher at a salary of forty dollars per month.⁶⁰ This eighty dollar salary was a substantial increase over the fifty-five dollars paid Dave Williams. No mention was made of Dave Williams resigning or why a new principal was elected. Evidently Mr. Maddox did not remain in his position very long because the minutes of May 5, 1920 states: "All the teachers of the colored school were reelected, Principal Brandon to receive a raise of \$10.00 in salary and the other colored teachers to receive a raise of five dollars per month."⁶¹ The total monthly salary was not quoted.

The minutes of November 8, 1920 contained this sentence: "The matter of a colored student who has graduated and is still in attendance at the colored school was discussed and the matter referred to Superintendent Green for whatever action he deemed proper."⁶²

No further mention is made of the Negro teachers and salaries in the volume of minutes until April 29, 1929 when a special meeting was called. The minutes for this meeting contained this paragraph:

The following Negro faculty were retained: A. E. Taylor, salary \$75.00; Adice Watkins, salary \$50.00; Ethel Thomas, salary \$65.00; Elouise Wilson, salary \$50.00; O. P. Loui, salary \$50.00. All the above salari-

⁶⁰ Ibid., p. 127, July 29, 1919.

⁶¹ Ibid., p. 138, May 8, 1920.

⁶² Ibid., p. 147, November 8, 1920.

es are based upon a nine month term.⁶³

At a special meeting held May 28, 1931, the minutes contain the following paragraph on Negro teachers and their salaries:

The following teachers (Negro) were employed for the coming year: S. W. Houston, principal, \$150.00 for eight months; Scott Johnson, shop, eight months, \$75.00; V. S. Hodge, home economics, eight months, \$75.00; R. L. Savannah, algebra, geometry, arithmetic, sixth and seventh grades, \$65.00; Reha Lathers, English and history, sixth and seventh grades, \$60.00; Verta McKinney, spanish and sixth and seventh grade work, \$60.00; Omelia Loui, third and fourth grades, \$60.00, eight months as for all of the others. Libbie Mickels, Cumberland, six months, salary \$65.00; Ora Hightower, Cotton Creek, six months, \$55.00; Susie Grumbles, Cotton Creek, six months, \$45.00; Mrs. Scott Johnson, Gallilee, seven months, \$60.00; Molora McWright, Gallilee, seven months, \$60.00.⁶⁴

The next minutes which recorded election of Negro teachers and their salaries were dated May 26, 1936 and included:

S. W. Houston		\$135.00
Scott E. Johnson		75.00
M. S. Frasier		60.00
J. W. Southern		60.00
Alma A. Oaks		60.00
Florence G. Chretien		60.00
Bessie A. Sheffield		60.00
Cecile G. Crawford		45.00
Ethel M. Johnson	- Gallilee -	60.00
Odessa Holt	Gallilee	60.00
Ora Wiley	Cotton Creek	45.00
Thelma Pemilton	Cotton Creek	45.00
Libbie Mickel	Cumberland	60.00
Omelia P. Thomas		50.00

The following janitors were recommended and approved by the Board;

⁶³Ibid., p. 252, April 29, 1929.

⁶⁴Ibid., p. 318, May 28, 1931.

Robert Moten	\$60.00
Leon Moten	40.00
Wallace Simms	20.00
John H. White	15.00 ⁶⁵

This record for 1936 showed a slight reduction in all teachers' salaries from 1931, except that for the shop teacher and the two teachers at Gallilee. No reason for this reduction is mentioned. It is also noticeable here that one of the janitors received more pay than four teachers, as much pay as eight teachers. These janitors were colored, and the Board still maintains the practice of employing all colored janitors for the entire school system.

The salaries listed above remained constant until 1938 when the home economics teacher received one hundred dollars per month; the coach received seventy-five dollars per month; and no teacher received less than fifty dollars per month. Four teachers received fifty dollars per month; eight teachers received sixty dollars per month; two teachers received seventy-five dollars per month; and the principal received one hundred thirty-five dollars per month.⁶⁶

The salaries did not change before 1941, and since 1941 the salary trend for both the Huntsville Independent School District and Walker County Common School Districts is described in the report of the Gilmer-Aikens committee of Walker County which follows.

Table II shows the ranges of salaries paid to white and Negro teachers of the Huntsville Independent School District and the Walker County Common School District.

⁶⁵Ibid., p. 399, May 26, 1936.

⁶⁶Ibid., p. 477, July 7, 1938.

TABLE II. HUNTSVILLE INDEPENDENT SCHOOL DISTRICT*

	\$2000 or less	\$2000--\$2500	\$2500--\$3000	\$3000--\$4000	\$4000--\$5000	\$6000 or above
W*		W	W	W	W	W
N**		N	N	N	N	N
	4	13	30	64	50	10

WALKER COUNTY COMMON SCHOOL DISTRICT

3	29	7	1	5	0	1	0	0	0	0
---	----	---	---	---	---	---	---	---	---	---

*Table arranged by the writer.

**The letter "W" is used as an abbreviation for white.

**The letter "N" is used as an abbreviation for Negro.

Salaries for classroom teachers of Huntsville Independent School District are determined by state aid salary schedule. Range \$2007 to \$2880 is shown. For special teachers such as band director, choral club director, vocational agriculture, homemaking, nurse, elementary, junior high and senior high principals and superintendent, salaries range from \$2000 to \$6600.

The above figures are for white schools. In the Negro schools the salaries for teachers range from \$1211 to \$2800. For special teachers in Negro schools, such as homemaking, vocational agriculture and principal, salaries range from \$3105 to \$3940 per year.

In the year 1940-41 the total salary received by white teachers of Huntsville Independent School District was \$66,100. There were forty teachers with an average salary per year of \$1652.50. To get a living cost index \$1652.50 is divided by 165 which gives a quotient of \$10.01. The year 1947-48 the total salary received by white teachers of Huntsville Independent School District was \$147,405.32. There were fifty-three white teachers. The average salary per year is \$2781.23. To get a living cost index \$2781.23 is divided by 165 which gives a quotient of \$16.85; \$16.85 minus \$10.01 shows an increase in the living cost index of \$6.84.

The Negro teachers in 1940-41 received from the Huntsville Independent School District \$9685.00. There were seventeen teachers. The average salary per year was \$569.70. To get a cost of living index \$569.70 is divided by 165 which gives a quotient of \$3.45. In 1947-48 Negro teachers received \$81,256.38 from the Huntsville Independent School District. There were thirty-three teachers and an average salary per year of \$2466.31. The cost of living index was \$14.94, an increase over the 1940-41 index of \$11.49.

There is a single salary schedule throughout the Huntsville Independent School District and the Walker County Districts. Sick leave in the Huntsville Independent School District is five days per year and is accumulative.

In 1940-41 there were thirty-four white teachers in Walker County Common School District. The total salary received was \$27,547. The average salary was \$810.29; the cost of living index was \$4.91. In 1947-48 there were sixteen white teachers in the county schools. The total salary received was \$37,115. The average annual salary was

\$2319.68. The cost of living index was \$11.05 which was an increase over 1940-41 of \$9.11.

In 1940-41 there were thirty-seven Negro teachers in the county schools. The total salary received was \$15,990. The average annual salary was \$432.16. The cost of living index was \$2.61. In 1947-48 there were thirty Negro teachers. The total salary was \$27,816. The average annual salary was \$929.20. The cost of living index was \$5.62 which was an increase over 1940-41 of \$3.01.

The committee recommends at least \$200 per year more above the state salary schedule for each teacher.⁶⁷

Supervision

The schools of Texas have always been confronted with the problem of inadequate supervision.⁶⁸ This statement was made by Dr. Davis while he was making a study of Negro education in East Texas, and he attributes the lack of interest in supervision to opposition developed during the radical regime. While supervision of public instruction in Texas as a whole has not received the full support of public sentiment, Negro education has received less attention from the standpoint of supervision than Texas education as a whole.⁶⁹ Much of the supervision of rural schools has been left entirely to the County Superintendent, who, because of numerous administrative duties has been unable to look after supervisory work to any great extent. The greatest amount of supervision given Negro

⁶⁷ Report of Gilmer-Aikens Committee for Walker County, July, 1948, with permission of Mrs. Marjorie Oliphant, County Superintendent and Chairman of committee.

⁶⁸ Davis, op. cit., p. 75.

⁶⁹ Ibid., p. 77.

schools by a county superintendent is office supervision. Dr.

Davis states:

The supervision of Negro schools, therefore, which a county superintendent can give from his office is very limited and cannot prevent many evils of which the Negroes are victims at the hands of local trustees. Unscrupulous trustees often exploit Negro teachers to their own personal advantage. The Negroes are helpless in handling the situation themselves. Their schools are under management of white boards of trustees and are supervised by white county superintendents whose time is so taken up by other matters that they can give little attention to the Negro schools.⁷⁰

One of the great evils of the lack of Negro school supervision is the misuse of scholastic apportionment. Only sixty-four and six-tenths percent of state apportionment is used for Negro teachers' salaries in forty-six East Texas counties.⁷¹ Walker County used only forty percent of state apportionment for Negro scholastics for Negro teachers' salaries. The amount added locally was not counted in arriving for these figures.⁷² Supervision for Negro schools was improved with the addition of Jeanes supervisors in 1919.

Walker County had its first Jeanes supervisor in 1927 under County Superintendent Bettie Mitchell, who recommended to the County School Board the employment of the Jeanes supervisor. The members of the Board were not enthusiastic about the idea, but were willing to try the experiment and employed Lola Ann Brown.⁷³ The consoli-

⁷⁰ Ibid., p. 78.

⁷¹ Ibid., footnote, p. 63.

⁷² Journal of Walker County School Board.

⁷³ Ibid.

dation program with the Huntsville Independent School District was begun in 1929, consequently the County Board thought the services of the Jeanes supervisor was no longer needed and declined to re-elect her at that time.⁷⁴ Walker County was without a Jeanes supervisor until 1934, at which time Grace Abernathy was employed. Miss Abernathy remained in this position until 1936 when she was succeeded by Miss Estelle Jordan.

The Jeanes supervisor assisted teachers in improving their instruction, encouraged improvement in teacher training and helped to promote good-will toward the schools through the organization of Parent-Teacher clubs. The curriculum was enriched by the addition of some industrial work for the pupils. An attempt was made to beautify the schools' premises and to improve the needed equipment for a good school program.

In 1946 Mrs. Pauline Watkins Campbell was employed in the dual capacity of supervisor of schools in common school districts and supervisor of schools in the Huntsville Independent School District. Mrs. Campbell began immediately an evaluation program and to encourage professional growth and improvement of teachers. Her goals were set up for better trained teacher personnel, improvement of school plants, libraries, and finally a program of accreditation of schools. Mrs. Campbell worked with so much zeal and enthusiasm that the School Boards, County and City together with the superintendents saw the need of more supervision. In September, 1947, Mrs. Marie T.

⁷⁴Ibid.

Williams was employed as supervisor of schools in the common school districts, and Mrs. Campbell was assigned as full time supervisor of Negro education in the Huntsville Independent School District. Through the combined efforts of these two supervisors interest in Negro education has increased. More than eighty-five percent of the teachers of the county are attending summer school with a majority doing graduate work. During the two years this supervision has been in action, all schools are advancing toward accreditation and in some instances teachers' salaries have more than doubled. The quality of this work will be reflected in the caliber of students turned out by the school, and it is apparent that final culmination of efforts will be a realization within a short period of time.

Consolidation

The consolidation program for actual improvement of public education for Negroes began properly in 1930, under the superintendency of Dr. C. N. Shaver. The Sam Houston Training School, Gallilee, the Cumberland, Mosely Grove, Cotton Creek, and Randalia schools were consolidated with the Huntsville Independent School and made a part of Sam Houston High School. This consolidation increased the scholastic enumeration from 400 to 600. The school population continued to increase gradually after 1930 as families moved from rural districts to Huntsville. This movement from rural Walker County into Huntsville was among tenants who moved off the land when landlords be-

gan to change from crop farming to livestock farming.⁷⁵

This exodus into Huntsville continued until 1940; it became necessary to bring in more rural schools. The Phelps, Sand Hill, Ollie Hill and Colony schools were consolidated with the Huntsville Independent School District and combined with Sam Houston High School. The Gallilee, Phelps and Colony schools maintain the elementary grades, one through six. The Gallilee School maintains two teachers; the Phelps and Colony schools maintain one teacher each. There are five rural schools and two city schools for Negroes in the Huntsville Independent School District with a combined scholastic enumeration of 1400.⁷⁶ Scott E. Johnson is the executive head of Negro schools in the District, and his greatest problem is keeping the school plant enlarged rapidly enough to accommodate the school population.

Transportation was a great problem for the colored schools until the coming of Dr. Joseph R. Griggs as superintendent in 1945. Until Dr. Griggs was employed as superintendent, one dilapidated school bus had to be depended upon to transport more than two hundred Negro school children who were able to attend school about fifty percent of the time, because of the poor transportation. In 1945 Dr. Griggs came to Huntsville as school superintendent; Sam W. Houston passed and Scott E. Johnson was elevated to the principalship of colored schools. Johnson had driven that one worn out bus all the

⁷⁵Bulletin, Huntsville and Walker County Chamber of Commerce, 1947.

⁷⁶This number varies from year to year.

years and knew the transportation problem. Today there are four busses transporting Negro children. Two of the buses were purchased new in 1947, and the transportation system for the Sam Houston High School certainly reflects credit to the present administration. Within the last three years, two buildings have been added to the Sam Houston plant, and at present an additional building, which will contain three classrooms, is under construction as well as a modern gymnasium. The consolidation program has improved educational opportunities for Negroes in Walker County in that efforts may be concentrated at a central point, modern equipment and facilities are accessible, the teaching personnel is improved and grouped to the best advantage to serve best at the points of greatest needs.

CHAPTER V

ADULT EDUCATION

Extension Service

The Negro citizens of Walker County under the guidance and leadership of Sam Houston organized the Negro Chamber of Commerce in 1931. Houston had worked with the rural people of the county while head of the Training School at Gallilee. He understood their problems and knew of their needs, and was still desirous of helping the rural people even though he was now principal of the city school. The Chamber of Commerce brought the rural communities and the people living in the little city of Huntsville together in one common citizenship with common problems.¹ After studying Negro problems and their needs it was discovered that Negro farm ownership in Walker County hit an all time low in 1930.² What the Negroes needed was supervision and technical advice for farm families. This service could be rendered by a county agent, but the county was without funds or was unwilling to match federal funds to be applied on a Negro county agent's salary. The county apportionment was twenty-five dollars per month. The State Extension leader, the late C. H. Waller, was not willing to send an agent to Walker County without a guarantee of at least two years employment. The Negro Chamber of Commerce raised six hundred dollars which was the county's share for

¹Interview with Scott E. Johnson, Principal Sam Houston High school, July 11, 1948.

²There were only 296 Negro farm owners in 1930 according to records in Chamber of Commerce office (white).

two years, and K. H. Malone was employed as County Agricultural Agent in 1932.

Malone had just graduated from Prairie View State College with a Bachelor of Science degree in agriculture. He states that his gratitude to the colored citizens of the county for raising the necessary funds to assure him a job for two years was keenly felt. His first act of service was to divide the county into twenty-two neighborhoods or rural communities. Then he began his work of conducting helpful demonstrations in these subdivisions of the county five days each week. Malone assisted farmers and taught them through demonstrations in soil conservation, restoring and maintaining soil fertility, home improvement and beautification, tanning of leather and harness making. He organized a County Council with a sub-council in each of the twenty-two communities. Through these councils pure-bred hogs were imported to the county, farm dairying was improved for home consumption of milk and butter, poultry raising for egg production was instituted, gardens flourished and food preservation became a chief occupation for the farm wives. Meat curing was encouraged and became so extensive that the county council finally leased and operated the cold storage plant in Huntsville for five years.

In 1932 the Negroes of the county made a six hundred dollars investment. After two years this investment had paid off in better homes and a higher standard of living. In spite of the depression Negroes were improving their farms and were living well through their "live at home program" instituted by their county agent. As

much as Malone did for the people there was still need for more help and supervision; a Home Demonstration Agent was needed. The county again failed to supply the twenty-five dollars per month reimbursement necessary for employment of the home agent. The Negro Chamber of Commerce met the emergency by raising the necessary funds for eighteen months. Malone had proven his services so invaluable that the county took over payment of its quota on his salary after two years.

Miss Eugenia Woods was employed in 1934 as the first Home Demonstration Agent of Walker County. The depression was at a very high point and money was very scarce. What the families of Walker County needed was leadership of the type that would enable them to make use of the resources they possessed. The county agent and the home agent supplied that leadership. Negro farm owners began to increase, their pantries were full of canned fruits and vegetables. There was plenty of milk, butter, eggs and cured meats; the investments made by the Negro Chamber of Commerce were paying dividends in higher standards of living.

Another service rendered by County Agent Malone was the proper execution of the government farm aid program under the Agricultural Adjustment Act. Malone had full control over this program for Negroes of Walker County and through his managerialship Negroes were taught to file claims correctly and get all they were entitled to under the program. Malone maintained three clerks in his office at one time to assist Negro farmers with the execution of their papers necessary for active participation of all in the farm aid program under

the A. A. A. These clerks were paid with federal funds during the recovery period. After the decline of governmental agencies when clerks could no longer be paid with federal funds the Negro citizens paid a secretary's salary for the county agent for two years.

Through the leadership of the extension program personnel a very active N. Y. A. program was developed. The Negro citizens bought an acre of land and constructed a community building. This construction work was done with N. Y. A. labor. Another building was constructed on the same acre of ground and used as a resident project for youths. A shop was equipped with government funds and a training center opened up for boys. At the same time a resident training center was opened up for girls. About forty youth benefited each training period from this program.

Malone has held his position for sixteen years and is still actively engaged in teaching people to live better by producing the greater portion of that living at home. The home agents have not been so consistent in their tenure. Miss Eugenia Woods, the first home agent, remained four years and was succeeded by Miss Ethel Smith. Miss Smith remained two years and yielded the position to Miss Elizabeth Merrill. After about eighteen months Miss Merrill resigned and Miss Thresa Parker was employed and holds the position at present.

According to the latest census taken in the county by the Chamber of Commerce, Negro farm ownership hit an all time high in 1942, just ten years after the employment of the county agent. Persons who have benefited from this program feel that some very effective teaching has been done by those who pioneered in extension work

in Walker County.

The Household Employment Class

During the school year 1938-1939, a Household Employment Class was organized for Negro women in Huntsville under supervision of the Public School System. This class was organized and taught by Mrs. Lenora Meachum. Through this class two hundred sixty-four women received training which either qualified them for household employment or made them more proficient if they were already employed. The class met in the evenings and was composed of cooks, maids, laundresses, children nurses, and prospective household servants.³

This course did much for the employer and employee. When the class began, not a single employee had a health certificate. The teacher began immediately to stress health education, and one white physician donated his services. Before the class closed there were one hundred ninety-eight members of the class who had undergone physical examinations and had secured health certificates. The members of this class became the preferred employees in Huntsville homes and for a time no one would hire a Negro woman without first consulting Mrs. Meachum. Even though this class lasted only one year, it made an impression that lingers nine years after it ceased to exist. Mrs Meachum (now Mrs. Lenora Goutier) is still consulted by household employers of Huntsville. As home economics teacher in Sam Houston High School, Mrs. Goutier assists many Negro women and high school girls to find employment especially on part time basis.

³From the files of Mrs. Meachum who is now home economics teacher in the Sam Houston High School.

Both women and girls assist with serving parties, banquets and luncheons for the schools, churches, the Chamber of Commerce, the Kiwanis, Lions and Rotary clubs.

In speaking of the class in Household Employment, several white women collaborated the statement

The course gave more dignity to the work of the domestic servant and caused them to be more interested in their work. We can see a marked improvement in the work of our maids. They are learning to be cleaner and more efficient in every way. The training these employees get made the Negroesses feel freer to talk matters over with their employers intelligently.⁴

The response of the ladies who attended this showed that they were interested in improving their ability and to perform more efficiently the tasks they had assumed. The members of the class paid one-fourth of the teacher's salary and the State and Federal Government paid the other three-fourths. Many of the white ladies paid the fee for their cooks and maids.⁵ In order to secure the best results and most favorable response from both employer and employee, Mrs. Goutier made a survey form or questionnaire.⁶ This form was filled out by both the white and colored women and enabled the teacher to serve both at points of their greatest needs.

The C. C. C. Camp

Just outside the city limits of Huntsville on Highway seventy-

⁴Statement made at an interracial meeting held at the Methodist Church (white) by Miss Mary Joe Poole, March 21, 1948.

⁵Interview with Mrs. Lenora Goutier, July 9, 1948.

⁶See Appendix E.

five South was located a Conservation Camp of World War I veterans. The main objective of this camp was conservation of forestry, but the men were taught classes in other fields as well. One course in particular that the writer was told about in an interview with Scott Johnson was a course in woodwork. This course operated for one year and was attended by eighty men. Scott E. Johnson was the teacher and received two dollars and fifty cents per hour, three hours per day, five days a week. Mr. Johnson was the Industrial Arts teacher in Sam Houston High School at the same time and taught the camp classes in the evenings.⁷

National Defense and Food Production War Training

The National Defense Program came to Walker County in 1942 under the general supervision of L. K. Westmorland, who was Vocational Agriculture Teacher in the Huntsville High School (white) at that time. Application for funds with which to operate courses were made in all cases by the agriculture teacher. Usually the colored agriculture teacher made applications separate from the white, but in the case of Walker County the white agriculture teacher handled all applications and controlled all funds.⁸

The records for these courses have been lost through the changes in administration and the writer could only get information

⁷ Interview with Scott Johnson, Principal Sam Houston High School.

⁸ Interview with L. K. Westmorland and Scott E. Johnson.

on the training through interviews. Under the name National Defense only two courses were offered, one in woodwork taught by Scott E. Johnson who was at that time shop teacher in the Sam Houston High School; the other was in blacksmithing and was taught by a Negro man from Trinity, Texas under the supervision of K. L. Washington, agriculture teacher in Sam Houston High School. The class in woodwork taught by Johnson lasted about one year. The class membership was made up of farmers and their wives. The instruction consisted of construction of chicken brooders, feed hoppers, self-feeders for swine and other livestock equipment. The class was taught three hours in the evening, five days a week. There were forty-eight members in the class who received this training. The class in blacksmithing, such as sharpening sweeps and making general repairs on farm equipment and implements. No information could be obtained on how many persons attended the class.

The teachers for these courses were paid with Federal Funds, and all tools and supplies necessary for teaching the classes were purchased from funds supplied by the Federal Government. The tools and equipment became the property of the school after the close of the courses. The equipment purchased for the colored school consisted of only hand tools. No automobile and tractor repair courses were offered, neither were any tractor driving or gardening courses offered.

After the general program was changed to Food Production War Training, a canning center was opened and equipped for Negroes of Walker County. The center was equipped with three large retorts, four

smaller pressure cookers, and three automatic hand sealers. There were also necessary blanching vat, exhaust vat, cooling vat, and sinks for washing and preparing fruits, vegetables, and meats for canning. Except for lack of electric sealers this was a very well equipped canning center.⁹

The courses in the canning center were taught by Mrs. Bennie Rutledge, homemaking teacher in Sam Houston High School, for the first two years. After Mrs. Rutledge resigned her position in the High School and moved away from Huntsville, Mrs. Lovie Watkins was employed as teacher of Food Conservation Courses during the canning seasons. Mrs. Watkins kept this position until appropriations for such courses were no longer made.

This canning center served more Negro families in Walker County than any other institution during its time of operation; much good was accomplished as a result of the canning center where many thousands of cans of food were prepared for future use in Negro homes.

Apprenticeships

There are no records in Walker County of a certified apprenticeship, yet when a survey of Negro businesses and of Negroes employed by business institutions was made by the writer, it was found that Huntsville Negroes have learned more while employed which qualifies them to earn a living than has been learned from any other source.

Among the businesses found owned and operated by Negroes who

⁹Visited by writer, July, 1946.

learned the business or trade while employed are groceries, lumber, sawmill, carpentry, auto mechanics, shoe making, cleaning and pressing, rock masonry, painting and paper hanging. The survey revealed thirteen Negro grocery stores, five of which have meat market departments; one lumber dealer; two sawmill operators; six carpenters; three cleaning and pressing establishments; one shoe shop; and eight auto mechanics, with two of these specialists in body and fender work. The earning power of these individuals is not lessened because of their race except perhaps those in business whose customers are limited more or less to people living in the neighborhood where the business is located. Many Negroes are employed by wholesale and retail grocery stores, garages and automobile dealers, feed stores, cleaning and pressing establishments, and they hold responsible positions. High school boys are employed part time during the school session each year and are given a chance to learn the rudiments of whatever business he happens to be employed by.

To give an account of the importance of what Negroes learn while employed, the writer takes the liberty to describe two Negro businesses operated by individuals who learned while employed. The first of these descriptions will be of Felder Jones' shoe shop. Jones relates that he began as a shoe shine boy in a white shoe shop while a boy attending the public school in Huntsville. While thus employed, he learned little by little about repairing shoes until by the time he graduated from high school, he was employed full time as a repair man, continuing to learn more and more about operating the business and repairing shoes. He was finally regarded as the best man in the trade,

and encouraged by salesmen and friends to go into business for himself. When he first decided to go into business, the necessary machinery and equipment could not be purchased due to war shortages. Early in 1947, Jones was able to purchase all modern machinery and to open a shop for himself. He employs one full time assistant and one part time assistant, one full time shine boy and one part time shine boy. Jones operated his shop as efficiently as any in town and has a large number of customers.

The second description is that of the Grover's grocery and market. Mr. Grover's refrigeration system consists of a large walk-in refrigerator and a very modern display refrigerator. These two units have a combined valued at ^{twenty} five hundred dollars. The business provides full time employment for Grover and his wife, and part time employment for their two sons who are in high school. The business intake grosses two thousand dollars per month and the margin of profit enables the Grovers to live without fear.

There is no record of a registered apprenticeship in Walker County, but Negroes certainly profit tremendously from what they learn while employed in the City of Huntsville.

The W. P. A. Adult Education Program

The Federal Government, through the Works Progress Administration furnished funds for an adult education program in Walker County, which lasted in the county for six or eight years. All the records have been lost or destroyed and no authentic written records are avail-

able to give detailed information on the program.¹⁰

Negroes maintained a greater interest in the program throughout than did whites,¹¹ and about two-thirds of all persons enrolled in classes were Negroes. Many old Negroes who had never had an opportunity to attend school learned to read and write well enough to sign their names legibly. Some members of the classes were approaching eighty years of age, but the majority were middle age persons who worked during the day and attended classes at night. The classes met in some instances in inconvenient and uncomfortable location. Classes were held in schools or churches which were often unattractive, with little or no blackboard space, and in most cases were very poorly lighted. Some times clubs were formed among some of the students which met outside of school hours to study gardening, home improvement or other things in which they were interested.

Malone, the county agent, stated further: "To see their faces light up with pleasure when they were able to recognize and call the words of each sentence was an unforgettable experience."¹²

Veteran Training Program

The Veteran Training Program for Walker County began July 1, 1946 under Public Law 346 and Public Law 16. L. R. Bagwell was em-

¹⁰ Hayman, op. cit., p. 34.

¹¹ Interview with A. W. Coker, former County Judge.

¹² Interview with K. H. Malone, County Agent.

ployed as teacher of agriculture, a qualified Smith Hughes teacher of vocational agriculture and himself a veteran, having been a First Lieutenant with forty-seven months of active service in World War II. This course is designed to rehabilitate World War II veterans who were farmers before entering the service and those who wanted to make farming a life vocation after being discharged from the armed forces. This process of rehabilitation consists of both individual and group instruction of the veteran in improved practices in general farming principally and in some cases specialized farming.

Since the beginning of this program sixty-seven veterans have been enrolled in this branch of instruction. Of this number, forty-six are still in training. This number comprises two classes taught by Bagwell with twenty-two in his class and O. C. Davison, who came into the program as assistant to Bagwell, January 1, 1947 with twenty-four men in his class at present.¹³ Three years are required for completion of this course, after which time, it is assumed that the veteran is capable of carrying on his farming program profitably with a minimum amount of supervision which is obtained through existing agricultural agencies such as Extension service, soil conservation service, vocational agriculture and a one year follow up program by the veteran teachers.

After two years of operation of the veteran agriculture class in Walker County, five veterans have built new homes and out buildings with the aid of the class under supervision of the teacher; six

¹³From files in Coordinator's office.

tractors have been purchased; one hundred twenty acres of land has been purchased in addition to what was already owner, which was approximately seven hundred acres. An additional fifteen hundred acres have been leased.¹⁴ The quality of livestock and poultry has been improved by importation of pure bred foundation stock. The yield of farm crops have been increased by twenty-five percent through employment of soil building and soil conservation practices, and procurement of certified seed and systematic control of diseases and insects.¹⁵

The veteran program of education is under the auspices of the Huntsville Independent School District; the veteran program is under the control of the Huntsville Independent School District also. There are two divisions, the Agricultural division discussed above and the other division which began in September, 1946 as a woodwork course and now operated in the Sam Houston High School. June 1, 1947, the course was changed to general education. The number of veterans enrolled has ranged from forty-three at present to eighty-two during the regular session of school 1947-48. Four students have graduated from high school. The entire enrollment of veterans is well disciplined and all seem interested in improving themselves intellectually.

¹⁴Ibid.

¹⁵Interview with L. R. Bagwell, Head Agriculture Department for Negro veterans in Walker County.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

There were no schools for Negroes in Walker County before the Civil War, and the greatest interest manifested in the Negro was in keeping him a slave. A very few Negroes were taught to read by their masters or their masters' children, but no formal education was provided for them.

The first public schools for Negroes in Walker County were established by the Freedman's Bureau and were taught by white teachers from the North. There was much opposition to Negroes being taught, and persons who taught Negroes were ostracized, ridiculed by the whites and in some cases threatened by mob violence and the infliction of bodily injuries.

Some of the persons who pioneered in education for Negroes in Walker County were Miss Texana Snow, Miss Lizzie Stone, Brown, Ausborn, and James, all white teachers. Among the early colored teachers were Jacob F. Cozier, O. A. C. Todd, Acres, and Mrs. Mollie Flood. These teachers worked in the Freedman schools and blazed a trail that was later followed by David Williams, who began teaching in 1883, and Sam W. Houston, who began teaching in 1903. These two men probably did more for early education of a public nature than any of the other citizens who lived in their day. Sam Houston came a little later than David Williams, and it was Sam Houston who established the Sam Houston Industrial Training School at Gallilee, a rural community seven miles

west of Huntsville. This training school had the first high school department for Negroes in the County, and Houston might well be called the father of secondary education in Walker County.

When the Training School faltered for lack of funds it was combined with the Negro School in Huntsville. Sam Houston was made principal and the school was named for him. This was a fitting tribute to the man who had pioneered the hard way to develop a worthy school system for Negro people in the County.

Walker County, until recently, had a larger Negro population than white. This early Negro population had not been trained to manage homes, farms and families as they had been subject to the master who did the planning and managing; therefore, Negro family heads felt the need of supervision early. In 1931, under Sam Houston, a Negro Chamber of Commerce was organized. This Negro organization set about to provide some of the needed supervision for Negro farm families; it raised the county's quota for a County Agricultural Extension Agent for two years. After two years, the County sensed the good of having a Negro Agent and took over the paying of that portion of his salary not furnished by the Federal Government. The Negroes then paid the County's quota for a Home Demonstration Agent's salary. This was a fine gesture for adult education. Negroes responded favorably to every educational opportunity offered them.

When the W. P. A. Adult Education program was introduced, Negroes enthusiastically took advantage of it and many adult citizens learned to read and write. The veteran education program for the County under Public Laws 346 and 16 has been used to advantage to aid those who were eligible to participate. Under the agriculture divi-

sion it became necessary to employ two teachers soon after its inception. The general education program operated through the Sam Houston High School and has maintained an average enrollment of sixty veterans who are interested in improving their educational level.

Apprenticeship has not been registered as a system of educational training for Negroes, but many of our most substantial citizens learned their trade or developed business knowledge while employed by white firms.

Supervision of public schools for Negroes was late coming to Walker County, but much improvement has been made as a result of Negro supervisors. The County has now a Jeanes supervisor for common school district schools and the Huntsville Independent School District employs a supervisor for Negro schools.

Conclusions

As a result of the research done in connection with this study the writer has reached the following conclusions:

There was no formal education for Negroes in Walker County before the Civil War. At the close of the war Negroes eagerly and enthusiastically grasped and made use of every opportunity for learning. This strong desire on the part of the Negroes for learning has done much for the development of the public educational system for the County as a whole. Education for Negroes suffered greatly during the period immediately following the war because of opposition to Negroes learning and because of opposition to Negroes being taught by whites.

After development of the public school system Negro schools were poorly equipped and for a long period church houses or any building which could be rented was used for a Negro school house, most were inadequate. For a long while Negro teachers were poorly paid, receiving only forty percent of the state apportionment for Negro scholastics and none of local funds. Negro supervisors have been instrumental in finding and overcoming many of the evils which beset Negro schools. Negro school plants, especially in the City, have not expanded in proportion to the growth of scholastic population.

Recommendations

As a result of the conclusions given above the writer recommends that this study be continued and developed further by some student interested in preserving information concerning the educational growth and development of educational opportunities for Negroes in Walker County.

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APPENDIX

STRAITSMORE BOND

RECEIVED

ALBERT HIGHTOWER ET UX

TO

W. A. LEIGH.

Instrument: Deed.
Dated: Oct. 3rd. 1896.
Filed: Oct. 3rd. 1896.
Recorded: Vol. 11 pg. 91.
Deed Records, Walker Co. Texas.

THE STATE OF TEXAS,
COUNTY OF WALKER

KNOW ALL MEN BY THESE PRESENTS,

THAT We, Albert Hightower and wife Phillis Hightower of the County of Walker and State aforesaid, for and in consideration of the sum of _____ DOLLARS, to us in hand paid by the trustees of colored school District No. 12 of said County and State and for the purpose of establishing a School and erecting a school house to be styled West Spring School in said District for the use and benefit of the Colored School Children of said District No. 12 have GRANTED, SOLD AND CONVEYED, and by these presents do GRANT, SELL AND CONVEY unto W A Leigh, County Judge of Walker County, Texas, and to his successors in office, in trust for public for school purposes, and a site for said school all that certain, piece, parcel or tract of land, a part of the Thos. R. Forole Survey lying in Walker County, Texas, and more particularly described as follows, to wit:

Beginning at a stake for corner on a road from which a Pine 8 in dia brs. N. 80° E 3 vrs and another 6 in dia brs N 20° W 4 vrs both marked X. Thence with said road N 12½° E 111 vrs to a stake in same for corner

Thence S 77½° E 101 vrs to the south line of the fifty acres of which this is a part, a stake for corner.

Thence S 54° W 150 vrs to the place of beginning, Containing one acre of land, Said one acre of land being a part of a certain tract of land conveyed to the said Albert Hightower by Mrs S Gibbs by deed duly recorded in Book No. 9 on pages 241 & 242 of the deed records of said County of Walker to which reference is hereby made.

TO HAVE AND TO HOLD the above described premises, together with all and singular the rights and appurtenances thereto in anywise belonging, unto the said W A Leigh County Judge of said County of Walker and his successors in office in trust for purpose for School purposes as aforesaid, forever. And we do hereby bind ourselves, our heirs, executors and administrators, to WARRANT AND FOREVER DEFEND, all and singular, the said premises unto the said W A Leigh County Judge as aforesaid, and his successor in office heirs and assigns, against every person whomsoever lawfully claiming or to claim the same, or any part thereof.

WITNESS our hands at Huntsville Texas, this 3rd day of October A.D. 1896.

ATTEST: L E Ball

Albert Hightower His X Mark

Phillis Hightower Her X Mark

THE STATE OF TEXAS

COUNTY OF WALKER

BEFORE ME, L E Ball County Clerk in and for Walker County, Texas, on this day personally appeared Albert Hightower known to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

GIVEN under my hand and seal of office, this 3rd day of Oct.
A.D. 1896.

L.E. Ball Clk Co. Court
Walker Co. Tex.

(Seal) No. 1639

THE STATE OF TEXAS,

COUNTY OF WALKER

BEFORE ME, L E Ball County Clerk in and for Walker Co. Tex on this day personally appeared Phillis Hightower wife of Albert Hightower known to me to be the person whose name is subscribed to the foregoing instrument, and having been examined by me privily and apart from her husband, and having the same by me fully explained to her she, the said Phillis Hightower acknowledged such instrument to be her act and deed, and declared that she had willingly signed the same for the purposes and consideration therein expressed, and that she did not wish to retract it.

GIVEN UNDER my hand and seal of office, this 3rd day of October
A.D. 1896.

L.E. Ball Clk Co Ct
Walker County, Texas.

(Seal) No. 1639

Filed for Record the 3rd day of October 1896, at 4 o'clock P.M., and Recorded the 27th day of October 1896, at 9 o'clock A.M.

L.E. Ball Clerk
County Court, Walker County, Texas.

THE STATE OF TEXAS
COUNTY OF WALKER

I, H.G.Roberts, Clerk County Court, Walker County, Texas, hereby certify that the above and foregoing is a true and correct copy of a DEED from Albert Hightower et ux TO W A Leigh as same appears of record as shown at the beginning of the instrument.

Given under my hand and seal of office this 13th day of July
A.D., 1948.

H.G.Roberts, Clerk
County Court Walker County, Texas.

BY Leola Schleider Deputy.
Leola Schleider

Cross / Fee
Due to colored school

Mrs. Sallie E. Gibbs

to

W. A. Ligh, County Judge
and his Successors
in Office.

Special Warranty Deed.

1 Acres " Jesse Parker Sq. Survey in
Walker County, Texas.

Filed for record, this the

30th

day of

July

A. D. 1910

at

11 o'clock A. M.

At Randolph County Clerk.

By W. M. Brawley, Deputy

Recorded

July 30th A. D. 1910

in

Walker County Record

of

Deeds Book 37

Page

531 & 532

At Randolph County Clerk.

By W. M. Brawley, Deputy
JUL 1 1910

The State of Texas,

County of Walker

Know all Men by these Presents:

That we, J. E. Scott and wife Dora Scott

of the County of Walker State of Texas, for and in consideration of the sum of

_____ Dollars, to us in hand paid by Trustees of the Scotts School of Walker County, Texas

have Granted, Sold and Conveyed, and by these presents do Grant, Sell and Convey, unto the said Trustees of the Scotts School and their successors in office

of the County of Walker State of Texas all that certain tract or parcel of land situated in Walker County, State of Texas, in the 11th W. McDavies League survey and being a part of the tract of land in said League owned by J. E. and Dora Scott. with metes and bounds as follows - Beginning at a stake 117 yds west from the South East cor^{er} said J. E. and Dora Scott tract of land - Thence N 84 degs. for stake per corner - Thence West 70 yards to stake per corner - Thence South 84 yards to stake per corner - Thence East 70 yards to the place of beginning -

APPENDIX C

It is understood and agreed
if this land herein conveyed
is not used for school purposes
the land herein conveyed reverts to
the grantor herein.

To have and to hold the above described premises, together with all and singular
the rights and appurtenances thereto in anywise belonging, unto the said
The Trustees of the Scott School

heirs and assigns forever, and ~~we do~~ hereby bind ~~our self~~ our
heirs, executors and administrators, to Warrant and Forever Defend, all and
singular the said premises unto the said

Trustees of the Scott School and
their successors in office heirs and assigns, against every
person whomsoever lawfully claiming or to claim the same or any part thereof.

Witness our hands at this 16 day of August 1906

J. E. Scott
Dora Scott

Witnesses at Request of Grantor:

J. T. Powell
Harold Cotton

It is understood and agreed
if this land here conveyed
is not used for school purposes
the land here conveyed reverts to
the grantor herein.

To have and to hold, the above described premises, together with all and singular
the rights and appurtenances thereto in anywise belonging, unto the said
The Trustees of the Scott School

heirs and assigns forever, and ~~we do~~ hereby bind ~~our self~~ our
heirs, executors and administrators, to Warrant and Forever Defend, all and
singular the above premises
of writing, dated on the 16th day of August A.D. 1906, with its
Certificate of Authentication, was filed for record in my office on the 18th day of
August A.D. 1906 at 4 o'clock P. M., and duly recorded this
21st day of September A.D. 1906 at 2 o'clock P. M., in the
Deed Records of said County, in Volume 26, on pages 194 and 195.

Witness my hand and the seal of the County Court of said County, at office in
Kountzeville the day and year last above written

L. J. Ball
Clerk County Court, Walker County, Texas.

By _____

Deputy

APPENDIX D

Minutes of Regular Session of the County Board of Education May 3, 1915.

The County Board of Education of Walker County met in regular session Monday May 3, 1915 at the County Superintendent's office at 9:30 o'clock A.M. The following members, S. C. Wilson, R. M. Woods, John Hart Hardy, and J. W. Foster, being present the following business was transacted: The

The minutes of the last meeting were read and approved. J. W. Foster and R. M. Woods, the newly elected members of the board, were qualified. The requests of a number of patrons of school district 9 asking that a school be established at or near Grants Spring in said district and asking that transportation be provided for the children that would attend school at Grants Spring in event the petition asking for a school at said Grants Spring was denied follows: the petition asking for the establishment of a school at Grants Spring was not voted on because said petition asked for the establishment of a school which would be if established illegal and in violation of Chapter 12, Sec. 50 of the Acts of the Thirty First Legislature.

The petition asking for transportation as stated above was next taken up and discussed at length after which a motion duly seconded was heard to refuse to grant the petition first; because it is the belief of the board that no child lives more than three miles from a school for white children and that in such instance the board has no authority to transport such children to or from school at public ex-

pense. The motion carried by a unanimous vote.

The action of the Commissioners' Court in changing certain parts of the boundary lines of common school districts No. 13 and No. 14 and as recorded in the minutes of said court was, by motion duly ratified.

The minutes of the McGure school in district No. 6 was called for and read by Pres. S. C. Wilson. Superintendent J. C. Thomas presented to the board the proposals of the local trustee. After an hour's discussion, a motion duly seconded was made and carried unanimously to transport all scholastics of said McGuire School to Dodge School. The County Superintendent was instructed to notify the Dodge Independent District Trustees of the Board's action and to inform himself concerning the cost of transporting said children and make arrangement therefor and report to the board at its next meeting.

The County Superintendent was instructed to investigate the advisability of consolidating the Colony school (col) and Cross Hill school (col) both in district No. 2, and report to the board at an early date.

The Co. Supt. was instructed to investigate the conditions now existing in the Pleasant Grove (col) and the West Spring (col) communities and report to the board and local trustees of districts No. 1 and No. 12, his recommendations as to consolidation.

Pres. of the Board.

