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Promoting the Progress of Education:
The History of Georgetown Public Schools, 1850-1966

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Promoting the Progress of Education:
The History of Georgetown Public Schools, 1850-1966

by

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Dedication

To my husband and best friend, Brian Farney

This dissertation, and the history of schooling in a community I have come to love, is dedicated to my best friend and husband, Bryan Farney. No work of this magnitude could be undertaken or completed without unconditional support at home, and he has willingly given that gift to me. Bryan has repeatedly and graciously over the four-year period I was involved in researching the history of schooling in Georgetown, done whatever was necessary to provide me with both adequate time and a private place to work, sometimes into the night. As an attorney, he helped me wade through the voluminous lawsuits filed against GISD attempting to force desegregation after the Brown decision and translated legal wording and conventions into layman's terms, enabling me to transform this tumultuous period into a narrative. He willingly facilitated all my research efforts and I gratefully dedicate this dissertation to him.

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The axiom that no man is an island comes to mind when I think of the process involved in writing my dissertation. Many people made sacrifices that enabled me to conduct a thorough research of the history of GISD and supported me as I repeatedly retreated to my office to review page after page of copies made from microfilm of The Sun from 1877 to 1966. My family unselfishly provided me the latitude I needed to focus on this three-year research project. They have patiently waited to welcome me back into their social lives. J. C. Johnson, a local Georgetown historian, graciously shared with me the journal of his great, great grandmother, Lizzie Clamp McMurray, which provided rich and unfettered insight into the life of a student in Georgetown and later the wife of the schoolmaster during the 1860s and 1870s. Patient guidance and invaluable assistance was provided by numerous people employed at the Texas State Library, the Georgetown Library, the Frank Smith Library at Southwestern University Library and the Special Collections Department, The Center for American History, the Williamson County Clerk's office, the GISD Administrative office, and the Williamson County Historical Museum.

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necessary tools to know how to conduct a research project through numerous research assignments that I did not fully appreciate until I began my dissertation work.

Thank you all for your investment in me and my belief that the study of the history of GISD is a story worth telling.

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The History of Georgetown Public Schools, 1850-1966

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The history of the Georgetown schools from 1850 to 1966 reveals not only the development of the school system itself, its teachers, students, curriculum, and practices, but also provides insights into the effects of larger movements and events in American history upon the development of this particular local school system.

The origins and the subsequent development of the public school system in Georgetown, a small central Texas community located approximately thirty-five miles north of the state capitol, Austin, is the focus of this dissertation. The history of the Georgetown public school system, presented in chronological order, is examined from its inconspicuous origin in 1850 when Texas was a young state through 1966 when the district integrated black students into the white campuses. This study encompasses seven major historic periods such as when Texas was struggling to develop its public school system despite protests from some citizens resisting the intrusion of the state into the matter of educating children, often preferring private schools to the erratic public schools. Another major historic period in this study was World War I when Georgetown school

personnel and students robustly rallied to the call for patriotic duty with the addition of war-related curriculum and participation in programs to raise funds to support the war effort.

Two public school minority campuses, a school for Mexican Americans and one for African Americans, operated in Georgetown during much of this period. A detailed history is presented about each campus including information about topics such as the condition of the school buildings, student activities, and teacher training opportunities.

The structure of the school system evolved from having all grades encompassed in one school building to a district with separate elementary, intermediate, junior high and high school campuses. With the reconfiguration of school buildings came the implementation of new programs such as vocational education departments, University Interscholastic League competitions, and the fine arts.

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PROLOGUE

The history of American education commonly is known by its historian's portrayals and interpretations. However, this burgeoning history has not overlooked the development of some individual schools and school systems (e.g. Cremin, 1988; Tyack, 1984; Cuban, 1993). In the twentieth century, most of these "local studies" explicate the development of an individual public school or the school system in American cities (e.g. Angus and Mirel, 1999; Zilversmit, 1993; Labaree, 1988). Accounts that feature schooling in small towns are far less common. Against this context, this portrayal assumes a special significance.

This longitudinal study of the history of the Georgetown, Texas, schools is unique because it offers a reconstruction of the evolution of the Georgetown public school system through the lens of selected historic periods for over a century. The origins and establishment of policies, programs, and administrative infrastructure now commonplace in the public school system are noted. A longitudinal study provides a chronicle that exposes the development of teacher education, curriculum, and extracurricular activities within the school system. This study also reveals how Georgetown schools, located in central Texas, developed and responded to external events, such as when America was at war, beginning with its inception in 1850 through 1966 when the district became integrated. A powerful underlying theme found in each historic period was that there have always been influential individuals and groups of individuals in Georgetown who placed a high value on education and made significant contributions to the development of the local public school system. Their intervention and the subsequent academic enrichment provided for both white and minority students is the core thread that runs through the history of Georgetown public schools.

The journey of the Georgetown school system as it evolved and responded to its contextual influences for more than a century can be viewed metaphorically as a river. The Texas public school system's struggle to recover from the Civil War and the reconstruction period created a river that was shallow, meandering, and not navigable. During the postwar years, state encouragement and support were feeble. For many Georgetown residents, these efforts provided little benefit for students, and public schools were not a desirable option. For example, a number of leading Georgetown citizens criticized the emerging public schools and labeled them as disorganized, unpredictable, and unreliable. Their opinions, indeed, appear to have been based on fact. The entire state's early public school system was fragmented and unstable, and legislators sought to remedy this situation with new legislation. Passage of the 1884 Texas School Law and an 1894 vote by Georgetown residents to assume control over the local public schools enabled Georgetown schools to make significant strides towards shedding its' former image. The river gradually began to evolve into a powerful and permanent force in the Georgetown landscape. Enhanced teacher education, uniform textbooks, affiliation with The University of Texas for high school course accreditation, active participation in the University Interscholastic League, and the passage of a state compulsory attendance law all added to the permanence, navigability, and stability of the river. The development of a basic curriculum deepened the river and provided a solid riverbed of continuity that would carry the school district throughout its journey despite numerous challenges presented during each subsequent historic period. From time to time, the river widened to accommodate and assimilate new curriculum specific to the historic period. Some changes due to United States' involvement in World War I and World War II highlight that kind of attention. At times, bends in the river occurred, and, as a consequence, other changes were made. Early in the interwar period and during the Cold War, the

curriculum focus shifted somewhat such that vocational training was legitimated. Following World War II and during the Cold War, local schools began to reemphasize academic rigor. Quietly and deliberately, at the same time, they deemphasized vocational course work. The river continued to deepen with the inclusion of the fine arts and extracurricular activities into the standard curriculum. During the national push to extend civil rights to all citizens, the integration years, the river became more turbulent and, eventually, changed its course when the school district became racially desegregated. The Georgetown school district, twelve years after the Brown v Board ruling was issued by the United States Supreme Court, finally acquiesced to the law. Federal attorneys, acting on the basis of the 1964 Civil Rights Act, threatened to withhold federal funding from segregated schools. During this period, the river could be characterized by both change and continuity as the school district responded to the external influences of events and to the intervention of local influential individuals that resulted in significant changes which made a positive difference in the lives of GISD students.

Georgetown had two minority schools, a Mexican School and a black school, initially called the "Georgetown Colored School." While both of these marginalized school communities endured inadequate facilities for much of the time examined in this study, the black school fared worse and endured greater disparity from the white school in areas such as curriculum, and even in the fundamental purpose of their education. The Mexican School, thanks to intervention from an influential individual, enjoyed the same curriculum and staff development as the white school but their facilities were worse than the black school. Eventually, in 1948, the Mexican School was closed and its students quietly and without fanfare integrated into the white school. The black school, however, would have to wait until 1966 before it could enjoy the same educational opportunities afforded the white and Mexican students.

The portrayal in this study begins in 1848, just three years after the State of Texas was admitted to the Union in 1845. Georgetown, situated along the San Gabriel River and located approximately 35 miles north of the state capitol in Austin, was founded and designated as the county seat of Williamson County in 1848. The frontier community was named Georgetown in honor of George Washington Glascock who donated land for the new town. During the next century, schooling for this small community often took winding paths as it adapted to changes prompted by actions within the community and the state as well as the nation. An administrative body called the "Police Court," for example, initially governed Georgetown. At its February 1850 meeting, the Court recommended that a plot of land be set aside for an academy "to promote the progress of education" (Police Court records, V. 1, p. 11). This act symbolized the value of education held by community leaders. Subsequent developments in education in Georgetown followed their early action.

This history is based on substantial evidence from both primary and secondary sources. It was guided in part by Becker's position, "The first duty of the historian is to be sure of his facts," as well as Norman's insistence that "it matters enormously that our histories be true" (Sherman, 1976, p. 72; Norman, 1991, p. 131). With those and other admonitions in mind, numerous historic sources were uncovered. They provided evidence for this portrayal of Georgetown schools. Primary source material as well as secondary source material came from different sites and enabled the author to bring life to the story (Sherman, 1976, p. 72; Norman, 1991, p. 131).

Several archives were important to this research. They included the Williamson County Clerk's office that housed many of the original County Judge records during the period when the County Judge acted as the County School Superintendent. An incomplete set of County Superintendent records unexpectedly were located in the

storage room of the County Clerk's office. Partial records from the County Commissioners Court were available to review. The local newspaper, The Williamson County Sun, hereinafter called The Sun, was an invaluable resource. Copies are preserved on microfilm from the newspaper's inception in 1877 through the present and are available at the Georgetown Public Library, the Center for American History at The University of Texas at Austin, and the Frank Smith Library at Southwestern University in Georgetown. These newspaper accounts provide the source of invaluable insight into a number of developments in school policies and programs.

The Special Collections department of Southwestern University's Frank Smith Library impressively contributed to this research. These collections provided rich information relating to the numerous private school offerings that were available to students in Georgetown, especially during the nineteenth century, as well as the Negro Fine Arts program that operated under the sponsorship of Southwestern University from 1946 - 1966 when school desegregation finally occurred in Georgetown schools.

The extensive newspaper collection containing originals as well as microfilm copies at The Center for American History, The University of Texas at Austin, was also important. It provided a wealth of information unavailable elsewhere. For example, The Georgetown Watchman, March 23, 1867, issue provided details for the first session of the Georgetown Male and Female Academy, including curriculum offerings, length of sessions, and the fee per course grouping. The Center for American History also houses a very useful collection of Sanborn maps in color, an important factor because different colors denote the type of construction for the town's structures. This collection contains maps for Georgetown from 1885 to 1940. These maps enabled the researcher to locate contemporary school buildings as well as structures such as the district's Mexican School before written evidence became available.

The Archives section of the Texas State Library in Austin contains a wide range of resources related to Georgetown schooling including, for example, Williamson County Treasurer Reports, GISD Treasurer Reports, County Superintendent Annual Reports, and Census Reports and no longer published journals such as the Texas School Journal and the Texas School Magazine. These sources provided important information about teacher salaries by gender and ethnicity, numbers of pupils per district by gender and age, monies received from the state per child, and valuation of property in the district.

The Williamson County Historical Museum is the repository for local Georgetown documents transferred from Southwestern University's downsized Mood Museum. Items available there include photographs of students of early Georgetown High School and a personal scrapbook assembled by Miss Annie Purl, who was a revered local teacher and long-time principal of the Grammar School, and who was the valedictorian of the first graduating class of Georgetown High School. Her personal scrapbook provided intimate insight into her life as a GISD educator.

The Georgetown Heritage Society has begun to revise its holdings and has donated numerous items, currently being catalogued, to the Williamson County Historical Museum. In 1988, the Georgetown Heritage Society published Sentimental Journey: A Guide to Preserving the Architectural Heritage of Georgetown, Texas. This short, soft cover book contains important information about the early Georgetown community, its churches and schools.

The Georgetown Public Library has a Texana section that houses numerous books about early Williamson County. General data about Georgetown can be located within these texts about topics such as the founding of Georgetown, the businesses that were present in the early 1900s, and background information about the city's founding fathers. Local texts such as Histories of Pride: Thirteen Pioneers Who Shaped Georgetown's

African American Community (1993) are also available there. This latter booklet provided insight into the black school in Georgetown, initially named Georgetown Colored School until it was changed to Carver High School, as well as the Negro Fine Arts School (NFAS) offered through the Southwestern University Music Department under the direction of professor Iola Bowden.

The Brown v. the Board of Education ruling impacted public school systems across the nation. The effect on GISD was no less dramatic. On September 5, 1962, local citizens filed a lawsuit against GISD to enforce the Brown desegregation case. The actual court documents for this case, Crystal Ann Miller, et al vs. Joe Barnes, Superintendent of the Georgetown Independent School District, et al, are located in the National Archives Repository for the Southwestern Region in Fort Worth. The transcript of the hearing, with the testimony of both black parents and the Chairman of the School Board, as well as the racial attitudes expressed by the federal judge, constitute important evidence about schooling in Georgetown at the time. Access to these documents was particularly important because the GISD school board minutes make minimal reference to this legal action, the references usually detailing only matters such as attorney fees, court rulings, and appeals. The Frank Smith Library at Southwestern University holds a videotape of a presentation by a member of the citizen's group that encouraged the black citizens to bring the integration suit, and one of the parents named on the suit spoke on that videotape. The Superintendent during the years of desegregation, although no longer living, had been interviewed in 1990 and a record of that interview also is available in the Frank Smith Library Special Collections, Southwestern University.

Other valuable primary documentation of the development of GISD was discovered in the vault of the GISD administration office. The original school district ledgers are archived there, the oldest ones badly in need of repair. Official school records

in the form of school board minutes began July 22, 1894, when, empowered by a city election, the city assumed control of the public school system. The school board minutes are continuous to the present with the exception of the period between July 1897 and February 1919. These minutes were lost to a fire. Additional documentation came from numerous other primary sources such as Georgetown High School yearbooks.

Chapter One features the establishment of schooling in Georgetown. This chapter includes the story of groups of Georgetown residents taking specific steps to promote the progress of education in Georgetown by creating an academy in 1867, funding and establishing a Georgetown College in 1870, and then aggressively competing with other communities to secure the establishment of Southwestern University in Georgetown in 1873. It also explores several types of educational opportunities for school age children that were available in early Georgetown. Private schools were prevalent at the time, and more documentation exists about their history than about the public school. Excerpts from the diary of young Lizzie Clamp McMurray, a student at the Georgetown Male and Female Academy who later married the school teacher, provide rare insights into this school's life. An examination of the effects of the Civil War and the equally damaging Reconstruction period upon Georgetown reveals a city and school system in turmoil. By 1880, private schools were firmly established in Georgetown, but the first stirrings for publicly supported education could be heard.

The dramatic transition from the town's emphasis on private schools to its strong support of public schools, from approximately 1880 to 1914, is explained in Chapter Two. The general sentiment of the community toward the pubic school system and the vital legislative changes made by the Texas legislature to enhance and stabilize the public school system is treated. This chapter offers evidence that Georgetown parents chose the "best" educational opportunities for their children as additional choices became available.

When the Georgetown Male and Female Academy was opened, numbers of students enrolled in the academy, and it continued to enjoy its popularity until Southwestern University opened its Fitting School for school-aged children. The academic rigor of the Fitting School caused it to become the favored school in the community, and, in time, prompted the closure of the academy. The Fitting School was the preeminent school in the area until the public school gained substantial footing after the passage of the 1884 School Law. For several years the public school system took specific steps to rectify its inadequacies and by the early 1900s became the school of choice for most of Georgetown's citizens. In 1894, Georgetown residents voted 237 to 1 for the city to assume control of the public school system despite public dissention voiced by Dr. J. H. McLean, president of Southwestern University. This period also saw the beginnings of the formation of the town's modern school structure. High school accreditation with The University of Texas provided cultural capital for the public school within the community. The importance of professional development and qualification of teachers became recognized and more formalized. Uniform series of textbooks were adopted, and Georgetown schools began to participate in the University Interscholastic League. The state mandated compulsory attendance, and, initially, this measure was quite controversial. The school year changed during this period from optional attendance of only three months in 1880 to compulsory attendance of six months by 1914. The public school system was riding a wave of public support and was able to pass easily a vote to increase property tax valuation by ten cents per $100 valuation in order to construct a new high school building. Thus, this important historical period traces the strong beginnings of public schools in Georgetown to its entrenchment as a public institution and to the development of the organizational and institutional structure still recognizable in the city's schools a century later. Miss Annie Purl, an influential leader who made a

significant contribution to the development of the Georgetown public school system, is introduced in this chapter.

Chapter Three addresses the schools' transformation during World War I when the school district widened its curriculum to accommodate wartime themes. Additional changes included changes in the use of school facilities as well as the provision of special programs and personnel changes. The war had a substantial impact on the schools as well as on the town. Students and teachers participated in patriotic rallies, fund raising, and other activities, such as the American Red Cross, both in formal school-sponsored activities and in related activities. The war prompted the suspension of GISD construction programs, and it plainly overshadowed all school functions. For instance, during this period, although Georgetown High School students participated in University Interscholastic League track events and won the state championship, recognition and celebration of this accomplishment was muted because of concerns about the war, in significant contrast to major citywide celebrations of even district championships in pre-war years. The schools continued to function fully during this period with teachers continuing to participate in professional development activities. The development and improvement of the students' curriculum was also continued. For example, music was first offered during this wartime period. However, even in curriculum development, the war intruded. The town's schools encouraged children to learn food conservation and preservation. Not coincidentally, the High School established a domestic science department, the precursor to the homemaking department and to related vocational training. Another development during this period was the involvement of the school in a nationwide effort to fight disease by mandating immunizations for diseases such as smallpox. The Spanish Influenza pandemic, which killed 20 million people worldwide, significantly affected the community and the school as well. During this time of crisis,

the influential leadership of Annie Purl provided stability and continuity for the school and the community.

The development of GISD schools during the inter-war period is the focus of Chapter Four. School building construction programs resumed immediately after the end of WWI resulting in a new high school building, a new school building for African American students, renovations to the district's grammar schools, one for whites and the other for Mexican American children. During this historic period, the public school system became firmly established in the educational landscape of Georgetown as well as throughout the state. This chapter notes the sustained support of the community for the public schools through its active involvement with the Parent Teacher Association, largely due to the influence of Annie Purl, principal and teacher at the Grammar School. The poor physical conditioning of many soldiers during World War I led to a school-board-mandated graduation requirement for physical education and health instruction. During this time, the vocational departments in the High School flourished. They seemed to receive more attention than did college preparatory courses, even though many perceived them as preparing only a small minority of students for a particular vocation. The Grammar School fostered a fine arts program that included the teaching of art, music, and drama. In fact, the Grammar School often displayed student artwork at meetings of the Texas State Teachers Association as examples of exemplary accomplishment. For the first time in GISD history, the school buildings had separate and designated space for a library rather than requiring each teacher to collect a group of books for his or her students to use in the classroom. The Great Depression, although it created financial stress throughout the nation and in Georgetown, brought some benefit to the school system through new federal government programs such as the Works Progress Administration. This agency provided valuable library services to the schools.

Transportation of rural students by buses into GISD schools within the town, the installation of a school cafeteria in the High School, as well as the use of standardized testing for intelligence and achievement levels began during the interwar period. Principal Purl continued to be a person of influence in the school district and within the community as she made substantial contributions to the educational well-being of Mexican American students attending the Mexican School in Georgetown.

Chapter Five emphasizes the World War II period during which students and teachers once again were asked to "do their bit" in this war. They bought savings stamps and bonds in school programs. Georgetown schools revived the Junior Red Cross chapters and participated in such activities as rationing registrations. Busing brought more students into GISD as a result of school consolidation. The implementation of war programs in GISD and their concomitant effects upon its curriculum are explored in this chapter. Principal Purl played a significant role in the GISD implementation of the twelve-year school program by making the necessary modifications in the Grammar School to accommodate the new grade in the High School and by publishing articles in the local paper espousing the new program and garnering support from community members. She also championed the cause of introducing Spanish into the Grammar School curriculum for students, learned Spanish herself, and served as one of the Spanish teachers. Her ability to lead by example is one of her many admirable qualities that made her an significant` individual in Georgetown.

Chapter Six portrays the story of the Georgetown schools during the immediate post World War II years. During this time the Mexican School which taught Mexican American children in grades one through four closed, and these children entered the grammar school for white children without any vocal opposition from community members. The Annie Purl Elementary School was scheduled for demolition after a new

elementary school was built. School cafeteria programs for Carver High School black students and Annie Purl Elementary opened. The Junior High School department was officially organized and vocational training courses expanded in the High School. After serving GISD for forty-nine years, Annie Purl resigned, and her status as an educational icon in Georgetown was recognized by the naming of a school in her honor. During this period, a group of Southwestern University fine arts students and their professor intervened on behalf of black students in GISD by forming the Negro Fine Arts School which was held at the First United Methodist Church. Through this private voluntary effort, the program taught music and art to Carver students for twenty years until the schools were desegregated in 1966.

Chapter Seven focuses on the turbulent period of desegregation in Georgetown. Four years after the Supreme Court declared segregation and "separate but equal" facilities and programs unconstitutional in 1954, African-American parents in Georgetown sought only to improve their children's school by asking the Board for a new, equal, but segregated school building. A group of concerned white citizens, including some Southwestern University professors, organized the committee called the Citizens for Better Schools Committee to force the implementation of desegregation in GISD by encouraging black families to file a lawsuit against the district. The confusion of that struggle, sometimes lost in the stark right-and-wrong lens through which the civil rights movement locally and nationally was viewed, is highlighted in this chapter. Racial segregation in Georgetown ended in 1965 when the United States government enacted a law based on the 1964 Civil Rights Act that withheld funds to school districts that were not fully integrated. Integration of African-American students into white GISD schools began without particular incident and no acts of violence. Financial considerations

proved to be the impetus that finally closed the door to segregated schooling in Georgetown.

From its beginning in 1850, schooling in Georgetown gradually evolved from community reliance on the early dominant private schools to the slow emergence of the public school as it gradually transformed itself from being unreliable, inconsistent, and shunned to robust, academically vigorous, and the preferred school in Georgetown. The metaphorical use of a river to illustrate the growth and evolution of the Georgetown public school system begins with the public schools depicted as a trickle in the 1850s. Gradually, in the early 1860s the trickle became a stream but was not navigable and was largely unreliable and unpredictable prior to, during, and immediately after the Civil War. As the river gradually developed, and the new school law of 1884 opened the door to remedying numerous flaws in the public school system, the river grew and developed a solid riverbed of core curriculum. The influx of the fine arts into the curriculum in the early 1900s caused the river to grow both wider and deeper as it became stronger and more navigable. The advent of World War I and World War II caused the river to widen to accommodate wartime curriculum and programs. The solid riverbed of core curriculum already in place kept the river on course when national events intervened. During the postwar years, the river continued to grow in power as a robust river. A twelve-year period began in 1954 when the river became more turbulent and eventually was forced to change course and offer equal educational opportunities to African American students in GISD.

An important theme emerged during this study that was evidenced in each historic period: local influential individuals and groups of individuals who placed a high value on education took specific action to promote the progress of education for students living in Georgetown. The results of specific intervention by local influential individuals led to

the creation of the chartered Georgetown Male and Female Academy in 1865, the construction of Georgetown College in 1871, and the establishment of Southwestern University in Georgetown in 1873. Specific individuals like Principal Annie Purl strengthened GISD in numerous ways through repeated examples of leadership and by reaching out to the Mexican School and its students. This study, the history of a small school system spanning more than a century, and the underlying theme of influential individuals seeking to improve educational opportunities in Georgetown, contributes to the body of knowledge about the development of public education in the United States.

CHAPTER ONE:
INSTABILITY OF THE EARLY PUBLIC SCHOOL SYSTEMS IN TEXAS AND ITS EFFECT IN GEORGETOWN

Early Georgetown leaders were committed to supporting the growth of the community. In order to develop into a thriving county seat town, they properly reasoned that strong schools were necessary. These individuals took specific action to establish a premiere private school, The Georgetown Male and Female Academy, to create a subscription campaign to build Georgetown College and then later to donate the Georgetown College building and land to the Methodist Episcopal Church South, for it to establish a first rate university in Georgetown, Southwestern University. Their leadership helped Georgetown become known as an educational center for many years.

From 1850 through the late 1870s, privately operated schools dominated the educational landscape in Georgetown. Even though the 1845 Texas Constitution made provision for the establishment and financial support of free public schools, private schools were often the schools of choice for many parents in the state as well as for Georgetown families. Most schools established prior to the Civil War were supported "by private effort or by organizations of a purely local character. During that period it was comparatively easy for an individual, or a local body, to open and maintain an institution in which pupils of all grades from the primary grade to the college would be accommodated" (Eby, 1925, p. 281). In fact, Eby noted, "a number of the religious bodies had taken steps to found institutions, and a large number of individual teachers had opened schools and built a local patronage" (Eby, 1925, p.118). His description of the establishment of schools during this period accurately depicts the origins of schools in Georgetown. Even after the Civil War, schools in the town continued to develop in this manner. As a result, many parents found little incentive to send their children to public

school. In fact, public school funds, which became available after 1854, could be applied toward the tuition charged by private schools, thereby permitting parents opportunity to decide which school their child attended. Even in the small town of Georgetown, however, all private schools were not created equal. Each type of school offered unique and individually appealing aspects to their patrons. Some offered lower tuition; others offered a more rigorous curriculum; still others were more conveniently located to students' homes. Regardless of the type of school, and the length of its existence, at least one private school usually operated in Georgetown at any given time. In 1877, several schools operated (The Sun, September 6, 1877).

During this first historic period, Georgetown parents began a pattern of shifting their children to the school that offered the perceived best educational opportunities for their children. This trend prompted the closure of many of the weak private schools as more promising schools were established and became prominent. This behavior reinforces the belief that a core of individuals, including parents, supported the development of educational progress in Georgetown. The public school, however, received only modest support from the community until its standards surpassed those of the best private schools.

FOUR TYPES OF SCHOOLS EMERGE IN GEORGETOWN

Four basic types of schools were opened and operated in Georgetown between 1850 and 1879. The public school was one. However, little evidence about this school exists except for brief mentions of it in the local newspaper. The second type of school was one that was sponsored by or affiliated with a local church. It offered a specific curriculum and met in the sponsoring church with the minister serving as the schoolmaster, or principal. A teacher, ordinarily a woman, who took pupils into her

home or a separate schoolhouse for a specified amount of tuition conducted the third type of school. The fourth type, much more loosely constructed, was small, often situated in a small neighborhood of homes, and pupils were taught either by a parent or an older child who had completed the basic educational coursework locally available. Often, an older child taught foundational educational skills (e.g., reading and writing) to younger siblings and perhaps a few neighborhood children for a minimal tuition. This latter type, not infrequently, was the school of choice, especially for girls, because of the lower tuition rates charged.

The state's public school fund did not contribute a significant enough amount of money to enable the local public school's offerings and facilities to be a factor in parents' choices of a school for their children. The first year's distribution of the public school fund in 1855 provided only 62 cents per capita (Eby, 1925, p. 120). The local public school, like others in Texas, charged tuition to students if the apportioned funding amount did not cover the teachers' salaries. Any difference between the amount of money available and the amount owed to the teacher, according to state provisions, was to be divided among the parents and considered to be tuition for each child. Sometimes, if the teacher was willing to teach longer than the normal school term, the fund evaporated, and the patrons were required to pay the entire salary amount on their own as a form of tuition. By 1859, the public school fund provided $1.12 per student.

THE BEGINNING OF PUBLIC SCHOOLING

A public school may have been established in Georgetown relatively soon after officials divided Williamson County into 14 school districts in accordance with the 1854 law that established Texas' public school system. The Special School Fund, found in the State Treasurer's report for the year ending September 1, 1854, reported that Williamson County received $523.90 for the 845 students who attend the Georgetown schools

(Keller, 1930, p. 26). County records of the time confirm that schools operated within the county and both public and private schools received public school funds. The Weekly Independent published a notice on March 7, 1857, that the Georgetown school would begin its eleventh session. This announcement, currently unverified, would indicate that public schooling in Georgetown actually began in 1846 (Keller, 1930, p. 28).

Georgetown School

Will commence its 11th session on Monday next, the 16th day of March, 1857.
Stephen Strictland, Teacher

Terms. For each regular attending student per session of 100 days or 5 months,	$10
Irregular Students per day	12 1/2 (cents)
Board can be had at good houses on reasonable terms. The teacher promises close attention to his patron's needs. (Keller, 1930. p. 28).	

Legally, County Treasurer Stephen Strictland could not have taught in the Georgetown public school because he was also the individual who dispensed funds to all schools in the county. Nevertheless, the names are the same, and he repeatedly was listed in the Police Court Minutes as the County Treasurer as well as a teacher.

General sentiment toward the public school at this time was not favorable for numerous reasons. One example, an editorial in the October 23, 1877, issue of The Sun stated, "As our readers know, we are not an advocate of education by the State." He and other citizens considered state-supported education invasive into what was often deemed a personal family matter. Still, the local pubic schools, merely a trickle in the metaphorical educational river, endured.

PRIVATE SCHOOLS TAUGHT BY MINISTERS

In 1859, S. M. Carruthers, who lived approximately twelve miles west of Georgetown, wrote to his brother John Carruthers in North Carolina and mentioned that his daughter Euphemia was attending a fitting school in Georgetown. She boarded with the school's president, a Methodist preacher (Keller, 1930). No additional information about a fitting school that existed in Georgetown has been located. Quite possibly, this school, if it truly existed, died quickly and silently.

On the other hand, other private schools survived for some years. One example was a school operated by a Reverend Ledbetter, a local minister. Evidence about this school comes from a remarkable diary maintained by Kisia Elizabeth (Lizzie) Clamp beginning in 1864. J. C. Johnson, the great-great-grandson of Kisia (Lizzie) Clamp and presently a Georgetown resident, made available a transcription of this journal for use in this research in 2006.

Miss Clamp, known as Lizzie, began her journal in 1864 when she was thirteen years old and continued through part of 1875. Her entries offer unique insight into the educational experiences of a young girl in Georgetown in the year 1864. Lizzie refers to her teacher as Mr. Ledbetter in most of the 1864 journal entries, and she identified him as a Georgetown preacher (June 3, 1866 entry). Lizzie's entries that have to do with her school experience are included below. Each maintains her original spelling and punctuation.

Lizzie's 1864 Journal Entries about her school

April 1, 1864: it is the first day of April to day and I april fooled Lue Crisp with a cake. she is going to school now. I am going before long, to Mr. Ledbetter. I never spoke to him in my life. I want to go though right bad. well I better quit.

July 24, 1864: I am going to school now to Mr. Ledbetter now. ant that funny.

July 29, 1864: I have been going to school for little over 3 months but alas school is out today and I do feel so gloomy. I don't know what to do. it rained last night and it is right mudy this morning. well, I must put up my writing and go to school. goodby. Lizzie Clamp

August 19, 1864: it rained last night and raised the creek. we are all as well as common yet. I have been scouring the floor this morning. it is awful hot jest now. it surely will rain before night. school begins week after next. no more at present. L. Clamp

August 27, 1864: Yess here I am again but feel very gloomy now. the reason is I can't go to school next Sechon. I wanted to go so bad. I sorter believe Paw will let me go yet. school takes up week after next. I would give most anything to go. L.Clamp

August 28, 1864: I am going to spend my own money and go to school next sechon maby. L. Clamp

August 30, 1864: tomorrow week school begins. I recon I will go. I hope I will. the baby is well and also the rest of us.

September 6, 1864: it is Sunday today. school begins day after tomorrow. I am going. ant I glad. Yes I am that. Lizzie Clamp

September 12, 1864: well, here is old Sunday again and it has found us all well. I went to school last week. ant I glad I am going [to] school. Yess I am. L. Clamp

September 21, 1864: it is schoolday today but there is no school though. Mr. Ledbetter went too the Camp meeting. there is school next Tuesday. I am tired and must quit. Lizzie Clamp

September 28, 1864: it is Tuesday morning this morning and I am going to school this morning. I am so glad. it is right hot this morning. we are all well as common. well I must quit and go to school. Lizzie Clamp

September 29, 1864: Mr. Phillips from Austin is going to preach here next Thursday knight at the church. I am going, if I can. we are getting along nicely at school. well I am tired and will quit. Lizzie Clamp

October 29, 1864: it looks as though I had forgotten my journal but I have been going to school all the time. there is no school next week. Mr. Ledbetter is going to Conference. he moved the schoolhouse up in Mr. Rogers store. L. Clamp

November 9, 1864: well, lo' and behold here is old schoolday again. it is jest 7 o'clock. the big folks are eating breakfast. it is right cool this morning. I am glad it is schoolday, for I want to go to school. Lizzie

November 12, 1864: well I suppose if yesterday was Friday today is Saturday. there is going to be school always of Mondays hereafter. I am little glad and little sorry. I have to hurry and get my lessons for next week. Lizzie Clamp

November 13, 1864: it is Sunday and had to make a Coffin this morning for Mrs. Vontresses little girl. they are going to bury her this evening maby. I will go to the buring. Lizzie Clamp (Authors note: Lizzie's father was the local cabinet maker and he made all of the coffins as needed in Georgetown)

November 14, 1864: They did not burry that little girl untill today. Mr. Ledbetter took his hole school to the buring. Mrs. Vontress took it very hard. it is a very chilly day today. Lizzie

November 17, 1864: we had quit difficult in school today. Mr. Ledbetter give John Powell and awful whipping this morning about his Impudence, and John went home at recess. I expect Mr. Powell will not like it. Lizzie

November 18, 1864: sure enough, Mr. Powell did not like it. he brought John back and like to had a fuss about it. I was call up for a witness. all the large was two. I was scard nearly to death. Lizzie.

Novemer 20, 1864: it look like it would snow today. it is school day tomorrow. I am sorty sorry and little glad. I would be glad if I new my lessons well. tomorrow is the day of reviewing. I dred it very bad. Lizzie

November 21, 1864: well we got along fine Reviewing today. better that I expected. it was so cold today that all the scholars were not their. I am in a hurry and must quit. Lizzie

November 22, 1864: it was very cold again today. I expect I will most freeze going to school today, though they will have a big fire and can warm good. Lizzie

November 23, 1864: it is not quite so cold today as it was yesterday. we are all well as common. we don't have a very time at school atall now. Mr. Ledbetter has to to tight. we have to get to long lessons. Lizzie

December 5, 1864: well, we are all well as common again today. we are getting along very well at school now. Ma got me a new dress today. ant I glad. Lizzie

December 6, 1864: Ma and me finished my dress tonight. I am going to wear it to school tomorrow. I expect it will come up a norther tonight so I must quit. Lizzie

December 22, 1864: There was no school this week, not until after New years. I am sorry. it was tolerably cold today, and all the week. Lizzie Clamp

[Author's note: No record of an 1865 journal by Lizzie has been found. Her journal entries resume on January 7, 1866.]

January 7, 1866: I have been trying to persuade Pa and Ma to let me start to school, but Pa says I cant go till Spring. I wish I could go. I went and go my Philosophy this evening and reviewed over part of what I've been over, and sorry to say, I have nearly forgotten a good portion of it, but I'm going to keep reviewing what I've been over, so I wont quiet forget it, till I get to start to school. Pa is talking about starting the boys in a week or two.

February 2, 1866: I expect Ma and I and several Ladies will go up to the school house this evening to hear the scholars spell –

February10, 1866: Becca came down yesterday evening and her and I went up to the schoolhouse and heard the scholars say speeches. they did'ent many of them speak except the large Boys.

February 18, 1866: Pa is learning Will how to add up his Examples right. I expect Pa will stop Will and Neel from school: if he can get them released from school without having to pay for the whole Session, I am going to teach them at home.

[Note: Additional entries of Lizzie's 1866 journal are found later in this chapter in the section, Local Schools Taught by Older Children.]

Thirteen-year old Lizzie Clamp's eagerness to attend school is transparent, and her despair when school was not in session is palpable. Pieces of the puzzle of what possibly comprised the children's early school experience in Georgetown can be noted from her writings. Examples include:

1) Conditions such as a rising creek, muddy roads, or cold weather affected school attendance.
2) The principal had the latitude to take the entire school to attend the funeral of a little girl and to utilize corporal punishment as needed.
3) The school was able to have a good fire to warm the students on a cold, blustery winter day.

4) While Lizzie did not explain why it was necessary, she documented that the principal moved the location of the school to a store.
5) Homework, or lessons, was assigned and checked.
6) When the principal attended a conference, presumably religious, the school was not in session.
7) School was divided into spring and fall sessions.
8) Examinations, or reviewing, were given.
9) Lizzie's father provided additional mathematics instruction at home to his sons.

PRIVATE SCHOOLS TAUGHT IN TEACHER'S HOME OR BUILDING

One of the earliest presently identified schools in Georgetown was a school for girls mentioned in The Weekly Independent. The announcement for the Female School is shown below with its original spelling and punctuation.

> Female School
> We are much pleased to announce that Miss Strachan, a young lady who has obtained an excellent reputation as a teacher, has arrived in town, and that arrangements are made to have the school commenced soon.
> We have had the pleasure of an acquaintance with Miss S. and can confidently recommend her to the public patronage (The Weekly Independent, September 24, 1856).

In the same issue, this newspaper published a large advertisement detailing the school's curriculum offerings and tuition rates. It is reproduced below with original spelling and punctuation.

Table 1.1. Advertisement for Georgetown Female Academy

> **GEORGETOWN**
> **F e m a l e A c a d e m y**
>
> The fourth session of this Institution will commence on the 15th of September, under the superintendence of Miss E. R. STRACHAN. A commodious building has been erected for the accommodation of the School. Provision has been made for instruction in all the branches of a finished education, and it is the desire of the friends of this Institution, to make it permanent.

TUITION PER SESSION OF FIVE MONTHS

Primary Department, for Orthography and reading,	$10
Preparatory Department, including the above, with Mental and Practical Arithmetic, Penmanship, History, and Chronology, (Parle's preferred),	$12
Middle class of the above branches with Geography, Poetry, Physiology and Composition,	$15
Junior class, the above with Dictation, Chemistry, Botany, Philosophy, Grammar and Rhetoric,	$20
Senior class, portions of the above, with Algebra, Astronomy and the highest English Classics,	$25
Music on the Piano,	$25
Use of Instrument,	$ 5
Singing and Harmony in class,	$15
Languages, each	$10
Ornamental needle work,	$10

A monthly report of the standing of each pupil will be sent to Parent or Guardian.
There will be no public examination, but the Parents and friends of the Institution are invited to attend any Friday which suits their convenience.
It is hoped that the Tuition fees will be paid promptly, and no deduction will be made except in cases of protracted sickness.

A published notice stated that Miss Strachan was ill and that the school's opening would be delayed. The notice is shown below with original spelling and punctuation.

FEMALE SCHOOL – We regret very much to learn that a sudden attack of Neuralgia has caused Miss Strachan to postpone her school for sometime. She is recovering we are pleased to say, and will soon again resume her duties (The Weekly Independent, September 24, 1856).

No further mention was published about the health of Miss Strachan so it remains unknown if the school opened under her superintendence. Adding to the mystery of the existence of her school is her detailed advertisement describing the school curriculum

that was published weekly from September 6, 1856, to February 14, 1857. Perhaps this Female School was the "fitting school" described by Mr. S. M. Carruthers in his 1859 letter that his daughter Euphemia attended. The Weekly Independent ceased publication during these years, and no other local newspaper was published until January 5, 1867 when The Georgetown Watchman was established. The absence of newspapers to record community information during this period renders invisible the educational trail of this and other schools.

In A Celebration for All Times, a book detailing the history of the First Presbyterian Church in Georgetown, the author documents that the church rented space to Miss Anne Barnes for her female academy for a fee of $10 per month. The book estimated the period for the rental between 1875 and 1878 (Roberts, 2000, p. 29). No other evidence of Miss Barnes or her academy is available.

In 1877, The Williamson County Sun was established. This newspaper provides insight into the community and its schools via its advertisements and notices about school events. Evidence of the existence of several schools can be found in the issues of this newspaper. For example, the August 9, 1877, issue of The Sun published an advertisement for a private school taught by Miss Annie Lane. Her advertisement read: "SCHOOL FOR BOYS AND GIRLS WILL BEGIN FIRST MONDAY IN SEPTEMBER. Terms $2.50 payable monthly, or $10.00 for term of five months, if paid in advance. Incidental fee $1.00 on entrance. Patrons will receive benefit of public school fund. Miss Annie Lane, Teacher." This notice is particularly interesting because it mentions the ability to apply the public school funds toward private school enrollment. Since it was sometimes a challenge to collect tuition from patrons experiencing financial difficulties, a discount was offered for paying in advance thus ensuring payment to the teacher (The Sun, August 9, 1877).

Lucy Harper established a school in Georgetown, apparently in 1877. Her advertisements in The Sun noted: "SCHOOL NOTICE – Miss Lucy Harper's School will open on the first Monday in September. Miss Lucy's patrons will get the benefit of the public school fund." The ability of the private schools to receive the benefit of the public school fund is traced to the 1854 school law which allowed a private school to be designated a common school, thereby able to receive state school funds (The Sun, Aug. 23, 1877; Eby, 1925, p. 120).

The April 18, 1878, issue of The Sun published a notice for a school taught by Mrs. Lane. It stated "Mrs. Lane, and the pupils of her school gave their young friends a very nice party last Saturday night. It was largely attended, and games were plentiful. Refreshments were passed around, and everyone seemed to enjoy themselves hugely." This notice informs the reader not only about the existence of Mrs. Lane's school but indicates that social events were permissible and perhaps encouraged. This notice also presents a question about which young friends were the recipients of the "very nice party" (The Sun, Aug. 18, 1878).

The Sun of August 22, 1878, published another notice for Miss Lucy Harper's School. It read: "SCHOOL FOR GIRLS AND BOYS – The fall term of Miss Lucy Harper's School opens Monday, September 2nd. Those of her patrons who have not added their children's names to the list of the school community, thereby enabling them to receive the benefit of the public fund, can do so by calling at office of the County Judge after 17th of August." Implicit here was that the school was also in session during the spring session because it specified that the enrollment was for the fall term. Interestingly, Lizzie Clamp McMurray referred in her March 13, 1867, journal entry to a "Miss Annie Harper and Lucy" who attended school at the Georgetown Male and Female

Academy. Quite possibly, this teacher was the same Lucy Harper who established a school and advertised in the newspaper.

LOCAL SCHOOL TAUGHT BY OLDER CHILDREN

Lizzie Clamp of Georgetown recorded in her journal that she taught her younger siblings and neighboring children the fundamentals of reading and writing in her family home when she was fourteen years old. She charged a small tuition for the neighboring children to help pay for her own schooling. Small neighborhood schools of this type were likely common where groups of children lived nearby. Lizzie's 1866 journal entries relating to these experiences are noted below with the original spelling and punctuation.

1866 Journal Entries

February 18, 1866: Pa is learning Will how to add up his Examples right. I expect Pa will stop Will and Neel from school: if he can get them released from school without having to pay for the whole Session, I am going to teach them at home.

March 1, 1866: Good evening to you Mrs. Journal after a considerable time of absence. Various things have transpired in the brief space of time that has Elapsed since our last meeting. you know I generally address you sitting in the Parler, but lo now I am writing in my school room. just think of it, me writing in my school room. I began teaching Feb 26th. I have 8 scholars with my own brothers and sister. Pa did not like the way the boys were learning at Mr McReynolds school so he stoped them, and as there is no school here now suitable for me to go to, I concluded to teach the boys here at home, and to make it more pleasant, I will take in as many as 10 small children to teach also. Mary and Mandy Clopton are Coming. this is the first week only yet. I expect I will have several more scholars in a week or two. it would not do for me to try to describe my school room to you, for you might be disgusted with it but as it suits me very well, that's all write. the weather for the last two or three days has been very disagreeable high blustering wind from the south. Spring is creeping along slowly but surely – I keep my school house all decorated with the first early flowers that has come –

March 26, 1866: Mrs Stephenson was down a while last night with Willie and Eddie. Willie was telling me that Miss Anna Belle McReynolds school was "played out" as the saying is. that means She has quite teaching. she turned out yesterday; the creek rise considerably yesterday, so high that the little school children could not get across to come to school today.

May 19, 1866: Here I am seated out in my school from the house this beautiful Saturday evening. I have not written any for some time, have been very buisy. Still teaching school and getting along very well considering. the weather has been very pleasant and agreeable, the first of the week.

May 26, 1866: Oh! so hot. I get along with my [sic] rather dreary this hot weather. it isn't so pleasant teaching now as it was a month or so back, and La me, my school will not be out till August.

June 3, 1866: I went to Church this morning to hear my old teacher Parson Ledbetter preach. there was a right good crowed out. I will be glad when my school is out for it is so warm now to be teaching. I heard that Mr Strictland and Daughter, Mr Henderson and Daughter all together was going to teaching school.

July 6, 1866: I have a pretty tedious time with my School now it is so very warm. I'll be glad when it's out. it will be out the last of this Month. The boys and I went up to Mrs Robinsons last night awhile. they are going to have off next week I believe. well it's about time I ought to take up school. I'll be glad when I turn out this evening then I will have till Monday to rest. I take up at half after One Oclock in the afternoon.

July 28, 1866: There has been preaching here ever since yesterday morning and will continue till tomorrow night. two Presbyterian preachers are up from Austin. we have lovely nights now for preaching. I closed a five months Session Thursday evening. I gave the Children a nice supper. Uncle Gallant [came] up Thursday with another load of watermelons. he went back Friday. Parson Hodge came up with [him]. I believe he is going to try to get up a school here this Fall. I do wish he would for I have been "school marm" long enough. I want to be a school girl awhile. If he does succeed in getting up a school I will go another year to school any how.

July 31, 1866: preaching closed Sunday night. we had a great deal of company during the preaching. both the Ministers staid at our house: Mr McMurry and Mr McRhea –

August 7, 1866: this is the Second week of vacation. August will soon pass away then here I'll have to go to teaching again. I do hope the weather will get cooler by that time.

August 22, 1866: I do hope Mr. McMurry will come here to Georgetown to teach next Spring. then I would go to school another year. I will begin teaching again the First of September. the Children ought to be at school and I ought to teach them if I can help Pa along any by it and he says it is a great help to him, besides making a little at the same time for myself.

(Mr. Johnson's note: the following insertion is in the hand of C. A. D. Clamp, Lizzie's father)

there you see my Daughter you left out a word, as you can see by the carier – and several ingramatical expressions used. be carefull my Dear how you train you[r] self in your phraziology –

August 26, 1866: You see what Pa wrote up there – he got hold of you my journal this morning, and I expect explored your whole contents through; very much amused at the "ingrammatical expressions used." well, I never expect to be a Grammarian myself, although I ought to improve more on the study of Grammar I suppose.

September 9, 1866: I have been engaged in teaching school. last week got along pretty well. I took up for no certain length of time.

September 20, 1866: It seems as thought I had quite forgotten my Journal. I have not written any for so long. but I have been very buisy all the [time]. two buisy to write. I get along with my school pretty well.

September 30, 1866: I am still going on with my school – Mrs. Talbot spoke about sending her three Children Monday. that will be about as many as I will take in.

October 7, 1866: I am still going on with my school – Mrs Talbot started her three Children last Monday. I had a nice ride yesterday evening late with Mrs. Talbot. Pa talks of going to Austin in a week or so. he said maybe he would take me with him. Oh! I like to forgot to say that there is really a Sabbath school established here if it will only stay I am writing in my schoolroom now. it is very warm this evening.

October 8, 1866: there is a Lady here trying to set up a school; I hardly expect she will succeed.

October 18, 1866: I am off here in the Parlor by myself writing. I expect this will nearly break up the meeting – tomorrow night was the night appointed for a Mass meting of all who were in favor of establishing an Academy here. I expect, or it is to be hoped that such an institution will be established here, for, gracious knows, there is such a thing needed. Miss Young has took up school for a Month on trial. if the people are pleased with her, I presume she will be appointed as one of the teachers. [a] great many of the girls are going to Miss Young. she like her very much; they say she is pretty "Strict". I would like to go so well, but Pa he will not start me, till he sees what definite arrangements will be made, about the Schools; so I keep up my little institution at home here, and get on admirable. Mrs Talbot sends her Children to me ; Mrs Alley stoped her two Children from me and started them to Miss Young. Miss Lide and Nanie Knight are going to school. they staid all night with me Tuesday night. Mr and Mrs Rosewood, Mrs. Houghton and Mrs Pennington joined the Baptist Church and were babtised last Tuesday – that is Eleven persons Parson Abbott has babtised. don't any one see

Georgetown is improving even in Religious matters. La! me if the Academy is established, and they have good regular preaching here and Sunday school every Sabbath; why! Georgetown will go right "up hill" fast.

October 19, 1866: It is just half after ten Oclock A M – I am in the schoolroom. it is the time for the scholars to write and I concluded to write [a] little myself. two of my scholars are absent today.

November 10, 1866: La me, the greatest thing I have to put down is that I have dismissed school. I feel like I was free – not exactly so either for I have so much to do, that it keeps me very buisy to see and tend to the Household affairs, for I have to do that principally now, as Ma is not able. that is the reason I closed my school. I expect to teach the home Children 2 or 3 Hours of a day – when I have time. Mr Strictland['s] school was out yesterday.

November 17, 1866: well I must quite and write my Composition. I have to have one every night for Pa to examine.

December 12, 1866: Oh! times are getting more lively in the City of Georgetown. there is a "Paper" to be established here this week, and the school is going "right on." I presume [it] will begin the 1st of Jan. I attended the funeral for the little Sarnie Vontrees, Sunday.

December 21, 1866: it dos'ent seem near a year to me since last Christmas, but I have been very buisielly employed this year, at a very useful occupation. I hope I may do as well next year. I suppose the large Academy takes up the first of Feb. I will start to school then the 1st day and go regular for a year or so if nothing prevents me. Georgetown is improving so much. the paper will be struck off the 1st week in June – the Georgetown Watchman is the name of it. Georgetown is really a thriving little town, and still improving.

January 19,1867: Pa got a letter from Mr McMurrey the other day, stating the acceptance as principle of the Georgetown Male and Female Academy and also as the Presbyterian Minister for this place. but what is worse for me, Pa is going to board him.

Lizzie's experiences as an older child teaching younger children in her home provide insight into this type of private school. From her writings, it can be deduced that:

1) She was able to keep all or a portion of the tuition she earned.
2) When a creek rose too high, some children could not attend school.
3) Different schools had varied starting and closing dates for each session.
4) School, typically, was taught in one room.

5) The students had a time designated for writing.
6) Students could enroll and leave the school throughout the semester.
7) Teachers could dismiss a school session for a variety of reasons. Lizzie dismissed her fall session due to her increased need to care for household issues while her mother was not physically able.
8) She limited the number of her students to 10 including her own siblings.
9) She only taught little children, thus, she kept her curriculum at the fundamental level.
10) Her father required her to write a composition each evening to continue her own education.

TEACHER TRAINING IN EARLY GEORGETOWN SCHOOLS

Teacher qualifications and training have long been areas of concern for all the stakeholders in the field of education. Parents wanted the most qualified teacher for their children, and the school wanted to be known as having exemplary teachers to entice more students to enroll. The town wanted to be recognized as having superior schools to encourage people to move into the community. Well-prepared teachers were important.

Prior to the Civil War, historian Eby describes three primary types of teachers that emerged across Texas. The first group was composed of itinerants who viewed teaching school as temporary or a stepping-stone to a more lucrative occupation. Scholarly, university-trained men who possessed a real interest in teaching comprised the second group. The third type of teacher was the minister who viewed the classroom as an extension of his ministry (Eby, 1925, p. 293). Sometimes the types of teachers overlapped. For instance, Rev. John McMurray, principal of the Georgetown Male and Female Academy, earned a literary degree prior to completing theological preparation at Princeton.

The type of teacher available varied greatly across Texas, largely depending upon location. In some rural areas families joined together to hire a teacher. Alternatively, they might settle for older children to teach the fundamentals of reading, writing, and

mathematics to younger children. Communities with a town square and residential area in town, like Georgetown, had a better chance of securing more qualified teachers because of the larger number of students paying tuition.

Recognizing the need to help equalize the wide variation in the quality of teachers available, Texas passed a series of laws to establish a board to examine teacher credentials and grant teaching certification to worthy applicants. The profession of teaching was elevated in the eyes of the community with the knowledge that the teachers had received approval by an examining board.

LAWS PERTAINING TO TEACHER EDUCATION AND QUALIFICATIONS

In 1840, the Texas Legislature drafted a law that created a board of school commissioners charged to examine teacher credentials and to ward teacher certification. The chief justice and associate justices in each county comprised this board. Later, the School Law of 1856, Section 8, provided for a board of school examiners to be appointed by the county court in each county to examine the credentials of public school teachers and to grant certification. The specific subjects the teacher applicants were qualified to teach was to be stated on the certificate. Three appointed members from each district comprised this board. The School Law, created in November 1866, instructed the county police court to appoint a county board of school examiners to be comprised of five members, and to empower this group to conduct teacher credential examinations and grant teaching certificates. Again, the particular areas the teachers were qualified to teach were to be specified.

On April 24, 1871, a new school law authorized the State Board of Education to conduct the examination of teacher credentials to award teaching certificates. The governor, attorney general, and the state superintendent of public instruction comprised the State Board of Education. The School Law of 1878 granted further authority to the

county judge of each county to appoint the county board of examiners. This law was more specific and itemized the subject areas to be tested, which included orthography, reading, penmanship, geography, English grammar, composition, and arithmetic. The county judge had authorization to grant certificates of competency to teach if the applicant successfully completed testing in the required areas. The certificate was valid for one year and was renewable for a subsequent year if the county judge agreed.

Historical documentation indicates that a Williamson County Board of Examiners was appointed to "consider qualifications of prospective teachers and to issue certificates to those approved" (Police Court Records, V 1, p. 330). The actual document, recorded on May 17, 1858, is replicated below with original spelling and punctuation.

> Board of School Examiners for Williamson County. On motion it is ordered by the Court that A. S. Walker Esqr., Richard Sansom & Stephen Strictland be and they are hereby appointed a board of School examiners whose duty it Shall be to Examine upon application all persons proposing to teach public Schools in Said County of Williamson & give said applicants the proper certificate as Required by law if found properly qualified to discharged the duties of a teacher Said appointment to take Effect from date (Ibid).

The role of the school examiner changed through the years. In the early 1870s, Lizzie Clamp McMurray's journal reveals that her husband had to conduct teacher examinations at his home in the evenings spontaneously when a teacher candidate came to him (Lizzie Clamp McMurray Journal, January 1, 1872). This event had to take place even if it interrupted the examiner's plans for the evening. Her January 6, 1872, journal entry stated, "Yesterday Mr. Talbot brought another man here to be examined. It is considerable trouble for Mr. McM to be interup[t]ed at any time from his work to spend two or three hours just simply to accomodate people. Tis more than I think necessary for him to do so often without a little pay." Not only was he having to conduct examinations of two to three hours apiece after work in his home, he was receiving no additional pay

for his services. Clearly, the work of a teacher examiner could not be described as easy or desirable in Georgetown in the 1870s.

Once individuals were examined by a board of examiners and tested to see if they could attain their certification, discussion in the state turned to the establishment of formal schools for teachers to receive their training. Normal schools, established for teacher training, were the state's response to this concern.

Establishment of Normal Schools

The normal school was the precursor to the state teachers college. The first state normal school in the United States was opened in Lexington, Massachusetts, in 1839. The curriculum included a one-year course of study with the option of carrying it over to a second year. An interesting and distinctive feature was that the school "added a small model school for observation and practice teaching" (Evans, 1955, p. 280). More than 160 years later, contemporary teaching education in modern universities still includes student teaching and observation by mentor teachers.

From 1879 to 1913, the Texas state normal teacher training course of study required three years for completion with the senior year being the only one on the college level. Gradually, as teacher preparation evolved, the normal schools increased their course offerings and became more specialized. The first state normal school in Texas was named after a Texas legend, Sam Houston, and was located in Huntsville.

Sam Houston Normal College

On April 21, 1879, the Sam Houston Normal Institute in Huntsville became the first state school specifically charged to prepare white teachers in Texas. During its first year, 110 students enrolled and 7 earned diplomas (Evans, 1955, p. 286). Six of the seven members of the first graduating class became illustrious leaders in the field of

education for the state. H. F. Estill later became President of the Sam Houston Normal Institute; Allison Mayfield became a state railroad commissioner; T. U. Taylor served as the head of the engineering college at the University of Texas for many years; Anna Hardwick became a teacher and a Texas history textbook author; and J. S. Brown became the head professor of mathematics at Southwest Texas State Teachers' College (Ibid, 287). Sam Houston Normal College continued to develop and became a major resource for teacher education in Texas.

Prairie View Normal College

On April 18, 1876, the Texas legislature passed a law that established an agricultural and mechanical college primarily for African American students and appropriated $20,000 to "locate, erect, furnish, and operate a state college…" (Evans, 1955, p. 301). Instead of erecting a building with the appropriated funds, the Texas Governor appointed Ashbel Smith, J. H. Raymond, and J. D. Giddings to oversee the creation of Prairie View Agricultural and Mechanical College. These men purchased land with buildings near Hempstead in Alta Vista. Unfortunately, the school did not do well, and by January 1, 1879, no students attended. Finally, on April 19, 1879, provision was made for the organization and financial support of a normal school at Prairie View in Waller County for the specific purpose of training black teachers (Ibid).

While the establishment of Prairie View Normal School was a tremendous step forward in beginning a structured training program for black teachers in Texas, it remained far behind what the white normal schools, such as Sam Houston Normal College, offered. "By 1884, Prairie View Normal School offered programs in teaching certification, but no degree programs." Without a basic degree program or graduate level courses and advanced degrees, African American educators in Texas continued to

struggle to gain equal footing with white educators and therefore commanded much lower salaries (McDaniel, 1977, p. 14, 15).

Prairie View Normal School, over the years, became a central resource for black people in Texas who desired to earn a teacher's certificate. Also, it continued to struggle for appropriations and an increased stature despite the disparity in teacher preparation for white and black teachers.

Teachers Convention

By 1879, another venue for teacher training had been organized. The January 23, 1879, issue of The Sun announced a teachers' convention in Austin. It read: "The teachers' convention of Central Texas will meet in Austin the 28th of this month. All teachers are cordially invited to attend. Arrangements have been made with the different railroad companies for reduced rates of transportation. There are many experienced teachers in this county who should, if convenient, attend this meeting." From this notice, it can be inferred that some structure and organization for teachers had been established by region in Texas. This particular convention intended that teachers located in Central Texas attend. Although the topics of the convention are not known, it is likely they discussed teaching methods and offered training in particular curricular areas.

THE ESTABLISHMENT OF THE TEXAS PUBLIC SCHOOL SYSTEM

In 1854, after prodding from Governor E. M. Pease, the legislature passed an act that established a public system of schools to implement the constitutional provision made in 1845. This pivotal legislation, The Establishment of the Texas Public School System, had an enormous impact on the development of the public schools in Texas, just as Governor Pease had intended. It provided desperately needed structure, definitive

authoritative roles, and a solid foundation for a system that previously lacked clarity of administrative purpose, form, and function. This new law established organization and offered sturdy scaffolding upon which the counties could begin building their school districts.

The eighteen sections in the 1854 law each detailed clear directions on the duties of those charged with some form of governance over the public school system. This included teachers, school trustees, chief justices, county clerks, county treasurers, county tax assessor/collectors, the state treasurer, the governor, and the newly created board of the county school commissioners. This monumental act took effect after its passage on January 31, 1854. The first distribution of school funds for the 1854-1855 school year was calculated on 62 cents per capita (Evans. p. 61).

Although this much-needed act provided necessary administrative structure and some increased uniformity that helped individual counties to build their school districts, some problems became evident. Central to the success of the 1854 act was the necessity of accurate bookkeeping by several entities. Unfortunately, some of the key players, such as the county treasurer and chief justice, charged with the safekeeping and overseeing of the budding public schools system and the apportionment of its funds, were already fully engaged in responsibilities in their current positions that did not include involvement with the school system. Regrettably, with the state treasurer and county officials at the helm of recordkeeping for the school system, there was "no real, professional interest in public schools – to administer state and county affairs" (Evans, 1955, p. 62). Eby describes the reluctant civil officers upon whom this additional, unsolicited responsibility now relied, as giving "slight attention to the matter." Indeed, the laxness with which the county officials across Texas handled the matter of recordkeeping grew significantly worse each year. Eby further states that the "ex officio superintendent constantly complained of the

chronic remissness of the county officers in failing to file reports of the schools. Of 100 counties in 1854 and 1855, only 89 filed reports after the first year and only 72 after the second. In 1856, of 112 counties, only 22 reported; in 1861, only 12 out of 124 reported" (Eby, 1925, p. 120). Clearly, the public school system needed additional revision and review. Whereas the 1854 act made a significant stride in the right direction in the development of a public school system, this act was but a single step along an uphill path in the evolution of the Texas public school system.

WILLIAMSON COUNTY ESTABLISHMENT OF SCHOOL DISTRICTS

The March 20, 1854, entry of the Police Records states "Conformable to the regulations of the act of January 31, 1854, Establishing a System of Schools, the court doth order its decree that the following school districts as distinguished by their numbers and boundaries shall be established and designated school district to wit…." Among those created, School District No. 11 described Georgetown's boundaries as "Beginning at the NW corner of Joseph Thomson survey thence running N 19 W to the SW corner of the Lewis P. Dyches survey, thence N 71 E to the … precinct line thence S with said line to the middle of the McQueen survey thence down W to the place of beginning and it is ordered by the court that G. S. C. Harper be and he is hereby appointed presiding officer to superintend elections in said school district" (P. V. 1, p. 143). This is the description of Georgetown and the surrounding area (Scarbrough, 1973, p. 144).

In accordance with the 1854 act, fourteen school districts within Williamson County were delineated and separately identified with their corresponding presiding officers to oversee elections within each district. This administrative and organization effort was effective in helping provide some structure to the emerging new school districts.

EFFECT OF THE CIVIL WAR AND RECONSTRUCTION ON EDUCATION IN TEXAS

Political unrest and upheaval in the nation, largely concerning the issue of slavery, divided the nation, and five years of a brutal Civil War began in 1961. Southern states withdrew from the United States and declared themselves members of the Confederate States of America (Foner, 1988, p. 232). Texas, against the wishes of its governor, Sam Houston, voted to secede from the Union in February 1861. Because of Houston's opposition to the newly voted position of the state, he refused to appear for his swearing in as Governor of Texas under the Confederate States of America and was officially deposed with Lt. Governor Edward Clark serving as the governor (Wallace, 2002, p. 96). Williamson County, with Georgetown as its county seat, was one of only three counties in Texas that voted against secession (Scarbrough 1973, p. 185).

Different regions within the Confederate States and certainly within Texas expressed varied views about the war. The issue of slavery, a major point of contention in the Civil War, was a topic that produced differing opinions in Georgetown and Williamson County. As one historian noted, "There had never been a single white South, and in the nineteenth century the region as a whole, and each state within it, was divided into areas with sharply differing political economies" (Foner, 1988, p. 11). Some states such as Georgia and Alabama relied more heavily on the use of slaves than did others. Available records indicate that some slaves were owned by Williamson County whites.

Deed Records in the Williamson County Clerk office in Georgetown clearly reveal that "Negro slaves" were bought, sold and traded in Williamson County. Deed Records in 1853 recorded the "County Court appointed a patrol to exercise jurisdiction over the slaves of Georgetown" with Captain John J. Akes and five privates to serve as patrolmen for a period of three months. Similar patrols throughout the county were

appointed periodically until the war began (Deed Records, I, 93. 201, 331-332, 362; II, 76, 84-85, 122-123, 127; VI, 286-287; IX, 10-11).

Although slaves were owned by some Williamson County citizens, vestiges of opposition to slavery also existed. For example, the Anti-Slave Holding Union Baptist Church was established in Williamson County in January 1854. Trustees were community leaders Zara Stearns, B. F. Smalley, and James K. Smalley. Stearns was also the trustee for the one of the original fourteen school districts established in Williamson County in 1854 (Scarbrough, 1973, p. 143, 312).

Elias Talbot, local businessman, close friend of Sam Houston, trustee for the Georgetown College and "Union sympathizer," purchased "Peter, age 46, a slave of black complexion for $800 on June 18, 1862, from a Travis County resident." Talbot, credited with running an underground station in the basement of his home for escaping Negroes, likely purchased Peter in an effort to help him to gain his freedom. When the Talbot home was torn down in the 1900s, "the underground tunnel beneath the home was exposed," and interviews by local historian Clara Sterns Scarbrough with local residents corroborated the story passed through generations of older relatives. The oral histories collected by Scarbrough about the underground work to free slaves were not able to be verified, but the documents recording the purchase of the slave named Peter by Elias Talbot are a matter of public record (Deed Records, IX, 9-10; Scarbrough, 1973, p. 183).

Dissension in Texas and in Williamson County over the use of slaves was soon replaced with other pressing concerns related to the Civil War. Texans had to contend with depleted school funds, increased lawlessness at home, and neglected crops without fathers and brothers to tend them as the Civil War developed. The budding public school system was just beginning to develop greater organization when the raging political storm that developed into a Civil War raced across the country. The impact of the Civil War

and its aftermath had far-reaching implications for the educational system recently established by constitutional law in Texas. Historian Eby stated, "The immediate effects on the schools were destructive and caused Texas to flounder in chaos for 20 years" (Eby, 1925, p. 149). It is important to note that a substantial portion of the unrest in the Texas public schools was present prior to the Civil War. The 1854 School Law was a foundational law that was just beginning to emerge when the war erupted. Later, Texans, having lost the Civil War, did not support the Republican-created 1869 Constitution and soon replaced it with the 1876 Constitution that was designed to rebuke previous Republican leadership. Several years later, the public schools became a priority to state governmental leaders, and politics were set aside temporarily to establish new school laws in 1884 that combined both Republican and Democratic ideas and enabled the public schools to gain credibility and political capital throughout Texas. Foner postulated that the educational seeds planted during the Reconstruction period could not be entirely uprooted. "While wholly inadequate for pupils of both races, schooling under the Redeemers represented a distinct advance over the days when blacks were excluded altogether from a share in public services" (Foner, 1988, p. 602).

PUBLIC SCHOOL FUND

The 1858 law that stipulated that all proceeds from the sale of public lands be earmarked for the public school fund was repealed during the Civil War. "The state organization of education ceased to function," resulting in the elimination of the 62 cent per capita distribution to the schools (Eby, 1925, p 150). The 1856 law allowing the public school funds to be available as a loan for the development of railroads turned out to be a millstone around the educational neck of Texas. The railroads that were supposed to repay the loan with interest began to default or to pay with defunct Confederate currency after the stresses of the war resulted in a decline in demand for roadbed and the

income from the roads decreased. The last two loans made from the public school fund to the railroads in 1861 and 1862 totaled $1,753,317 (Eby, 1925, p.150).

The rebellion of the southern states against the United States government had a ruinous effect upon the public school fund in Texas. The state incurred further devastating losses when the governor transferred $1,285,327 from the public school fund to the military board for troop support during the Civil War. The fund was reduced to practically zero by 1865 (TEA, Pearson, 1969, p. 1202). The newly developing public school system had been seriously wounded and would need a new infusion of funds and leadership. What would be perceived as further injury was soon to come during Reconstruction years.

EFFECTS OF THE CIVIL WAR AND RECONSTRUCTION ON GEORGETOWN

Although Texas was not the site of any major battles during the Civil War, the debilitating effects of the war spread throughout Texas and also into Georgetown. "Economic and labor problems, worry, heartbreak and bereavement, shortage of food and supplies – all these plagued even comparatively war-free Williamson County" (Scarbrough, 1973, p. 191). The economy was a disaster and goods were scarce or unobtainable. Ships delivered many goods to Texas, landing in Galveston. Georgetown merchants would bring merchandise back to Georgetown using ox-drawn wagons (Utley, 1988, p. 16). Shortages were problematic for a plethora of reasons during the war, but the capture of Galveston, the primary harbor used in Texas to receive necessary merchandise, by Union troops on October 4, 1862, was disastrous. A dramatic effort led by John B. Magruder, the Confederate Commander of Texas, liberated Galveston from Union occupation and control on January 1, 1863. Throughout 1863, federal naval vessels stirred the waters of Galveston by sending blockading squadrons to interrupt the delivery of goods (Wooster, 2000, p. 103).

Agriculturally, crop production and land suffered during the Civil War due to a lack of skilled workmen to maintain and improve the land. Thousands of acres in Williamson County which had been improved by 1860 were neglected during this period. "As late as 1870, five years after the war was over, only 18,000 acres in the county were classified as improved, almost 15% fewer than in 1860." The result of this neglect reduced agricultural property value by one-half to what it was when the war began (Lefler. 2000, p. 23).

Georgetown was not immune to the difficulties presented during the Reconstruction period. "Growth halted, and there was fear and distrust everywhere." The community divided loyalties as young men from neighboring families left to defend the Confederacy, and others left to fight for the Union. Some families "disagreed violently within their own ranks about the war, and a few changed their names permanently to avoid being associated with the other branches of their kin. Because of their beliefs, a few men slipped quickly out of town at night to disappear for a time after serious threats to their lives" (Utley, 1988, p. 18).

While the Reconstruction period following the Civil War proved to be difficult and chaotic, some hopeful signs of recovery became apparent. Georgetown began the Reconstruction period positively by becoming incorporated on September 26, 1866. "Only about 320 people lived in Georgetown by 1870, however, and the city blocks were about half-filled with rude huts and small houses" (Utley, 1988, p. 18).

Several Georgetown farmers experienced problems due to a lack of manpower during the war, but cattlemen fared much better. During the war, two Georgetown brothers, Dudley Hiram Snyder and Thomas Shelton Snyder, purchased and delivered cattle to the Commissary Department of the Confederate Army. After the war, joined by a third brother, John Wesley, the Snyder brothers developed one of the most successful

cattle empires of their time. In 1865, they purchased cattle for $4 a head and sold them on the Midwestern market for $30 or $40 a head. With most states still unfenced at the time, the Snyder brothers conducted profitable cattle drives for seventeen years delivering thousands of cattle to Nebraska, Wyoming, Colorado, and Montana (Utley, 1988, p. 18). Through their generous contributions, the Snyder brothers were instrumental in helping Southwestern University establish itself in Georgetown in the 1880s.

John Sparks was another well-known local cattleman who, in time, moved to Nevada and later became its governor. During the late 1870s and early 1880s, Sparks, like the Snyders, "led his herds along the major Texas feeder cattle trail, which went directly through Georgetown, north along Brushy Avenue (currently called Austin Avenue), over and down Jail Hill, and across the San Gabriel River. This trail branched off with equal convenience into the Western, Chisholm, Dodge City, or Shawnee trials to the north." A single drive could have as many as 5,000 cattle passing through the town square and across the street from the courthouse along Brushy Creek, now called Austin Avenue. The cattlemen and the trail bosses would often stop in Georgetown to purchase supplies as needed for the trail ride, which added a much-needed influx of money into the city merchants' coffers. For a period after the war, merchants accepted animal pelts instead of cash for merchandise because the pelts could be traded for goods in trading posts in nearby Bastrop or Brenham (Utley, 1988, p. 18).

Emancipation opened the door to a new social order in Georgetown but sure footing for that order was postponed for almost 100 years. Officially, educating black children would no longer be a job relegated to the black churches or homes. The public school fund was supposed to provide equal financial support for the educational needs of the black children of scholastic age. Unfortunately, the reality of educational

opportunities for black children often remained far less than what was provided for white children.

GEORGETOWN'S FOUNDATIONAL SCHOOL: MALE AND FEMALE ACADEMY

At the end of the Civil War, the Georgetown Male and Female Academy, a new private school, opened. This academy was the first school in Georgetown that left a substantial record, enabling a reasonably accurate portrayal of what the school offered and how it operated.

The booklet A Celebration for All Times, which details the history of the First Presbyterian Church in Georgetown, mentions the Georgetown Male and Female Academy, which met in the church's building. As was often the custom, the pastor, Rev. R. M. Overstreet, served as a schoolmaster of the academy (Eby, 1925, p. 143). Historian Eby described the early preachers who also taught school as being "primarily missionaries, then lovers of learning; in becoming teachers they did not so much desert the pulpit as they annexed the teacher's desk as another form of ministry" (Ibid). Support for this statement is verified in an autobiographical writing of a later pastor of the Presbyterian Church and principal of the Georgetown Male and Female Academy. Rev. John McMurray, principal from 1867 through 1877, stated in his 1906 writings, "Invariably, in my teaching, each daily session was opened with reading a verse or more from the Bible, an exhortation and a short prayer. In this way, I considered I was preaching six days in the week" (J. C. Johnson papers; McMurray autobiographical papers).

Rev. R. M. Overstreet accepted the pastorate of the Presbyterian Church in Georgetown in November 1854 and stayed until 1866 (Roberts, 2004, p. 14). In January 1856, the church purchased a plot of land in Georgetown about 240 feet by 240 feet

located on what is now known as the "north side of 4th Street between Myrtle and Elm Streets" (Ibid, 14). The Presbyterian Church members constructed their first church building, described as a wood frame structure with a chimney and a gallery, on this plot (Ibid, 15). According to Presbyterian Church records, it was in this building that the unincorporated Georgetown Male and Female Academy held classes under the leadership of Rev. Overstreet.

Further documentation of the existence of the school is found in the book, History of Texas Together with Biographical History of Milam, Williamson, Bastrop, Lee and Burleson Counties (1893), in a biographical section on Dr. John E. Walker. He stated that, in 1858, when he came to Georgetown, there was "one church, the Presbyterian, which was also used by members of the Baptist, Methodist, and Christian churches. The schoolhouse was also situated at one end of the church, and was taught by well-qualified and good instructors for those days. Among them were W. H. Henderson, Rev. R. M. Overstreet, of the Presbyterian Church, and Mr. McMurry" (p. 797).

M. W. Northington, the tax assessor-collector for Williamson County, reported that there was a Georgetown Male and Female School in Georgetown in 1858. It was also during 1858 that the Williamson County Board of Examiners formed for the purpose of examining the qualifications of prospective teachers and providing teaching certificates to those who qualified (Scarbrough, 1973, p. 144).

A History of Texas and Texans describes early Georgetown and states, "In 1858 it was a place of about two hundred inhabitants, with a stone courthouse, churches of the Methodist, Christian, Baptist and Presbyterian denominations, and a male and female school" (Johnson, 1914, V. II, p. 807).

The mention of the Georgetown Male and Female Academy in the historical records of the Presbyterian Church coupled with the county tax assessor's record and

additionally in separate resources compiling biographical and historical data pertaining to Williamson County lends credibility to the probability that this academy may have existed prior to its formal incorporation in 1866 by the Texas Legislature.

AN ACT TO INCORPORATE THE MALE AND FEMALE ACADEMY

A formal record of the establishment of the Georgetown Male and Female Academy is found in chapter CLXXI of The Special Laws of The State of Texas when the Eleventh Legislature in 1866 records an act to incorporate the academy. The legislature approved the act on November 9, 1866.

The board of trustees for the Georgetown Male and Female Academy comprised an illustrious group of men with leadership experience and an entrepreneurial spirit. This group oversaw the newly incorporated academy and fostered the proliferation of education in Georgetown.

EPHEMERAL ARTIFACTS FROM THE ACADEMY

Fortunately, J. C. Johnson, the great-great-grandson of the first principal of the incorporated Georgetown Male and Female Academy, preserved a collection of items related to it. His collection includes a variety of valuable ephemera items and, most importantly, the journal of his great-great-grandmother, Kisia Elizabeth "Lizzie" Clamp, who at age 15 married the principal of the Georgetown Male and Female Academy, Rev. John McMurray, a boarder in her family home. As noted earlier, Lizzie began her journal at the approximate age of 13 and continued writing until, as a young mother of five children, she succumbed to tuberculosis at the age of 25. She often wrote of the daily happenings of the academy and other local schools, including a Colored school, and the community. Her journal enables us to go back in time and peer inside the windows of the school, her home with Mr. McMurray, and into the community of Georgetown as it

struggled to adapt to the evolving public school system prior to, during, and after the Civil War.

On October 18, 1866, Lizzie recorded in her journal that there was a "mass meeting of all who were in favor of establishing an Academy here. I expect, or it is to be hoped that such an institution will be established here, for, gracious knows, there is such a thing needed" (Lizzie Clamp McMurray journal, October 18, 1866). The meeting occurred three weeks prior to the time the legislature approved the incorporation of the Georgetown Male and Female Academy on November 9, 1866. Three weeks after the formal establishment of the academy on December 21, 1866, Lizzie wrote that plans were being made for the start of the Georgetown Male and Female Academy. "I suppose the large Academy takes up the first of Feb. I will start to school then the 1st day and go regular for a year or so if nothing prevents me."

A key component to the success of the newly established academy was the selection of the principal, also called the schoolmaster. Lizzie's January 19, 1867, entry stated that the Presbyterian Church had called Rev. John McMurray to serve in the dual capacity of pastor of the church and principal of that academy. Historical records of the local Presbyterian Church confirm that on January 9, 1867, the Presbyterian Church hired or "called" Rev. John McMurray to serve as a "Supply Pastor" for the church for a one-year period from February 1, 1867, to February 1, 1868 with a salary of $300 (specie) to be paid in intervals throughout the year (Roberts, 2000, p. 24). As a supply pastor, Rev. McMurray preached once monthly and fulfilled the role of home missionary by giving sermons in other locations during the month as well. When he preached in other locations, the Methodists and Baptists borrowed the church for their services (Ibid, 33). Deacon C. A. D. Clamp collected the money for Rev. McMurray's salary. Rev. McMurray also received $100 annually from the Presbyterian Mission Board and a

generous annual Christmas missionary box of necessary items and clothing (Ibid, 24). Rev. McMurray began boarding with Lizzie's family under the sponsorship of her father, C. A. D. Clamp, in February 1867. Lizzie's journal entry on January 19, 1867, recorded her thoughts about the new minister and principal.

> Pa got a letter from Mr. McMurray the other day stating the acceptance of principal of the Georgetown Male and Female Academy and also as the Presbyterian minister for this place, but what is worse for me, Pa is going to board him. I dread that – not that I am sorry we will have boarders for I want Pa to have them so I can help to pay for my schooling… Mr. McMurray is a young man, with such large piercing Grey Eyes – that makes me shrink to meet his look. Oh! how us girls dread him, for I expect he will be very strict… (Lizzie Clamp McMurray journal, Janaury19, 1867).

Still, despite her initial apprehension about her family's future boarder, romance blossomed between Lizzie and the Rev. McMurray. After being in Georgetown for five months, the Rev. McMurray, at age 38, married Kisia Elizabeth "Lizzie" Clamp, at age 15. Her journal entries are particularly insightful into the academy because her experiences as the wife of the principal often come when she writes about how she felt her husband was overworked. (Photographs of Lizzie Clamp McMurray and the Rev. John McMurray are located in Appendix B.)

Postcard

Mr. J. C. Johnson's collection of ephemera includes a postcard with the back showing a printed document from 1874 outlining the high school curricular offerings of the academy. The text is shown as Table 1.2 with the original spelling and punctuation, and a photograph can be found in Appendix B.

Table 1.2. Postcard with Curricular Offerings of Georgetown Male and Female Academy

High School - - Male & Female

Georgetown, Texas

- Under the Supervision of –

Rev. J O H N Mc M U R R A Y, A. M.

The present Session closes about Christmas. The next, opens on the 11th day of January 1875, and will continue for six months. The Rates of Tuition, which, as will be seen, are very low, will be payable in advance for the Session; or in installments by the month, or even by the week, if any prefer. If not paid in advance a satisfactory arrangement must be made. Any desiring ultimately to pursue a Collegiate course of instruction, will be prepared to take a high stand in any institution of learning. Every effort will be made to make this SCHOOL First-class. The highest interests of the pupils, in every respect, will be cared for. The best of order will be kept.

RATES PER SESSION

Spelling, Reading, Writing, Arithmetic, Geography,
English Grammar and History, ……..$12,00
Physical Geography, Higher Arithmetic, Algebra,
Geometry, Natural Philosophy, Chemistry, Physiology and Astronomy, ……....$18,00
Rhetoric, Logic, Mental and Moral Philosophy, Bookkeeping, Trigonometry, Surveying, Botony, Geology, Latin and Greek, …….$24,00

Declamation and Composition throughout the Course.

Because this information was presented on the back of a postcard, the listing of curriculum offerings was succinct. Nevertheless, this list suggests that rigorous courses were available in addition to the fundamentals of a basic education. This document, published nine years after the state legislature officially incorporated the Academy, indicates that the school still had the same principal. In the first few decades of the developing Georgetown schools, many transient schools cropped up and disappeared just

as suddenly. Teachers and principals often were considered temporary because many took the position of schoolmaster or teacher as a stepping-stone to another career path (Eby, 1955, p. 293). This recognition makes the longevity of the Georgetown Male and Female Academy with the same principal remarkable.

Rev. McMurray's time as principal soon ended, however. The postcard described above with information about the academy addressed a sensitive issue that eventually caused Rev. McMurray to leave the Academy and Georgetown. The sentence, "Any desiring ultimately to pursue a collegiate course of instruction, will be prepared to take a high stand in any institution of learning," is in response to the perceived threat presented by the recently opened and increasingly thriving Fitting School operated by Southwestern University which was established in Georgetown in 1873. Rev. McMurray responded to this competitive educational opportunity by offering low tuition rates and a promise that his students would be able to "take a high stand in any institution of learning" (J. C. Johnson papers). Despite McMurray's best efforts, the Fitting School quickly dominated the educational arena for scholastic-aged students in the area, and the smaller schools and the Georgetown Male and Female Academy began their decline into obscurity.

Brochure

Examples of ephemera collected by J. C. Johnson in Georgetown include postcards and pamphlets created by the Georgetown Male and Female School's principal Rev. McMurray. One particular piece of ephemera, a one-sided brochure, describes the school. The text is replicated as Table 1.3 with original spelling and punctuation, and a photograph of the actual brochure can be found in Appendix B.

Table 1.3. Male and Female Academy Brochure

M A L E A N D F E M A L E A C A D E M Y

Georgetown, Texas

THE Sessions are two in each year: - The first commences on the first Monday of January, and continues twenty-four weeks. The second begins the Monday nearest the 1st day of September, and continues sixteen weeks – closing just before Christmas. From the 21st day of March till the 21st day of September, School opens each day at 8 A. M., and from the 21st of September till the 21st of March at 8 ½ A. M. The tuition, which is lower than that of many places, is made payable – one half at the beginning and the other half at the middle of each session, and if the first half be not settled by the middle and the second half by the close of the session, the pupil, who is entered for half of a session, will not be longer received.

R U L E S.

1st. No pupil will be allowed, without permission from the Principal, to communicate with any other pupil, or with any person inside or outside the room during school hours, by talking, writing gesturing, or any other means calculated to attract attention.

2nd. No Pupil will be allowed, without permission from the Principal to move from his or her seat during school hours.

3rd. Pupils are forbidden to deface, or in any way injure any property belonging to the Academy or used for academical purposes.

4th. Every Pupil is required to remain on the school premises during the time for recreation, excepting those who go to their homes or boarding houses for dinner, and such shall go and return directly, without any unnecessary delay.

5th. Pupils are required at all times to be kind and respectful to each other.

6th. Pupils are forbidden to use at *any time*, profane or indecorous language, to use intoxicating liqurs, to frequent or lounge about the streets or public places, or to be out at night from their homes or boarding houses.

7th. Pupils are required at all times to be respectful in reference to and towards each member of the Faculty.

Although the actual tuition prices are not shown, the informational brochure interestingly does state that the school's tuition was lower than that of other places, implying the use of competitive pricing to entice students as well as the potential existence of other local schools. The beginning and ending dates for each school session were stated as well as the finer points of making tuition payments. The rules section clearly illuminated the misdeeds that would not be tolerated. Getting out of one's desk or speaking to another pupil without permission from the principal was forbidden. Also forbidden was the practice of pupils being outside of their homes at night. As might be expected, the school prohibited the use of alcohol and profane language.

On April 30, 1868, Lizzie recorded in her journal a particular incident of student misbehavior in great detail. Andrew Jackson Houston, son of the late Sam Houston who died in 1863, was a 13-year-old student at the Georgetown Male and Female Academy in Georgetown. In 1867, after the death of his mother, Margaret Lea Houston, Andrew Jackson Houston and his siblings lived with their oldest sister, Nancy "Nannie" Elizabeth Morrow, and her husband, Captain J. C. S. Morrow, in Georgetown. The Morrows had been married one year when Mrs. Houston died, and Nannie became responsible for her five younger siblings. Lizzie's journal entry about the misbehavior of Andrew Jackson Houston is shown with original spelling and punctuation.

> Yesterday Mr. McMurray kept Andrew Houston in at playtime to get his lesson over (Andrew has caused Mr. McMurray more trouble than four such boys ought to for his size and age). After he was kept in awhile Mr. McMurray let him go to his dinner but he had sent for some switches, and had threatened to whip him. So Andrew came back to school in the evening armed with a revolver. He told Neely [Lizzie's brother] that if his brother (meaning Mr. McMurray) had of went to have whipped him, that he would have had a ____ brother, he said that after school was out with a wave of the revolver Mr. McMurray did not know of his having such a thing there. He kept it hid. When Mr. McMurray found out about it last night, he of course saw about it the first thing this morning. He made Andrew give it up, and on

> account of his impudent talking, sent him home, telling him that he had done all he could for him, had tried to do the best he could by him, then for him to cut up in that manner. We don't have any idea that Mr. Morrow (Andrew's brother-in-law) knows anything about Andrews having a revolver at school. Mr. McMurray went at Noon to see him about it. It is a pretty come out for such a thing to occur. Mr. McMurray thinks there was'ent any danger of his trying to use it, but not much telling what he might have done, had he known he was going to be whipped. He threatened around at a terrible rate among the boys what he would do to Mr. McMurray if he did go to whip him. Oh! Nobody scarcely knows the trials of a school teacher, unless they are one themselves (Lizzie Clamp McMurray journal, October 30, 1868).

On May 4, 1868, Lizzie recorded a further entry about the Andrew Jackson Houston incident, which involved bringing a revolver to school. She wrote:

> That Andrew affair I recon is all settled now, at least I hope it is. Mr. McMurray saw Mr. Morrow about it. He gave Andrew a severe whipping, and made him make satisfactory acknowledgments, and promises to Mr. McMurray, that he would do better hereafter, so Mr. McMurray took him back in school (Lizzie Clamp McMurray journal, May 4, 1968).

From these two journal entries, a reasonable assumption is that corporal punishment was an acceptable form of correction within the academy. However, since the switches were never used in this particular incident, it might indicate that the switches were used only when deemed absolutely necessary. The intervention of Andrew's guardian, Captain J. C. S. Morrow, appears to have made quite an impact on Andrew's behavior, and he was granted reinstatement into the academy. This incident occurred some five years after Sam Houston's death. His paternal wishes about whether or not his son should carry a weapon can be inferred from a letter written by Houston to his older son, Sam Jr., dated February 18, 1859, in which the elder Sam Houston admonished that his son "not carry concealed weapons. I hope that you will never do it…" (Day & Ullom, 1947, p 258). This letter also stated Sam Houston's wishes about what his son should study in school. He specifically mentioned that his son, Sam Jr., should "pay more attention to language, history, geography, and grammar, than to mathematics. If this can

be done delicately, I wish it done, not otherwise" (Ibid). He further stipulated his educational wishes for his sons in section three of his will. It states:

> My will is that my sons should receive solid and useful education, and that no portion of their time should be devoted to the study of abstract science; I greatly desire that they may possess thorough knowledge of the English language, with a good knowledge of the Latin language. I also request that they be instructed in the knowledge of the Holy Scriptures, and next to that, that they be rendered thorough in a knowledge of Geography and History. I wish my sons to be early taught an utter contempt for novels and light reading (Day & Ullom, 1947, p. 278).

Young Andrew Jackson Houston, one of Georgetown Male and Female Academy's most notable students, outgrew his youthful indiscretions and grew to become a prominent and law-abiding citizen. His subsequent accomplishments included gathering a group of Rough Riders for Theodore Roosevelt, serving as a U. S. Marshall, twice being a candidate for governor and being appointed to fill an unexpired term as a U. S. Senator (The Handbook of Texas Online, FH069, Texas State Historical Association).

ADDITIONAL JOURNAL ENTRIES

A key feature in J. C. Johnson's collection of artifacts pertaining to the Georgetown Male and Female Academy is Lizzie's journal. Her 1867 - 1875 journal entries are discussed in this section, along with a synopsis of the journal entries for each year as they relate to schooling in Georgetown. Some of the journal writings are available in Appendix A while others, with more direct contributions to this study, are included in this chapter. All of the journal entries are shown with original spelling and punctuation.

Lizzie's 1867 journal writings reveal several pieces of information about how the academy, and schooling in Georgetown, operated. The 1867 journal entries, located in Appendix A, revealed:

1) Weather affected school attendance.
2) On February 8, 1867, there were 60 pupils in attendance at the academy.
3) McMurray introduced new books to the students.
4) McMurray hired two teacher assistants, Mrs. Sansom whose husband was a ruling elder at the Presbyterian Church, and Miss Annette Arrington.
5) Lizzie considered the rules of the academy to be very strict.
6) Sometimes Lizzie earned both good and poor grades on her assignments leaving the impression that McMurray attempted to grade fairly.
7) On February 23, 1867, there were 71 pupils in attendance.
8) New students could be enrolled throughout the session.
9) Students did not have much free time between homework and chores.
10) A good portion of the students were "grown." Lizzie considered herself grown, and she was 15 years old.
11) The students worked math problems at the blackboard at the front of the room.
12) Students were required to read aloud in the classroom and on special occasions for guests as part of their examination.
13) Students were tested.
14) Married students attended the Academy at times.
15) Lizzie's March 13, 1867, entry states that there would soon be 100 pupils.
16) School would be dismissed due to extreme weather.
17) The academy arranged a picnic for the students and invited guests to join them. (author's note: On April 30, 1870, The Watchman published a notice about the Academy Scholars and other schools enjoying a picnic indicating that this may have become an annual event)
18) School was expected to begin in the fall session on the first Monday of August.
19) Once married, it appears Lizzie did not attend the academy as a pupil.
20) The parents of the pupils prepared a Christmas tree and gave gifts to all the students.
21) There was a five-week interval between Christmas and the beginning of the new session.
22) McMurray's teaching and classroom management style became visible when Lizzie stated that he stood at the back of the class, probably for maintaining classroom behavior for such a large group, while having students work math problems at the blackboard at the front of the room.

The 1868 journal entries offer more pertinent information about the academy and other schools in the area. The complete 1868 journal entry is in Appendix A. A synopsis of the 1868 journal entry reveals the following information:

1) Students continued to enroll during the semester.
2) There were 95 students enrolled by September 16.
3) An assistant was hired, Miss Callie Bealle. It is unknown whether the assistants from the previous years were still employed or if others were hired as assistants for the academy.
4) Out of town families sent their children to attend the academy.
5) Local families took in boarders for the school.
6) Family issues interfered with school business as evidenced by the kidnapping issue.
7) McMurray had to miss a few days of school due to the kidnapping incident involving a student. School was likely dismissed during this time.
8) McMurray organized another school picnic for the pupils and invited the Sunday School to join them.
9) There was an organized Colored school with a teacher, Miss O'Connor from New Orleans. We know that music was part of her curriculum since Lizzie mentioned that she could hear Miss O'Connor singing with her scholars. She also mentioned scholars in the plural leaving the impression that there was more than one student present. This is the first known record of an organized Colored school in Georgetown. Without stating why, Lizzie stated that the school was getting along finely.
10) The academy was scheduled to dismiss the spring session in mid-June.
11) Miss Lily Talbot opened a little school in Georgetown indicating that other schools were still functioning while the academy was in operation.
12) The fall session began August 31, 1868, with 35 pupils and had 41 pupils by September 4.
13) December 18, 1868 was the last day of school for the fall session.

Lizzie's 1869 journal writings are less lengthy, as she had become the mother of a baby and her perspective changed from that of a student to that of the wife of the principal. The 1869 journal, located in Appendix A, provided some interesting facets about the school and the community that included:

1) Four schools were operating during 1869.
2) One of the new schools was run by Mrs. Baker. She had four pupils in addition to her two children.

3) One of the new teachers, Miss Libbie Talbot, got married. It was not stated whether or not she continued her school. She graduated from a northern boarding school, and Lizzie considered her a "very finished lady." She began teaching school in Georgetown the previous year.
4) McMurray had the authority to close the school one week early due to the effect the extreme heat had upon the students. The spring session ended June 18, 1869.
5) The fall session began August 30, 1869, with 19 pupils.
6) McMurray was having difficulty collecting tuition due to "hard times" in the community and was himself in debt from attempting to build a house. Due to his inability to collect tuition, which would remove his indebtedness, he was considering selling his unfinished home.
7) A new dancing school was in Georgetown and was frowned upon by McMurray.
8) The fall session closed in late December earlier than anticipated due to inclement weather.

From Lizzie's brief 1870 journal entries, found in Appendix A, additional information about the Georgetown Male and Female Academy and its principal became apparent.

1) The spring session opened January 31, 1870, with 20 pupils, and the enrollment had increased to 23 pupils within one week.
2) Students continue to enroll after school had begun. The second week the enrollment increased to 26 pupils.
3) The school had its annual picnic at the end of the school year and invited all of Georgetown to attend.
4) McMurray felt disenchanted with teaching and was considering not teaching anymore. He was looking for financial support from the Board of Trustees of the School. They granted him $800 to teach from July 1, 1870, to July 1, 1871.
5) The spring session closed the last week of June.
6) McMurray had to work at school sometimes during the evening, and at one point took his little daughter Vara with him.

Stirrings of a budding public school system are evident in the 1871 journal entries of Lizzie Clamp McMurray. The journal entries are shown below. (Author's note: Journal owner, J. C. Johnson stated that due to the fading or poor quality ink, all writing

in the following entry is very dim and difficult to read. The writing seems to relate to reports of the prospective establishment of public schools.)

July 14, 1871: Georgetown is in quite a stir up. They can't get some of the Officers to work right. When it all gets working well it will be a good thing it is _____ There will be three grades or classes in the school, 1st, 2nd, & 3rd. The salary of the first class teacher will be $110 – a month. That of the 2nd, $75, and the 3rd $50 a month. The teachers have not yet been appointed for this plan. A good many different persons have applied, I believe. Mr. McMurray has applied for 1st class for this place. [He] does not know yet whether he will be appointed. It is generally thought that he will be. The school is to begin the 1st of Sept. and last 5 mo. There must be 10 mo. [of] school in the year. It will be good wages for us, if he gets the appointment. My only fear is that it will be too great a tax on him – to teach and attend rightly to his preaching. He will not pledge himself for any – length of time; so if he finds it is too much he can notify the Board and as soon as another teacher can be obtained, withdraw.

November 12, 1871: Yesterday we had quite a crowd here most of the day. Persons applying for a cirtificate to teach. The Director – Dr. Masterson appointed Mr McMurray as temporary Examiner. He examined four persons yesterday. Three Ladies and a gentleman. Miss Anna Talbot was one.

From the two 1871 journal entries, new information was found pertaining to a different school system than the Academy. It was probably an early effort to establish the public school system in Georgetown. McMurray applied for the position of a first class teacher at the new school system. The 1871 journal entries revealed:

1) The community was in a "stir up" about some of the officers not working properly and, therefore, hindering the establishment of the new school system.
2) The salary schedule paid high salaries. McMurray was granted $800 to serve as the principal and teacher for the Georgetown Male and Female Academy for an entire year.
3) McMurray applied for a first class teaching position. Being tired of teaching may have been part of the reason he did not apply for the position of principal. Perhaps he desired a less demanding position where someone else had the responsibility for the whole school. His salary at $110 per month would be more than he earned at the academy.
4) McMurray was temporarily appointed to the position of teacher examiner by Dr. Masterson. (It is not clear what position Dr. Masterson held or who he was affiliated with.)

5) McMurray examined four potential candidates for teaching positions, three gentlemen and one lady, Miss Anna Talbot.

These journal entries reveal how teacher examinations were conducted in Georgetown.

January 1, 1872: This evening Mr McMurray bought two hogs and commenced cutting them up, would have got through, but Mr. Talbot brought an old man here to get him to be examined for a teacher.

January 6, 1872: Yesterday evening Mr. Talbot brought another man here to be examined. It is considerable trouble for Mr. McM to be interrupted at any time from his work to spend two or three hours just simply to accomodate people. 'Tis more than I think necessary for him to do so often without a little pay.

The sparse 1872 journal writings provide more information about teacher examinations but pose questions as well. New information gleaned from these journal entries included:

1) McMurray conducted some teacher examinations at his home at various times of the day, including evenings.
2) The teacher examinations took between two to three hours to conduct. McMurray did not receive any extra pay for the extra work involving conducting teacher examinations.

Lizzie's 1873 journal entries provide more insight into the public schools struggling to get established as well as McMurray's struggle to find gainful employment. New information found in her journal includes:

1) There seems to be a difference between the Independent School and the free school. It is highly probable that the free school is the public school.
2) It appears the free school was in operation the previous year as well since Lizzie mentioned it had not started "yet this year."
3) The academy continued its tradition of the year-end picnic in May.
4) McMurray resigned his position as Supply Pastor at the Presbyterian Church in preparation for plans to move to another location where he could earn more money teaching.
5) The school term for the Independent School was described as lasting six months from January to June.

6) The August 24, 1873 entry mentioned revisions being made in the public school system. Lizzie also wrote "there is not much certainty in the free public school system as yet here." The erratic fluctuations within the public school system did not instill credibility or trust among the local community members.
7) The August 30, 1873 entry mentioned a job offer made to Mr. McMurray by Mr. Peay and others with a school for both boys and girls. Mr. Peay was one of the trustees for the Georgetown College, which transferred its building and land to Southwestern University in 1873, but there is no indication that he served in any capacity with Southwestern University. It is likely that McMurray was teaching at a girls' school completely independent of the university. By September 21, 1873, he had also admitted boys to the school due to the low enrollment of girls.
8) McMurray completed his fall session and planned on opening a spring session the first week in January. He anticipated additional students due to dissatisfaction over tuition rates at the university.

Lizzie's 1874 entries provide further information about schooling in Georgetown. The entire journal entry is in Appendix A, and a summary of new information found in those entries is shown below.

1) The opening of Southwestern University seems to have hurt the attendance of the other local schools as evidenced by the comment Lizzie made about Methodism being the uppermost now.
2) Younger children were attending the school like Vara, who was approximately 6 or 7 years old and the daughter of Lizzie and McMurray.
3) The spring session lasted just over 5 months.
4) McMurray was still preaching to earn extra money to supplement his teaching income.
5) McMurray's school was going to be a free school for the first four months. Since his school session lasted more than four months it appears that the public school fund was able to provide funds for four months and parents would have to pay tuition for the remainder of the session their children attended.
6) The McMurray family took in a student boarder who went home for the holidays.
7) Lizzie's illness continued, and she was concerned about keeping up with all of the household chores with their family plus a boarder so they employed a young Colored girl to help around the house.
8) By October 10, 1874, Mr. Murray's school had 40 students enrolled.
9) McMurray implemented student public readings and public speaking into his curriculum on a regular basis on Friday afternoons. Visitors were permitted.

10) McMurray was able to be paid regularly in the capacity of a public school teacher as opposed to the time when he had to collect tuition himself.

It is unknown why McMurray did not teach another session in Georgetown, but apparently he took a job surveying land for a period of time before resuming teaching in another town. Lizzie mentioned in earlier journal entries that McMurray felt he could do more good in another location and perhaps that was why he decided to pursue the move to a school in another community. Whatever the reason, the McMurrays were no longer in Georgetown, and Lizzie's journal entries were written about a different school and a different community. Her journal provides a rare and intimate glimpse into the world of the Georgetown Male and Female Academy as well as the other schools in the community and rich insight into workings of this academy during the 1860s and 1870s, insights made available thanks to the gracious generosity of Mr. J. C. Johnson, the owner of the ephemeral artifacts pertaining to the academy.

Lizzie Clamp McMurray's journal entries for 1875 revealed that Mr. McMurray was not teaching in Georgetown during the spring semester of 1875; he was employed as a surveyor; and that they were going to move. McMurray left Georgetown in 1875 when he felt "shoved out" by the founding of an institution of higher learning, Southwestern University (J. C. Johnson papers, McMurray autobiographical papers). The university's collegiate courses were not detrimental to the success of the Academy, but the new Fitting School, boys' high school, girls' high school and eventually an elementary school were in direct competition with the Academy. With the university boasting college professors as teachers for the Fitting School, Mr. McMurray left Georgetown to oversee Gillends Creek Academy, near Manor, Texas, in 1875 and then moved on to the Taylor Academy in 1879, where, unfortunately, Lizzie later died in 1880 at the young age of 25 (J. C. Johnson papers).

CURRICULUM

Prior to the beginning of lessons, Rev. McMurray, principal of the academy from February 1867 through September 1875, began each morning by reading one or more verses of the Bible to the students, presenting an exhortation and then a short prayer. Once this was completed, lessons commenced (J. C. Johnson papers, McMurray autobiographical papers).

Rev. McMurray's academic credentials were admirable. He had taken a "literary course of study" from Hanover College. He was able to enter college as a sophomore in 1854 due to self-taught extended studies he completed at home. He described this experience, stating, "I remarked to the faculty that the branches of the freshman year had been gone over by me at home, but I wished them to examine me on those branches of study and thereby determine whether I could be entered as a sophomore. They did, and advanced me, and therefore I got my diploma in the year 1857" (J. C. Johnson papers). Afterwards, he went east to Princeton's Theological Seminary and completed his work there in 1860 (Ibid). Prior to coming to Georgetown, he was the pastor of a church in Columbus, Texas, in 1863. During the Civil War, the teachers of the local school in Columbus were called away to duty, and he took over the responsibility of schoolmaster and teacher. Then, in 1866, he served as principal of a school in Mountain City until he left to come to Georgetown in 1867 as supply pastor and principal of the Georgetown Male and Female Academy (Ibid). His educational training lent credibility to the educational foundation of the academy and to his ability to select well-qualified teachers to properly instruct the varied areas of the curriculum.

The March 23, 1867, issue of The Watchman provided additional information about the academy when the Board of Trustees of the Georgetown Male and Female Academy placed an advertisement which announced its new academy and detailed the

curricular offerings. The school's scholastic term lasted five months, and tuition payments were to be paid in advance in "specie, or its equivalent in U. S. currency." The academy was to "commence its first session on Monday, the 4th day of February, 1867" with the Rev. J. McMurray, pastor of the Presbyterian Church in Georgetown, in the role of principal with a "good corps of assistants." The curricular offerings of the academy were listed as:

Primary Department:

Comprising Spelling, Reading and first principles of Writing and Arithmetic:	$10,00
For Writing, Arithmetic, Grammar, Geography and first principles of Philosophy:	$15,00
For Algebra, Geometry, Philosophy, Chemistry, Physiology and Rhetoric:	$20,00
For Latin, Greek, French and higher Mathematics:	$25,00
For Music and use of piano:	$30,00

Parties wishing further information are referred to any member of the Board of Trustees, to wit: Rev. J. S. Abbott, President, R. Sansom, E. W. Talbott, U. H Anderson, Cyrus Eubank, J. J. Stubblefield, W. K. Makemson, J. T. Coffee and F. L. Price. Board can be had in private families at moderate rates (The Watchman, March 23, 1867).

In the August 24, 1867, issue of The Watchman, the Georgetown Male and Female Academy ran a large advertisement announcing its second term offerings. This term was to commence on Monday, August 5, 1867. The Rev. J. McMurray was still the principal, and Miss Annette Arrington was his first assistant. The curricular offerings were much more extensive than the first session advertisement. This advertisement, shown as Table 1.4 with the original spelling and punctuation, delineated the following classifications and rates for tuition that were adopted by its board of trustees.

Table 1.4. Second Term Offerings: Male and Female Academy

COMMON SCHOOL DEPARTMENT:

First Year per Month $2.00
1ST term – Alphabets of Letters and Figures; Spelling in Monosylables
2nd term – Spelling in Monosylables and Dyssylables; First Reader; Arabic and Roman Notation (Black Board Exercise).

Second Year per Month $2.50
1st term – First Reader finished and Second begun; Spelling in polysylables; First lessons in Addition and Subtraction; Penmanship.
2nd term – Spelling; Second Reader; Primary Arithmetic; Second Geography; Penmanship.

Third Year per Month $3.00
1st term – Third Reader; Third Geography; Primary Grammar; Penmanship; Intellectual Arithmetic.
2nd term – Third Reader; Primary Grammar; First Lessons in Composition; Intellectual Arithmetic; Geography.

Fourth Year per Month $3.50
1st term – Fourth Reader; English Grammar (practical); Latin Grammar; Practical Arithmetic; Physical Geography.
2nd term – History U. S.; English Grammar (practical); Latin Reader; Practical Arithmetic; Algebra (First Lessons); Bible History.

ACADEMIC DEPARTMENT

Freshmen Class per Month $4.00
1st term – Algebra; Latin Reader; Greek Grammar; Geometry.
2nd term – Algebra; Latin; Greek Reader; Plane Trigonometry; Physiology.

Sophomore Class per Month $5.00
1st term – Latin; Greek; Spherical Trigonometry; Rhetoric.
2nd term – Latin; Greek; Surveying and Navigation; Natural Phylosophy.

Junior Class per Month $5.00
1st term – Latin; Greek; Analytical Geometry; Chemistry; Political Economy.
2nd term – Latin; Greek; Logic; Botany; Natural Theology; Agricultural Chemistry.

Senior Class per Month $5.00
1st term – Astronomy; Civil Engineering; Science of Government.
2nd term – Geology and Mineralogy; Mental and Moral Phylosophy; Evidences of Christianity.

Declamations and Compositions will be required from the 3rd year of the Common School Department through the Academic Department.
French, Spanish, &c., and Book–Keeping; Extra Charges.
Pupils can take an irregular course of study if desired.
TERMS – payable quarterly in advance.
For further information, parties are referred to any member of the Board of Trustees, namely: R. Sansom, E. W. Talbot, U. H. Anderson, Cyrus Eubank, J. J. Stubblefield, W. K. Makemsom, J. T. Coffee and F. L. Price, Secretary.
[signed] THOS. P. HUGHES, President.

The Common School curricular offerings were for the younger students learning their basics, such as the alphabet, writing, grammar, spelling, numbers, addition and subtraction, geography, and penmanship. These offerings supplied the first four years of schooling. Some of the students attending the academy may have learned some of the basic educational offerings at home or at a neighborhood "school" where a parent or older child taught smaller children the fundamentals of reading and writing for nominal tuition fees. From the 1850s through the 1870s, most schools in the South provided educational training through what would be described today as approximately eighth grade. The traditional twelve-grade offerings of our current society were not yet in place.

The upper level curricular offerings of the Academy were similar to those available in other states. In fact, many of the academic department curricular offerings mirror those of the Central High School (CHS) in Philadelphia (Labaree, 1988, p. 24, 25, 144 – 145). The curriculum taught at CHS in the years 1851 and 1863 also included many of the same course titles offered at the academy in Georgetown.

In 1850, both schools offered classes in Latin, Greek, algebra, geometry, spherical trigonometry, rhetoric, plane trigonometry, natural philosophy, chemistry, political

economy, and composition. The Georgetown Male and Female Academy offered French, Spanish, and bookkeeping, also taught at the CHS, for an additional fee. The surveying and navigation course taught at the Academy was likely similar to the mechanical drawing and surveying course offered at the CHS. In 1863, CHS added courses taught at the Academy such as mental philosophy, astronomy, and incorporated logic into a composition course, which was likely similar to the logic course taught at the Academy. The course offerings presented by the academy that were not on the CHS's list of course offerings included botany, science of government, agricultural chemistry, geology, and mineralogy. CHS, on the other hand, offered a wider variety of science courses such as physics and chemistry (Labaree, 1988, p. 24, 25, 144 – 145).

In 1863, CHS eliminated Greek and Spanish while still offering German and French. CHS also offered a history course and additional math courses titled differential calculus and mensuration. Additional courses offered by the academy with religious themes included natural theology and evidences of Christianity. CHS offered no overtly religious courses (Ibid).

While the course selections of the two high schools were not identical, the core curriculum bore remarkable similarities. McMurray's college experience on the east coast may have prepared him to recognize the necessity for a rigorous curriculum.

THE 1869 CONSTITUTION

The Reconstruction period resulted in another new constitution for Texas. The Constitution of 1869 introduced several changes including some that affected education in the state. Some sections of the new Constitution that related to education included the newly established scholastic age, compulsory education, and the removal of separate schooling for black and white children, three sections that were more offensive to

Georgetown residents than other sections. The new mandates clearly reflected the philosophical beliefs of the day that were embraced by Northerners and eschewed by Southerners. Tension and bitter opposition predictably developed.

Although the new public school laws established by the 1869 Constitution may not seem unusual today, they were widely considered by Southerners to be radical at the time, and great opposition was raised against them. "The reaction they evoked, in the form of hatred for compulsory attendance, education of Negroes, alleged extravagance, and Northern textbooks, was to have long-lasting harmful effects on education" (TEA, Pearson, 1969, p. 1202). Particular areas of concern for Texans in the 1869 Constitution are discussed further below.

SCHOLASTIC AGE

Article IX, Section 1, made it the duty of the legislature to make provision for the support and maintenance of public schools for students from the scholastic ages of six to eighteen years. This provision was an area of particular offense to many Southerners. They believed that six years of age was too young to attend school and eighteen was too old. Also, the poverty experienced by many Southerners after the Civil War necessitated that the older boys work the farm or ranch and that the older girls help sustain the family, which made this particular mandate almost impossible to manage. Later, after election of democratic leadership in Texas, a new constitution was drafted in 1876 that amended the inclusive scholastic ages from eight to fourteen years (Eby, 1955 p.164; TEA, Pearson, 1969, p. 1202).

COMPULSORY EDUCATION

The 1869 Constitution also provided for compulsory education. This controversial issue was extremely offensive to Texans who embraced Southern belief systems about

family life and culture. Many parents believed that one of their most sacred parental duties and rights was the religious and educational training of their children. Compulsory attendance at school was even a novel idea in Northern states. "At this time only two states, Massachusetts and Vermont, had adopted the policy of compelling attendance" (Eby, 1925, p.164).

Another reason for resistance to the compulsory attendance portion of the Constitution was that Texas children helped their families in agricultural endeavors, such as cotton production. Prior to the new Constitution, children would not attend school during particular seasons involving cultivating, growing, and gathering the crops because they assisted on the family farm. The compulsory education requirement mandated the child attend school regardless of the family's need to have the child's help at home. Southerners, largely reliant on agriculture, were outraged by this section of the Constitution that reached into their homes and disrupted the management of their own business and the rearing of their children.

SCHOOLING OF BLACK AND WHITE CHILDREN TOGETHER

Although the 1869 Constitution avoided phrasing that required the establishment of combined schooling for black and white children, its language opened the door to this controversial practice. The Freedman's Bureau placed this issue onto center stage in the state arena. Established in 1865 by a congressional act, the Freedman's Bureau had widespread influence and authority over decisions being made about the development of schools in the post-Civil War South. Despite efforts to mix children of different races in one school, Georgetown maintained separate schools for its children. Almost 100 years after the 1869 Constitution, Georgetown ISD school trustees finally opened the doors to the schoolhouse to allow all children regardless of race to attend the same school.

The June 11, 1870, issue of The Watchman published an editorial written by The State Journal entitled "A Sweeping Bill." This editorial attacked a bill presented by Mr. Charles Summer of Massachusetts pushing to make "it unlawful any color prejudice to be indulged in by common carriers" such as theatre owners, public schools, innkeepers and churches (The Watchman, June 11, 1870). The editor proposed that this bill, if passed, would establish mixed schools. Senator Charles Summer, a radical politician even within his party, "led a band of Congressional radicals who wanted to force southern states to adopt policies forbidding segregation, even though there was little popular sentiment for the idea in the northern states" (Urban & Wagoner, 2000, p. 146). Because of fractured support from both sides, this bill did not pass, much to the relief of white Southerners.

The notion of "mixed schools" was met with skepticism and opposition according to the May 21, 1870, issue of The Watchman, when an editorial copied from The Belton Journal, a neighboring town's newspaper, titled "Mixed Schools," was published. The editorial criticized Republican Governor Edmund J. Davis for supporting the appointment of Mr. Haselmeyer, over Joseph W. Talbot, a Williamson County nominee, for the position of superintendent of schools for the state. Eventually, Governor Davis appointed Jacob C. DeGress as the first superintendent of public schools who served from 1871 to 1874 when Davis lost the gubernatorial election to Democrat Richard Coke (Eby 1925, p. 161). The May 21, 1870 editorial posited that Governor Davis was open to the idea of combining schools for black and white students because of political reasons, and, therefore, recommended Haselmeyer because of his sympathies for racially combined schools. Talbot remained noncommittal about combined schooling for black and white students before the Senate, and the newspaper chose not to endorse him for the position. The editorial continued to criticize the Senate and encouraged it to see its "naked fanaticism" involving the school law. The editorial then admonished them to "look into

their hearts, if they have any, and ask for their sincere convictions" (The Watchman, May 21, 1870). Lastly, the editorial posited that the Northern states were not as affected by this fanatical school law because to them it was an abstract notion, compared to a woefully practical reality to Texas. This editorial piece, rerun in The Watchman, probably reflected the concerns of many in the area.

The May 14, 1870, issue of The Watchman stated that J. W. Talbot was rejected because the Senate was not clear about his position on the issue of combining schools for black and white students. The article further stated that a "large majority of the Senate was opposed to the idea of mixed schools and believed that they were sustained by the masses of the people, white and Colored, republicans and democrats" (May 14, 1870; May 21, 1870). This article indicated that even though the 1869 Constitution required funding for educating all the scholastic-aged children in Texas, the Senate made an effort to fulfill this requirement to the letter of the law and no more. The Negro child would receive the benefit of the public school fund, but the Senate would not agree to racially combined schooling. The final outcome would be making provision for educating the Negro child in a facility separate from the white school (The Watchman, May 14, 1870).

The preserved journal writings of Lizzie Clamp McMurray include passages about the black school in Georgetown. On Friday, May 8, 1868, she wrote, "The Colored School began last Monday. Miss O'Connor from New Orleans is the teacher." An additional entry on Tuesday, May 19, 1868, stated, "We heard Miss O'Connor singing with her scholars this morning. She is getting along finely with her school I believe" (Lizzie Clamp McMurray journal, May 8, 1868; May 19, 1868). During this time, it appears that there was a separate black school in operation in Georgetown with at least one teacher and more than one student since the students are referred to in the plural as "scholars."

LOCAL REACTION TO THE 1869 CONSTITUTION

Very limited resources are available to ascertain the public sentiment of Georgetown residents about the new educational changes set forth by the 1869 Constitution. The city did not become incorporated and assume control of the schools until 1894; therefore no school board minutes are available to study. The most consistently preserved newspaper in the region, The Williamson County Sun, hereinafter called The Sun, did not begin publication until 1877. The Watchman was the only newspaper published in Georgetown immediately following the war. Unfortunately available only in incomplete sets at The University of Texas at Austin's Center for American History from 1867 – 1871, The Watchman does provide some insight into how the new constitution affected Georgetown and the state in general.

In addition to the editorials published by The Watchman pertaining to "mixed" schooling, a few articles exist which cast some light onto the local sentiment about the new constitution. An editorial by W. K Foster, editor of The Watchman, provided a synopsis of the 1869 Constitution to its subscribers. He began by offering the following opening remarks. "We have now no time for wondering. The great change provided in the new constitution is now upon the people of Texas, and he is a shrewd one who can get the 'whole hang of it.' The people must hurry to be up with the workings of this new machine. For the benefit of our readers, we publish a brief statement of some of the more important changes." Pertaining to the public school law section of the constitution, he wrote:

1) Free public schools were to be established for all children between the ages of six and eighteen years
2) Funding for the School Fund would come from:
   A) All funds and lands etc. heretofore set apart for public schools
   B) One-fourth of the State Revenue
   C) A poll tax of $1 on all males

D) All lands heretofore given to counties
E) Lands granted to Railroads not alienated by their charters are forfeited to the School Fund

3) Legislature shall pass laws to compel attendance of children for four months in either a public or private school

The governor's message to the Texas Senate (published in the May 7, 1870, issue of The Watchman) began, "So long time has elapsed since the session, within this State, of a body competent to legislate, that your duties must be many, and their performances tedious and laborious. In addition to ordinary matters of legislation, you will find it incumbent upon you to remodel, to a great extent, the General Statutes, and to accommodate them to the new order of things, and to the radical changes engrafted on our institutions by the constitution lately adopted." With regard to education, the governor next stated that there was no better civilizer than a liberal system of education, and further, that, "The success of Republican institutions and universal suffrage is assured by universal education." From this platform he began to discuss the necessity of creating a solid educational system in Texas through its perpetual school fund.

CONSTITUTION OF 1876

"Reconstruction rule in Texas ended with the defeat of Republican Governor Edmund J. Davis by Democrat Richard Coke in the election of 1873" (Evans, 1955, p. 96). "The drafting of a new constitution was a high priority for Governor Coke and it was completed November 4, 1875, and ratified on February 15, 1876" (McDaniel, 1977, p. 24).

The 1876 Constitution introduced significant changes to the Texas school system. The writing of the new constitution, which began in September 1875, was a bitter affair due to a battle between the two diverse and antagonistic political parties in the state. "At one extreme were many who did not believe in public education in any form, men who

saw it only a new kind of tyranny which had its origin in New England…. At the other extreme were the strong partisans of the highly elaborate and centralized system of the departing radical regime" (Eby, 1925, p. 169). The free school system was a hotly debated topic, and slogans such as "Away with free schools; let every man educate his own child" were heard throughout the convention (Ibid). There were only two areas in the realm of education where both sides could readily agree: separate schools for African American and white children and never again diverting the school fund to other uses (Ibid, 170). The delegates continued to work through each of the difficult and hotly debated topics. For the purpose of this study, two particular topics related to the development of Georgetown schools are examined in more depth. They are the provision for the development of municipal schools, and separate schools for black and white children.

MUNICIPAL SCHOOLS

The School Law of 1876 made provision for an incorporated city or town, with a majority of votes of property owners, to "assume exclusive control of the public school within its city limits" (Evans, 1955, p. 103.) The city was vested with the authority to purchase land and build schoolhouses to promote education within the community, and was also able to levy additional taxes for the support of the school. Georgetown became an incorporated city and assumed control of its public school system in 1894. Details of this event are fully explained in Chapter Three, which explores the approximate time period of 1880 - 1915. This provision was a blend of the best of the old radical regime and the best of the newer 1876 philosophy of providing local control over the schools. Now local leaders would have more control over the schools by being able to tax to increase school funds, select their teachers and their school building sites, while completing state-required reports to state officials.

Another important issue tied to municipal schools was the secularization of the public school system. "The State Board of Education ruled that a school under the direction and control of trustees appointed by a religious denomination is a sectarian school, and that to appropriate public funds to support such schools would violate the constitution and the statutes of Texas" (Ibid, p. 104). Section 16 of the 1876 School Law stated "No School in which sectarian religion is taught shall be entitled to any portion of the available public school fund, nor shall any form of religion be taught in any public free school in this State" (Eby, Source Materials, p. 690). Religiously oriented schools had been common throughout Texas and certainly in Georgetown. With the removal of public school funds to sectarian schools, the public school system began to be looked upon more favorably by the community, gradually becoming the school of choice for many.

SEPARATE SCHOOLS FOR BLACK AND WHITE CHILDREN

Article VII of the 1876 Constitution addressed issues related to education and the public school system. Section 7 of Article VII stated, "Separate school shall be provided for the white and Colored children, and impartial provision shall be made for both." This is the birth of the "separate but equal" notion that perhaps sounded fair in theory but was woefully inadequate in practice. It was immediately apparent how this theory could be abused by reading Section 15 of the School Law of 1876. It stated, "The available public free school fund shall be appropriated in each county for the education alike of white and Colored children, and each race shall receive its just pro rate, as far as practicable, in each county according to the number of children of each race within scholastic age." It is important to note the wording in Section 15, "each race shall receive its just pro rate, as far as practicable…." The wording "as far as practicable" proved to be a huge loophole to allow many communities to justify spending less on the establishment and

maintenance of black schools. Although very little is known of the earliest black schools in Georgetown except for the two references to Miss O'Connor's school mentioned in Lizzie Clamp McMurray's journal, it is generally known that black schools often had to teach with second-hand supplies and books passed down from the white schools. Indeed, the black community would continue to struggle for almost 100 years for truly equal educational opportunities. Unfortunately, the black community's battle in Georgetown would continue until 1966, when a group of black students and parents filed a lawsuit against Georgetown Independent School District to force integration. This suit is addressed in more detail in Chapter Seven.

SOUTHWESTERN UNIVERSITY

The Methodist Episcopal Church, South, established Southwestern University in Georgetown in 1873 by combining and relocating four ailing Texas Methodist colleges and universities. The University initially was known as Texas University until the Texas Legislature stated that a state school should bear the Texas name. On February 6, 1875, the legislature granted the charter to Southwestern University and granted it the rights "which had been conveyed in the charters of Rutersville, Wesleyan, and McKenzie college and Soule University. Rutersville, chartered January 25, 1840, under the Republic of Texas, provided Southwestern with its birth date and made it the oldest institution of higher learning in the state of Texas" (Scarbrough, 1973, p. 246).

THE FITTING SCHOOL

In addition to regular collegiate courses, Southwestern University offered educational opportunities for pre-college age children in its Fitting, or Preparatory, School. This school prepared younger scholastic-aged children academically for entrance into college. The citizens of Georgetown responded hungrily to this new opportunity,

much to the consternation of local school teachers. In fact, the pre-college-aged classes attracted more students than the university itself. During the first session of its operation, it enrolled 33 university students and had to dismiss six of those. Professor C. C. Cody of the university stated during its first session in Georgetown that "66 child pupils [were] receiving impressively the instruction of teachers" in classes below college level (Scarbrough, 1973, 245). The Fitting School taught by college professors quickly replaced the Georgetown Male and Female Academy just as the academy had replaced many of the smaller home schools in place earlier.

Indeed, the Fitting School's affiliation with the university offered an aura of prestige and the perception of a more rigorous education for its students. Rev. McMurray, principal of the Georgetown Male and Female Academy, stated that he was "shoved out, by the founding here, of the Southwestern Methodist University" (J. C. Johnson papers, McMurray autobiographical papers). Clearly, the opening of the Fitting School at Southwestern University changed the complexion of schooling in Georgetown.

Records of advertisements for Southwestern University's Preparatory School have been found in numerous issues of The Sun. An advertisement in its November 8, 1877, issue mentioned that the university offered twelve schools including the Preparatory School and "six members of the faculty teaching at present." Tuition for the scholastic year was $50 or $30 for five months. This advertisement also was published on April 11, 1878. A notice stating "The PREPARATORY Department of the Southwestern University under the auspices of Professor B. D. Dasheill will commence its second term next Monday" was published in the January 24, 1878, issue of The Sun. On August 22, 1878, the same newspaper published an advertisement for Southwestern University stating "THE PREPARATORY DEPARTMENT offers all the advantages of a classical High School. Tuition from $25 to $50 per annum." The Fitting School was obviously in

competition with the private and public schools in the area to solicit student enrollment for scholastic age children. Another Southwestern University advertisement was found in the same August 22 issue of The Sun that stated: "READ THIS. Parties having children of scholastic age and intending to patronize the male or female schools of the University and who wish to receive the benefit of the Public School Fund must report the names of the boys to J. W. Hodges and the girls to M. E. Steele before September the first. After that date the benefit will be forfeited by all not reporting." The public school fund monies were being solicited by all schools in the area, including private schools, religious affiliated schools, and the public school (The Sun, August 22, 1878).

By 1880, Southwestern University had expanded its educational opportunities for scholastic-aged children with the establishment of separate high schools for boys and girls which offered elementary, primary, and intermediate courses in addition to the college preparatory courses already established. This expansion by Southwestern University is examined further in Chapter Two of this study exploring the development of education in Georgetown during the 1880s.

SUMMARY

Historical documentation revealed a variety of types of schools were available in Georgetown from 1850 through 1879. Initially, the city made provision for an academy in 1850 by setting aside a lot for the school to be erected. This action paved the way for establishment of the first public school in Georgetown. Documentation has been provided which offers evidence of the existence of other types of schools in Georgetown, which are listed below along with the teachers connected with them:

1. Private schools taught in the teacher's home or in a specially built school building
   Miss Strachan
   Miss Anne Barnes

Miss Annie Lane
Miss Lucy Harper
Mr. Strictland & daughter with Mr. Henderson & daughter
Mr. McReynolds & Miss Annabelle McReynolds
Libbie Talbot
Mrs. Baker
Miss Young

2. Minister-taught schools
   Rev. Robert M. Overstreet
   Rev. Ledbetter
   Rev. John McMurray
   Miss Annette Arrington (assistant to Rev. McMurray)
   Mrs. Richard Sansom (assistant to Rev. McMurray)
   Miss Callie Bealle (assistant to Rev. McMurray)
3. Private schools taught in homes by older children
   Lizzie Clamp
4. Public schools
   Mr. Russell
   Miss Anna Talbot
   Mr. Robins
   Mr. Stephen Strictland
   Mr. Hemphill
   Miss Hemphill (assistant to Mr. Hemphill)
5. "Colored" school
   Miss O'Connor

Evidence indicates that influential individuals in Georgetown valued education and sought to increase the educational opportunities available within the community. In 1850, after the city government and town square were established, Georgetown made provision for the first academy "to promote the progress of education." The variety of schools cropping up and developing is evidence that the families of Georgetown were attempting to meet the need for educating their children. Lizzie McMurray's journal gave voice to the perceived need for an academy in her October 18, 1866, entry, "I expect, or it is to be hoped that such an institution will be established here, for, gracious knows, there is such a thing needed." Attendance of approximately 100 students leads the reader to believe that there was a substantial base of support for the Georgetown Male

and Female Academy with its principal and teacher who had earned multiple degrees from Hanover and Princeton (Lizzie Clamp McMurray journal, March 13, 1867; September 16, 1868).

After the establishment of the Georgetown Male and Female Academy in 1867, city leaders pushed to create a Georgetown College in 1870 and began a vigorous subscription campaign and collection process, hired an architect, selected a builder, and built a two-story stone structure to house the college. Three years later, Georgetown citizens realized there was potential for a Methodist university to be located in their town. The Georgetown College trustees lost no time in offering to donate the newly constructed college building and the land it sat upon to the Methodist Convention as an enticement to lure the university to make Georgetown its permanent home. Due to "considerable behind-the-scenes efforts by such leaders as Capt. J. C. S. Morrow, D. H. Snyder, and Col. W. C. Dalrymple, the city was selected over four other contenders for the new university" (Utley, 1988, p. 20). This effort pushed Georgetown ahead of the other communities attempting to secure the university, and Southwestern University was established in Georgetown in 1873. Numerous benefits were derived from Southwestern University locating in Georgetown. "Not only did the presence of the university provide a steady and ever-increasing financial base in the community, it helped raise the social and intellectual expectations of Georgetown" (Utley, 1988, p. 20).

A pattern also emerged of supportive parents choosing to place their children in the most academically rigorous educational setting. When a new private school opened that was perceived as superior, the attendance at that school grew, and most of the smaller schools eventually had to close.

Each of these endeavors—the initial provision made for the first academy in Georgetown, the establishment of the Georgetown Male and Female Academy, the

creation of the Georgetown College, and the persistent attempt to secure Georgetown as the location for the new Methodist University—were led by influential leaders who shared a desire to create a better educational situation in Georgetown. They were following the path the founding fathers set forth in the Williamson County Police Court Record in 1850 of promoting the progress of education in Georgetown.

CHAPTER TWO
THE TRANSFORMATION OF SCHOOLING IN GEORGETOWN: FROM PRIVATE SCHOOLS TO THE FREE PUBLIC SCHOOL SYSTEM

The Texas public school system was subjected to extreme philosophical ideologies prior to the Civil War, during Republican control during the Reconstruction period, and then, through the Democratic Party rule beginning in 1876. Unfortunately, yet understandably, this political turmoil left the state's fragile public school system disorganized and unstable by 1880. Georgetown residents, like many other Texans, had valid reasons to distrust the unreliable and erratically managed public school system. Consequently, many Georgetown parents chose a private school for the education of their children. Published articles in the local newspaper blasted the public school as a "humbug," a "cheat," and a "curse." However, almost 40 years later and before the end of the First World War in 1918, Georgetown residents perceived that their local public school was the premiere educational institute in town. Published articles in the local newspaper reflected this changed perception and referred to the school as "our hope for the future." This remarkable change of public opinion can be attributed to specific events that occurred between 1884 and 1918 that literally transformed the public school system in Georgetown, Texas. This chapter focuses on these pivotal events as the keys to exploring the transformation of schooling in Georgetown.

A key factor in this transformation was the intervention of groups of influential Georgetown residents who took specific steps to promote the progress of education. For example, evidence of a desire to create an educational environment in Georgetown was

present in 1888 when Georgetown residents collected and donated $10,000 and granted the use of 200 acres in an effort to secure the establishment of a Chautauqua encampment in Georgetown. The Chautauqua movement that swept across the nation during the 1880s embraced cultural entertainment and promoted literacy and the arts and brought nationally known speakers, preachers, professors and vocalists to Georgetown. Southwestern University participated in the Chautauqua program by providing teacher training in the form of Summer Normal courses taught by various university professors including those from Southwestern University. The association established between Southwestern University and the public school teachers helped elevate the community opinion of public school teacher qualification and facilitated the shift from the private schools to the public school system within Georgetown.

Another example occurred in 1894 when Georgetown residents voted to assume control over the public school and create an independent school district. This allowed the community to raise taxes and build a new public school in 1895. The willingness of Georgetown residents to raise taxes to build a new school further illustrates their support of promoting the progress of education for their children.

References to Georgetown as an education center appeared in the local newspaper. For example, in 1892, an editorial in The Sun described the attributes of Georgetown and described the community as the educational center in the county. In 1904, GISD Superintendent A. N. W. Smith presented his second annual report of the school district and stated that there was a great need for an eleven-year educational program with nine months per year. Smith stated that this program was what

Georgetown, as an educational center, required (The Sun, January 28, 1892; September 22, 1904).

In 1915, the Georgetown public school system found a powerful ally when the local and county Parent Teacher organization, the Mother's Club and the School Improvement Club vocally supported the institution of the Texas compulsory attendance law in 1915. These influential groups strongly supported the implementation of the new law and admonished parents to send their children to school rather than seek employment. This new law underscored the permanence of the public school system in Texas and was one of several important factors that were instrumental in changing the perception of Georgetown residents about the public school system.

Questions naturally arise upon encountering such an extreme change in the public perception of any institution, not just those related to the free public school system. Why did the Georgetown residents feel so negatively about the public school system in the 1880s? What events occurred that could facilitate such a radical transformation in public opinion? An understanding of the drastic change in public sentiment regarding the public schools in Georgetown first requires acquiring insight into the general educational circumstances in Texas between 1880 and 1918. For this reason, this chapter offers the broader sweep of events occurring across Texas to assist in appreciating the monumental changes that occurred in the perceptions of Georgetown residents regarding the public school system.

Several key events emerged as critical components that facilitated the drastic sea change of public opinion. These included:

1) the reorganization of Texas Schools through the 1884 School Law;
2) assumption by the city of Georgetown of exclusive control over local public schools in 1894;
3) improved requirements for teacher education;
4) affiliation (accreditation) of the public high schools with the University of Texas;
5) adoption of programs for state approved/adopted textbooks;
6) creation of the University Interscholastic League (UIL);
7) the establishment of a state-wide compulsory attendance law; and
8) other indirect influences: the Peabody Fund and vocal support for the public school system by key influential individuals.

Each of these individual events helped to elevate the status of the public school system in the public's eye and was a critical element in solidifying the school system's position as a reputable and permanent part of the educational landscape of Texas. Before examining how the transformation of public schooling took place, reasons that Georgetown residents were earlier dissatisfied with the local public school system must be understood. Published editorials and letters in local newspapers exhibited to the editor a deep level of discontent about the management of the public schools in Texas as a whole and, specifically, the ineffectiveness of the local school system.

LOCAL SENTIMENT ABOUT THE PUBLIC SCHOOL SYSTEM IN 1879

Georgetown's newspaper, The Sun, published numerous irate letters and negative editorials in 1879 about the free local public schools. Selected letters published during that year are shown below with original spelling and punctuation to offer insight into the particular areas of discontent and causes of concern expressed by Georgetown residents. Three recurrent themes became clear: the short school sessions of three months; the detrimental effect of the free public school system on the preferred private schools; and

the philosophic debate about whether it was morally correct for citizens to pay for the education of other people's children.

For example, an editorial published early that year read, "We have no hesitancy in stating… that children who go to school only three months a year do not learn how to spell, read or write well. In short they are not educated – can not be educated thus – and it is arrant nonsense to make a big blow about 'free schools' and 'public education' and high sounding phrases, when the thing amounts to so little." The editorial continued, "Every thoughtful man knows that, ordinarily, it amounts to nothing to send a child to school for only three months a year, because what is learned one year is forgotten before the next, and the same work is to be done over time and again. And assuming that a boy goes three months during each year from the time he is eight until he is fourteen – six years – at the end of the last term he will only have been the recipient of eighteen months free tuition from the state, and that bestowed in such a manner as to profit him almost nothing" (The Sun, January 16, 1879).

This editorial noted a major cause of public discontent—the short period for the school year offered by the free public school system. Similarly, a letter to the editor also complained about the short school term and took the argument a step further by claiming the situation actually was detrimental to the children. Additionally, the letter writer offered a recommendation to improve the situation. It read in part, "… our pupils are receiving a very small benefit from the profits of the present free school system, and not only is this a fact but it is to some extent destroying the vitality in the progress of education ... We think it had either be swept out entirely or means sufficient appropriated to sustain a five month session" (The Sun, March 27, 1879). The February 13, 1879, issue of The Sun published another letter to the editor that stated "in sparsely settled portions of our state people get no benefit at all from the school tax, nor is it worth much to

anybody for two or three months in the year at school which will never educate our children." The writer continued "…I had rather pay my own tuition than to support the present Free School System with all its deformities" (The Sun, February 13, 1879). Some of the general population in the Georgetown area did not appear pleased with the disorganized public school system and voiced concerns that the short term was virtually worthless. The private schools, which many believed offered a superior education and stability, continued to be the school of choice for many Georgetown residents.

Another element of dissatisfaction with the public schools' short terms was the potential disruption of those three months due to a lack of state-provided school funds. In regard to this concern, private schools excelled because they were controlled locally by the teacher; whereas the public school system's finances remained at the mercy of the legislature. When the school fund was low, officials closed the schools regardless of whether or not the three months had been completed. In the fall of 1878, Governor R. B. Hubbard, Stephen H. Darden, Comptroller, and I. G. Searcy, Secretary of the State Board of Education, signed a letter addressed to the state's citizens. Georgetown's local newspaper reprinted the letter originally published in The Austin Statesman. An excerpt reads:

> Disorganization of the public free school system must result in the fact that under the law of the Fifteenth Legislature, and consequent meeting of the board of education, only $300,000 may be used for educational purposes until after December 31, 1878: while $900,000 is the estimated sum due public free schools for the present scholastic years. Schools have been organized with the purpose of using the free school fund in September, October, November and December, and pupils have already been admitted to schools upon this condition. The sum allowed before the end of the year, at $1.50 per month to each pupil will hardly maintain free schools for one month, and suspension comes until the ligislation [sic] may be had to cure the matter. In considering the intermission and its consequent determent to the system, it seems that the better course in the interest of education would be for teachers to extend the free school term altogether beyond December 31, thus allowing

> a continued term instead of one with a ruinous intermission. If pupils be taught one month now, and two months again next spring, it may be well understood that the tuition is almost valueless to the pupil. Before pupils are fairly started in studies their work is thus to be suspended, and the purposes for which these free schools are instituted are correspondingly defeated ("Public Free School Suspended," The Sun, September 12, 1878).

Even those closely affiliated with the state's public school system were aware of the glaring inefficiencies present in the Texas public schools. The foregoing letter makes clear with whom they believe the problem resides. The letter described the legislature as causing "disorganization" in the public school system of Texas by being willing to cause interruptions in the school term. The Governor found their action unacceptable and described the interruption as detrimental and "ruinous." The intense dissatisfaction was by this time reaching a fevered pitch across the state, and Georgetown residents were not reluctant to express their views about the erratic and inefficient public school system.

The Sun's editor continued his diatribe against public schools.

> We still say our free school system is a cheat, a delusion, a humbug, because it cost a million of dollars a year and it does not educate as well our children were educated before we had it … We think it would accomplish much more good by being paid for tuition to the teachers of private schools, thus building up, instead of destroying, as is now the case, all private educational enterprises. Those most conversant with public school systems all agree that such a system cannot operate efficiently without the destruction of private schools. It is even now a difficult matter throughout this country to at least maintain anything like respectable private neighborhood schools, and he must unquestionably admit that this results from the operation of our public school system. … We do not believe that any thoughtful man can close his eyes to the fact that the educational interests of Texas are languishing under our present system (The Sun, January 30, 1879).

Another hotly contested point of contention with the free public school system was the philosophic belief that the public school law was morally wrong to require citizens to pay for the education of other people's children. A letter to the editor clearly states this position. "I am persuaded to believe that the free school system should stop. It

is a curse to our country. It is a very common thing at the present day for every lazy fop to try to get into a free school … They ought not to expect other men to pay for their education" (The Sun, March 13 1879). This writer obviously believed that the free public school system was, in essence, operated as a charitable entity and should be discontinued.

The Sun reprinted a letter to the editor of The Statesman that espoused the same view as the previous letter to its editor. Excerpts from the letter include statements such as "…not only is the independent, industrious, toiling citizen forced to pay for the tutelage of the children of the worthless or mean and selfish owner of the homestead nearby, but his money must go to distant counties that never pay a dollar to the common fund ... honest, toiling people began to contemplate governments much as they do highway robbers ... Must [Georgetown children] be trained from childhood to be dependent upon this public charity" (The Sun, February 6, 1879). The philosophical moral dilemma over the very nature of the free public schools prevalent in the 1860s and early 1870s remained an issue in 1879.

Supporting this position was another letter to the editor in which the writer stated, "The State commits a wrong when it takes the money made by the labor of one citizen and applies to the education of the child of another citizen. And to this we are firmly and unalterably opposed" (The Sun, January 30, 1879). This writer did not oppose the use of the nominal state provision of school funds to pay for the education of all children but strongly opposed taxation to pay for education.

The Sun published another viewpoint that supported the notion of not paying for the education of another man's children through taxation. It came in a reprinted editorial from The Galveston News. It stated:

> …Why should one man be taxed to hang the child of another, why should one man be taxed to send the child of another to the house of correction, to the penitentiary, to the poorhouse, to the insane asylum? Why should one

> man be taxed to maintain indigent hospitals, founding an orphans establishment for the children of mothers? Why should one man be taxed to defray the cost of criminal courts and the cost of police forces for the protection of society against the vicious propensities and lawless lives of the children of others? The hardship is greater, the burden incalculably greater, and being taxed on all these accounts, than ending taxed for the one grand, primary, supreme preventive remedy of education. No man who participates in the government of the people, for the people, can have one spark of a proper sense of his duties and responsibilities of a citizen, if he feels no solicitude about the education of the children of other citizens and is content with private provision for the education of his own children, or none at all (The Sun, March 6, 1879).

It appears that editors of local newspapers took full advantage of their readership by utilizing the newspaper, in much the same manner as the proverbial preacher pounding the pulpit, to get out their messages.

Some citizens and newspaper editors were strongly dissatisfied with the public schools of the time for what may be recognized as legitimate reasons. The problem was so large that many across the state were again raising the pre-Civil War banner to abolish the state-run public schools and to let parents be responsible for the education of their children. Yet, a significant transformation in public schooling began in the mid-1880s and continued through the early1900s, which revolutionized citizens' perceptions of the public schools.

G. S. Sneed, Chief Clerk in the State Department of Education and editor of The Texas Review, remarked "One fact is certain, the expressed sentiment of 1874 and the sentiment of 1886 in regard to public free schools are as differently flavored as though a new race had sprung up on Texas soil – educated under a different system and indoctrinated with different ideas, teaching a new philosophy of government" (Eby, 1925, p. 193). In 1881, Dr. Barnas Sears, an administrator of the Peabody Fund, stated "A remarkable change has taken place in the views of the best citizens; and to-day no politician ventures to oppose increasing the appropriation to the constitutional limit"

(Ibid). The more efficiently run public school system was gaining notice and notoriety with educators and parents alike. Many communities, including Georgetown, began the unsettling journey of transitioning away from the comfortable local private schools, and the town's children slowly migrated to the free public school system. The first step in this remarkable transformation had it roots in the 1884 School Law.

SCHOOL LAW OF 1884: REORGANIZATION OF TEXAS SCHOOLS

The 1884 School Law drew from ideas originating in vastly different political camps. The main tenants of the new school law were:

1) establishment of the position of state school superintendent
2) division of all counties into school districts with particular exceptions
3) local or district taxation permitted up to 20 cents on the $100 valuation of real property as long as 2/3 of the voters approved the tax
4) state taxation approved up to 20 cents on the $100 valuation of real property to be collected for the purpose of supporting the schools for a 6 month session, and
5) investment of schools' fund monies in bonds (Eby, 1925, p. 195).

Leaders in education considered the passage of this new school law a pivotal point in education at that time. State Board of Education Secretary B.M. Baker stated after the passage of the new school law, "Friends of education can feel assured that our public free schools have passed the experimental stage and have so firmly fixed themselves in public esteem as to stand in no danger of discontinuance" (Ibid, p. 196).

A key element of the new school law was the implementation of taxation to support the free public school system. The passage of this amendment elevated the school system to a permanent fixture of the government and established the philosophical belief that the government's duty was to support and maintain the educational system for all its children. This legislation was the beginning of a drastic shift in public opinion

across Texas from reliance on church or private schools and distrust of the locally controlled community school system. Eby stated "… the state no longer left education to the whims of parents or to the uncertain operation of the church, but undertook independently to control the forming of the character of its youth. Childhood was henceforth under the guardianship of the state" (Ibid, p. 197). The free public school system finally had a foundation upon which it could develop.

Many educators and parents throughout Texas read with interest about the reorganization of the public schools. The Sun published the new school law in its entirety and wrote explanatory editorials. The Texas School Journal, the official organ of the state's Department of Education (DOE), also published the new school law in its entirety. This new law stirred interest in the public school system and flamed a spark of hope concerning what the floundering school system could become (The Sun, February 28, 1884; The Texas School Journal, February 1884, V. II, no. 2, p. 57-66).

The 1884 School Law also addressed specific details relating to the structure and operation of the public schools such as the required curriculum. It required schools to teach "orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, composition, and such other branches as might be directed by the trustees or the state superintendent" (Evans, 1955, p. 107). The new law also required the school year to be not less than six months each year.

Additionally, the law stipulated in Section 7 Article 7 that "separate schools shall be provided for the white and Colored children and impartial provision shall be made for both" (The Sun, February 28, 1884). To further support the mandate of providing separate schools, the law stipulated in Sections 7 and 8 that no schools comprised of white and Colored races would receive any aid from the school fund. The phrase "Colored race" was defined in this law to include children whose parentage, back to the

third generation, descended a Negro. However, each county, according to the law, must disperse school fund monies for all children, white and Colored, on a pro rata basis determined by the census. Although financial provisions were made for Colored children, the intent of the 1884 School Law clearly was to establish a separation of the races in educational settings (The Sun, February 28, 1884).

Importantly, the new law prohibited the use of any public school funds to support a sectarian school. Therefore, school funds could not be assigned to religious private schools. This important measure removed a system of support for private schools that otherwise would have greatly undermined the efforts of the developing public school system.

The new law also stated that the public school system was to serve children of all races from the age of eight and sixteen years. It established the scholastic week as lasting for five days with school being closed on holidays selected by the board of trustees. It further stipulated that the school day was to be in operation for not less than seven hours daily, and the school month was to contain a minimum of 20 days, and that the scholastic school year was to begin on the first day of September each year and end on the last day of August.

The new School Law of 1884 began a system of uniformity and established basic requirements for the daily operation of the public schools. Minimum requirements were in place, and local school trustees were permitted some allowances with respect to the curriculum and which holidays to celebrate. This law's detailed mandates established the basic structure of the operational system of the public school system, and the new taxation system provided the financial support. These changes poised the free public school system to embark on a journey into new territory.

THE SECULARIZATION OF THE TEXAS PUBLIC SCHOOL SYSTEM

Subsection 3 of Section 8 of Article 7 in the 1884 School Law established the secularization of the public school system by mandating that no public school monies would be paid to support a sectarian school, deviating from the previously permitted dispersal of monies from the public school fund to any school including private, sectarian, and public schools. Permitting the funds to be dispersed to any school drained financial support from the public school system and had a negative impact by actually providing financial aid to private schools. This situation bears similarity to the current heated debate concerning school vouchers. The removal of state financial support to the private and religious schools was the beginning of the decline of private and religious-oriented schools across Texas and specifically in Georgetown. The new law was the vehicle for the public school system to begin its dramatic, albeit gradual, rise to the top of the available educational settings for children in Georgetown.

PRIVATE SCHOOLS

Numerous private schools with religious affiliations flourished in Georgetown in the mid-1870s, and some continued into the early 1880s. The Georgetown Male and Female Academy, with a Presbyterian minister serving as principal and teacher, was the dominant school from 1867 through 1875 enjoying a peak documented enrollment of almost 100 students in 1867. At the same time, the public school struggled to survive during the Reconstruction period. Its operations were extremely erratic, usually offering a free three-month school year and then requiring tuition for added instruction. Private schools without religious affiliation that met in the teacher's home or in a separate building specially constructed to serve as a schoolhouse still operated through the 1880s. An advertisement for the opening of Annie Lane's private school appeared in The Sun, reading "School for boys and girls will begin first Monday in September. Terms $2.50

payable monthly, or $10.00 for term of five months if paid in advance. Incidental fee of $1.00 on entrance. Patrons will receive benefit of public school fund" (The Sun, August 9, 1877). An article in The Sun detailed a party for "young friends" hosted by Lane and her students (The Sun, April 18, 1878).

Another teacher in Georgetown was Lucy Harper. A school notice stating that Harper's school would open on the first Monday of September also noted that "Miss Lucy's patrons will get the benefit of the public school funds" (The Sun, August 23, 1877). Yet another published notice stated that the members of the Georgetown Musical and Literary Society would meet at Lucy Harper's schoolhouse (The Sun, March 21, 1878). From this article we can deduce that she had a separate building that she used for a school house rather than meeting in her home, and it is reasonable to believe that Harper had an appreciation for literature and music, further situating her in the public's mind as an authoritative educator. In another published notice for Lucy Harper's school, The Sun stated, "The fall term of Miss Lucy Harper's School opens Monday, September 2nd. Those of her patrons who have not added their children's names to the list of the school community, thereby enabling them to receive the benefit of the public fund, can do so by calling at the office of the County Judge after 17th of August" (The Sun, August 22, 1878). Both Annie Lane and Lucy Harper advertised that the public school funds could be applied to private school tuition for students if they turned in their names to the County Judge by the prescribed date, attesting to the lack of financial support for the public school. A few years later, The Sun published a school notice for Lucy Harper that stated, "Read the school notice of Miss Lucy Harper, this issue. She will re-open her school Jan. 3rd 1881. Her students will be limited to twenty-six. Miss Lucy is an excellent teacher and we are satisfied her limit will be reached" (The Sun, December 9, 1880). The editor's reference to her as Lucy shows the degree of familiarity she had

attained with the community. The assurance that she would meet the limit of 26 students indicates that she was a teacher in demand. The final statement from the editor that Lucy was an excellent teacher offered a public endorsement of her teaching abilities that did not go unnoticed. In fact, an advertisement by Southwestern University in The Sun stated Lucy Harper had been hired to assist in their preparatory department (The Sun, January 6, 1881). The notice is shown below with original spelling and punctuation:

Schools for Girls

> Miss Lucy Harper will hereafter assist in the Preparatory Department of the Young Ladies School. She will have chief direction of the Elementary and Primary classes. The next Term begins Monday, January 31st, to continue twenty weeks. Tuition is payable in advance to M. E. Steele, Ass't. Treasurer.
>
> Tuition

Elementary class,	$12.50
Primary	10.00
Sub-Primary Class	6.00
Contingent Fee	1.50

> F.A. Mood, Regent
> Georgetown, Texas.

Lucy Harper's private school was no longer in operation, and the university had absorbed its primary competition for school-aged students by hiring the reputable Lucy Harper.

SOUTHWESTERN UNIVERSITY'S PREPARATORY DEPARTMENT

In November 1873 Southwestern University opened in Georgetown with great fanfare and the support of prominent residents in Georgetown. In addition to traditional collegiate courses for college-aged students, the university offered a widely received preparatory school for pre-college-aged students that prospered and dominated the private schools in Georgetown for 43 years until it closed in 1916 (Southwestern University Historical Marker).

The Preparatory School's first series began with 67 "child pupils" enrolled. That year only 33 students enrolled in the collegiate portion of the university, and six of the college-aged students had to be dismissed (Scarbrough, 1973, p. 245). Clearly, Southwestern University's Preparatory School immediately became a strong rival of the Georgetown Male and Female Academy. In fact, no record of the Academy has been found after Rev. McMurray left it in 1875, complaining that he had been "shoved out" by the advent of the preparatory school offered by Southwestern University (J. C. Johnson papers, McMurray autobiographical papers).

From its inception, the university recognized the tremendous financial resource generated by the preparatory department and nurtured and expanded its programs for this younger population as much as it could. During its 43 years of existence, it provided additional educational offerings including a classical boy's and a classical girl's high school, a primary, and grammar school. Numerous advertisements extolled all the attributes of the preparatory school through the years and included helpful, pertinent information for potential out-of-town students. For example, The Sun published an advertisement for Southwestern that included information such as "Hacks may be obtained at any hour for the short ride between Round Rock and Georgetown" (The Sun, April 11, 1878). It also provided information about boarding by stating that "Board, by agreement with families, monthly in advance, from $12.50 to $15.00" (The Sun, April 11, 1878).

Another advertisement for the school read, "The Preparatory Department offers all the advantages of a classical high school. Tuition from $25 to $50 per annum" (The Sun, August 22, 1878). Pertaining to girls in the preparatory department, the advertisement read "Normal and Young Ladies School. Conducted in a distinct building,

and with entirely distinct routine and discipline. Tuition $25 to $60 per annum" (The Sun, August 22, 1878).

Another article indicated that girls attended the preparatory department located in the Young Ladies' School located approximately four blocks west of the main campus. It described advantages of attending the girl's school as being "… unsurpassed in the nation. In addition to the usual curriculum of young ladies' schools, the students have opportunity to acquire German, Spanish or French without extra charge, as well as Latin or Greek. Young ladies intending to make teaching their avocation can take a course entirely parallel with the young men through ancient languages, mathematics, natural science etc" (The Sun, June 24, 1880). The boys enrolled in the preparatory department were actually on campus. The advertisement listed the names and home counties of 28 females who earned distinction in subjects such as mathematics, Latin, and English, and 56 male students who earned distinction in subjects including spelling, reading, botany, primer, Caesar, mathematics, English, geography, United States History, and higher lessons in English. To earn academic distinction in a particular subject area, the student had to earn "an average of four and one half through the term to secure distinction" (The Sun, June 24, 1880). From this article alone it can be deduced that a minimum of 84 students earned distinction in the Preparatory Department at the university, and it is reasonable to assume that there were additional students enrolled that did not earn distinction in any of the mentioned subjects. It is also important to note that from the names of the students who earned academic distinction, one can recognize numerous students as being the children of prominent and financially successful families in leadership roles in Georgetown. Clearly, publishing this list was instrumental in creating a type of "who's who" in academia for the pre-college-aged student.

The university appeared to have regularly published these advertisements about students who achieved distinction. A particular point of interest is that the elementary department boasted both male and female names indicating that both genders of the younger pupils enrolled in the elementary department may have met in the separate building of the Young Ladies School (The Sun, June 28, 1883).

RESISTANCE TO PUBLIC SCHOOL EXPANSION

While the University's Preparatory Department, later called the Fitting School, remained the premiere private school in Georgetown, the amount of local support it had enjoyed from the time that it opened in 1883 had begun to wane by 1898 as the public school system continued its journey to increased academic rigor. In 1898, the Georgetown public school system added the tenth and eleventh grades to its high school. Everyone in Georgetown, however, did not meet the addition of these grades with excitement. For example, an interesting, strongly worded letter in The Sun from John R. Allen, Southwestern University professor of Mental and Moral Philosophy, asserted that the university's Fitting Department had been injured by the addition of higher grade levels to the public school system. He began his letter by reminding the residents of Georgetown "I believe that Georgetown realizes the blessing which the Southwestern University has been to our town. Our citizens cannot help but see this. Those who have devoted any thought to the subject understand that the Fitting School is absolutely necessary to the University. Any injury to it injures the institution as a whole" (The Sun, January 13, 1898). Apparently, just as in the first semester the university opened, younger students comprised a substantial portion of the student population. These students paid tuition, were excellent candidates to continue their education at the university, and were, therefore, a potential source of continued revenue.

Allen further stated "I do not believe that our Town Council, or our efficient School Superintendent, intended any harm to us by increasing the grades of the high school. But hurt has come all the same, however. Hence I appeal to every friend of the Southwestern University to patronize our Fitting School, even if your son and daughter is in the free school age" (The Sun, January 13, 1898). The harm Allen referred to was no doubt financial. The public school was beginning to become serious competition to the university's Fitting School. When the university opened its Fitting School in 1883, it quickly replaced most of the other private schools in town, including the prominent Georgetown Male and Female Academy, and forced many of them to close. By 1898, with the continuing improvement of the public school system in Georgetown, the Fitting School began to notice many local parents choosing to send their students to the public school. When the public school system added the 10th and 11th grades, the Fitting School lost potential students and income.

Allen's letter caused a great deal of discussion in the community, and the school board considered it along with other financial matters and decided to abolish the tenth and eleventh grades. Most Georgetown residents met this decision with great dissatisfaction, and they quickly presented the school board with a petition of 100 signatures requesting that the tenth grade be restored. The petition was impressive considering the Georgetown public school opened that year with an enrollment of 403 students. The petition also gained the attention of the Georgetown City Council, which called a special session for further discussion of the matter. The Sun reported, "The discussion of the subject during the day was animated, and the special session of the council held that night was pretty well attended by citizens" (The Sun, September 8, 1898). Four citizens spoke in favor of restoring the grades, a vote was taken, and it did not pass. The next Monday morning an informal meeting occurred at the mayor's store,

the question was brought up again about restoring the tenth grade, and it passed. The city council agreed that the ninth and tenth grades would be combined to avoid the cost of hiring another teacher. This article illuminates the Georgetown residents' wishes to keep the additional grade available in the public high school. The swell of public opinion was definitely beginning to turn in favor of the public school system by this time.

CLOSURE OF THE UNIVERSITY FITTING SCHOOL

The University Fitting School undoubtedly had been a strong competitor of the public school system in Georgetown from its inception. By 1916, however, the majority of the Fitting School's students were from out of town with only a sprinkling of Georgetown residents enrolled. Gradually, the advantages for Georgetown residents to attend the Fitting School eroded as the public school acquired many of the attractive attributes offered by the university's school. Through the years, the Fitting School advertised the advantage of offering superior teachers to prepare students for college. When the city assumed control of the public school in 1894, the management of the Georgetown ISD became more organized. The leadership of the city council also implemented a building program. The impressive newly constructed school building established a sense of permanence and stability in the community. Clearly, by 1916, the Georgetown public school system was without dispute the favored school in Georgetown. In that year, Southwestern University officially closed the Fitting School, the last of its available educational programs to public school age children, and sold the Fitting School's building to the city to use as the high school for Georgetown's public school system (Scarbrough, 1973, p. 249).

GEORGETOWN CREATES AN INDEPENDENT SCHOOL DISTRICT

Local control over the public school system offered some comfort to Georgetown citizens who were accustomed to the local control found in the private schools. Cities that assumed exclusive control over the public school had the option to tax themselves to build and maintain public school buildings. The provision for cities to assume exclusive control over their public schools was made possible by the 1876 Constitution that granted "any incorporated city or town exclusive control over the public schools within its limits in case a majority of the taxpayers voted in favor of this measure" (Eby, 1925, p. 207). If Georgetown residents voted for the city to assume exclusive control, they would have the option of selecting either the city council or a board of trustees to manage the public school. A new school law passed in 1879 limited the taxable amount not to exceed 50 cents per $100 valuation of real property (Scarbrough, 1973).

In May 1886, local citizens were encouraged to attend a meeting to discuss a recent school election that was alleged not to have been conducted properly. Without providing details, a newspaper article stated "the late school election in Georgetown did not meet the requirements of law, and as it was unadvisable for the city to adopt a course of doubtful legality" (The Sun, May 6, 1886). The article proposed holding another election to determine if the city should assume exclusive control over the public school. Dr. B. A. Rogers, Georgetown's Superintendent of Public Instruction, encouraged the community to pursue this option, which would afford longer school terms, better school buildings, and a reduction of frequent changes in textbooks. In response to this supportive voice, Dr. J. H. McLean of Southwestern University spoke against the city assuming control of the public schools. He argued that the increased taxes would be a great expense to taxpayers. Arguably, Dr. McLean may have had additional reasons for

his stance. If the public school system was able to secure better buildings, longer terms, and become more organized under the leadership of the city council, it would become much more competitive with the university's Fitting School, which would possibly incur financial repercussions. Indeed, this is exactly what happened eventually, but Dr. McLean was successful in delaying action for a brief period.

Eight years later, an article in The Sun suggested that another potential reason that some Georgetown residents initially did not approve this proposal was due to costly concerns about the "city owning the water works system." This article mentioned that it was "impracticable to enter upon any other enterprise involving an outlay of money" until the sale of the city water works system. "[W]ith their sale the difficulties vanished, and the project of a suitable school building for the rising generation took hold of the public mind." The article did not state who purchased the city water works system, but the sale of the system must have generated enough income to ease the mind of the public and prepare them to welcome the additional tax and bonds to raise money for the new school building (The Sun, December 6, 1894).

On January 16, 1894, Georgetown residents voted once again on the proposal to allow the city to assume exclusive control over the public school system. The measure passed overwhelmingly, 237 for and 1 against. Georgetown residents opted to have the city council manage the school system rather than select trustees. This pivotal decision was instrumental in bringing additional organization to the Georgetown public school by the council immediately making plans to issue bonds to construct a new school building for the white children.

In accordance with the provision mandated in the 1884 School Law, Georgetown maintained a separate facility for the "Colored School." The city council organized a committee to visit the "Georgetown Colored school building" and decided that $1,000

was needed for repairs and additions to this building to meet the educational needs for the current population of Colored children in Georgetown (GISD Minutes, March 12, 1894).

NEW PUBLIC SCHOOL BUILDING

On May 6, 1894, the city purchased a site for its school, known as the "Old Annex Block," from Southwestern University for $3,500 (GISD board minutes, May 16, 1894). Bids were opened for the architect to design and the contractor to build the new school building. The board selected Burt McDonald as the architect at the May 20, 1894, meeting and placed advertisements for the contractor in the Houston, Austin, and local newspapers. Initially, the board rejected all of the construction bids as being too costly, but several contractors resubmitted their bids. Francis Fischer submitted the lowest bid, reducing his previous bid by $610 for his final proposal of $14,690. He was awarded the contract, which allowed the city of Georgetown to withhold 15% of each monthly payment to Mr. Fischer until the city council accepted the completed building.

On July 13, 1894, Mayor F. W. Carothers officially began to sell 21 bonds of $1,000 each for the purpose of purchasing building sites and erecting school buildings. The council also made provision for the levy and collection of taxes to pay the interest on the bonds and created a sinking fund sufficient to pay off the bonds at maturity.

The Sun described the proposed two-story limestone building in detail. The building "occupied a space of 114 ½ by 84 ½ feet" (The Sun, December 9, 1894). The new school building had five classrooms on each floor. The second floor included four small rooms for the principal and teachers. The larger rooms were 25 by 32 feet, and the smaller rooms were 12 by 14 feet. Two 14 feet-wide halls and two 10 feet-wide halls as well as three staircases provided access to the classrooms. The building faced south to aid ventilation with opened windows. The basement contained ample space for the future placement of a heating apparatus. Until the heating unit was purchased, stoves would

heat the classrooms. Sanborn maps indicate that a heating apparatus was not put into the basement, and stoves continued to be used through 1925. The Sanborn maps do not show any electrical lighting in the building until the 1905 map. In 1925, the school building constructed in 1894 became the Georgetown Primary School Building, and it continued to be heated with stoves.

The construction of a new school building for the white children and adding space and making necessary repairs on the Colored school building were tremendous boosts to the perception of the public schools in Georgetown. Pride in the city schools was on the rise. The local newspaper published articles describing how the new school would look. A long procession of school students, teachers, parents, and local dignitaries marched from the downtown square to the building site for the cornerstone-laying ceremony. The greatly anticipated opening of the new school building was scheduled for April 1895 (The Sun, December 9, 1894).

The Sun announced a dedication ceremony for the newly completed school building. State Superintendent Carlisle, County Superintendent Hudson and Georgetown Superintendent Leverett would address the crowd. The building opened for public inspection during the day, and the ceremony was scheduled for the evening. The editor stated, "No town in Texas of equal size possesses a finer school building, and the people of Georgetown are deservedly proud of it" (The Sun, April 29, 1895).

The Georgetown public school system continued to address each major area of concern expressed by residents on an individual basis until each issue was successfully resolved. The 1884 School Law provided the infrastructure for the public school system by making provision for statewide supervision and removing the clause allowing public school funds to be applied to religious private schools. The same newspaper issue that published the cornerstone ceremonies for the new public school also began the next

crusade for longer school terms by stating that it would be a shame to have such a wonderful building sitting idle when it should be open at least nine months. State funding continued to be problematic by providing only three months of financial support for the public school in 1894. This reality prompted the editor to promote the notion of another tax to pay for an extension of the school year.

In September 1895, the Georgetown superintendent reported that the new school had enrolled 187 boys and 208 girls for a total of 395 children. The new school building seated a maximum of 500 students, and furnishings were purchased from the Hudson School Furniture Company. The November 15, 1894, GISD board minutes recorded the details of the contract. The board ordered 150 size two desks at $1.90 apiece for $285, 200 size three desks at $1.80 apiece for $360, 150 size four desks at $1.70 apiece for $255, eight teachers' desks at $7.50 apiece for $60., an additional teacher's desk for $11., and tables for an additional $45.80, bringing the total amount spent on furniture to $1,025.80. Specifications included in the contract stated that the desks were to be fastened to the floor, and the inkwells were guaranteed to be airtight (GISD Minutes, November 15, 1894). A photo of the 1897 graduating class can be found in Appendix B.

PRIVATE SCHOOL MET IN PUBLIC SCHOOL BUILDING

During the months when the state was unable to provide free public education, a private school operated in the public school building to avoid any interruption in the students' education. The private school charged tuition to cover the cost of the teacher's salary and the building's rental. This was not a new practice for the public school system in Georgetown. In fact, The Sun published a notice about a "pay school" meeting in the public school building beginning September 3, 1888. The article published tuition fees: first grade $1.50, second grade $1.75, third grade $2.00, fourth grade $2.25, fifth grade $2.50, sixth grade $2.75, seventh grade $3.00, and eighth grade $3.25. Tuition was

collected at the middle of the month. Teachers were Professor J. A. Brooks, principal of Georgetown's public school, Mrs. J. A. Brooks, and Miss Connie Hemphill (The Sun, August 30, 1888). A follow-up article about the private school stated that it opened with 69 pupils and would last for four months. Miss Connie Hemphill was in charge of the first through third grades, Mrs. Brooks, the fourth and fifth grades, and Professor J. A. Brooks, the sixth through eighth grades. It further stated, "The rooms are not crowded and the teachers can give the children much more attention now than will be possible when the public school opens in January 1889" (The Sun, September 6, 1888). This last statement implies that a substantial number of students did not attend the school during times when tuition was charged.

Another notice for the "pay school" was published in 1889. It would commence on September 2 in the public school building and continue for four months. Monthly tuition increased somewhat from last session, and the school included another grade level. First grade tuition was $1.50; second grade, $1.75; third grade, $2.00; fourth grade, $2.25; fifth grade, $2.50; sixth grade, $2.75; seventh grade, $3.00; eighth grade, $3.25, and the ninth grade, $3.50. The same faculty members were present with the same grade assignments (The Sun, August 29, 1889).

The following year (1890) pay school continued. A notice stated that the private term of the graded school would begin on September 1, 1890. Faculty members were Professor J. A. Brooks, Mrs. J. A. Brooks, and Miss Genieve Miller. The private term of the graded school added the tenth grade, indicating the probability that the public term of the graded school also conducted classes for the tenth grade. Tuition fees remained the same with tenth grade tuition set at $3.75 per month (The Sun, September 25, 1890). In August 1891, a published a notice described the opening of a private school in the public school building. Professor F. P. Leverett was the principal, and his notice had a more

informative and formal tone, indicating that he was still attempting to establish himself in the community. He stated:

> I assure my patrons that my whole time and attention and all the energy I possess will be given to the upbuilding of the school. This is my first year among you and I hope by untiring energy, vigorous and systematic work, to win your favor and inspire such confidence that this institution will continue to prosper and in the near future become a first-class graded school having a ten months free term. If practicable, a military company will be organized. Perfect discipline will be enforced from the beginning. Tuition will be from $1.50 to $3.50 according to grade. The private term will continue four months, after which the free term will commence and continue six months. I confidently solicit your patronage and support (The Sun, August 27, 1891).

The mention of $3.50 as the highest tuition being charged possibly indicates that the 10th grade, which was charging $3.75 the prior term, could have been eliminated or else the tuition may have been reduced. The private school met in the public school building with a hearty enrollment of 105 pupils. The faculty listed was Professor Leverett, Mrs. Patterson, Miss Miller and Mrs. Johnson (The Sun, September 3, 1891).

On December 20, 1894, The Sun's article about the closing of the private term in the public school building stated, "The private term of the city school closes tomorrow and the public term begins January 7th and closes May 31st, if the money holds out. The school this session will be conducted in the old sock factory, but next session will be removed to the new public school building." The old sock factory was actually a knitting mill located in downtown Georgetown owned by Gideon Purl with "twenty machines and fifteen ladies producing about 800 socks a day" (Scarbrough, 1973, p. 237).

Even after the opening of the new school building in 1895, it was still necessary to allow a private school to operate in the public school building due to a shortage of funds to keep the public school open. When the private school term was in session, the Georgetown school board charged $50 per month until the public school session began.

No information has been found about who operated the school, who served as faculty, or what tuition was charged (GISD Minutes, July 20, 1895).

The large enrollment in the private session of the graded school indicates that many residents of Georgetown supported the educational continuity provided by the private school meeting in the public school building and having many of the same teachers as the public session, despite their having to pay tuition. This attitude also was remarkable considering there was no compulsory attendance law in effect at this time. Georgetown residents were gradually accepting the philosophical premise that a child should attend school rather than work.

The new school building in 1895 was a visual testament of the commitment of Georgetown residents to the promise of an efficient public school system. After making provision for the new school building, the city council wanted to ensure that it hired the best teachers for their children. Increased professional training opportunities for teachers began to become more available in Georgetown as teaching requirements became more stringent.

PROFESSIONAL DEVELOPMENT OF TEACHERS

Professional training for teachers is foundational for creating a stronger and more efficient school system. Eby stated, "Nothing contributed so powerfully to the advancement of the cause of popular education as this training of teachers for the schools" (Eby, 1925, p. 187). In the words of W. C. Rote, San Antonio School Superintendent in 1884, the level of the stream can never rise higher than the fountain (Rote, Texas School Journal, January, 1884, p. 18). Therefore, he urged that only the most qualified teaching candidates be employed. The Georgetown public school system, through varied teacher training opportunities from 1880 through 1920, helped create the

circumstances to ensure the availability of highly qualified teachers. These efforts included the organization of the Williamson County Teachers Institute and the Williamson County Colored Teachers Institute. GISD also encouraged its teachers' attendance at Summer Normals taught by Southwestern University and the Chautauqua Assembly. Georgetown residents warmly welcomed the creation of Sam Houston Normal College and Prairie View Normal College for Colored students, and many future teachers attended them. Although no direct connection to the Peabody Educational Fund can be made for Georgetown residents, it possibly influenced the development of teacher education in Williamson County. Many of the major tenets of the Peabody program concerning improved teacher training, such as the creation of local professional educational organizations, were implemented during the timeframe when the Peabody Educational Fund program was active in Texas.

WILLIAMSON COUNTY TEACHER'S INSTITUTE

The Williamson County Teacher's Institute (WCTI) was organized on October 31, 1885, at the request of Williamson County Judge W. M. Key. The attendees met once a month on a Saturday, and membership was open to any white persons teaching or desiring to teach and any white school officer in the county. The objects of the institute were "… the mutual instruction and benefit of its members, especially with reference to the management of the schools of the state of Texas, and the encouragement of teachers in a more thorough preparation for their work" (The Sun, November 12, 1885). The institute organized programs each month with different members presenting programs on a variety of subjects including methods of teaching algebra, and English grammar. They also incorporated time for academic discussions on relevant topics such as "Should we adopt a uniform series of text books?" Membership included teachers from neighboring communities such as Hutto, Rice's Crossing, Strickland Grove, Berry's Creek,

Georgetown, Taylor, Pleasant Hill, Circleville, Bartlett, Rock House, Liberty Hill, Mount Prospect, and White House. Although the majority of the members were teachers, a few school trustees joined, and later published notices about the institute show that Southwestern University professors joined and served as lecturers and teachers of effective methods in a variety of subject areas (Ibid).

By its third meeting on December 26, 1885, the institute was offering lessons on specific areas of mathematics, such as fractions, radical equations and theorems in algebra. Professor C. C. Cody from Southwestern University made several of the presentations in mathematics. Lectures on other subjects, such as the importance of teaching penmanship with examples of how a lesson should be taught, were presented. The WCTI rapidly became a forum for stimulating academic discussion as well as examining a variety of teaching methods. Maintaining classroom discipline was a frequent topic of discussion with several teachers providing examples of how to maintain discipline and still have a "hearty friendship" with the pupil (The Sun, February 4, 1886).

The county superintendent expected county teachers to join and attend the monthly meetings of the WCTI. An article in The Sun mentioned that it was the implied duty of teachers to attend these valuable workshops. To say that teachers were encouraged to attend would be an understatement. A rather pointed statement suggested that just as the teacher had the discretion whether or not to attend the institute's sessions, the county superintendent had discretion as to whether or not he renewed teacher certificates. Clearly, community leaders expected that all teachers should attend the WCTI meetings if possible even though it lasted an entire Saturday every month (The Sun, November 3, 1887).

In December 1887, the county superintendent enlarged the monthly WCTI by beginning the session on Friday evenings and continuing with a full day of instruction on

Saturday. A committee comprised of members from the WCTI was formed with the expressed purpose of securing homes for visiting teachers to stay on Friday evenings while in Georgetown attending the institute. State School Superintendent Oscar H. Cooper opened the first Friday evening session on December 16, 1887, at the courthouse, and the entire Georgetown community was invited to attend. The Annex building at Southwestern University hosted the Saturday session (The Sun, December 18, 1887).

The County Superintendent published notices announcing the upcoming WCTI meeting dates and the scheduled agenda topics, as well as a follow-up article detailing what occurred in the meeting, and encouraged teachers to support the WCTI by attending. The WCTI also became politically active by adopting resolutions and presenting them to Congressional representatives, senators and anyone who could persuade the legislature on particular issues, such as textbook adoptions and recommending the issuance of permanent teaching certificates that would be accepted across Texas rather than by counties. The meetings usually occurred in Georgetown, but they also met in other communities such as Granger, Taylor, Florence, Round Rock, Burnet, and Liberty Hill (The Sun, October, 31, 1889; March 19, 1891; April 19, 1894; January 5, 1899; September 4, 1895; April 18, 1901; January 12, 1905).

The use of a Query Box stimulated academic discussion by allowing teachers and trustees to pose questions that would be read aloud and discussed. The newspaper often published the questions and the responses. The WCTI sessions usually opened with a prayer and a religious or patriotic song. By 1890 the WCTI organized into four districts, and those districts provided their own sessions, and with a general WCTI session offered in Georgetown in December and March (The Sun, March 27, 1890).

Each Williamson County Superintendent emphasized the importance of and need for teachers to attend the meeting of the WCTI. Superintendent J. O. Patterson said, "It is

the duty of every teacher to attend and take part in these institutes" (The Sun, November 5, 1891). He further stated, "A teacher without the best methods and who is ignorant of current events is a dead teacher" (The Sun, November 12, 1891).

The WCTI encouraged the adoption of a uniform set of textbooks selected by a committee comprised of WCTI members for each district in the county. These texts were to be utilized for a minimum of five years. In 1894, the textbook committee decided to keep the textbooks that had been in use for the previous five years, with two exceptions, and the WCTI voted 76 - 42 to accept the committee's recommendation (The Sun, January 18, 1894; February 8, 1894; February 15, 1894; April 14, 1894).

Some of the topics of WCTI lectures remain a point of interest to contemporary educators. These included how effectively to transfer theory into practice and how to promote "learning by doing" (September 1894 agenda). Organized discussion about what should be taught to each level of the graded public school was on the agenda of the January and February WCTI meetings, with specific discussions and presentations about what curriculum should be included in the fourth, fifth, sixth, seventh, eighth, and ninth grades. This action commenced an organized review of curriculum alignment of public schools in Williamson County (The Sun, January 5, 1899, February 23, 1899).

Beginning in 1899, the Williamson County Superintendent selected a required textbook for teachers to read prior to the WCTI. Specific chapters were assigned to individuals to teach the group, and the superintendent expected an educated discussion to follow. The selections included were from Tompkins Management, McMurray's General Methods and Shroub's Historical Education texts (The Sun, December 7, 1899; January 24, 1890; January 24, 1901; March 28, 1901; April 18, 1901; November 17, 1904).

The 1909 WCTI conference also required teachers to purchase textbooks to utilize in the conference. County Superintendent W. W. Jenkins selected Sanders' Methods and

Management and Hughes' Mistakes In Teaching and stated, "Failure to purchase the books will be prima fascia evidence of indifference" (The Sun, August 19, 1909).

In 1905, the complexion of the WCTI changed once again, expanding the meeting to five days. In fact, State School Superintendent Cousins' Institute Circular No. 1 was adopted as a guide to the weeklong annual sessions, and strong stipulations were provided regarding teachers' attendance. If possible, teachers were to be present for each full day of teaching sessions in order to remain in good standing with the county superintendent and their school districts (The Sun, November 16, 1905). For the first WCTI weeklong meeting, 151 of the total of 156 teachers in the county attended and "left better prepared for work" (The Sun, January 11, 1906). The stipulations placed upon teacher attendance clearly were effective in achieving such a high attendance level for a meeting held the week before Christmas.

The 1906 WCTI annual meeting again met the week before Christmas and carried the same stipulations upon attendance as were in place the previous year. The WCTI rearranged the meeting into three divisions of presentations—primary, intermediate, and advanced—to better streamline the information provided toward specific grade levels. During this conference, a decision was made to combine the Summer Normals offered by Southwestern University and Williamson County to create one larger Normal session for the county's teachers. This conference also resolved that the County Board of Examiners should be abolished and that all exams should be graded by the state for the issuance of state-level certificates that would be accepted in all Texas counties. The majority of the WCTI teachers present at the meeting believed that being continually tested for competency was degrading, and they wanted to be viewed as professionals like physicians or lawyers (The Sun, December 27, 1906).

At the 1907 WCTI conference, the county superintendent called the roll of teachers aloud and announced that having 137 teachers in attendance with only three who were tardy pleased him. Two of the teachers classified as tardy offered adequate reasons, and the third had not responded. The county superintendent remarked that he would report the teacher to his school district trustees. In 1908, a large block advertisement in The Sun announced that teachers were expected to attend the WCTI conference or file an acceptable excuse with the county superintendent. A full five days of attendance was stated as being a state law (The Sun, December 19, 1907; August 20, 1908).

In 1913, additional sections divided the WCTI annual conference such that specific sessions could be held for Common School and Independent School Districts. The WCTI conferences continued to be offered during the First World War, and will be further visited in the chapter covering the World War I years in Georgetown (The Sun, December 22, 1913).

WILLIAMSON COUNTY COLORED TEACHERS INSTITUTE

The Colored teachers' institutes had different organizational structure than the white teachers' institutes. The white teachers were organized by state senatorial districts, and the Colored teachers were organized according to Congressional districts. Information from numerous articles in The Sun suggested that there were 34 senatorial districts but no mention was found of the number of Congressional districts in Texas. The Colored teachers of Williamson County established their own teachers' institute for training. The earliest mention of the Williamson County Colored Teachers Institute (WCCTI) was in the February 6, 1890, issue of The Sun. The WCCTI met in the Macedonia Baptist Church building in Georgetown on January 18, 1890, the meeting beginning with a prayer and singing a verse of "Beulah Land." The attendees read and accepted the minutes from a previous meeting. Six people were present, and one member

was absent. The agenda included presentations on teaching methods in grammar and arithmetic. Everyone donated 10 cents to purchase a book to record the minutes of the meetings. Teachers prepared a particular topic to discuss at the next meeting during either the morning or afternoon session, and the next meeting was scheduled for the third Saturday in February.

The Sun related that the WCCTI met in February at the AME Church. The debate topic was "Should the Negro emigrate elsewhere?" Members discussed both sides of the issue, with the majority concluding that it was best to stay in the south and build on their strengths learned while in the region (The Sun, March 13, 1890).

No further published accounts were found about the WCCTI until April 13, 1905, when The Sun published information about its most recent meeting held in Taylor. Lecture topics included effectively teaching fractions, determining promotion requirements, correlating subjects, the relationship of the teacher and the community, and the importance of teaching the fundamentals of principles and morals. The debate topic was whether or not Santa Domingo should become a territorial possession of the United States. The WCCTI met again on January 18 and 19, 1906, at the Georgetown Colored School. Published agenda items included discussion on teaching composition, Texas history, United States history, arithmetic, and a review of current school laws (The Sun, January 11, 1906).

The 1908 meeting of the WCCTI reflected the changes made by the WCTI by making its conference session also last five days and each day last seven hours. The Williamson County School Superintendent, W. W. Jenkins, was present and called roll. He spoke about how and why a subject is taught and utilized illustrations. He emphasized the importance of including elementary agriculture in the curriculum. The Coupeland School District's Colored teachers were described as "distinguishing

themselves" by bringing samples of their students' work on primary numbers for display. The editor reported, "Superintendent Jenkins also distinguished himself as a pedagogue, as with such skill and tact he succeeded in stamping into the hearts of the ebony teachers the truth of his ideality. The fact is becoming more and more apparent that Colored instructors are being transformed into practical teachers in proportion to their heart to heart contact with practical men and measure." This statement was probably intended as a compliment to the black teachers, but it was worded such that the Superintendent was credited with having heroic academic skills and was, therefore, able to successfully convey his message to the "ebony" teachers (The Sun, December 24, 1908).

The next article published about the WCCTI appeared on December 17, 1914. The conference took place at the Georgetown Colored School during the week prior to Christmas. County Superintendent Joe A. Hudson and Georgetown Superintendent J. W. Clark were present and spoke to the teachers. Superintendent Clark complimented the teachers and encouraged them in their educational work. Professor C. A. Nichols from Southwestern University presented a lecture entitled "The Teacher's Duty to the Home." The Taylor Colored School principal spoke and expressed gratitude toward the white community for its interest in the Colored schools. This was the first conference in the county to prominently focus on the industrial courses taught in the schools. "Of the 16 Colored schools in the county, 13 are teaching sewing this year; one, a rural school, is teaching gardening. None are teaching cooking because of a lack of apparatus." The conference displayed exhibitions of plain and fancy sewing with sewing demonstrations. Bessie Elgin, a graduate of Prairie View Normal College where domestic science was emphasized, demonstrated how to plan and prepare a luncheon "in correct plain English." She prepared the dishes as she taught and served the meal to Superintendent Hudson, Mrs. Hudson, and The Sun reporter. The reporter stated that each food item was

excellent. Superintendent Hudson emphasized that he wanted to establish domestic science courses, such as sewing and cooking, in each of the Colored schools in the county. Professor S. C. Marshall, principal of the Georgetown Colored School, said he secured a shoemakers outfit for his students and was teaching his boys how to use it, and provided examples of shoes his male students had made (The Sun, December 17, 1914). Further discussion of the WCCTI during World War I will be presented during the chapter devoted to that period.

SUMMER NORMAL SCHOOLS

Summer normal schools were another teacher training tool. Beginning in 1883, they were offered throughout Texas according to senatorial districts. Williamson County, with Georgetown as the county seat, was in the 24th district with Travis and Bartlett counties. Potential locations of a summer normal were submitted to the state superintendent accompanied by a guarantee of $100 to pay the conductor of the Normal. The submission had to be accompanied by a minimum of 20 teacher signatures and approved by the county superintendent (Evans, 1955, p. 409; The Sun, May 7, 1885).

School trustees expected teachers to attend the summer normal school sessions. The 1885 Summer Normal took place from July 8 through August 5 in Georgetown with 57 teachers attending. County Judge W. K. Makemsom and chairman of the Georgetown school district stated "no-one should be employed as a teacher of a public school who does not attend one of the summer normals" (The Sun, June 25, 2885). In the same article, State Superintendent B. M. Baker concurred with Judge Makemsom's remark. The summer normals were free to teachers with the major expenses being boarding and transportation. Families willing to take in boarders were published. During the Georgetown Summer Normal, a group of teachers decided to form a teachers' institute for the purpose of "general improvement, entertainment and amusement" (The Sun, July

2, 1885). This group was vastly different from the WCTI, which was politically active, focused on serious topics, and made resolutions to present to the legislators. The Summer Normal's group was more of a social organization.

The 1886 Summer Normal operated from July 12 through August 7. Teachers could attend any summer normal in the state free of charge and earn a certificate if recommended by the conductor of the institute. In 1888, the Summer Normal in Georgetown joined forces with a newly installed institution, the Chautauqua Assembly, and offered a combined institute (The Sun, June 3, 1886).

The Chautauqua Assembly was chartered in Georgetown on August 27, 1888 (Scarbrough, 1975, p. 279). It was warmly received in Georgetown as evidenced by the required $10,000 donation collected from citizens and granting the use of 200 acres to secure the Assembly's location in Georgetown. The community greatly desired the Chautauqua Assembly due to its promotion of literacy and the arts by bringing nationally known lecturers to Georgetown. Southwestern University Dean C. C. Cody served for many years as director of the Summer Normal conducted through the Chautauqua Assembly, and many of the instructors of the university participated as faculty members along with notable educational leaders from surrounding counties in Texas. State Superintendent O. H. Cooper, affiliated with the Chautauqua Assembly, praised it for offering "cultured entertainment" (The Sun, September 6, 1888). The Chautauqua Assembly published extensively through The Sun listing the speakers and their topics for each summer normal (The Sun, June 11, 1889; December 12, 1889; April 24, 1890; July 9, 1891; Allen, 1985, p. 14).

The public school also participated in the Chautauqua when the Georgetown graded public school, led by principal J. A. Brooks, met along with other groups downtown and marched to the Chautauqua grounds to view the laying of the cornerstone

of the main building (The Sun, April 11, 1889). In 1891, the Chautauqua Assembly ended prior to the completion of the summer normal so the summer normal was finished at the Fitting School building at Southwestern University. Southwestern University, Georgetown community members, and the educational leaders of the state perceived the Chautauqua Assembly to be an acceptable educational ally in providing teacher training. Therefore, it was acceptable to join with them to provide summer normal training for teachers on their site in Georgetown.

SAM HOUSTON NORMAL COLLEGE

Through the collaborative efforts of Governor Roberts, Dr. Barnas Sears, an agent for the Peabody Educational Fund, and Dr. Rufus C. Burleson, President of Baylor University, Sam Houston Normal College, the first state school organized for the purpose of training teachers, opened in 1879. The Peabody Board offered $6,000 toward the establishment of a teachers' normal college if the legislature would match the fund. Governor Roberts presented the Peabody Board's generous offer to the legislature, and they decided to allocate an additional $14,000 toward the establishment of a teachers' normal college. Huntsville offered the buildings, formerly used by Austin College, and the Sam Houston Normal College was established in Huntsville, Texas, in 1879. Fearful that Texas residents would not be willing to spend three years training for a profession that paid so little, the legislature decided to grant scholarships by appointments from each senatorial district to ensure attendance. Surprisingly, attendance was substantial, and Sam Houston Normal College created an extensive amount of interest in education across Texas (Eby, 1925, p. 294).

The highly coveted scholarships were offered through appointments and interviews of the candidates. In 1884, the State Department of Education announced that five students from each senatorial district could be nominated for appointment to Sam

Houston Normal College. A competitive exam would be given, which the student had to pass satisfactorily. Other prerequisites for consideration for the scholarship appointment were the student had to be over 18 years of age, a resident of Texas and live in the district from which he or she was appointed, pledge to teach in a public school as many sessions as attended at Sam Houston, sustain a minimal grade of 75 on a comprehensive entrance examination, and not be found materially deficient in education-related knowledge. The selected appointees received free tuition, books, and boarding for one year. All students, including the scholarship appointees, paid an incidental fee of $1.00 per 10-week session. This offer repeated again in 1885 with some modifications. One student could be appointed from each senatorial district. The prerequisites for an appointment in 1885 were the same as 1884. The selected appointee received free tuition, books and $5.00 a month toward board. An incidental fee of $2.50 was also due at the beginning of each term (The Sun, July 10, 1884; June 25, 1885).

Sam Houston Normal continued to be a thriving college through the years and provided the majority of the formal training for teachers in Williamson County. The great interest in education generated by the creation of Sam Houston Normal College in 1879 helped push forward the efforts of establishing the University of Texas at Austin.

HIGH SCHOOL ACCREDITATION

When The University of Texas at Austin opened in 1883, its faculty found that only a surprisingly small number of students were prepared to begin university studies. Rather than create a preparatory department within the university, the university faculty decided in 1885 to affiliate qualifying high schools such that their students would not be required to take exams for entrance to the university. The 1885-1886 university catalog described how a committee of university faculty members would visit the requesting high

school and report back to the university about the competencies of the high school faculty and whether the courses taught met admission standard requirements (Eby, 1925, p. 251). If the school met the standards, the students would be allowed to enter the university without having to pass the entrance examination. The visit by the university faculty was an important day for the high school, and being accredited was a much sought after designation. This designation also bought political capital in the community as they came to value the prestigious relationship between the local high school and the university. (See LeCompte and Davis, 2005.)

As time passed, the University modified the accreditation process. High schools began to submit sample test papers to the university for grading. If the grade was satisfactory, the school would be classified as accredited. Between 1895 and 1905, schools received accreditation by subjects taught. Utilizing this method, one high school could receive accreditation in English and American history, and another high school could receive accreditation in English, civics, and reading. In 1895, 56 high schools across Texas had attained accreditation status from the University of Texas. In 1905, the "Carnegie Unit" was universally adopted as the measure of required subjects causing the University of Texas to adopt this system for accreditation as well. The Carnegie Unit measures the amount of time a student has studied a subject. For example, a total of 120 hours in one subject—meeting 4 or 5 times a week for 40 to 60 minutes, for 36 to 40 weeks each year—earns the student one "unit" of high school credit. Fourteen units were deemed to constitute the minimum amount of preparation that may be interpreted as "four years of academic or high school preparation." From 1905 to 1916, the "number of subjects accepted for admission to the university increased from 14 to 30; the affiliated schools increased from 129 to 228." (Evans, 1955, p. 150) The university's accreditation requirements strongly influenced, if not dictated, the curriculum of the high schools. The

old preparatory schedule of courses of mental science, moral science, and Greek were soon discarded for more practical courses such as advanced mathematics, history, and varied science offerings that would earn accreditation units (Eby, 1925, p. 253).

Through their prestigious affiliation with the university in 1910, the Georgetown public school system finally had a clear directive about high school curriculum choices. Georgetown public school administrators published the expanded 1897 curriculum in The Sun. It included "Latin, composition, Caesar, Virgil, English literature, rhetoric, American literature, mensuration, solid geometry, higher algebra, plane trigonometry, physics, elements of geology, psychology, moral science, civil government, and general history" (The Sun, August 19, 1897).

In 1910, Georgetown High School (GHS) first received accreditation status with The University of Texas. By 1912, GHS had qualified for 15 Carnegie Units. In 1915, GHS had earned 17 ½ Carnegie Units of accreditation. Its curriculum included English, ancient history, civics, medieval and modern history, English history, American history, solid geometry, physiology and hygiene, Latin, mathematics, physiography and Spanish. GHS earned 18 units in 1918, 21 units in 1919, 22 units in 1920, 22 ½ units in 1921 and 24 units in 1922 (The Sun, March 12, 1914; DOE Bulletin no. 34; DOE Bulletin no. 80).

The simple act of placing a bar of achievement through accreditation with Carnegie Units roused school districts to the challenge of being identified as successful and academically rigorous. Raising the bar by accepting more units increased the challenge, and GHS continued to offer a greater range of curricular choices listed by the University of Texas as acceptable. Georgetown residents could understand that the public school system was rapidly improving as it continued to experience great strides in providing university-aligned curriculum and enjoying its affiliation with the University of Texas. Indeed, this affiliation appeared to be critical in eradicating the previous

perception of the public school as being extremely disorganized and erratically managed. High school affiliation was a key factor in the facilitation of trust and reliance in the public school for Georgetown residents. Aware of the growing acceptance within the community, the Georgetown public school system eagerly published its continued academic achievements and increased number of affiliated courses.

A UNIVERSITY OF TEXAS VISIT TO GHS

Dr. J. L. Henderson, a University of Texas representative, visited the public school in Georgetown in August 1914, according to The Sun, and made several observations about the crowdedness of the school and the great need for a new high school building. He further recommended the purchase of better equipment for the departments of physiography and physiology and noted that the science laboratory room was too small. Superintendent Clark told the school trustees that the university's visitor strongly recommended that first class schools add three new sets of offerings to their curriculum including manual training, domestic science, and agriculture. At the time of Henderson's visit, the High School employed five teachers including Thomas E. Lee, the Principal. The subjects taught at the High School were science, history, civics, mathematics, English, Latin, and Spanish. Overall, Henderson thought the offered courses were good and taught as well as could be expected under the crowded circumstances. His visit and subsequent report prompted a move in Georgetown to provide a new larger high school building (The Sun, August 20, 1914).

STATE DEPARTMENT OF EDUCATION ASSUMES CONTROL OF HIGH SCHOOL ACCREDITATION

In 1916, the Texas State Teachers Association led a movement to strip responsibility of high school accreditation from the University of Texas and to lodge that responsibility with the State Department of Education. It favored the "inspection and

affiliation of high schools under the direction of the State Department of Education, the legally constituted head of the school system of Texas, such standardization to be binding upon all schools concerned" (Evans, 1955, p. 151). State Superintendent Walter F. Doughty supported this proposal and made the change effective the following year. Subsequently, a committee of eleven members comprised of two high school principals, two city school superintendents, one representative from the State Department of Instruction, College of Industrial Arts, a State Normal College, the Agricultural and Mechanical College, the University of Texas, a Junior College and a Senior Independent College would determine high school accreditation status in Texas (Evans, 1955, p. 151).

HIGH SCHOOL CLASSIFICATION

In 1911, the Texas DOE began to classify the state's high schools (Eby, 1925, p. 237). Professor J. W. Clark, Georgetown Superintendent, proudly boasted that the DOE classified GHS as being a first class school along with schools in Galveston, Dallas, Houston, and San Antonio (The Sun, March 12, 1914). The Texas DOE Bulletin No. 77, published in March 1, 1918, circulated the details on how high schools received classification according to Acts of the 34th Legislature, Chapter 36, Section 5. The DOE defined classification as:

> establishing educational standards; encouraging schools to attain these standards; certifying those that have attained them, for the purpose of grading, correlating, unifying these schools into an effective system. High schools are classified as high schools of the first class, or four-year high schools; high schools of the second class or three-year high schools; and high schools of the third class, or two-year high schools, according to the number of units of work effectively taught, and the physical standards attained (DOE Bulletin No. 77, p. 9).

The specific requirements are shown below:

1st class – 12 grades, at least 3 teachers & $300 worth of library books

2nd class – 11 grades, at least 2 teachers & $250 worth of library books

3rd class – 10 grades, at least 1 teacher & $150 worth of library books
(DOE Bulletin No. 77, p. 10-11)

UNIFORM SERIES OF TEXTBOOKS

The issue of public school textbooks always had been problematic in Georgetown. Like most Texas students in the 1870s, Georgetown students simply brought to school whatever books they had at home, and the teacher improvised, utilizing that text as a reader for the student. Obviously, this method had the teacher writing, in essence, as many lesson plans as she had students. Georgetown residents had written letters to the editor complaining about this practice. One such letter published in The Sun exclaimed that the lack of uniformity of textbooks was an "evil" and a "time destroyer" which prohibited the teacher from making the most of his or her time with the students. The author recommended a state-level adoption of uniform textbooks rather than a district option due to the movement of many immigrants from district to district looking for work and having to attempt to purchase additional books with each move. This author was ahead of his time with his notion of a statewide adoption of textbooks. Unfortunately, it would be many more years before the state implemented such a plan (The Sun, October 18, 1877).

Similarly, the textbook problem was rampant across Texas. The County Superintendent of Navarro County described the situation by stating, "In the same school would be found two or three different series of readers and sometimes four different kinds of spelling books. It was the same with grammar, arithmetic and other branches. The result was that the teacher's time was so divided with the number of recitations that it was simply impossible for him to give the time that was absolutely necessary to an interesting recitation" (Eby, 1925, p. 213).

The textbook issue arose again in The Sun in 1885 when an editorial discussed the potential passage of a bill providing a uniform system of textbooks for the free public schools in Texas. The editor proposed that while this was a good idea, other more pressing matters should be attended to first, such as getting the office of county superintendent "into good working order" and adjusting the state revenue to keep the public schools open for six months. "…[I]t would be better for the legislature to take no action on the matter at its present session, but to do what it can in other respects for the public schools, and leave the subject of uniform books for future consideration and action." Clearly, the editor felt that uniform textbooks were not a priority when the very foundations of the schools systems were still uncertain. Teachers and parents continued to press for consistency in textbooks until they were finally able to secure their legislators' support (The Sun, March 5, 1885).

On March 27, 1886, the Williamson County Teachers Institute met and offered the following resolution pertaining to the adoption of uniform textbooks on a countywide level. It stated,

> Recognizing the fact the school patronage of this county amounts to a great deal of money each year for books of the same grade, but by different authors, which they are forced to buy on account of a change of teachers; and believing this expenditure useless, and the change injurious, and believing this evil could be to some extent remedied by proper action, and desiring to benefit all parties concerned, therefore Resolved, that a committee of 9 consisting of teachers and school officers of this county, shall be appointed by the President of this institute to recommend a particular series of readers, spellers, and such other books as the committee can agree upon for the use of schools of this county.

It is unknown whether or not the respective districts in the county adhered to the recommendation set forth by the Williamson County Teachers Institute, but with many teachers from each district being members, it is likely that it was at least discussed within the districts.

The issue of textbooks continued to be sensitive and problematic. While the general consensus from parents, teachers, and some legislators was that textbook uniformity was necessary, accomplishing it was no small feat. Many complicating factors had to be addressed. An editorial from the Greenville Banner reprinted in The Sun enumerated some of the challenging obstacles. It was deemed impracticable for the state to publish the textbooks, purchase the copyrights for existing textbooks, or hire professionals to write new textbooks. The author recommended a state board be established with the authority to solicit bids from publishing houses across the United States to supply books for the public schools for a selected number of years. The bidding process would hopefully create competitive pricing between the publishing houses as well as better textbook selections while providing uniform textbooks for Texans (The Sun, March 20, 1890).

Politicians quickly jumped into the fray. The Republican platform denounced the "hypocritical Democratic party" on numerous points about the public schools and stated "…We further demand a uniform system of text books to be printed under the direction of the state printing board and furnished at cost" (The Sun, October 9, 1890). The furor continued to rage across Texas until three bills were presented to the Texas Legislature. The Sun reported:

> The school book question is also agitating the Twenty-second Legislature. There have been three bills introduced into this Legislation bearing upon this subject. …All three of these measures comprehend the State uniformity of text-books. Considerable opposition to all three of these measures is being evinced in both Houses of the Legislature. The arguments against these bills are varied and all of them just. As a general proposition, State uniformity is opposed to Democratic principles and practices. It is paternalism and sumptuary legislation. It would destroy every bookstore in the state of Texas. It would render useless $900,000 worth of books, over $600,000 of which are in the hands of the school children of the State (The Sun, February 12, 1891).

The 1891 textbook bills introduced in the Texas Legislature did not pass. The issue did not go away, however, and another uniform textbook bill was introduced in 1897, and the controversial bill finally passed. The editor of The Sun stated that he was "pleased to say that both of the representatives from Williamson County gave the bill their earnest support" (The Sun, May 27, 1897). The Sun published a lengthy and detailed article about the newly passed textbook bill. The state created a textbook board comprised of the board of education, the commissioner of education, president of Sam Houston Normal, and the attorney general. This board would adopt and approve a system of textbooks to be used for not less than five years in the public schools of Texas. The board appointed a committee of five teachers to examine all books and to submit a report on their merits to the board. Once a system of books was adopted, the governor would issue a proclamation to that effect. The new textbook act went into effect September 1, 1898. An exception was made for schools districts that had already adopted a uniform system of schoolbooks and entered into a contract to purchase them. Exempt districts were not obliged to conform to the new textbook law until 1899, though this exemption did not apply to districts of more than 10,000 inhabitants (The Sun, June 17, 1897).

A full list of the adopted textbooks selected for public school use and their approved prices was published in The Sun. Because the fixed price provided by the textbook law was low, all school textbooks for the public schools would be sold only for cash, not credit. These books could be purchased at the Richardson Brothers Store in downtown Georgetown (The Sun, September 1, 1898). The 1898 adopted textbooks are listed below:

Names of Books and Prices:

Reader	Retail price	Exchange price
First Reader, Stickney	0.18	0.12
Second Reader, Stickney	0.25	0.16

Third Reader, Stickney	0.30	0.13
Fourth Reader, Stickney	0.45	0.17
Fifth Reader, Stickney	0.45	0.25
Arithmetic		
Sutton & Kimbrough's Lower Boards	0.24	0.12
Sutton & Kimbrough's Lower Cloth	0.30	0.16
Sutton & Kimbrough's Higher Boards	0.40	0.20
Sutton & Kimbrough's Higher Cloth	0.50	0.25
Spellers		
Benson's First Book	0.15	0.08
Benson's Second Book	0.15	0.08
Geography		
Rand-McNally, Elementary	0.42	0.31
Rand-McNally, Grammar School	0.81	0.42
Lessons in English Grammar		
Hyde's Lessons in English, State Edition	0.22	0.11
Hyde's Practical Grammar	0.35	0.18
Whitney & Lockwood's Grammar	0.50	0.25
Physiologies		
Hutchinson's First Book	0.40	0.24
Hutchinson's Second Book	0.80	0.48
Texas History		
Pennybacker's	0.65	0.30
U. S. History		
Cooper, Estill & Lemmons, Our Country	0.80	0.40
Copy Books		
Zaner, Ware & Webb's		

Copy Books, Vertical or Slant	0.05	-----
Ditto ---- pages	0.08	-----

The adopted texts were to be used to the exclusion of all other books. The law included an exclusive use provision that contained a penalty clause if other books were used in the public classroom after September 1, 1898. It read, "Any teacher or trustee who shall violate the provisions of this act shall be deemed guilty of a misdemeanor and upon conviction shall be fined not less than ten nor more than fifty dollars for each offense, and every day of such violation shall be considered a separate offense" (The Sun, September 1, 1898). The legislators were serious about the implementation of this much-contested issue and included the penalty clause to ensure its proper usage in the public schools. Georgetown public schools had not previously entered into contract for textbooks so they had to use the entire list of books that the board adopted (The Sun, September 8, 1898).

The textbook issue would prove to be a lingering topic of discussion across the state with the legislature occasionally revising it. In 1903, the legislature created another textbook selection board for public schools. The uniformity of textbooks was a tremendous improvement from the days when parents provided whatever texts were at home; however, parents still had to purchase their children's required textbooks. In 1911, the legislature passed a law enabling school districts to utilize state-provided funds to purchase state-approved, adopted textbooks for students in the public schools.

In 1918, the tireless efforts of Annie Webb Blanton, the first woman to be the state's superintendent of schools (Cottrell, 1993), provided substantial financial relief for the purchase of public school textbooks. Under her enthusiastic leadership, the Better Schools Campaign influenced the legislature to pass a constitutional amendment in November 1918 that raised the ad valorem state tax for school purposes to provide for

free textbooks. The ad valorem school tax was raised from 20 cents to 35 cents on the $100 valuation. The board allotted 15 cents of this amount for textbooks, but any of this amount not used for textbooks was added to the available school fund (Eby, 1925, p. 233). The administration of this law began in 1919 (Ibid, 237).

By 1898, Georgetown residents could no longer complain about the disorganization present in the public schools due to a lack of uniformity in textbooks. Then in 1919, the state provided textbooks for student use, thus relieving parents of a financial burden. Gradually, the major areas of discontent with the public school system were being addressed and remedied.

CREATION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE

Prior to World War I, an important relationship developed in the Georgetown school system that created a sense of unity within the community and provided a source of pride in the local public schools—affiliation with the University Interscholastic League (UIL). This affiliation with UIL and the University of Texas provided a tremendous enthusiastic boost to community morale and another arena for the children to excel. As Georgetown experienced success at the UIL athletic and academic competitions, the image of the public school system was greatly enhanced within the community and the district.

The University Interscholastic League was created by a merger in 1912 of two contest organizations that held their state competitions at the University of Texas in Austin: the Texas Interscholastic Athletic Association, organized in 1905, and the Debating League of Texas High Schools, organized in 1910. After expanding its competition to include declamation, the Debating League changed its name at the 1910 Texas State Teacher's Association Convention to the Debating and Declamation League

of Texas. Under the guidance of the University of Texas in 1912, the unlikely combination of the two organizations united under the name of The University Interscholastic League. The University of Texas Bulletin No. 274, published on April 8, 1913, stated "The University Department of Extension is desirous of promoting in the schools of Texas the study and practice of public speaking and debate as an aid in the preparation for citizenship; and also of assisting the schools in the matter of physical education through the organization, control and standardization of athletics."

UIL IN GEORGETOWN

Georgetown residents met the UIL with great enthusiasm. When Georgetown hosted UIL meets, it usually arranged to conduct the varied competitions at Southwestern University due to its superior facilities for competition in athletic events and rooms that could host larger groups. Results of the meets were published in their entirety, and sometimes required several pages to list winners in each area of competition.

In 1915, Williamson County's district included six schools: Georgetown, Round Rock, Jonah, Florence, Granger, and Liberty Hill. A. J. Robinson, Athletic Director of the UIL, reported that 605 schools in 125 counties were participating in UIL competitions across the state. Areas of competition included spelling, essay writing, declamation for boys and girls, debate, tennis, basketball, and track. The UIL State Chairman Professor E. D. Shurter and Athletic Director A. J. Robinson attended the first Williamson County meet and assisted as officials. They reported an enthusiastic interest in the county for the competitions (The Sun, May 14, 1915).

In 1916 The Sun published an article with the headline "Georgetown High is the County Champion" after it earned 234 points during the countywide UIL athletic and academic meet held in Taylor. A Sun subscriber would have had difficulty overlooking this article with its charts and bold subheadings, easily covering more than one-half of the

page and itemizing each area of competition, the individual winner, and the respective school district. Clearly, GHS's success in UIL activities was a source of pride for the community (The Sun, April 6, 1916).

Later in April 1916, Georgetown held a district UIL meet. People flooded into Georgetown to watch and participate in the events, with 344 students from 25 different schools enrolled in the meet. About 1,000 people including contestants and officials were present for the track meet. The track and field competition for boys was extensive and included events such as 50-yard dash, 100-yard dash, 220-yard dash, 440-yard dash, 440-yard relay, pole vault, running broad jump, 8-pound shot put, high jump, baseball throw, running hop, step and jump, potato race, chinning the bar, boys' basketball, boys' tennis, 120-yard hurdle, 220-yard hurdle, 880-yard run, mile run, discus throw, hammer throw, broad jump, and the 12-pound shot put. Athletic competition for girls included events such as basketball, 30-yard dash, 140-yard relay, potato race, basketball throw, and baseball throw for accuracy (The Sun, April 20, 1916).

Georgetown students continued to amass medals, ribbons and banners through UIL competitions. Its crowning achievement came in 1917 when Georgetown "captured the State Athletic Championship over all A grade high schools" (The Sun, May 10, 1917). Competitors arrived in Austin for the state level competition from all corners of the state. Competing cities included Corpus Christi, Houston, Hillsboro, San Marcos, Waxahachie, Beaumont, Lubbock, Austin, Greenville, Amarillo, Temple, Waco, El Paso, El Campo, Kaufman, among many others. The athletic competition included a variety of events including tennis, hurdles, numerous running events, broad jump, high jump, pole vault, and shot put. Georgetown earned 16 points placing it in first place in athletic competition statewide, a remarkable achievement because more than 700 contestants participated. This achievement was certainly a cause of celebration for Georgetown

residents, but increasingly critical concerns in Georgetown related to World War I overshadowed it. Chapter Four provides greater detail concerning the impact of the First World War on the Georgetown public schools and the community (The Sun, May 10, 1917).

COMPULSORY ATTENDANCE LAW ESTABLISHED

Another significant statewide development in public schools that occurred during this period was the state's requirement of compulsory attendance. The Sun published much of the new Compulsory attendance law, which was passed in 1915 and went into effect on September 1, 1916. The published attendance requirements and provisions were

> Every child in this State who is 8 years and not more than 14 years old shall be required to attend the public schools in the district of its residence, or in some other district to which it may be transferred, as provided by law, for a period of not less than sixty days of the scholastic year beginning September 1, 1916, and for a period of not less than eighty days for the scholastic year beginning September 1, 1917, and for the scholastic year 1918-1919 and each scholastic year thereafter a minimum attendance of one hundred days shall be required (The Sun, April 13, 1916).

Liberal exceptions were provided for a wide variety of unique circumstances, including children attending parochial schools and children with disabilities such blindness, deafness, or feeble-mindedness. Despite the numerous available exemptions, the vast majority of the children in Texas aged 8 to 14 were now required to attend the public school. The new compulsory attendance law in Texas shifted the public school system into the mainstream of American school policies, and the change appeared to please Georgetown residents (The Sun, April 13, 1916).

The local and county Parent Teachers Associations and numerous Mother's Clubs in town joined to voice their support of this new law and to study it to ensure "that the

full benefits of the law may be derived … and [to consider] methods by which the law can be fully enforced" (The Sun, April 13, 1916). Georgetown organized several groups to support the relationship between parents and the school. These local clubs, organizations, and associations were clearly in favor of the new law and explored methods to most effectively enforce it. Parents and teachers both recognized the vital importance of regular attendance for students to reap the benefits of their education. By compelling students to attend school, it reinforced the idea that school was important and should not be neglected. It became a priority across the state for children to attend school (The Sun, April 13, 1916; Tyack, 1967; p. 174).

PUBLISHED EDITORIALS ABOUT GISD IN 1914 AND 1915

The growth of the public schools in Georgetown was gradual but sure. In 1914, the editor of The Sun stated, "Professor Clark, GISD superintendent, is due great credit for the splendid condition of the schools." Graduates of GHS ranked highly when they enrolled in centers of higher education, including military academies and universities. Professor Clark boasted further "according to the highest educational authorities in the state, GISD placed on par with the schools of our largest cities." (The Sun, March 12, 1914) Later a Sun editorial stated "At present the school has a splendid standing with the affiliated schools, and a graduate enters them without examinations and usually ranks high in all college classes and has many times taken first honors." The editor closed with a fitting statement that perfectly exemplified the complete transformation of public perception of the Georgetown schools. "…we desire to state that we can boast of one of the best systems of city schools that is possible to find…" (The Sun, October 28, 1915).

SUMMARY

Evidence supporting the premise that a core group of Georgetown residents valued education and made significant contributions toward the promotion of education within the community is evident in this historic period. The first example occurred in 1888 when Georgetown residents donated $10,000 and granted the use of 200 acres in an effort to secure the establishment of a Chautauqua encampment in town to promote an appreciation for the arts and literacy. The second example occurred in 1894 when Georgetown residents voted to assume control over the public school and create an independent school district. This allowed the community to vote to raise taxes and build a new public school in 1895. The third example was the outspoken support from the local parent teacher association, the Mother Club and the School Improvement Club of the 1915 compulsory attendance law. Their influential support lent additional credibility to the Georgetown public school system. This type of community support was a marked change from the ranting letters published in 1879 criticizing the public school system and labeling it as a fraud. The reasons for the dramatic transformation that occurred between 1880 and 1915 were discussed in this chapter.

Georgetown residents experienced a dramatic sea change of public opinion about the public school system from 1880 to approximately 1915. Private schools had been the mainstay for educational training of children in Georgetown due to the extreme disorganization of the public school system. Published articles clearly established the depth of discontent Georgetown residents felt about the public school. Some called for it to be shut down completely, and others likened the state government to a highway robber who steals a man's money without giving anything of value in return. Yet, within roughly a 35-year period, a complete transformation occurred regarding the public school system. What they once publicly denounced, they later fought to protect. When a

Southwestern University professor wrote a letter to the editor of the local newspaper stating how the addition of the 10th and 11th grades hurt the University Fitting School, the trustees quickly eliminated the grades, but public outcry forced the trustees to reinstate the tenth grade. The once powerful private schools were no longer the premiere educational institutions. Numerous other changes took place between 1880 and 1915 that facilitated this dramatic change in the opinion of Georgetown residents toward public education.

Beginning in 1884, leaders in education systematically launched a major offensive against each bastion of disorganization riddling the state's public school system. The implementation of the 1884 School Law laid the groundwork for fundamental change. The office of the state superintendent made provision for adequate supervision of the public schools. Another key factor in the new school law was the exclusion of distributing school funds to sectarian schools. This was an important development in Georgetown since the major competition for enrollment in the public school system was the Fitting School at the Methodist University in town. The new school law included a directive with specific curriculum detailing the daily organization of the school such as length of school days, when school was to begin and end, and how holidays would be selected.

In 1883, Texas instituted summer normal programs to provide teacher training in subject matter and teaching methods. The Williamson County Teachers Institute began in 1885 at the request of the county judge. The state required all teachers to attend the institute to learn modern and progressive teaching methods. The first published account of the Williamson County Colored Teachers Institute was in September 1890, but it may have met earlier. Summer normals continued to thrive in Georgetown and Williamson

County. Southwestern University professors often led the institutes, and public school teachers benefited from the University professors' teaching expertise.

In 1879, Sam Houston Normal College opened, and teachers were able to enroll for a three-year degree plan. In the same year, provision was made for the establishment of the Prairie View Normal College for the training of Colored teachers. It was much later, however, before Prairie View Normal College offered a degree program. Professional development of teachers was the underlying theme of the educational revolution occurring in Texas from 1880 to approximately 1915, and Georgetown appeared to benefit greatly from this movement.

Another key factor in the transformation of schooling in Georgetown occurred in 1894 when residents voted almost unanimously to assume exclusive control of the public schools and immediately embarked upon a building program for a new school to be constructed in 1895. Local taxation permitted residents to vote to raise funds as needed for the maintenance and construction of school buildings. Georgetown residents began to have great pride in their new public school, and the newly constructed school building was a visual representation of that support. As the public school continued to grow in attendance, it divided into primary, grammar, and high school departments. With the advent of the High School, Georgetown residents began to find new areas of the public school system to embrace.

In 1910, GHS earned affiliation with The University of Texas at Austin. The high school curriculum aligned with the university's recommendations enabled graduates of GHS to enter the University of Texas without an entrance exam. Subsequently, the High School was classified as a first class high school through the State Department of Education, a distinction that placed GHS in the same category with high schools in Houston, Galveston, and Dallas. The prestigious relationship with the University of

Texas and the first class distinction earned from the Department of Education provided a tremendous amount of clout for the public schools of Georgetown, earning them higher degrees of respectability and trust in the community.

A key factor in the early disorganization of Georgetown public schools was the lack of uniform textbooks, an issue that lingered for years and was difficult to eradicate. In 1897, a textbook board selected a uniform system of books for the elementary public schools. In 1903, the textbook selection board adopted state-approved textbooks for the public graded schools, but it was still a parental responsibility to purchase the required textbooks. In 1911, local school boards obtained authorization to spend state funds to purchase state-approved textbooks. In 1918, parents finally received financial relief when approved textbooks were provided free due to the implementation of a new ad valorem tax.

The establishment of the UIL in Texas proved to be an important factor in Georgetown as well. GHS quickly experienced success in the academic and athletic competitions arranged through the UIL, and student accomplishments at these meets became a source of community pride. The competitive meets created a sense of ownership within the community, which began referring to the public school as "our" school. Georgetown residents came out to see the students participate in record numbers. In 1917, Georgetown won the state championship in UIL competition, and The Sun published page after page itemizing the events and the students' names participating in each event. Downtown merchants hung banners and displayed the medals and pins won by the students in their stores' windows for all of Georgetown to view. Clearly, the community was proud of the academic and athletic achievements of its students and the glowing reputation of its public school.

The final remnant of the old disorganized school system disappeared when the legislature voted to implement a compulsory attendance law in 1915. The law went into effect in 1916 and received strong support from the State Teachers Association, Governor Ferguson, Parent Teacher Associations at both the state and local levels, and members of the Conference for Education in Texas. This new law firmly established the permanence of the public school system in Texas and established attendance of school as a priority that could no longer be neglected.

The Georgetown public school system moved from being shunned to preferred in approximately 35 years. The "curse" had now become the "cure." In 1879, numerous disgruntled Georgetown residents wrote letters to the editor of The Sun complaining about the numerous "deformities" of the public school system. The extreme inefficiencies and disorganization of the public school system warranted these complaints. Gradually, each of the major areas of concern was addressed and remedied. Professional training of teachers, competent school supervision, an impressive new school building, uniformity in textbooks, affiliation with the University of Texas through the accreditation system, competition in the UIL meets, and the implementation of the compulsory attendance law sealed the transformation of public schooling in Georgetown, Texas. Local residents gradually left the private schools behind and migrated to the public school system as it developed into the premiere educational institute in Georgetown. The remarkable transformation of schooling in Georgetown would continue despite the interruption of the First World War. With less public fanfare due to necessary war coverage, the public schools continued their steady trek toward improvement and increased scholastic rigor.

CHAPTER THREE:
WORLD WAR I: ITS EFFECT UPON GEORGETOWN, THE PUBLIC SCHOOL SYSTEM AND ITS PUPILS

From 1914 to early 1917, many Americans referred to the troubling hostilities in Europe as the European conflict. Local newspapers such as Georgetown's The Sun kept local communities apprised of the situation, reporting new and more alarming events as the conflict escalated and Germany continued its aggressive and bloody war across Europe. On April 5, 1917, the European conflict suddenly became more personal to Georgetown residents when President Woodrow Wilson asked Congress to declare war against Germany. The United States, at home and abroad, would now experience the war on a much more intimate level, as local boys left home to fight. Powerful patriotic messages swept across America challenging those on the home front with the message that their efforts were necessary if the war was to be won (See Todd, 1945.)

Cascading levels of powerful influence emphasizing patriotic duty are evident during this historic period beginning with the federal government and trickling down to the nation's public schools. Georgetown's administrators and teachers, like their counterparts elsewhere, became vehicles through which to reach school children with the patriotic message of "do your bit" to help win the war. This chapter, while continuing to chronicle the evolution of the Georgetown public school system, also reveals the incredible ability of school children to contribute significantly to the war effort. Influential individuals who sought to promote the progress of education shifted some of their focus to the pressing needs presented by the war and served in leadership roles within the community to support the war effort. In a sense, national and state political leaders enlisted the public school, its teachers and students, into active duty. School children heard the call to patriotic duty in every sphere of influence including the school,

church, news reports and by their parents example of active participation in war effort programs.

COMMITTEE ON PUBLIC INFORMATION

Early in the war, President Woodrow Wilson created the Committee on Public Information (CPI) and appointed a prominent journalist, George Creel, as its director. The purpose of this new agency was to solicit and maintain staunch American support for the war effort at home. This new agency could have served as a clearinghouse to disseminate war information to the public. However, it had a much larger mandate and a sharper focus. Popularly known as the Creel Committee, this group swiftly grew into an organization of more than 150,000 employees. It orchestrated a massive effort to rally support for the war on the home front. No form of news media was left untouched; no community group, including school children, was left unaddressed about the importance of its role to support the war. The committee repeatedly reminded the nation that each person and each group must contribute to the efforts to defeat the Kaiser. In essence, the Creel Committee became a massive propaganda agency—and more. Still, it must be judged successful, even if it sometimes was invasive and abusive of individual rights (Mock, 1939, p 4; Vaughn, 1980).

George Creel recruited Guy Stanton Ford, dean of the graduate school at the University of Minnesota, to oversee the development of educational material to be distributed to schools by the CPI. Creel charged Dean Ford to make "scholarship serve the ends of a country mobilized for war" (Mock, 1939, p. 185). The CPI distributed more than 75,000,000 copies of literature about the war during his tenure. His department created and distributed the Red, White and Blue Series of pamphlets and the Liberty Leaflets intended for use in schools across America. The CPI printed the first title in this

series, How the War Came to America, in eight languages and distributed 6,227,912 copies. Many public schools across the nation apparently used these materials primarily in history and English classes. The Junior Red Cross (JRC) recommended that all public and private schools use the Red, White and Blue Series and the Liberty Leaflets in their curriculum. These educational materials encouraged patriotism in the children of America and hopefully moved parents away from pacifism into actively supporting the war effort at home. Mock described the philosophy of CPI: "…it has been recognized for a long time if patriotic ideas could be constantly repeated in the schools of the nation, it would be one of the most important avenues into the home" (Mock, 1939, p. 181). Teachers received free materials to incorporate into their curriculum, and in the winter of 1917-1918, the CPI designed a more systematic means of communicating with teachers. National School Service, a 16-page monthly newspaper, established in accordance with guidelines from the Emergency Council on Education and the Educational Commission of the National Education Association, was mailed to American teachers free of charge. Issues included war photographs, maps, accounts of battles, and general features about the war. Dean Ford was officially its editor-in-chief until January 1919. The CPI intended that teachers would use this publication in a wide variety of course work from geography to mathematics (Mock, 1939, p. 158, 181-182).

The influence exerted by the published materials distributed by this committee on Georgetown's public school system is difficult to assess. Indeed, no specific evidence of their use presently exists. That the school superintendent received the materials certainly is likely. Many of the nation's schools, both large and small, used many of the CPI-distributed materials. Additionally, actions by local citizens prompted by the CPI impacted Georgetown's schools as they did schools elsewhere (Davis, 1996).

[Unfortunately, a fire destroyed GISD board minutes from 1897 through 1918, thus removing an important primary source for this historic period.]

The Creel Committee definitely succeeded in permeating American culture with its enthusiastic and divisive propaganda. Georgetown's citizens appeared to have rallied at every cry for patriotic sacrifice and enthusiastically participated in numerous war efforts to "do their bit" to defeat the Kaiser. School-aged children in Georgetown also answered the call and made remarkable contributions to the war effort through their involvement in numerous war-related clubs and organizations. GISD was a willing participant and repeatedly provided many opportunities for its pupils to participate in war-related efforts and, in fact, became a vehicle for selected war effort fundraising projects.

Basically, however, the Georgetown public schools continued to operate as they had prior to the war. They taught the standard Texas curriculum, for example, made necessary decisions about staffing and teacher education, and participated in UIL competitions. Even so, some changes occurred. The school system operated within the emotionally charged community during the 19 months that America fully participated in the war, and a review of that climate is useful in understanding the operation of the schools during that period. An overview of the condition of GISD schools immediately prior to the war (1914-1917) also provides a reference with which to contrast the shift in focus of GISD once America became directly involved in the war with Germany.

GISD PRIOR TO U.S. ENTRANCE IN WAR: 1914 – 1916

Prior to the time the United States formally entered the war on April 5, 1917, the Georgetown public school system had made substantial inroads toward earning a high level of community support and respect. During the previous 35-year period, the Texas

public school system implemented numerous efficient changes and replaced the private school sector as the primary educational setting in Georgetown. These GISD achievements provided much needed political capital with Georgetown residents. GISD was riding this wave of community support when the war began. At that time, crowding had become a problem, and discussions had begun about how successfully to remedy the situation for the increasingly prestigious public schools.

PROVISION FOR A NEW HIGH SCHOOL

Following the 1914 accreditation visit from Dr. J. L. Henderson, the University of Texas representative, Georgetown leaders began to support the construction of a new and larger building for this district's high school. GISD trustees presented the need for this new high school building to the public via a published letter to the general public. It noted several justifications including the employment of more teachers, increasing teacher pay, lack of adequate fire escapes on the school building, and the need for additional school equipment. "Unless additional funds for the support and maintenance of our public schools are supplied from some source, our standing as a public school with affiliated institutions will necessarily deteriorate and diminish" (The Sun, October 28, 1915). The community heeded the school trustees' recommendations by voting 122 to 42 to increase the school tax from 40 cents to 50 cents on $100 valuation of property for the support and maintenance of the public schools (The Sun, August 20, 1914; October 28, 1915; November 18, 1915).

Students also voiced concern about the crowded condition of the public school building. One high school senior boy described the problem in some detail in a letter to the local newspaper:

> Mr. Lee will tell you that he cannot teach science well this year on account of his small laboratory and poor equipment. This year he is trying to teach three courses

> of science at the same time, each of which requires special laboratory equipment, all with one small physics laboratory. Last of all, but by far the most important, is the condition of 2 H. S. In this class there are forty-seven pupils, more than there ought be in any class. This grade is too large for any one of the rooms, so it is held in the auditorium. The room is very large, and, owing to the hallways which descend to the floors below it is very hard to ventilate and heat with comfort to all. Not only is the ventilation bad and the heating poor, but on dark days the electric lights have to be turned on so the pupils may see to read. These faults are minor things in comparison with the fact that on third floor all passing is through this room. All doors on the third floor enter it, and any going to the floor below, or from room to room, must pass through it. Even this is not such a worry as the presence of the two music rooms which open into this room, in one or the other or both of which a piano is being played all the time (The Sun, December 12, 1915).

Clearly, the crowded situation in the poorly designed building created a problem that disrupted learning and frustrated both teachers and students, but as discussion continued and different options were explored, frustration continued to fester.

A fortuitous event led to the satisfactory resolution of the overcrowding situation. The city council consummated a deal with Southwestern University to purchase its old preparatory building to serve as the new High School building for GISD. The cost of the preparatory building was $25,000 with six percent interest per annum with the balance due on or before 20 years. The timing was advantageous for both the public school system and the university. The Board of Education of the Methodist Episcopal Church notified Southwestern University that it risked being lowered from a class "A" university to a class "B" university unless it raised $55,000 by August 15, 1916. Closure of the preparatory school, now comprised mainly of out-of-town students, and selling the property to Georgetown ISD helped the university raise the amount of money it needed. Thus, the sale was mutually beneficial (The Sun, June 22, 1916; July 13, 1916; Scarbrough, 1973, p. 249).

The GISD board of trustees reported that it planned renovations of the old preparatory building so it would be ready for the public school opening in September

1916. GISD plans included the addition of a gymnasium, the development of an athletic field on adjacent property, an auditorium, additional space, and other modern improvements. The board also announced the enlargement of the school district as a means to acquire additional school funds, proposing to enlarge the corporation of the city for school purposes only. The trustees traveled to Austin to arrange to have the bill introduced into the legislature. Opponents to the bill agreed to a compromise that permitted Georgetown to enlarge its boundaries by 15 square miles instead of the 23 square miles originally proposed. The Assistant State Superintendent, W. S. Fleming, complimented the GISD school board on the construction and thoroughness of the proposed bill to enlarge its boundaries. He stated, "… it was the most carefully and ably drawn bill and the most complete in all of its details that had come under his observation" (The Sun, July 13, 1916; August 3, 1916; February 1, 1917; February 22, 1918).

The old preparatory building that the city of Georgetown agreed to purchase for the High School had a unique history in the development of Georgetown. In 1873, the city donated this preparatory building to the university. Immediately upon locating in Georgetown, Southwestern University created the preparatory department and the Fitting School that served as major competitor for student enrollment in the public school system in Georgetown for many years. Now, one year after the closure of the Fitting School, this same building, which the city had donated to the university with surrounding land, was sold to the city's school district to house Georgetown's new public high school. It somehow seems appropriate, or perhaps "fitting," that the new public high school would be housed in this historic building (Scarbrough, 1973, p. 245; The Sun, July 13, 1916).

With America's entrance into the First World War, the issue of overcrowded schools in GISD immediately was dwarfed by the national crisis. Solicitations for involvement of the schools in many war effort projects became commonplace. Sermons

in local churches denounced slackers and praised patriots. Community leaders assumed roles of leadership in the war effort movements. For example, Georgetown Mayor John D. Hudson served as the director of the Georgetown chapter of the American Red Cross (ARC), and the GISD and Williamson County superintendents served on numerous war-related boards. Influential people throughout the county encouraged local participation in the war effort in their communities. Several prominent professors from Southwestern University also served on these local war-related committees and often spoke to community groups about what they could do to help win the war. Georgetown residents heartily rose to the challenges. Three primary needs presented by the war effort created the most dramatic and enthusiastic response by Georgetown residents.

The first major concern of the nation was to finance the war. Historians report that the United States spent 30 billion dollars fighting the First World War. Although the graduated federal income tax instituted in 1913 through the 16th amendment provided some war funds, approximately two-thirds of the monies to finance the war was provided voluntarily by Americans who purchased Liberty Bonds and War Saving Stamps. Williamson County residents vigorously accepted this challenge and purchased Liberty Bonds and War Saving Stamps, easily exceeding the recommended quota for the county and for Georgetown. Like students across the nation, GISD pupils rallied to the call to help raise funds to support American war efforts (Axelrod, 2000, 273; see also, Davis, unpublished paper).

The second pressing need required Americans to increase food production to help feed its troops and the European allies and to conserve food at home. This Herculean task engaged Georgetown residents who immediately began cultivating war gardens and developing extensive food preservation programs. School-age children fully participated in this effort and, in fact, were prodded to join particular clubs to increase their

productivity and contribute to winning the war in Europe (See The Sun February 22, 1918; April 18, 1918; May 24, 1918; July 5, 1918; September 13, 1918).

The ARC presented a third urgent need. Soldiers needed many items such as pajamas, socks, scarves, and handkerchiefs. Medical supplies including bandages and slings were also in great demand. The ARC was active in Georgetown and received great community support. Too, a Junior Red Cross (JRC) group formed, and school-aged children became involved in several projects including making bandages and knitting socks for the soldiers.

The changes within the community of Georgetown were intertwined with the changes that occurred within the Georgetown public school system. The vigorous response to the call for action by the government became a template for the children in the community. The entrance into the war began with great fanfare with a countywide parade starting in downtown Georgetown.

GEORGETOWN ENTERS THE WAR WITH A PATRIOTIC RALLY

Georgetown entered the war with a huge patriotic rally at which approximately 2,000 people gathered around the Williamson County Courthouse to pledge allegiance to the United States flag. Patriotic music, speeches and the waving of thousands of American flags marked the day. A parade followed which featured fire companies, city council members, city officers, local ex-confederate veterans, Boy Scouts, hundreds of school children, Southwestern University students, and numerous ordinary citizens. School children sang, local and school bands played patriotic music, and local leaders proclaimed the faithfulness of Georgetown to the war effort (The Sun, April 12, 1917).

The African American community in Georgetown held its own patriotic rally at the local AME Church. Several white leaders from the community such as Georgetown

mayor John D. Hudson attended this meeting and gave patriotic speeches. Local blacks also addressed the rally, and a reporter from The Sun described their speeches as "full of patriotism." The reporter further noted that "all were delighted with the result and felt that the Negro part of our population could be relied upon to do their duty" (The Sun, April 12, 1917).

America's entrance into the war would affect the entire community of Georgetown, including its children. Everyone was asked to support the "boys over there" and help win the war by making sacrifices "over here." Soon after the declaration of war by the United States, national organizations established chapters in Georgetown that would impact the local schools, including the Georgetown chapter of the Council for National Defense and the Georgetown chapter of the ARC.

COUNCIL FOR NATIONAL DEFENSE

The May 3, 1917, issue of The Sun reported the creation of a chapter of the Council for National Defense (CND) in Georgetown. The Federal Act, approved August 29, 1916, provided for the formation of the CND. This council served as a type of umbrella organization that funneled governmental requests for service to other organizations and to the local government. It also issued demands about specific activities and sanctioned individuals and groups that did not comply (Breen, 1984). Influential local leaders (e.g., Professor C. C. Cody of Southwestern University) served on the local committee. This Georgetown group insisted that all teachers, private and public, must use only English language and approved textbooks in their instruction. It joined political leaders who advocated the elimination of the use of German language in schools and churches and asked the legislature to attach an amendment to the compulsory attendance law that would prohibit the teaching or use of German in any primary or intermediate schools in Texas (The Sun, May 3, 1917; September 3, 1918). This local

chapter exerted a strong influence on Georgetown citizens and groups. Whether or not its actions were as stifling and controlling as they were in other of the nation's communities remains undetermined.

AMERICAN RED CROSS

In addition to the Committee of National Defense, another important but very different organization was the American Red Cross (ARC) that quickly formed active chapters across the nation. One was in Georgetown. This well-organized group mobilized the residents of Georgetown and Williamson County into a very productive group.

Seven days after Congress declared war against Germany, John D. Hudson, Georgetown's mayor, called a meeting of local residents to organize an ARC chapter in the town. By April 16, 1917, Georgetown had an ARC chapter in place and ready to begin its war effort work. This group constituted a number of subcommittees to work on different projects. Their chairpersons reported progress at weekly meetings. Committees for membership, ways, publicity, collections, sewing, home service, foreign relief, posters, purchasing, auditing, surgical supplies, and an executive committee were established as working groups. With prominent and influential members of the community appointed to leadership positions in the ARC, membership grew rapidly. By May 9, 1918, the Georgetown ARC chapter reported a membership of 2,339. Members were strongly encouraged to wear their Red Cross button daily to show their loyalty to the war effort and as a sign of solidarity in purpose within the community (The Sun, April 12, 1917).

The Georgetown ARC was active in numerous areas. It conducted successfully multiple fundraising drives. The women's group knitted socks, sweaters, and other items,

as well as making bandages and clothing. Other activities, such as first aid training to respond to the doctor shortage created by the war, also occurred.

JUNIOR RED CROSS

The work undertaken by local chapters and the national ARC became a template for a similar organization for school children. This new group was the Junior Red Cross (JRC).

Dr. Henry H. MacCracken, president of Vassar College, developed the idea to expand the ARC in order that children might participate in its programs. The JRC received strong support from President Wilson when he "issued a proclamation on September 15, 1917, to all school children in the United States offering them the privilege of membership in the ARC." The JRC national organization requested that it be recognized as "the official organization for war relief activities in schools …" The slogan for the JRC was "Every school a Red Cross auxiliary and center for national service." The JRC sought to enlist every school as an auxiliary ARC site and to enroll every student as a JRC member. Membership required the payment of a fee of 25 cents which was kept in the school treasury for the purpose of purchasing materials to make much needed hospital supplies (e.g., bandages) for the war effort (The Sun, February 14, 1918).

Although JRC members met outside of school hours to participate in the construction of needed items (e.g., gun wipes), it is highly likely that the Georgetown public school system felt effects of the JRC as well. The JRC considered the public school as its ally and even as a vehicle to further its message of education through service (JRC Teacher's Manual, 1918, p. 11). The JRC membership "represents the mobilization of the school children and their teachers in a great service army" (JRC Teacher's Manual, 1918, p. 12). The JRC Teacher's Manual stated that JRC membership provided children an opportunity to participate in the "national responsibility as present citizens of

America. This service is rendered in the natural course of their school work and becomes a tremendous motive for doing that work well" (JRC Teacher's Manual, 1918, p. 11). It is plausible that the JRC fully expected to have its curriculum offerings integrated into the public school system's curriculum. The JRC suggested numerous free curriculum activities in mathematics, geography, history, civics, English composition, manual training, design and drawing, sewing, and music for grammar and high school students. An example of a sample mathematics lesson the JRC recommended for the public school is shown below.

> Arithmetic is helping to win the war. It makes possible the exchange of all the different kinds of money contributed by foreign countries. It measures the number of RC articles in a big order from over seas, and distributes this amount by allotting quotas through Divisions and Chapters to every School Auxiliary in the country. It tells RC workers how many surgical dressings, hospital garments and supplies must be made for our base hospitals and the hospitals of our Allies and the number of refugee garments we must send to the families who have been driven from their homes and are in need. It also answers question about the amount of food available, the amount we must save for our Allies, how we can save this vast amount by small savings in each of the 20,000,000 homes in the US. It shows us how we, by small self-denials, can save money enough to buy war-savings stamps and Liberty bonds. Red Cross membership drives, Liberty bond campaigns, etc., teach children to think in large numbers.
> 1. counting contributions to JRC fund in coins
> 2. reading & writing numbers from blackboard lists of amounts of contribution and quotas, number of members, etc.
> 3. comparing present food prices now with former prices
> 4. computing cost of RC articles
> 5. measuring in connection with construction work for JRC
> 6. reading & comparing quotas between divisions
> 7. computing cost of war materials, of soldier's outfits, etc.
> 8. computing the amount of material used for JRC
> 9. keeping simple accounts of donations, earnings by school classes
>
> (JRC Teacher's Manual, 1918, p 58-59)

An example of a recommended JRC English composition activity was to compose a war record book. It included sample chapter headings and recommended topics. A

template of how to guide students in regularly contributing to their war record book is noted below:

> Suggested topics:
> 1) The meaning of service
> 2) The world war and democracy
> 3) The war here in America
> 4) Our army and navy
> 5) How the war affects our daily lives
> 6) Why war is here
> 7) Murder of Americans on the sea
> 8) Germany's plots against America
> 9) Pan-Germanism. (the battle line and its movement)
> 10) Making the world safe for democracy
> 11) Germany, the great autocracy. Reasons why you wouldn't want to live there
> 12) The great democracies of the world"
>
> (JRC Teacher's Manual, 1918, p 72)

The JRC Teacher's Manual also recommended the inclusion of songs, provided sample school programs, plays, flag drills, folk dances, and informal talks on subjects such as "How we earned our thrift stamps – How many have you bought?" The JRC suggested monthly themes for the elementary and secondary schools and recommended patriotic readings such as the Committee on Public Information's materials Red, White and Blue Series and Loyalty Leaflets. Each grade received further specific activities (JRC Teacher's Manual, 1918, p. 74, 77, 78, 94, 100, 102, 105, 108, 109, 115, 131).

The Sun published the first record of the desire to establish a JRC chapter in Georgetown, although the executive committee of the local ARC initially tabled the issue until further information about organizational details could be secured.

On January 23, 1918, the JRC was officially organized and began its work with a flourish of activities mirroring the work of the adults involved in the ARC. Georgetown public school children who joined the JRC would have taken their pledge, which read "I pledge myself to honor and serve the flag of my Country and to work, save, and give, in

order that the Red Cross, the emblem of humanity, sacrifice, and service, may bring relief and happiness to suffering people throughout the world." The JRC in 1918 reported a membership across the United States of over 8,000 children (JRC Teacher's Manual, 1918, p. 12, 30; The Sun, September 27, 1917). Numbers of Georgetown students who became members are unavailable.

JRC members were productive, successfully completing sewn and knitted items of clothing as well as making medical supplies like bandages and slings. In fact, Mrs. R. E. Moore, chairman of the JRC, reported that the members had completed 643 articles during its first six weeks of operation. In its weekly column "Red Cross Notes," The Sun reported that the JRC completed 32 property bags, 290 shot bags, 583 gun wipes and had an average attendance of 12 girls. Much of the work done by the JRC emulated the projects adults participated in through the ARC, and sometimes, the children worked with adults. During the summer months of 1917, for example, school-aged girls met four days a week with older girls and young women in the ARC sewing room from 9:00 a.m. to noon to make hospital supplies under the supervision of a local adult, Anne Carter (The Sun, August 9, 1917; March 7, 1918; May 9, 1918).

An additional JRC project for soldiers was a book collection. The slogan for this effort was "The war must not be a war of destruction only. It must be constructive. The result must be a net gain for humanity." The ARC joined with the Library War Service to collect and send books to libraries at army encampments. Across the nation, Americans collected several hundred thousand books to send abroad. The Georgetown JRC conducted its book collection campaign from March 18 to March 25, 1918; members went door-to-door to request donations of books in good condition (The Sun, March 14, 1918).

Collecting peach seeds and nut shells

During the war the U. S. government attributed approximately 30,000 combat deaths to poison gas. Germans used phosgene, a lethal gas that smelled like freshly mown grass; chloropicrin, a gas that induced vomiting and thus caused soldiers to remove their masks and inhale greater amounts of gas; and mustard gas, which caused first and second degree burns on whatever it touched (Axelrod, 2000, p. 152). The Gas Defense Council estimated that it took approximately 200 peach seeds or seven pounds of walnuts to make enough carbon (charcoal) to make one gas mask. The council implored Americans to save this form of refuse that could be put to a profitable use for the soldiers. "The war department insists that this is one of the most important calls made upon the country. Let everybody fall in line. No man is too big for this work; no woman too dainty. Up and down our creek bottoms there are thousands of black walnuts going to waste" (The Sun, September 27, 1918).

The Sun published an article titled "Our boys over there need more gas masks." The United States government asked for the collection of 1,000,000 fruit stones and nut shells daily to aid in the manufacture of the charcoal needed for gas masks. The public assisted the soldiers by collecting the requisite materials easily found at home or in neighborhoods. A previous Georgetown High School graduate, Lt. Jackson, affiliated with the Chemical Warfare Service, wrote a letter to the Red Cross manager of material collection at Southwestern University urging that his Alma Mater become a leader in the collection of this necessary material (The Sun, November 11, 1918).

This war effort targeted school children as its primary participants. Groups of children that included Boy Scouts and Camp Fire Girls as well as all school-aged boys and girls were urged to organize, collect, and send a "carload of nuts and peach stones to the war department." Green or decayed nuts or seeds were not usable, and the seeds and

nuts had to be dried in an oven or by the sun prior to shipment. The published list of allowable materials were "peach stones, apricot pits, prune pits, plum pits, olive pits, date seed, cherry seed (native), butternuts, brazil nuts, walnut shells, hickory nut shells." The governor placed a deadline of November 9, 1918, for the collection of materials to make ready for a new shipment overseas. Georgetown children rallied to this special wartime need and eagerly collected fruit seeds and nuts to meet the Governor's shipping deadline. Mrs. Mattie Rouser of Georgetown was in charge of the peach seed and nut shell collection. A warehouse in Killeen stored the seeds prior to shipping. Restaurants, hotels, merchants, schools and private individuals were all encouraged to participate in this effort by school children. Georgetown children brought Mrs. Rouser pound after pound of nuts and fruit seeds. After examining the collection, Mrs. Rouser reported that JRC members collected 5,327 pounds of fruit seeds and walnuts that she would ship to Austin. The children of Georgetown were as effective at attaining patriotic goals set before them as were their parents (The Sun, September 27, 1918; November 8, 1918).

Additional fundraising efforts

The JRC members were also creative in finding ways to earn money to donate to their local chapter. Approximately 20 young people presented a dramatic, patriotic play collecting $12 in proceeds, earmarked for "hungry Belgian children" (The Sun, August 9, 1917). Shelly and Ora Mae Mullens donated a registered pig to the JRC; when sold, the pig brought $26 for the Georgetown JRC chapter. The JRC earned additional funds by collecting and selling newspapers. Older boys in the JRC were encouraged to make and sell tables, chairs, and shelving in the same location at which they made Red Cross shipping boxes in order to help raise funds. These children were always looking for opportunities to earn funds; several newspaper articles and official JRC materials

mentioned that the JRC members were available to run errands (The Sun, January 10, 1918; February 14, 1918).

WAR SAVING STAMP CAMPAIGN

The Creel Committee did not hold back any punches when it wrote its advertisements for the War Savings Stamp campaign. One of the primary modus operandi of this committee throughout the war was to attempt to make citizens feel guilty about their duty and to shame them into service through particular war effort campaigns. It was no different when the War Savings Stamp drive began. Soldiers' duties were compared to the duty of those at home. "The soldier has a big job to perform; he may have to give up his life. In comparison you have just a little job to do; you are only asked to save, to invest in War Savings Stamps that pay you interest." This statement intended to squelch any complaints about the difficulty for those at home to purchase more stamps. Their sacrifices could never be greater than the sacrifice the soldier boy "over there" might be called to make. Besides, "It is not a sacrifice to buy War Savings Stamps. It is an investment. It's a duty." The reader was asked "Are you going to do your best? The soldier boys are asking. Your answer means life or death to them; victory or defeat." Most of these advertisements published in The Sun were prefaced as though the soldiers were "signaling those safe at home to save so they can serve." Readers were admonished that "every thrift stamp you buy means that our boys have been supplied with five cartridges. Every time you spend money for something you are not compelled to have a soldier has to do without." Clearly, a great need for supplies was evident and the Creel Committee was able to create a great swell of financial support across America and certainly in Georgetown to meet the needs created by the United States' involvement in the war. No one wanted to be thought of as a slacker, and non-participation called one's patriotism into question (The Sun, April 4, 1918).

Thrift Competitions in GISD

When the school children of Georgetown were called upon to purchase Thrift Stamps, they entered the campaign with great enthusiasm. Unbeknownst to the children, they became an extension of the Creel Committee as they repeatedly asked their parents to allow them to purchase more and more thrift stamps. It was a clever idea to utilize the persistent and competitive nature of children to delve deeper into the pockets of the parents rather than relying solely on messages addressed to adults.

Thrift stamps sold for 25 cents apiece, and thrift stamp cards held 16 stamps. The card, with an actual value of four dollars, could be redeemed at a later date for five dollars. The pledge signed by the owner of the thrift stamp card read:

> I hereby apply for membership in the (Georgetown) War Savings Society of (Williamson County) and pledge myself (1) to systematic savings;(2) to refrain from unnecessary expenditures and the purchase of non-essentials, in order that labor and material now employed in the production of articles not necessary to my health and efficiency may be released for the production of those articles and supplies which the United States needs for the support of its Army and Navy; (3) to lend my earnest efforts to encourage thrift and economy in my community and to secure other members for this Society; (4) to invest in the United States War Savings Stamps and Thrift Stamps, and to encourage others to do so.
>
> Signature_____ Address _____
> Date _____1918 (The Sun, June 21, 1918).

GISD participated in the War Savings Stamp drive by insisting that the number of stamps sold be reported by each teacher in the Grammar School and High School. The schools held weekly contests between classes, and the results were published in The Sun by classroom and the teacher's name. The number of children in each classroom was shown along with the number of students who purchased thrift stamps that week. A column showing the increase from the previous week also appeared. The Sun editorialized from time to time about these savings drives. One observed that, "… boys

and girls reflect so often the atmosphere of their homes that it is hard always to account for their attitude." If the children were not buying enough thrift stamps, it was implied that it reflected the attitude of their parents and their support of this war effort. The editor attempted to shame the parents into letting their children purchase additional thrift stamps. He extolled the children who have "yet to answer the call to arms" to purchase the stamps out of "love of country and devotion to the cause of democracy." Again, the use of the phrase repeated throughout the war was promoted: "Give until it hurts and then give until it quits hurting" (The Sun, March 7, 1918; March 14, 1918; March 21, 1918; March 28, 1918). County Superintendent Nolan Queen directed the War Saving Stamp sales for all of Williamson County rural schools. His influence encouraged e the continuation of the sale of thrift stamps throughout the summer months in every school district in the county. By the close of the thrift stamp competition on May 3, 1918, more than 65% of GISD students had purchased thrift stamps in the amount of $3,400. The winning classes in the High School and Grammar School purchasing the greatest amount of stamps earned the reward of a half-day holiday and refreshments of their choice (The Sun, May 24, 1918).

An anonymous Georgetown student who participated in the Boys' and Girls' Club League wrote a poem about her efforts to provide support for the war effort.

> I am working today for a soldier boy brave,
> Who is fighting the terrible Hun,
> And a stamp I will buy when a quarter I have.
> This will get five square meals for his gun.
> And each will mean a star in my crown over there-
> And a bright one indeed it will be;
> For I feel and I know in that home over there
> A bright crown awaits for me.
> (The Sun, March 21, 1918)

This poem spoke to several topics. Clearly, this student had seen, heard about, and/or read the War Saving Stamps Society's statement that each stamp buys five cartridges for the soldier's gun. The student also attached a religious significance to her purchase when she mentioned a "bright crown awaits for me" because of her help in the e of bullets for the soldier. Those in charge of capturing the minds of America and creating solidarity of purpose did an excellent job regarding the children as well as the adults. These efforts, engineered nationally through the Creel Committee and administered through the local County for Defense Committee, engendered a sense of morality and nobility when participating in the war effort.

GEORGETOWN PUBLIC SCHOOL STUDENT DONATIONS

One fundraising campaign at GHS had boys and girls competing to see which group could bring the most cash to donate to the United War Work Fund. The boys contributed $314.50 and the girls, $278.75. The Grammar School contributed $281.25 for a total of $374.50 from GISD students. The Sun reporter stated that he thought the amount of the high school donations must surely be a record for donations from a school the size of GHS. "So far as we know, no other school in the State of similar size has done so well" (The Sun, November 22, 1918). Superintendent M. A. Cannon reported in December 1918 that he had receipt of a donation from the high school of $377.60. It is unclear, yet probable, that this was a separate donation from the November donations collected from the High School students. The newsman reported that this generous sum should make everyone (in Georgetown) proud of the "splendid showing" by the high school students. He went on to say, "Any movement for the assistance of the soldiers of the Allies or the alleviation of suffering humanity receives a strong support in the Georgetown Public Schools" (The Sun, December 13, 1918).

The work of the children in Georgetown sometimes carried over into other organizations. Many of the children involved in the thrift stamp campaign also participated in the food conservation and preservation as well as agricultural efforts such as increased livestock and grain production offered through the Boys' and Girls' Club League. A young Georgetown girl addressed the ways she could "do her bit" to win the war. Her letter to The Sun stated,

> Dear Mr. Foster:
> I can't do much to help win the war, but I will do my best. I am not going to as many shows as I did before. Thrift Stamps are a great help to the dear old U.S. I am raising a garden also. I have one W. S. S. and three Thrift Stamps, and expect to get more before long. Another great help is the Canning Club to teach girls that never knew before and the War Garden to help save food for the Allies and our men in France. Well, I guess I will have to close. Yours respectfully,
> Alverta Gee (The Sun, April 4, 1918).

This letter leaves no question that Georgetown children responded affirmatively to the governmental pleas about funding and food during a time without television and radio. The message had been delivered at school, at church, through posters hanging in downtown Georgetown, in the newspaper, through friends and family members. The theme of war enveloped the entire community, and the children eagerly awaited opportunities to participate in defeating Germany and the other Central powers (See Ling, 1918).

GEORGETOWN PUBLIC SCHOOLS DURING WARTIME

The GISD school board met before the onset of the fall session in 1917, and renewed the contracts for all returning teachers and for GISD Superintendent Clark. Earlier, the trustees searched for a candidate to fill a vacancy for the position of the High School principal. Transfer student fees were set at $3.00 monthly for first through fourth grades, $4.00 monthly for fifth through seventh grade and $5.00 monthly for high school

grades. With all the teachers and a new High School principal hired for the 1917-1918 school year, The Sun published the entire faculty list of names and positions. GISD hired May C. Clark as the art teacher; Mrs. N. M. Wilcox as the supervisor of music; Mittie Hutton was listed as an assistant; Mr. Charles J. Nissale served as the new High School principal and science teacher. He had five teachers in addition to himself in his building. The Grammar School had eight teachers for grades four through seven. The Primary School employed six teachers for three grades. The board scheduled school to begin on September 3, 1917 (The Sun, May 24, 1917; June 14, 1917; August 16, 1917).

Teachers and students at the Grammar School provided a variety of entertainment programs for parents on a rotational basis. Every month, a different teacher and students presented either a musical or a dramatic production that was publicized by The Sun, noting which class was providing the program and listing the students participating. For example, The Sun reported that in November 1918, class 4-B, under the direction of Icie Thomas, provided a Mother Goose Pageant and closed the program with a musical presentation by a quartet accompanied on the piano by another student and two dramatic reading presentations (The Sun, December 6, 1918; December 20, 1918).

A special sermon by Reverend Booth of the Methodist Church honored GHS students and the opening of the new school year. The sermon, entitled "Slackers and Heroes," had a patriotic theme. The community immersed school-aged children in wartime issues as the parents participated in war effort activities at school and also at church. The message of honor, duty, and sacrifice was repeated often during the long 19 months of war (The Sun, September 6, 1917).

The 1918–1919 school year began with a total enrollment of 486 students. Annie Purl enrolled 152 children in the Grammar School. Icie Thomas, principal of the Intermediate School, enrolled 201 students. The High School had a total of 133 students.

Prior to the beginning of the fall term of the 1918 school year, GISD decided, for undisclosed reasons, to replace Superintendent Nolan Queen. The board hired Professor M. A. Cannon to serve as the new superintendent (The Sun, May 9, 1918).

The commencement services for the 1918 graduating class of GHS were held in Southwestern University auditorium, with six young men and ten young women accepting their diplomas. Three of the young men, Oran Langford, Clarence White and Forrest Brown, were not present to receive their diplomas because they had enlisted in the armed forces and were away from home. GISD honored their service by awarding them their diplomas during the commencement service (The Sun, May 17, 1918).

GEORGETOWN COLORED SCHOOL

The GISD school for local African Americans opened later than did the white school. The Colored School did not open until September 17, 1917, because of "cotton picking being in full force now" (The Sun, September 6, 1917). The school board understood that these students would be required to work in the cotton fields until the crop had been picked. The compulsory attendance law requiring 100 days of schooling could still be met despite the delay.

Professor S. C. Marshall, principal of the Georgetown Colored School, announced the creation of a Service Flag to honor the drafted black men who were serving in the U.S. military forces. The Service Flag was presented in a ceremony at the AME Church in Georgetown on the last Friday in April 1918. The flag had 26 stars on it in honor of the 26 young African American men who had been called into military service (The Sun, April 25, 1918).

A reporter for The Sun described a wonderful meal he enjoyed that was prepared by the senior class in the "domestic science department in the Negro School." Principal Marshall's wife supervised this department. The article stated that the work being

accomplished was "the most remarkable school work being done in the county, because it is practically self-supporting." Mrs. Marshall taught five or six domestic science classes daily with instruction on cooking, housekeeping, and sewing. "Some Negro girls are boarding here and going to school because of this department, and several families are living here just for school purposes, and largely for this domestic instruction" (The Sun, April 18, 1918).

The 1917-1918 commencement exercises for the GISD Colored School launched a week of activities to commemorate the work of its students. The first event was an industrial exercise and exhibition on May 9, 1918, followed on Friday evening, May 10, by the presentation of the annual High School drama production entitled "The Dust of the Earth." Reverend G. M. Mallory preached the commencement sermon on Sunday, May 12. On Wednesday, May 15, the primary exercises by the younger students were given. On Thursday, May 16, a pastoral opera, "Sylvia" was presented. Graduation exercises occurred Friday evening, May 17. The program charged 10 cents as a general admission. The students sang several songs in various duets, solos, and groups. Judge J. F. Dawkins presented the graduation address message. Viola Vanura Grant read a paper entitled "Why Domestic Science Should Be Taught in the Public School," and Willie Bass read one entitled "Making Domestic Art Practical." Clearly, the domestic science department had made a positive impact at the Georgetown Colored School as evidenced by the choice of papers presented at the graduation ceremony and the article written by The Sun reporter extolling the virtues of the program (The Sun, May 17, 1918).

CURRICULUM

The published curriculum of GISD for 1918-1919 included mathematics, history, English, science, geography, reading and writing, Latin, and Spanish. The district employed 18 teachers. Professor Cannon announced that the public schools would open

for registration on September 9, 1918, and the compulsory attendance term would begin November 4 and continue for 100 days. He further stated that the "course of study" for the pubic school would be announced as soon as the State Board of Education finished its outline of recommended course work because GISD wanted to follow that outline as closely as possible (The Sun, May 9, 1918; August 16, 1918; see, also, Davis 1995b, 1999).

As noted earlier, extracurricular activities actually increased during wartimes. In fact, the GISD music department became a prominent feature of the curriculum. The State Music Teachers Association vocally extolled the virtues of including music in education, and Mrs. N. M. Wilcox, GISD's supervisor of music, was a member of this group. In 1917, the State Music Teachers Association began an emphasis on the creation and maintenance of standardization in music education in Texas' public schools. Students presented several piano recitals to the community throughout the 1916-1917 school year under the direction of Mrs. Wilcox. The music teachers regularly provided entertainment for parents and the community through recitals for a variety of functions. Mittie Hutton, the music teacher at the GISD Grammar School, supervised her students as they performed a musical recitation for the community. During the graduation exercises for GHS, Hutton's music students presented another recital in Southwestern University's auditorium. The music department of GISD sustained its value to the community through its repeated demonstrations of its students' musical abilities learned and enhanced through the public school system (The Sun, December 13, 1917; May 3, 1917; May 10, 1917; May 24, 1917; August, 16, 1917).

GISD Superintendent M. A. Cannon announced that the High School and Grammar School would be equipped with study halls beginning in the fall session of the 1918 school year. Study halls were available for fourth through eleventh grade students.

Under this system, no student would be with only one teacher. The study halls were designed "with an eye toward sanitation, light, comfort, and quietness." Each student was assigned to a particular single desk, and the halls were monitored with "experienced disciplinarians" who would not permit talking in any form (The Sun, August 16, 1918).

Superintendent Cannon also announced the addition of five new courses in the High School—chemistry, English I, Spanish I, Latin I, trigonometry II and agriculture I and II. The additional accredited courses increased the number of Carnegie Units offered by GHS from 18 to 23.

A new domestic science department was scheduled to be added to the High School in 1918. This new addition was undoubtedly due to the tremendous impact of the food conservation effort sweeping across America as part of the war effort. From the time America entered the war, the federal Bureau of Education admonished women's club members and clubs for schoolgirls to learn how safely and effectively to preserve foods. Those who neglected this duty surely would be labeled slackers. It was a natural progression from this intensive war effort that a domestic science department would develop and become a part of GISD curriculum. To support the success of this endeavor, GHS and the domestic science department at the Georgetown Colored School received new canning equipment purchased through Alline Howell of the Williamson County Home Demonstration Agency (The Sun, April 25, 1918; May 17, 1918).

UIL COMPETITIONS

The UIL state athletic competition in May 1917 began with great fanfare when the high school competitors marched to the Capitol to attend a reception provided by the Governor and the House of Representatives. Approximately 1,000 students, faculty members, and parents went to Austin for the UIL meet. Athletic events included tennis,

120-yard dash, 100-yard dash, 220-yard hurdles, 220-yard dash, one-mile run, 440-yard dash, 880-yard run, mile relay, broad jump, high jump, pole vault and the shot put. Cities sending teams to compete included Georgetown, Lubbock, Hillsboro, Temple, Greenville, Beaumont, Austin, Waxahachie, Stamford, Houston, Brownsville, San Marcos, Waco, El Paso, Amarillo, Snyder, Commerce, Kaufman, Cost, and El Campo. The highly competitive Class A tournament involved 700 participants. By the end of the second day of competition, Georgetown had earned the greatest number of points in the tournament and was named the UIL State Athletic Champion of all the Class A schools in Texas. This remarkable honor, unfortunately, received only minimal attention, being overshadowed by America's recent entrance into the World War. Georgetown, a small community that usually reveled in the successes of its children, was ensnarled in a battle it was told must be won at home, leaving little time for celebration of local achievement (The Sun, April 12, 1917).

However, the GHS' boys' track team that captured the UIL state athletic championship was invited to attend the National Interscholastic Track Meet in Chicago. The team would be housed in the University of Chicago and provided free entertainment. Unfortunately and without explanation, the team declined (The Sun, June 7, 1917).

Georgetown won another UIL county athletic meet in 1918 in preparation for the next UIL district meet. The Georgetown boys won the Class A high school division with 106 points. They competed in the track events: 120-yard low hurdle, 10-yard dash, 1 mile run, 220-yard hurdle, 440-yard dash, 220-yard dash, 880-yard run, and the mile relay. Field events included the running broad jump, running high jump, and the pole vault (The Sun, March 28, 1918).

Senior and junior girls from GHS participated in the track meet as well, and their team defeated competitors from Taylor, Whitehouse, Leander, Thrall and Florence

competitors to win first place. In track, the girls competed in potato races, 20-yard dash, and the 140-yard relay. Field events included a basketball throw for distance, a basketball throw for accuracy, and the standing broad jump (The Sun, March 28, 1918).

ADMINISTRATIVE CHANGES

Nolan Queen resigned his position in May 1918 as the Williamson County School Superintendent to enlist in the army. He was sworn in as Sergeant in the Third Texas Calvary, but he remained in Williamson County until the Calvary was ready for duty. This well-liked administrator was very active in the war effort in Williamson County, serving on numerous committees and boards such as the Red Cross and the JRC. The commissioners' court selected Mrs. Clara Wilson Hanna, a GHS teacher, as his successor, and she won an election in November 1918 to continue serving in this position. The Sun reported, "Mrs. Hanna has handled the business of the office in a most satisfactory manner and has made a splendid record in administering its affairs" (The Sun, December 27, 1918). Mrs. Hanna resigned her position as Williamson County Superintendent at the end of the war. Her reasons for this action are not known. Likely, she recognized that county residents preferred a man as county superintendent (The Sun, December 27, 1918; May 31, 1918).

TEACHER INSTITUTES

The WCTI continued throughout the time of war. County Superintendent Nolan Queen and all county principals set the war's first WCTI session in Taylor from December 17 – 21, 1917. A total of 24 Georgetown teachers attended the institute; of that number, 21 were regular classroom teachers and the remaining 3, the GHS principal, the music director, and the art teacher. Teachers planning to attend the WCTI in Taylor who had to arrive late could be met by request at the train station and be transported to

the session by auto courtesy of the Taylor Retail Merchants Association. The location of the WCTI created a mild competition between Georgetown and other communities. This generous offer by the Taylor Retail Merchant Association definitely helped raise attendance at their meeting and allowed Taylor to be viewed favorably by the county's teachers. In fact, teachers voted 131-75 to return to Taylor for the 1918 WCTI meeting. Unfortunately, the later meeting was postponed due to a virulent outbreak of the Spanish Influenza in the United States. Williamson County Superintendent Clara Wilson Hanna stated the WCTI would not be rescheduled in 1918 because the law "provides that it must be held during the first four months of the school year" (The Sun, October 25, 1917; December 6, 1917).

Several local teachers also attended the 1918 State Teachers' Association meetings in Dallas. They included Annie Purl, Velma Coker, Aida Langford, Mary Early, Ruth Farris, and GISD Superintendent Cannon. A high point of the trip, according to a prior notice, was that they would hear the nationally prominent Billy Sunday preach (The Sun, November 11, 1918).

SMALLPOX AND SPANISH INFLUENZA OUTBREAK

At the close of the First World War, an outbreak of a particularly virulent form of Spanish influenza spread across much of the United States and Europe. Before the epidemic subsided, approximately 20 million Americans would be stricken with the disease, and 668,000 of them would die. Georgetown did not escape exposure to this persistent and worsening epidemic. W. H. Davis, president of the GISD school board, decided to close the public schools for two weeks after consultation with the city health advisor. This action was a precautionary measure because the only known remedy was to avoid exposure to the illness. The two-week period of school closure was to be revisited

to see if the time limit needed to be increased. Parents were urged to keep their children at home and avoid congregating with others to "assist in making the community as sanitary as possible" (The Sun, October 11, 1918). This same issue of The Sun published a list of doctor's rules about how to avoid contracting the Spanish influenza. One week later, Dr. E. M .Thomas, Williamson County Health Officer, issued an order for all rural schools in the county to close if the disease was present in any student or faculty member. This order also included an article from the United States Surgeon General, which provided advice about how to avoid contracting and spreading the Spanish influenza (Axelrod, 2000, p. 358; The Sun, October 18, 1918).

At the end of the two-week period of isolation, GISD extended the school closure for another week. The editor praised the school board for its decision to use caution and credited it with keeping the epidemic in Georgetown minimal and for "safeguarding the health of the children" (The Sun, November 1, 1918). Announcements appeared regularly in The Sun about how to fight the Spanish flu. Druggists began to publish notices recommending products to aid in reducing some of the discomfort associated with the flu (The Sun, November 15, 1918).

The Spanish influenza epidemic receded for a period and then appeared again with renewed vengeance. Superintendent Hanna announced the closing of nine schools in the county because the epidemic had returned. The GISD school board decided to close the public schools one day early before the Christmas holiday break because of a revival of the flu epidemic in the county. Superintendent Hanna stated that Georgetown was not alone in its efforts to squelch the epidemic. Another 15 schools in the county also closed early (The Sun, December 13, 1918; December 20, 1918).

In April 1918, in response to reported cases of smallpox in the area, GISD board members required all students to be vaccinated for smallpox as a prerequisite for

attendance at any public school in the district. This action took immediate effect. Because some community members doubted the existence of a true smallpox outbreak, the school board consulted with Dr. W. H. Moses, the Health Officer in Georgetown, and Dr. W. B. Collins, the State Health Officer. Both of these physicians visited several of the alleged cases and agreed that they were indeed smallpox. Although the disease was relatively mild in the cases they saw, the two health officers warned that more violent cases could develop from those already present in Georgetown. Dr. Collins met with the GISD school board and approved its mandatory smallpox vaccination requirement because vaccination was the only known preventative for the spread of the disease. Dr. Collins further implored the school board to continue the practice of requiring smallpox vaccinations in the fall term of 1918 and not to permit students to enroll without having been vaccinated. Parents had no choice but to have their children inoculated because they also had to comply with the school attendance law. This situation was the first on record of GISD enforcing vaccinations as a prerequisite for school attendance (The Sun, May 9, 1918).

FOOD CONSERVATION AND PRESERVATION

Georgetown responded to national calls for increased food production to help feed American allies and to exercise food conservation at home by creating Food Conservation Committees. These committees worked in conjunction with the ARC and the Boys' and Girls' Club League to encourage entire communities to participate in food conservation and preservation efforts. Georgetown was no exception to the general rule. Alline Howell and several other young ladies directed numerous training sessions across Williamson County to teach women and girls how properly to preserve food, primarily through canning. The Sun published many creative recipes such as the eggless, butterless

and sugarless war cake, which used molasses instead of sugar. These recipes supported the government's desire for Americans to reduce their consumption of sugar, wheat, fats, and meat. Housewives were encouraged to use oatmeal, corn meal, corn flakes, hominy, barley, and rice instead of wheat. Food conservation calendars such as the one shown in Table 3.1 were published by The Sun that encouraged housewives to post the calendar in a conspicuous place in the kitchen as a reminder (The Sun, November 1, 1917; December 20, 1917; February 14, 1918; February 22, 1918; April 4, 1918).

Table 3.1. Sample Food Conservation Calendar

Date	Breakfast	Dinner	Supper
Sunday	Meatless		Wheatless
Monday	Meatless Wheatless	Wheatless	Wheatless
Tuesday	Meatless	Meatless	Meatless Wheatless
Wednesday	Meatless Wheatless	Wheatless	Wheatless
Thursday	Meatless		Wheatless
Friday	Meatless		Wheatless
Saturday	Meatless	Porkless	Wheatless Porkless

The food conservation effort fully involved all members of the community including the children and GISD. The public school system and, specifically, school teachers repeatedly were called upon to influence and recruit children into service for the war effort. Numerous organizations such as the ARC and the Food Conservation Service recruited teachers to encourage children to plant war gardens and purchase thrift stamps in school competitions. County superintendents provided a list of teachers to the Food Supply and Conservation Committee, a subcommittee under the State Council for Defense. This committee and others then asked these teachers to distribute and teach the

message of numerous pamphlets and posters. These committees mailed 25,000 letters to teachers asking for their cooperation in the war garden campaign work. The Sun published a statewide report on the war effort and reported that public school teachers played an influential role in getting children to plant war gardens. (See, also, Davis, 1995a.) Texas teachers distributed 911,300 war garden cards to students who pledged to raise a war garden. Teachers also hung posters extolling the critical need for food conservation. In fact, Texas teachers in public schools received 6,000 food conservation posters, and 25,000 copies of a two-color garden poster were "placed in school houses to inspire children to plant gardens." Many teachers and students in Texas joined the U. S. School Garden Army, but it is unclear if Georgetown teachers participated in this national organization in addition to their local war effort work (The Sun, April 25, 1918).

The United States Government declared the week of October 28 to November 24, 1917, as Food Conservation Week. During this campaign teachers in Williamson County were asked to spend 30 minutes on Friday, October 26, speaking to their students "urging food conservation along the lines suggested by Administrator Hoover." Teachers, like so many young men, had been drafted into the service. Rather than go overseas and fight in the trenches, teachers served at home to fight a war that enlisted school children to raise funds and conserve food (The Sun, October 25, 1917).

BOYS' AND GIRLS' CLUB LEAGUE

One of the avenues used by local war effort leaders to facilitate children's participation was to infiltrate an agricultural-based program for young Americans already in place prior to the onset of the war called the Boys' and Girls' Club League. Students from Williamson County in the League joined together to learn about animals, such as pigs and chickens, and to raise crops, such as corn, peanuts, wheat, and cotton. After the

United States' joined the war, the Boys' and Girls' Club League projects assumed much greater importance and were now infused with newfound urgency due to the potential scarcity of food for Americans and the European Allies. A drought in central Texas made increasing crop production a challenge, but local farmers pledged to grow 7,500 acres of wheat. A favorite patriotic phrase often stated during the war was "It can't be done, so let's do it." This phrase represents the dogged determinedness of Americans to continue to strive to meet the government's requests for more men, food, and money. Increased food production and conservation immediately became the primary curriculum for the Boys' and Girls' Club League (The Sun, August 2, 1918).

J. W. Luker and Alline Howell were the leaders in the Williamson County Boys' and Girls' Club League. They often planned their visits to communities within the county in order that they could travel together and see both boy and girl club members on the same day. Luker worked with boys who were members of the pig or corn club. Miss Howell taught girls enrolled in the canning or poultry club. By the end of the war and after many trips across the county together, the two married (The Sun, September 13, 1918).

BOYS CLUBS: PIG CLUB AND CORN CLUB

The Sun published Boys' and Girls' Club League information in a weekly column. Luker provided a schedule of his planned twice-monthly visits to each of the clubs in the county. He attempted to visit as many farms as possible and invited the public to visit at the club's meetings. He visited Georgetown Boys' Club members on Saturday, April 10, 1918, at the Williamson County Courthouse.

Luker offered information to the boys about how to properly feed their pigs, keep lice off them, outlined safe conditions for their pig pens, and taught them scientific information about how carbohydrates, fats, and proteins affected the growth and health of

their pigs. He reminded the boys not to feed their pigs anything from the kitchen table that could be used for the family. He specified that "no cold biscuits in your slop bucket or anything else that is wasteful and can be avoided, for it is unpatriotic to waste." Luker reminded the boys about the upcoming fall State Fair in Dallas at which the pig club was scheduled to show several of its registered pigs. Williamson County Demonstration Agent O. W. Sherrill published information for the pig club members in the same column. He reminded the boys that the pigs that looked the best and received good care would also receive the best price. Sherrill traveled to Kansas to purchase registered hogs for the boys' pig club with funds donated by local banks and clubs. From these efforts, Georgetown received 12 hogs for the local boys' pig club (The Sun, May 24, 1917; April 4, 1918). Luker reported in April 1918 that he was working with more than 40 clubs in Williamson County (The Sun, April 18, 1918).

GIRL'S CANNING AND POULTRY CLUBS

Alline Howell, Williamson County Home Demonstrator, was involved with presenting canning and food preservation techniques all across the county in addition to overseeing the girls' canning and poultry clubs. She and various assistants from Texas A & M University were extremely busy spreading the gospel of food conservation across Williamson County. She reported meeting regularly with 40 food and canning clubs with 439 ladies and girls listed as having attended. She was responsible for distributing 7,736 government-issued bulletins on canning and food conservation, and mailing 3,500 other government leaflets across the county. This experienced and talented demonstration agent expanded her work with the canning and poultry club girls into the public schools throughout the county. When she visited the Georgetown Grammar School, she reported that she soon had enlisted "about 100 members." Each member was "more or less pledged to war garden work." The war garden work could be done in a variety of ways.

Some schools had war gardens on the premises, with others at home or in the neighborhood. Miss Howell rented a plot of land from Mrs. Jennie Hughes in Georgetown and reported that this ground would be "worked as a garden by three Georgetown boys – Fowler McDaniel, Frank Hightower, and Afton Weir." This garden demonstrated how profitable a garden could be. Miss Howell also solicited the use for any other vacant lots to be prepared and utilized for additional war gardens (The Sun, February 22, 1918; April 18, 1918; July 5, 1918).

In a continued effort to rally enthusiasm for growing war gardens, County Demonstration Agent O. W. Sherrill encouraged all the Boys' and Girls' Club members to name their war gardens in honor of a soldier because he thought they would put forth a greater effort to grow and maintain the garden if they were doing it in the name of someone they knew. He tried to make it competitive by stating, "Let's see which is the most popular soldier boy in the county, and let's see that no soldier boy from the county fails to have some garden or some productive enterprise named in honor of the service he is rendering." Children turned in the name of the soldier in whose honor they named their garden to the community secretary, defense committee members, or to the county agent. The school teachers collected these reports and created a Williamson County Honor Roll listing all the soldier's names (The Sun, March 28, 1918).

Howell published weekly articles in the Boys' and Girls' Club League column. She warned them to "Watch your garden and kill grass and weeds as soon as they appear for grass and weeds are working in the interest of the Kaiser" (The Sun, April 18, 1918). She instructed students about the proper time to plant particular plants month by month, how to make mulch for the garden, and how to mix their own pesticides to keep insects from destroying their plants (The Sun, May 24, 1918).

BOYS' AND GIRLS' CLUB LEAGUE RALLIES

The Boys' and Girls' Club League had rallies for the children with numerous guest speakers. The first Friday in April 1918 the league had a rally in the city auditorium in Taylor, located approximately 20 miles east of Georgetown. The morning session was a joint session with both boys and girls. Williamson County Demonstration Agent O. W. Sherrill opened the rally and introduced the local Methodist preacher who offered a prayer to begin. Mr. T. W. Marse, a local Taylor businessman, "made a very forceful talk on 'Thrift and Economy'." Williamson County School Superintendent Nolan Queen was present and spoke to the club members about the relationship between school work and club work and noted the advantages of diligence in each effort. A prominent businessman from Granger, David C. Young, taught the boys and girls how to successfully handle purebred hogs (The Sun, April 4, 1918).

Parents were apparently also present since The Sun article mentioned that Higgins, a Texas A & M University representative, spoke to the mothers of club members about production and preservation of food from the farm. She also instructed the mothers about potential substitutions that can be made for the food products that were in limited supply like sugar, meat, and wheat. She reminded the mothers that it would take men, money and food to win the war. Indeed, it did take men, money, and food to win the war, and Georgetown generously provided all three.

The afternoon session divided into sections for the boys' clubs and the girls' clubs until they rejoined at 3:00 pm. Higgins spoke to the girls' club members about the value of agricultural work. Kittie Wilson, a Taylor High School teacher of home economics, spoke to the girls about the importance of the home economics course work in the public schools. The boys' club members listened to John H. Griffith, president of the City National Bank of Taylor, speak about the importance of establishing good credit and

attaining success in life. He admonished them to "Follow the example of the successful businessman. Develop the mind, heart and hand. Do not be discouraged by a small start" The Sun, April 4, 1918).

When the club members came back together, the boys and girls participated in a speech contest where members spoke about the educational and financial advantages of club membership. Lucy Albrittain of Jonah and Dave Munson of Georgetown won and earned awards of $4 as their prizes. All club members present were given a free movie ticket to the Colonial Theatre in Taylor as a gift from the Taylor Retail Merchant Association. Fifteen communities in Williamson County had club members present at the rally (The Sun, April 4, 1918).

The girls provided exhibit items at another rally on June 10, 1918, in Georgetown. Each female member of the canning club had to bring an example of a "cup towel, apron, one cooked recipe taken from Bulletins and leaflets, canned greens, beans, peas and any other caned or pickled vegetables they put up that year." They also had to display a fresh garden mixture of items such as "string beans tied in a bunch," one square of English peas in pod, largest onion, and a pretty bunch of lettuce, mustard greens, turnip greens, beets, carrots, and the largest tomato from their gardens. The canning club member with the best display won five dollars. Members of the poultry club exhibited a dozen of their best eggs to illustrate their uniformity in size and color. The Williamson County Poultry Association awarded the prize of one dollar to the best egg display. Girls could volunteer also to bring a chicken for exhibition (The Sun, May 24, 1918).

The boys in the corn club brought a "small sheaf or bundle or oats, barley, wheat, Sudan grass, cane, milo, fetenita, sorghum, corn, hegari, cowpeas, soy beans and such other crops that you have growing at the time" for display at the rally (The Sun, May 24, 1918).

SUMMARY

During the tumultuous 19-month period when America was immersed in war relief efforts, Georgetown residents heartily answered Uncle Sam's call for sacrifice. This was largely due to the concerted effort of community leaders keeping the residents informed about patriotic service and calling them to duty. These influential leaders helped Georgetown residents, including its children, make substantial contributions to the war effort. The town heavily contributed to every war-related effort requested by the government. Food conservation and preservation clubs sprang up across the community, and women and school-aged girls fully participated in local clubs and organizations, such as the canning and poultry club and through the ARC and JRC. Men and school-aged boys worked hard to increase hog and crop production through individual efforts and through involvement in local clubs and cooperatives, such as the corn and hog clubs.

Fundraising efforts continually surpassed all quota recommended by the ARC, JRC, and county and state officials. The Georgetown public school system was an enthusiastic participant in helping students raise funds for the war through purchasing thrift stamps and collecting monies for war fund donations. Children were as fully immersed in the war crisis as their parents were. The patriotic example set by parents and educators was enthusiastically emulated in the schools by the school children. The needs created by the war spilled over into the public school system and GISD, and its teachers were often enlisted to serve as spheres of influence in the lives of their students to further the cause of the war.

Whether the children were gathering peach seeds, purchasing thrift stamps, learning to knit socks for soldiers, canning vegetables or raising hogs to provide more food, they repeatedly volunteered to serve their country in a time of crisis and need. The public school system of Georgetown made itself available as a willing vehicle to facilitate

full participation by its students in the war effort. A statement published in The Sun mirrored that sentiment, "Any movement for the assistance of the soldiers of the Allies or the alleviation of suffering humanity receives a strong support in the Georgetown Public Schools" (The Sun, December 6, 1918). The GISD served as a worthy ally in the battle on the home front and did not shrink away from any known request made by its government for assistance. All the while, during this time of national crisis, when the Georgetown public school system was inundated with additional war-related responsibilities, it continued to fully operate and to stay the course of meeting the educational needs of its students. Many of these wartime emphases, additionally, constituted what amounted to a breach of federal-state relationships. These attempts to infuse federal priorities, however situation (wartime) specific, did not continue into the post-war years. On the other hand, they were prelude to future efforts to change purposes of American schooling. (See, for example, Davis, 2005).

CHAPTER FOUR:
INTERWAR YEARS

During the interwar years, 1918-1941, GISD once again faced and surmounted several new challenges. The Great Depression had caused financial distress across the nation, and the federal government responded by creating several new programs, such as the Works Progress Administration (WPA). The WPA proved instrumental in the development of the school libraries in GISD by providing funding for school librarians. Earlier, tensions in Georgetown and throughout Texas were high as violent acts of local Ku Klux Klan members turned the spotlight on Georgetown and the District Attorney, Dan Moody, as he fought and won a landmark case against the Klan. The high school curriculum took a dramatic turn as vocational educational programs became prominent. School building programs resumed after the culmination of World War I, and enrollment continued to grow as small neighboring country districts either consolidated with GISD or transferred students into the district to complete high school courses. The fine arts offerings flourished, especially in the local Grammar School. Several common GISD practices, such as provision for school buses to bring students to school, opening of a school cafeteria, providing summer school classes, and maintaining student medical records had their origins in the interwar years.

The influence of Annie Purl, principal of the Georgetown Grammar School and supervising principal of the Mexican School, looms large across the GISD landscape and within the community during the interwar years. She was a highly visible representative of the school district by submitting weekly articles for publication in The Sun pertaining to a variety of topics related to child development and the Grammar School. She admonished parents and community members through her persuasive articles about the

importance of meeting the academic, physical, spiritual and moral needs of children in the community. She was the driving force behind various organizations that launched numerous campaigns dedicated to improving the welfare of children regardless of ethnicity. This chapter reveals how Annie Purl became one of the most influential individuals in the history of GISD as she repeatedly made significant contributions to the development of education in Georgetown.

GISD, having established a solid reputation within the community prior to the onset of World War I, continued to enjoy a respectable position as an academic leader in the county. For example, two separate families reported that they moved to Georgetown specifically to enroll their children in GISD. Georgetown provided a "better public school advantage," and they wanted their children to enjoy the "benefit of our schools." Official inspection reports from the SDOE supported the notion that GISD offered a sound educational foundation for students (The Sun, July 18, 1919).

STATE DEPARTMENT OF EDUCATION INSPECTIONS

Katherine Henderson, state supervisor with the Texas State Department of Education, conducted an official inspection of GISD in 1928. Her findings reported that the Georgetown schools were "exceptional in the thoroughness of the work being done and that the most approved methods are employed." For the High School, the report stated, "It was indeed a pleasure to visit Georgetown and see the working of a well-organized and excellently equipped school; a high type of work is being done." The district's Grammar School also received a high commendation. "The supervisor considered it quite an opportunity to visit the elementary school; the work there is under the supervision of an exceptionally well trained teacher who has an unusual interest in the development of each child. This school is not lacking in equipment and of special

interest is the unusually well equipped library with its delightful reading room in connection, noteworthy methods of classification of students are also in use." The Grammar School, under the guidance of Principal Purl, continued to thrive and earn recognition for its proficiency in educating children (The Sun, December 28, 1928).

Three years later, in 1931, Miss Gilstrap, a State Department of Education supervisor, visited GISD. She reported that the reputation of GISD had always been and continued to be an excellent one. The addition of physical education courses offering exercise to all students pleased Miss Gilstrap, who stated that GISD students "seemed to be well disciplined and a little above average for high school students" (The Sun, February 6, 1931).

Georgetown's schools, at least those for white students, were highly recognized during at least part of this period. Because of the economic depression, the State Department of Education had to reduce the number of visits its supervisors made to school systems. Consequently, that no reports of visits during the 1936-1941 period does not signify that Georgetown schools deteriorated.

SCHOLASTIC CENSUS

The scholastic census for Williamson County and Georgetown grouped Mexican immigrant and Mexican American children with the white children in its reporting even though it occasionally reported the number of Mexican children in the annual enumeration of white children. The local census, following State Department of Education legislated formatting, listed colored students separately. The scholastic census for GISD in 1918 reported an enrollment of 729 students: 562 white and 167 colored. In 1919, the scholastic census also reported a total enrollment of 729 with the student distribution being 584 white and 145 colored. Total enrollment increased to 771 in 1920.

In the fall of 1920, the High School enrollment exceeded 200 pupils for the first time. More than 400 students enrolled on the first school day in the Grammar School. The high enrollment was prior to the compulsory attendance date and many students were still working in the fields picking cotton and were marked as absent. The High School graduated 19 students in 1920 with 16 of them reporting plans to attend college. The graduation ceremonies included the Baccalaureate sermon at the local white Methodist Church and the graduation exercise in Southwestern University's auditorium on May 21, 1920 (The Sun, June 11, 1919; April 9, 1920; September 17, 1920; October 8, 1920; May 14, 1920; May 28, 1920).

GISD's population continued to grow with Grammar School enrollment increasing the most. At the end of the 1920-1921 school year, for example, the Grammar School had 527 pupils and the High School had 128. The Colored School had 190, and East View, a school district that consolidated with GISD, had 32 enrolled for a total of 978 students in GISD. At the beginning of the 1921 school year, the Grammar School counted 593 children as present, and the High School had 214. The Grammar School continued to have seven grades, and the High School consisted of grades eight through eleven. In 1922, the scholastic census recorded 744 white and Mexican students in GISD and 192 Colored students. The numbers stayed relatively stable for the next five years, and in 1927, 891 students enrolled with 726 being white and 165 Colored. GISD Superintendent Lee reported that the average school attendance for the Grammar School was 348 pupils, the Mexican School as 27, and the Colored School as 160. No mention of the High School was reported (The Sun, June 10, 1921; September 16, 1921; April 14, 1922; GISD Minutes, January 13, 1927; April 8, 1927).

In the 1930 – 1931 school year, GISD's student enrollment was 715. Some 355 students enrolled at the Grammar School and 360 at the High School. The senior class

began its school year with a record 70 members, and 57 of them graduated. The valedictorian and salutatorian, for the second time in GHS history, were two sisters, Eunice and Ruth, both planned to attend college in the fall. Commencement exercises and celebrations were not as extensive as they had been in recent years. What had been a weeklong progression of events was reduced to a commencement sermon on Sunday and commencement exercises at the High School (The Sun, April, 24, 1931; May 1, 1931).

The 1931-1932 senior class graduated 67 students. At the beginning of the 1932-1933 school year, the Grammar School enrolled 335 students; the High School had 293 students; the Colored School, 125, and the Mexican School, 15. Attendance always increased by the time the compulsory attendance date arrived because the minority students were no longer working in the fields gathering crops. The 1932-1933 senior class graduated 63 members. GISD delayed the opening date for the 1933-1934 school year by one week because a large number of students were working in the cotton fields. The senior class had 56 members earn diplomas in May 1934. The year began with 18 students in the Mexican School, 366 pupils in the Grammar School and 370 in the High School. The Colored School had an enrollment of 150 students with several transfers into the district from neighboring school systems within the county (The Sun, April 8, 1932; June 24, 1932; September 16, 1932; April 21, 1933; September 22, 1933; April 20, 1934).

STANDARDIZED TESTING

Like school districts across the nation, GISD began to administer and use standardized educational testing during the 1920s. GISD Superintendent Thomas Lee spoke at the 1925 Williamson County Educational Association meeting about the plans of GISD to implement standardized testing. The association formed a committee for

educational tests and made plans to begin the use of standardized testing in Taylor and Granger as well. The committee selected the Perdue English Test to administer to high school pupils and the McCall Thorndike Reading Test for grammar school pupils. The teachers and administrators considered these tests to be "accomplishment" tests because they measured what pupils knew about a particular subject. The committee selected intelligence tests as well. For high school students, the Miller Intelligence Test was administered, and for grammar school students the National Intelligence test was given. The schools measured how well their students were doing by comparing Georgetown student results to those in other nearby schools. The estimated cost of test administration was approximately eight cents per pupil (The Sun, November 20, 1925; December 18, 1925).

In January 1928, the Grammar School faculty administered the Stanford Achievement Test to its fourth, fifth, and sixth grade students. Once scored, GISD received praise for the high scores achieved by the students. The tests were sent to specialists in the field of elementary education across the nation, including Dr. Charleton Washburne, Superintendent of the Winnetka, Illinois schools and Dr. Earnest Horn of the State University of Iowa. Dr. Charleton Washburne reported his observations:

> The record of your children on the Stanford Achievement Test is certainly surprising. I am inclined to recommend that your fast moving group be given a chance to do the work of the next grade higher. If you are achieving these results at the expense of any freedom or any group and creative activities, then, I should say you are crowding them. If, however, the children are reaching these high standards simply through the use of good materials and excellent teaching methods and interest and are not feeling forced to doing a great deal of home work, you and your teachers are doing a great work (The Sun, April 13, 1928).

Any Georgetown resident knew immediately that the Grammar School was not ignoring or neglecting creative activities due to the highly publicized notices about the

numerous plays and the annual art show displayed by the students. The outstanding work accomplished by Purl's school was memorable to Dr. Charleton Washburne. One year later, Washburne selected Purl to serve on his summer school staff that taught individualized instruction to other teachers. Purl was the only person selected from Texas to work in this prestigious Winnetka school (The Sun, April 13, 1928; May 10, 1929; June 20, 1930).

SUMMER SCHOOL CLASSES

Beginning July 1920, Georgetown's Grammar School offered summer school classes that lasted 30 days. Grammar school students who failed one or two subjects could retake those courses in the summer and, if they passed an examination, they were promoted to the next grade. Students classified as being in the high seventh or low eighth grades with an average of 85 could take high school courses during the summer. Primary grade students were not permitted to enroll in any courses during the summer. Fees, collected in advance, were $3.00 for one subject and $6.00 for two or more subjects (The Sun, June 4, 1920; June 11, 1920; July 9, 1920).

Summer school programs continued to be offered to GISD students. They allowed students to earn additional credits or to retake courses. Through the years, additional courses, such as history and various levels of English and Spanish became available. A home economics course designed for homemakers offered no credits but was available (The Sun, June 6, 1924).

In 1925, after completion of the new High School building and renovation of the Grammar School, summer school courses were only available at the high school level. A minimum enrollment of five students was required for a course to be taught except for

eighth and ninth grade English. Students could take one new subject or two courses that they had failed for a fee of $15 per course (The Sun, May 15, 1925).

In 1927, summer school offered history for ninth and tenth graders, English for tenth and eleventh graders, Spanish II, plane geometry and algebra for eighth and ninth graders. The High School library was open to students during the summer of 1927, and The Sun published the hours of availability (The Sun, May 27, 1927; July 23, 1927). Unfortunately, documentation about summer school in later interwar years is sketchy and intermittent and is not reported here.

SCHOOL CONSOLIDATION AND SCHOOL BUSES

During the interwar years, several smaller common school districts consolidated with GISD. This development created a need for school buses to provide transportation for the new students. For example, in June 1919, the Huddleston Common School District (HCSD) petitioned GISD to annex its district into GISD and proposed that HCSD citizens pay school taxes. GISD approved the petition. In October 1922, East View Common School District petitioned GISD to allow its students to attend GISD and to close its small school. East View residents further requested that GISD provide bus service to transport their students into Georgetown. GISD approved the request and purchased its first bus and, thus, created the first school bus route in Williamson County. W. R. Rogers, paid $85 a month to serve as the bus driver, stated he "was handling the finest bunch of children imaginable, they understand the rules, observed them and had a splendid time going to and from the school in the big, comfortable bus." He also reported an average ridership of 30 students. GISD awarded Rogers the contract to drive the bus for the spring term in December 1924 for $90 a month (The Sun, December 22, 1922;

February 2, 1923; GISD Minutes, June 14, 1919; October 12, 1922; November 9, 1922; December 14, 1922; January 11, 1923; December 13, 1923).

In 1926, Fairview Common School District consolidated with GISD with the Georgetown district responsible for the provision of transportation to and from the school for the new students. GISD elected to construct a bus depot for students waiting for the bus at a location selected by Fairview patrons. No clear record in the GISD board minutes or The Sun discussed consolidation with Andice, Weir, or Walburg school districts. However, GISD minutes record provisions made to transfer their students into GISD via a Buick car purchased by GISD. In the March 5, 1936, GISD minutes records note GISD approval of the purchase of a rebuilt Ford motor for the bus transporting Jarrell students into GISD. The November 2, 1933, GISD minutes record that 18 students from Jarrell traveled to and from school on the bus. Later, in 1937, GISD purchased its second bus for $1,470. The new Chevrolet bus seated 40 individuals and operated the rural Fairview route, and transported 43 students. Apparently, additional districts including Caldwell Heights and Hudson transferred students into GISD for at least the high school years. By 1939, GISD had four school buses and had discontinued the bus routes for Caldwell Heights, Hudson, Weir and Walberg (The Sun, August 19, 1927; October 21, 1927; GISD Minutes, December 13, 1928; November 2, 1933; September 10, 1937; November 10, 1938; March 22, 1939; July 6, 1939; September 7, 1939).

An obvious and concomitant result of the consolidation of numerous school districts was an increased enrollment in GISD. Superintendent Lee reported an increased attendance of 60 students in 1926 and received authorization to purchase additional desks. Overcrowding continued to be a cause of concern even with the construction of new school buildings. For example, at the beginning of the 1938-1939 school year Purl

and the other first grade teacher each had 55 students enrolled in their classes (GISD Minutes, September 24, 1926; The Sun, June 31, 1938).

GRAMMAR SCHOOL

GISD Superintendent Lee received notification in February 1922 that the Grammar School had earned a prestigious designation from State Superintendent Annie Webb Blanton. This school was one of some 30 elementary schools in Texas that earned a place on the illustrious list of "first class elementary schools" in Texas. Criteria for this award were:

1) Each classroom must have a minimum value of 25 dollars worth of library books and shelves for them
2) Maps for use in history and geography courses
3) Separate room for textbooks
4) Playground apparatus
5) Lavatory on each floor

Students who attended a first class school could transfer to another first class school in Texas without examination or demotion. First class elementary schools were considered standardized (The Sun, February 3, 1922).

Purl often encouraged her teachers and students to pursue opportunities to earn recognition for the school. For example, the Grammar School began working toward earning a certificate of merit from the Highway Education Board in 1927. In order to earn the certificate, every pupil in the fifth and sixth grade wrote an essay on the subject "Why I Should Be Taught Street and Highway Safety at Home and at School." Every teacher also created a safety lesson plan, and every student enrolled at the school signed a Pledge of Carefulness. The school also had to be accident free for a specified period of time. A total of 450 points could be earned, but two boys in Purl's first grade classroom were injured costing the school 100 points. Despite these two injuries, the school

managed to earn the necessary number of points to earn the certificate. In 1928, the Georgetown Grammar School earned a National Certificate of Merit from the Highway Education Board in recognition of "conspicuous achievement in the national Safety campaign for 1927." The Grammar School was one of only eight schools in Texas awarded this certification in 1928 (The Sun, April 25, 1927; May 27, 1927; June 8, 1928).

The Grammar School frequently presented programs for the public to raise funds for the campus, usually charging a nominal entrance fee. The campus also offered a Christmas shop stocked with items that students made in order to raise funds for the school. Although students presented most of the productions, the faculty annually presented a play in the evening and garnered a large audience. The campus added a new stage for theatrical presentations in 1927. Additional events included Arbor Day, which was an annual time for planting trees on campus, and Armistice Day, which continued to be a cause of patriotic celebration for many years. Patriotic programs continued after the war in the Grammar School. On February 25, 1921, for example, students presented a colonial and patriotic program and charged 15 cents admission for students and 25 cents for parents as part of a fundraising effort to purchase additional playground supplies. Other patriotic events included flag raising ceremonies on President's Day and Texas Independence Day (The Sun, February 18, 1921; December 23, 1921; January 14, 1927; January 28, 1927; February 25, 1927; April 27, 1927; May 13, 1927; November 11, 1927; February 10, 1928; March 1, 1929; May 30, 1930).

GRAMMAR SCHOOL ACTIVITIES

At the beginning of the interwar years, the Grammar School contained seven grades, each divided into two sections. By 1928, the seventh grade moved to the High School and the sixth grade became the oldest grade level in the Grammar School. The

Sun regularly published honor rolls for attendance and grades (The Sun, June 3, 1921; February 11, 1927).

The GISD newspaper, The Eagle, devoted several pages to the Grammar School's news at the end of the 1924-1925 school year. It listed the attendance and honor roll for each classroom in grades one through six. The newspaper reported the results of the Grammar School's students at the county UIL meets and the gifts to the school through the efforts of PTA fundraising activities. The students in room 1B, for example, received a National and State Modern Health Crusade banner for "their faithfulness in learning and performing the health rules." Parents and teachers earned commendation for their support to help this class win this prestigious award. Class 1B also had a toy band with 36 instruments, and every student in the room played while performing a variety of classical songs. The instruments used by the toy band included a piano, drum, cymbals, triangle, tambourines, bells, wooden blocks, wooden spoons, wooden beads, and sandpaper covered blocks. During the 1924-1925 school year, the band began to wear uniforms with blue and white capes and caps. Principal Purl was the teacher of this busy class as well. The Grammar School displayed an exhibit from the Mexican School in the first floor hallway. This display probably was an effort to help the younger Mexican children develop a connection with the Grammar School prior to their transfer onto the campus after completing the three or four grades offered at the Mexican School. Purl, Grammar School principal and supervisor of the Mexican School, already had developed a relationship with the Mexican School by helping them establish its own PTA and by inviting the Mexican teacher, Mrs. Giron, to attend all the Grammar School's teacher meetings to discuss lesson plans (GISD newspaper, The Eagle, 1924-1925).

During this same school year, Purl submitted an article to The Sun that explained the system used in the Grammar School to teach spelling. The school used the Horn-

Ashbaugh Speller, which presented 720 words for each grade between second and sixth grades. By the time students had finished sixth grade at the Grammar School, they had received instruction on how to spell and use 3,600 words. Purl continued her practice of submitting the spelling honor roll for publication for a number of years (The Sun, November 7, 1924).

Guest speakers to the Grammar School included a writing specialist who made annual visits to the campus and focused strictly on how to write neatly and legibly rather than on the content of a writing assignment. Sara Flinn, the writing specialist, visited every group of students and teachers in each classroom, examining and teaching good penmanship. The Grammar School taught plain writing and published the names of those who excelled in this activity along with the regular six weeks spelling honor roll list (The Sun, February 11, 1927).

The first published school supply list appeared in 1927. A detailed supply list for grammar school students itemizing articles the students needed to bring to school was published in The Sun. The 1927 third grade supply list is shown in Figure 4.1. From this time, the publication of the school supply list became an annual part of the back-to-school tradition in Georgetown.

Table 4.1. Grammar School: 3rd grade supply list (1927)

2 pencils, 1 hard and 1 soft
1 large tablet, ordinary pencil paper
1 pair pointed scissors
1 foot rule
1 jar of paste
1 package colored construction paper, 9 X 12
2 small book covers
1 large book cover
1 box Gold Medal Crayolas
1 package Manila paper 6 X 9 inches
1 writing book for third grade, Palmer brown book

1 bottle Good ink
1 Palmer pen staff
10 cents of medium sized Palmer Pens
1 pencil box
1 rubber eraser
1 composition book
1 arithmetic work book
1 arithmetic work book for 3rd grade
1 spelling notebook (Horn)
1 package Colonial Art Miniature Pictures for 3rd grade
Satchel or book strap

(The Sun, September 2, 1927)

Another new practice at the Grammar School was the initiation of safety education into the curriculum in 1930. Each child in the fifth and sixth grade was a member for at least four and one-half months in the Safety Club. From this club, 16 boys and girls served on the Safety Patrol whose duties included monitoring safe crossing of the streets during the noon hour and reporting any safety violations to the principal. The Safety Club requested that the school board place a fence around the area in which the children played ball and the school board quickly complied with this request. In February 1932, the Safety Club sent a letter home to all parents discussing safety concerns. It requested:

> …We ask you to make us these promises: First, I will never permit a child who attends the Grammar School to ride to or from the school on the fenders of my car, on the spare tire, or on the hood. Second, I will never permit a child going to or from the school on a bicycle to hitch onto my car" (The Sun, February 26, 1932).

The school received numerous letters signed by parents pledging to cooperate and to avoid these unsafe practices. This letter was published in The Sun in an effort to enlighten all readers about this concern (The Sun, March 7, 1930; August 29, 1930; February 26, 1932; September 9, 1932; September 8, 1933).

Purl, already adept at utilizing The Sun to publish the accomplishments of her students, teachers, and the school, began to submit articles such as the one published January 6, 1928, which espoused the tenets of progressive education. As a well-known local educator and administrator, Purl used the press to help educate and influence parents while inducing them to support the work of the school. Her articles addressed varied topics such as why it was beneficial for elementary students to study nature, to learn how to use the newspaper to help explain to patrons the importance of an "Intracurricular Activity Period" lasting 30 minutes daily. This time permitted students to engage in a wide variety of physical activities. She listed ten reasons why this 30-minute period was as important as any other subject included in the school curriculum (The Sun, January 27, 1928; April 6, 1928; April 27, 1928; January 1, 1932).

In 1928, Purl initiated a study seeking to establish any possible correlation between attendance and grades earned by students. To support regular attendance, the school continued its policy of recognizing and rewarding those who had perfect attendance with a certificate of honor and published their names in The Sun. Purl used creative means to interest the children in attending school. Sometimes the school had "doll day" or "toy day" that allowed the girls to bring their dolls and the boys to bring their toys to display. Students showed their items to the class and described why they were special to them. Another popular event was the book parade during which each student had the opportunity to look through each of the books brought for the parade (The Sun, April 27, 1928; June 1, 1928; January 18, 1929; January 20, 1933).

A published announcement to Grammar School patrons prior to the opening of the 1928-1929 school year stated that all prospective first graders needed to attend a health and psychological clinic held at the school prior to admittance into the school. All

students new to the campus took placement exams even if they provided a certificate of promotion from another school (The Sun, September 7, 1928).

Purl began having graduation ceremonies for the graduating sixth graders in 1928 and continued that practice throughout her time as principal. The graduation ceremony included musical presentations, awards, and certification given to students and theatrical presentations (The Sun, May 24, 1929; June 14, 1929; May 30, 1930; May 2, 1931; May 20, 1932).

During the 1928-1929 school year, Purl began a student help program. She extended the school day for students to include supervised or direct study time in order that students working on a subject had access to the teacher if needed. Students could arrive early in the mornings at 8:20 a.m. to receive extra help and to ask questions during the lunch hour. Dismissal of first and second graders occurred at 2:30 p.m. and for third and fourth graders, at 3:00 p.m. Fifth and sixth graders were dismissed at 3:40 p.m. Newspaper articles did not specify if the dismissal times had been altered to extend the school day or how long the 8:20 and 12:50 periods lasted (The Sun, September 20, 1929).

To gain information and to increase awareness in the home, Purl sent questionnaires to patrons every six weeks about varied educational topics. For example, in December 1929, she created a questionnaire about the home health habits of the children. These questionnaires were actually teaching tools about what health behaviors were expected to be addressed in the home. Sample items included issues such as how often the child brushed his teeth, washed his hands, and how many hours he slept. The questionnaire made recommendations about each item (The Sun, December 6, 1929).

Grammar students had very little homework due to the insertion of a study period offered daily from 8:15 am until 9:00 am. This voluntary class time also offered students the benefit of utilizing study and reference materials often not found at home. An extra

benefit was a decrease in tardiness to regular school classes. A lack of health epidemics also played a role in the increased attendance at the school. During the 1929-1930 school term, eight cases of whooping cough were reported as well as nine cases of mumps, one case of scarlet fever and several cases of chicken pox and influenza (The Sun, June 20, 1930).

Part of the curriculum in the Grammar School in 1930 included group and creative activities. Purl repeatedly defended this practice as being as "fully important in the actual development and education of the child as are the academic activities." The purpose of exposing students to such activities was to develop both interdependence with others while working cooperatively and self-reliance by taking the initiative to complete projects. She also wanted to develop a love for the arts by exposing children to a variety of artistic methods including music and art (The Sun, August 29, 1930).

Clubs and organizations at the Grammar School in 1930 included the Safety Club, Civic Club, Literary Club, Music Club, Girl Scouts, and Common Interest Club. Students in the fifth and sixth grades selected their favorite two clubs to join. The clubs met during school hours during the 45-minute group and creative period (The Sun, September 26, 1930).

The third annual Grammar School kite tournament occurred in March1932 at the Tom Lee Memorial athletic field. Successful flights in varied categories, such as largest kite and smallest kite, quickest, most artistic, and the kite reaching the highest altitude, earned awards. Fifty kites competed in the contest. The kite contests continued for the rest of the interwar period (The Sun, March 25, 1932; April 1, 1932; April 20, 1934).

The Grammar School began annual field trips for graduating sixth graders. In 1933, the students visited the House of Representatives and Senate Chambers in the State Capitol, traveling in the school bus and private cars. The Senate passed a resolution

granting special privileges to the visiting students and gave them a certificate recording the resolution, which Purl framed and displayed in the school library. The group had a picnic lunch at Barton Springs and took a walking tour of the State Cemetery (The Sun, April 7, 1933; April 6, 1934).

Purl and three other Grammar School teachers attended the National Education Association conference in Chicago in the summer of 1933. They traveled by train and visited the Winnetka School of Individual Instruction at which Purl previously had served on the summer school faculty while in Chicago (The Sun, June 30, 1933).

The Grammar School faculty socialized six times a year. Sometimes the teachers met to play domino games and to eat salad dinners. On another occasion, they watched "Little Women" at the "picture show" and met at the ice cream parlor afterwards for cake and ice cream (The Sun, March 23, 1934; April 6, 1934).

At the end of the 1933-1934 school year, many Grammar School students received certificates in picture memory and music memory. Six students received reading certificates from the State Department of Education by reading a designated number of prescribed books. During the summer of 1934, all twelve faculty members enrolled in courses at various universities. Many took correspondence courses from Southwestern University while summering at their parents' homes. Others took courses from the Southwest Texas State Teachers College in San Marcos and the University of Texas. Purl served on the faculty at Southwestern University during the summer months. The 1934-1935 school year began with a faculty meeting comprised of all the Grammar School's and Mexican School's faculty members. Increased enrollment at all campuses in GISD created large student to teacher ratios. Both of the first grade teachers had 55 students. Total enrollment in the Grammar School was 401 on the first day. In June

1938, the Grammar School retained 21 out of 442 students at their campus to repeat a grade (The Sun, June 8, 1934; September 14, 1934; September 21, 1934; June 31, 1938).

MUSIC

Under the leadership of Purl, educational experiences focusing on the fine arts blossomed at the Grammar School. Music memory training for UIL competitions introduced students to classical music and a variety of composers. For the competition, students had to know the story of each composition, the opera it was in, and the name of the composer, with correct spelling in every regard. Music memory was considered part of the curriculum, and participation in theatrical and musical class programs offered the children musical experiences. Sixth and seventh grade students participated in the UIL competition. In 1923, 140 students were eligible for participation and began studying the 50 selections from the UIL music memory list. From the original 140 students, the top 10 received additional training to prepare for the final elimination. These students spent two hours daily after school intensely studying the 50 compositions and listening to the music on the victrola. Finally, the top three students competed in the district contest on March 24, 1923. The Music Study Club of Georgetown awarded a $5 prize to the winner, a $2.50 prize to second place and $1 to third place (The Sun, March 23, 1923).

In March 1920, the Cleft Club of Georgetown donated a victrola to the Grammar School to support its developing music program. The school solicited donations from the community for victrola records to play for the children to cultivate a taste for classical music. The music program continued to thrive and, by December 1920, the Grammar School owned two pianos, three victrolas, and a substantial record collection. In 1929, The Sun published an article describing the activities of Music Week at the Grammar School and listed Mrs. Homer E. Phillips as the director of public school music. During Music Week, Phillips directed an operetta at the Grammar School with the students. In

1930, the Grammar School presented a musical program in honor of National Music Week that included an operetta, folk dances, spirituals, and songs about foreign lands. Mr. Gorman, from Southwestern University, directed the Grammar School band as it played "The Eyes of Texas" and other selections. Grammar school operettas continued to be a favorite program offered to the public for many years (The Sun, March 5, 1920; December 17, 1920; April 26, 1929; May 12, 1930; December 19, 1930; May 6, 1932).

A unique aspect about the annual musical programs at the Grammar School was that all students participated in some fashion, taking various roles from folk dancing to singing in the operetta. (The Sun, May 1, 1931; May 6, 1932).

For several years students played instruments for events, and their interests in music developed into the formal organization of a Grammar School orchestra in 1932. Rehearsals for wind instruments were on Monday, Wednesday, and Friday mornings, and violin rehearsal took place on Tuesday and Thursday mornings from 8:00 to 8:30 in the music room. Instruments in the orchestra included trumpets, cornets, saxophones, and violins with piano accompaniment. The first scheduled performance occurred during a morning school assembly and allowed the public to attend (The Sun, November 11, 1932).

The Grammar School held two assemblies weekly. The junior assembly was for grades one, two, and three, and the senior assembly was for grades four, five, and six. Purl extolled the value of assemblies as a time when the individual was not the center of attention with the focus instead being on the group. (The Sun, November 18, 1932).

ART PROGRAMS

Art exhibits of student works and paintings were annual events at the Grammar School. The art exhibit was a large fundraiser for the school, and the community supported this venture. More than 75 copies of "good paintings" hung in classrooms, and

a special painting was the prize for high attendance of parents at PTA meetings. Purl continued to extol the virtues and educational benefits of teaching art to students through published articles, leadership in the school in developing the art department, and holding annual student art exhibits (The Sun, December 17, 1920; May 20, 1921; May 27, 1921; September 30, 1921; May 19, 1922; May 18, 1923; May 20, 1927; May 18, 1928; February 1, 1929; January 30, 1931; May 26, 1933).

In 1930, Lanette Liese, a sixth grade student at the Grammar School, won first prize at the State UIL competition in the junior division of art with her submission of "Still Life in Color." Margaret Faubion taught art at the Grammar School (The Sun, May 9, 1930).

LIBRARY

The Grammar School charged admission for UIL sponsored competition in music memory and declamation, monies that benefited the school library fund. Each teacher had a library in her classroom and was responsible for the distribution and collection of the books. It is not clear when the Grammar School initiated its own general library for student use. In the summer of 1926, the Grammar School's library began opening during the summer to the public. The Sun published a 1927 summer library report for the Grammar School that stated students were checking out books and could receive credit if they opted to write a book report. The library opened on Saturdays during June and July from 8:00 until 10:00 am. Purl stated plans were underway to add two hundred books and reference materials to the library before the school opened for the fall term in 1927 (The Sun, March 25, 1921; June 17, 1927; July 15, 1927; June 10, 1932).

In 1929, the Grammar School PTA donated $50 toward the purchase of 47 new library books in time for the summer library hours of operation. The PTA selected the books they added according to research submitted by approximately 800 teachers in 34

cities scattered across the nation. This study determined which books were read and enjoyed by children at various ages. The school used this data to compile a list of graded age-appropriate books. Local citizens also donated books to the library. Numerous children took full advantage of being able to check out library books during the summer time. In fact, over 1,000 books were checked out during one four-day period (The Sun, May 31, 1929; June 14, 1929; August 31, 1929).

The Grammar School PTA continued the tradition of donating funds for the purchase of library books. In 1930, their generosity provided funds to purchase 75 new library books. Students continued to donate books to the library; among these students were two sisters who donated fifteen books (The Sun, June 13, 1930; August 29, 1930).

The library advertised the availability of a number of magazines for students in 1931. The titles included Boy's Life, American Boy, Junior Home, Popular Mechanics, Nature Magazine, Child Life, Current Events, Pathfinder, School Arts Magazine, Magazine of School of Music, Safety Education and Hygenia, and The Health Magazine. Grammar School Girl Scouts volunteered to work at the library with at least one teacher during the summer and received community service credits in their organization. Books could not be checked out to students who were not yet enrolled in school. During the first seven summers of library service, less than twelve books were lost. The Texas Department of Education issued a list of 55 books recommended for children. The library posted this list, and The Sun published it as well. Seven Grammar School students received certificates bearing the Seal of Texas and the signature of the state superintendent for reading fifteen books from the recommended reading list in the summer of 1932. By that same summer, the library had accumulated more than 1,700 books with over 400 in circulation each week. The Sun published recommended reading

lists for fifth and sixth grade students (The Sun, July 17, 1931; June 10, 1932; August 5, 1932; August 19, 1932).

In 1933 and 1934, the PTA made provisions for the library to purchase 50 new books, and the library, as was now customary, opened to the public during the summer. In 1935, public school libraries found a new area of support when the federally funded WPA made financial provisions for librarians. On November 20, 1935, this program began operating in GISD. Frances Vaughan served as the supervisor of the Library Project and among the necessary changes she initiated were the binding, repairing, and cleaning of books, and clipping magazine articles to form scrapbooks. When the WPA program began, only fifth and sixth graders had full access to the library, but through this program, the library availability increased to create regular library periods for second through sixth grades (The Sun, March 31, 1933; June 16, 1933; June 8, 1934; July 27, 1934; July 1, 1938; May 20, 1938).

The library continued to receive donations of library books, such as the collection donated by the Women's Christian Temperance Union. Some of the books related to the danger of alcohol consumption, but others were more mainstream types of reading material like the biography of William Jennings Bryan (The Sun, September 8, 1939).

MUSEUM

Purl apparently established a museum in the Grammar School, although little was published about it. The Sun did refer to it in March 1932, when Tina Askew, a locally known elderly pioneer woman, donated a beautifully preserved spinning wheel and a loom to the museum. She provided a demonstration for the students and the public illustrating how the spinning wheel worked (The Sun, March 4, 1922).

GEORGETOWN HIGH SCHOOL

The Georgetown High School consisted of four grades—eight through eleven—until the new High School building was completed in 1924 when the seventh grade moved to the High School. GISD High School published its first yearbook in 1917 but no copies were found. Copies of the 1919, 1920, 1921, and 1923 yearbooks are on display in the GISD administrative office. The first four issues of the yearbooks, published during World War I and two years after it ended, were titled Old Glory in honor of the American flag. The third annual, published in 1919, was dedicated to a former teacher, Fred Sparks, and to "each one of our soldier boys." The war remained fresh on the students' minds. For example, the 1919 yearbook included a section dedicated to the United War Campaign by the students:

> Georgetown High School was the first in the county to go "over the top" in this call to the school pupils of the United States. The campaign began November 11th, and closed March – and our school pledged one hundred per cent. Mr. M. A. Cannon was district executive for the Victory Boys, with Douglass Nalley local executive. The Victory Girls were under the leadership of Miss Farris, with Willette Barton as local executive. Great enthusiasm was shorn the morning the pledges were to be made. Great rivalry existed between the boys and girls. In less than half an hour every pupil had pledged "their bit" (GISD yearbook, 1919).

The 1919 yearbook also referenced the debilitating Spanish influenza pandemic, which ravaged much of the United States including Georgetown after World War I. The yearbook mentioned that only three football games were played due to the Spanish influenza. The class history section of the yearbook stated that the "fatal epidemic of the Spanish influenza set the students back a month in their work" (GISD yearbook, 1919).

A remark made in the 1920 yearbook under the heading of class history stated that during the war the students "also responded with readiness to all war campaigns and tried to 'do our bit,' terminating in a general celebration on Armistice Day – one day we won't

have to remember by studying a common history book." By 1921, GISD's yearbook had been renamed The Eagle, and there were no more references to the war. The majority of the yearbooks focused on athletics and included numerous pictures of the boys' baseball, football, track, and girls' basketball teams. Pictures of the faculty, school board, and school buildings were often included (GISD yearbooks, 1919, 1920, 1921, 1923, 1925).

In 1923, the graduating class of GHS went to Austin as part of its Senior Day. The students visited Barton Springs, the State Capitol, the Insane Asylum, and the School for the Blind where they were entertained by a band. Principal Egger and three teachers chaperoned the students, who traveled in a large truck and an automobile. Baccalaureate services continued in the tradition of rotating each year between Protestant churches. In 1923, the service for the 43 graduates took place at the Methodist Church (The Sun, March 23, 1923; May 18, 1923).

In 1923, the GHS students were still in the midst of the half-day rotation plan that involved sharing educational space with Grammar School students while construction continued on the new High School facility. In an article about the school building plans, Principal H. L. Egger offered curriculum recommendations to parents. He advised students in the eighth and ninth grades to take Latin and Spanish in the tenth and eleventh grades, since Spanish was not open to eighth graders. He also noted that home economics was only available for ninth, tenth, and eleventh grade students. Eighth and ninth graders had to take civics and American history courses. The graduating class 1924 had 58 graduates (The Sun, September 28, 1923; October 5, 1923; January 4, 1924; May 2, 1924).

In January 1924, the GHS students were finally able to meet in their new building with the most current amenities. During the first year in the new High School, Principal Egger initiated a new grading report practice. At two weeks and at six weeks into each

term, parents received reports. The two-week deficiency report began as an effort to keep parents apprised of the student's current academic status before he earned his final six-week grade. Parents received the two-week report when the student's work was unsatisfactory and might result in failure for the six-week period. A letter from Principal Egger accompanied both grade reports offering the opportunity for parents to confer with the teacher to help the student make the most of his educational opportunities at GHS. The six-week report also included absences (The Sun, November 14, 1924).

In December 1924, Mary Shipp Sanders, Williamson County Superintendent, resigned after fulfilling her six-year term. She continued to be active in educational circles and was appointed by State Superintendent Marrs to the position of third assistant to the state superintendent in 1929. After Sanders' resignation as Williamson County Superintendent, former GHS coach and principal, Mr. H. L. Egger, filled the position for the next term. Charles Wachendorfer served as the new GHS principal (The Sun, December 24, 1924; January 9, 1925; May 15, 1925).

Improvements continued at the new High School campus. GISD Superintendent Lee supported the beautification process on the campus, for example, the addition of a Bermuda grass lawn and the use of a horse drawn lawn mower to keep it manicured. Despite the purchase of the horse drawn lawn mower in 1925, GISD continued to utilize animals to keep the grass short for many years. For example, in 1937, the school board asked Superintendent Lee to "put sheep on the athletic field to keep the grass down" (The Sun, March 20, 1925; GISD Minutes, July 1, 1937).

The graduation class of 1927 was comprised of 32 students. Many of the seniors participated in the creation of a school newspaper called The Eagle. The newspaper reported all the news from each athletic, academic, and fine arts group participating in GISD. The paper stated that GISD was the first school in the county to institute

correspondence courses for students wanting to learn bookkeeping and typewriting during the summer. The bookkeeping course received one full credit, and the typewriting course received one-half credit. Plans developed to add shorthand and mechanical drawing later. During the 1924-1925 school year, GISD offered new affiliated courses to earn credits, including bookkeeping, typewriting, commercial law, commercial arithmetic, household management, and home nursing. The newspaper also listed the faculty for the next school year and reported news from the Grammar School. This appears to have been the first printing of the well-organized school newspaper. The GISD administrative office preserved the only original copy of the newspaper. Apparently, The Eagle continued for several years. A notice appearing in The Sun praised a special edition of The Eagle in May 1927. Beginning in 1930, The Sun published several articles submitted from The Eagle reporting school news (GISD newspaper, The Eagle, 1925; The Sun, October 2, 1925; May 27, 1927; September 28, 1928; May 24, 1929; October 10, 1930).

At the beginning of the 1927-1928 school year, the High School announced the availability of thirty-two affiliation credits for students. To graduate from GISD and earn full college admission status, students had to successfully complete at least sixteen credits, including four units in English, two units in algebra, one unit in American history, one unit in civics or commercial law, two units in Latin or two units in Spanish, one unit in plane geometry, and one unit in science. Students selected electives to meet the required sixteen credits for graduation (The Sun, August 12, 1927).

By the end of September 1927, 322 pupils attended the High School. As noted earlier in this chapter, the large enrollment was due to a greater number of students transferring into GISD from other smaller districts. The senior class of 1928 had 57 graduates (The Sun, September 30, 1927; April 27, 1928).

Guest speakers and presenters at the High School included several from other countries. In March 1931, Dr. Mahomat Alli from India spoke to the students, and Scandinavian bell ringers performed at the High School auditorium (The Sun, March 20, 1931).

GHS AFFILIATED CREDITS

At the end of the 1919 spring session, the High School offered 18½ credits and submitted documents to the Texas Department of Education (DOE) for an additional 5½ credits of affiliation for the inclusion of additional courses in chemistry, agriculture, English, Spanish, and trigonometry. The school board announced its plan to introduce a course in domestic science and domestic art the following year and showed a willingness to include additional vocational subjects. The DOE granted the request of GHS and awarded them an additional 4½ credits for a total of 23 credits in the summer of 1920. In 1922, GHS applied for an additional 1½ for a civics course and a public speaking course (The Sun, May 2, 1919; July 16, 1920; February 3, 1922).

In the fall session of the 1922-1923 school year, GHS introduced a course in elementary sociology and economics, and GISD continued to garner additional affiliation credits over the next several years. At the beginning of the 1927-1928 school year, the High School boasted the availability of 32 credits to students with the addition of one-half credit in stenography, another unit in general science and in bookkeeping. In 1938, GHS offered 45 affiliated credits to students. For their diversified occupations courses, the popular vocational education department received the most recent added credits. In 1939, GHS received approval for 2 more affiliated credits for band and junior business training. M. B. Brown, Deputy Superintendent of Public Instruction, complimented GISD on its vocational training program (The Sun, September 8, 1922; August 5, 1927; April 29, 1938; April 21, 1939).

LIBRARY

Prior to the beginning of the 1927 school year, the library reclassified its books utilizing the Dewey Decimal system. Through the years new books continued to be added to the library. The library, under the direction of its librarian Grace Thompson, was open from 8:00 to 8:30 a.m. and from 4:00 to 4:30 p.m. on school days. (The Sun, September 30, 1927; November 16, 1934).

ATHLETICS

In 1919, the High School enlarged its baseball team to include a second team with boys ranging in age from 12 to 15 years old. The new team competed with other second teams within the county. The GISD athletic council, comprised of community members, parents and often the GHS coach supported school athletics by raising funds to purchase equipment and sweaters for team members. Students received the letter "G" to be sewn onto a sweater after completing a season in athletics. Lettering became a tradition in GHS with students annually earning the "G" for their sweaters. In 1926, students lettered in football, basketball, track, baseball, and tennis. Girls participated in tennis and could letter in that sport. Williamson County also offered a girls' athletic association for schools in the county (The Sun, October 19, 1919; May 2, 1919; April 30, 1920; September 25, 1925; December 23, 1933).

The High School implemented a significant structural change during the 1927-1928 school year by dividing its school year into two separate and distinct terms. This meant that yearlong courses were divided into two semesters, and students could pass or fail one semester independent of the second. The published reason for this transition was that "this change has long been necessary in Georgetown, as the rules for eligibility in athletics is defined in terms of semesters." The same article published in The Sun describing the change in school structure also listed the 46 students at the High School

who were eligible to wear the prestigious "G" after lettering in football, basketball, or tennis. From the moment competitive athletics entered the public school system in 1910, it became a powerful influence in the schools, influence that has continued for almost 100 years (The Sun, December 23, 1927).

Under GISD Superintendent Hiles' direction, the athletic program expanded at the High School to include students not participating on a school team. He added two volleyball courts for the junior and senior students to use. Six playground baseball diamonds were installed for students under the age of 15. Boys and girls not on an official school team did not have access to these sports prior to this time. This was a step toward offering exercise to all students in the High School who enjoyed the well-designed playground in the elementary years. GHS girls gained a new dressing room for athletics in the basement of the school auditorium after the boys moved to the newly acquired field house located on the Tom Lee Memorial Athletic Field (The Sun, October 10, 1930; November 14, 1930).

In 1930, every high school student was a member of one or more organizations affiliated with UIL competitions. Groups rotated meeting to allow those participating in athletic competitions, such as tennis, to also meet with academic groups. The time allotted for this training was only 30 minutes, but they met everyday except on Mondays when general assemblies occurred. "The object of these organizations is to relieve the monotony of a study period and to win the Interscholastic Meet next spring." Competition served as a motivating factor to hone the students' academic and athletic skills. The high school fine arts department continued to produce plays for the public, and one-act plays became more popular after being introduced to UIL competition (The Sun, December 14, 1928; November 28, 1930).

MUSIC

GHS organized a band during the 1930-1931 school year. Robert Simpson, cornet soloist of the Southwestern University Pirate Band, served as band director. The band participated in the first Williamson County Music Meet in 1931 placing second behind the Taylor ISD band. A pep squad was also formed that was comprised of four senior boys, four senior girls and two boys and girls from each of the lower grades in the High School. The boys wore white trousers and blue sweaters, and the girls wore blue skirts and white blouses with blue capes. The pep squad and the band hoped to attend and perform at several out of town football games as well as at all of the home games. In 1934, the High School band, under the direction of Ernest Purl, began a series of free public concert performances (The Sun, October 10, 1928; April 10, 1931; December 14, 1934; December 21, 1934).

CHAPEL PROGRAM

The High School had a regular weekly chapel period for the student body. Various speakers presented inspirational messages to the students, such as Dr. B. W. Tinsley of Southwestern University who spoke about ideals. It is clear through numerous articles published in The Sun that the chapel time was more inspirational than religious in nature. In fact, the pep squad and band performed skits during chapel time during football season. On another occasion the football players' mothers attended and gave the coach a watch as a token of appreciation for his work with their sons. The choral club also performed several secular musical selections during chapel. It is not clear why this regular time of gathering the student body together was called the chapel program, but published evidence suggests the activities bear great resemblance to what current high schools today label a pep rally (The Sun, March 9, 1934; November 6, 1934; December 7, 1934).

VOCATIONAL EDUCATION DEPARTMENT

The Vocational Education Department in GHS flourished during the interwar years. New emphasis was placed upon preparation for the majority of the population rather than for the minority preparing for careers requiring a college education. In fact, the business classes required additional space due to the great number of students enrolling in typing courses. Superintendent Hiles was a prominent proponent of the new educational direction for GISD.

AGRICULTURE DEPARTMENT

The High School added an agriculture department in 1928. This department trained students in "the study of soil, terracing, poultrying, dairying, sheep, goat and swine breeding." The instructor, V. F. Fitzhugh, was an honor graduate of Texas A & M University with a specialization in agriculture and had previous teaching experience in Tolar, Texas. The department tested the levels of butterfat in milk and assisted local growers in culling for egg production. Fitzhugh was available to assist local farmers two months prior to the beginning of school. During its first year, 28 boys enrolled in the agricultural courses. A portion of their course work included a project raising an animal or five acres of corn or cotton. The student who earned the greatest amount of profit and kept excellent books detailing his records received an engraved cup donated by former County Extension Agent O. W. Sherrill (The Sun, May 11, 1928; July 6, 1928; March 15, 1929).

During the second year, Cox taught the vocational agriculture course, and the class conducted feeding experiments on the 200 chicks purchased by the department at a public auction. Incubators housed the chicks, and students monitored brooder temperature, water, and feed. The agriculture class participated in a state competition

called the Smith-Hughes Contest at Texas A & M University, with categories that included entomology, terracing, livestock, poultry, plant propagation, and dairy cows. The school won two banners, and winning team members earned individual medals. A Future Farmers Association (FFA) that developed within the agriculture department participated in activities such as planting trees on campus. In 1932, the students planted 75 pecan trees, which they planned on grafting after they had grown for two years on campus. The FFA planted an additional 20 pecan trees on campus in 1933 and replaced trees that died (The Sun, February 20, 1931; April 17, 1931; April 24, 1931; December 18, 1931; January 14, 1932; February 10, 1933).

Cox expressed an apparent willingness to go beyond the expected five-day school week in educating his students. For example, in the summer of 1931, he and 22 vocational agriculture students embarked on a five-day educational trip to visit the Dixie Poultry Farm in Brenham, the Houston Packing Company, and various dairies and nurseries. They also camped in Galveston where they swam, fished, and enjoyed boating. In October 1931, Cox initiated a part-time course conducted after school for boys and men between the ages of 14 and 25 who had dropped out of school. The class met on Wednesday evenings at 7:30 p.m. at the High School in the agriculture classroom, and enrollment started small but gradually increased to 34 by November. The curriculum included business arithmetic and business writing as well as such topics as feeding and breeding dairy cattle, poultry, and lambs. Cox taught this course as a community service and received no remuneration for his time, and no fees were attached to attendance. Each meeting had a specific topic, such as hog or cattle breeding. The Sun published the students' conclusions about each specialized topic benefiting all readers by discussing the best practices to help livestock thrive. C. L. Davis, State Supervisor of Agricultural

Education, spoke to the class (The Sun, July 24, 1931; October 16, 1931; October 30, 1931; November 6, 1931; November 13, 1931).

The successful vocational agriculture program expanded to include all members of the community in January 1932. During the 1932-1933 school year, Cox had 38 students in his courses. The boys chose a major and a minor home project as part of their course requirements. Major topics included raising a crop or caring for farm animals like cows, pigs, lambs, or poultry. Under the direction of Cox, the FFA selected new officers and made plans for the year. The FFA boys, accompanied by Cox and three other adults, attended the Dallas Fair in October 1932 to see the livestock exhibit. The group also provided a terracing demonstration at a local farm in Georgetown for residents. The FFA continued to reorganize yearly under the Cox's direction (The Sun, September 16, 1932; October 7, 1932; November 28, 1932; February 3, 1933; November 3, 1933).

D. C. Larner filled the position of vocational agriculture teacher at GHS beginning in the fall term of 1934, and he attended the FFA State Convention in Huntsville with two other Georgetown delegates (The Sun, July 27, 1934; August 17, 1934).

HOME ECONOMICS

The 1932 home economics class presented a style show for the public to display examples of simple and elaborate clothing made by GHS students. First-year girls modeled black pajamas, cotton school dresses, and sport dresses. Second-year girls modeled silk tailored dresses, and third year girls donned formal evening wear. As was the usual custom, the show charged a nominal fee to earn funds for the home economics department. For several years, this department continued to present programs displaying the clothing the girls made in the home economics department. They also prepared meals at the school and in their homes as part of presenting what they had learned. In

December 1933, the class members solicited Georgetown residents for broken and old toys for class members to refurbish and donate to local poor children (The Sun, April 29, 1932; May 19, 1933; December 8, 1933; December 31, 1933; January 19, 1934; January 26, 1934).

The home economics department participated for the first time in the State Homemaking Education Rally in April 1934, and won several awards including one first place, two second places, and one third place. The home economics teacher accompanied the girls to the rally in Austin. In the fall term of 1934, the home economics class purchased five 28-day-old albino rats to use in an experiment to ascertain and record the physical results of an adequate and inadequate diet. The experiment involved giving regular food with chosen variables to identify any alterations in the rats' energy level, weight, or appearance of their coats or eyes (The Sun, April 20, 1934; May 4, 1934; November 9, 1934; November 16, 1934; December 7, 1934).

TYPING AND OFFICE EDUCATIONAL COURSES

With the recent addition of typewriting at the High School during the 1924-1925 school year, GISD was eager to influence its students to excel in this new area of curriculum. The district arranged for a typewriting demonstration for the student body by George Hossfield, the fastest typist in the world. The "business education department" at the High School continued to develop and grow. By the spring of 1928, 43 students enrolled in business classes, and "the department had grown so large that additional floor space and equipment became necessary…The department now occupies twice the floor space it formerly did and five new typewriters were necessary to carry on the work" (The Sun, March 18, 1927; February 24, 1928).

The 1931-1932 senior class had 67 graduates. After being queried about GISD's vocational program by Kathleen Norris, a reporter for the Texas Outlook, Superintendent

Hiles initiated a new and innovative program at the High School the following year. GHS granted one unaffiliated credit to any student who worked one and one-half hours daily as an apprentice without pay. Students applying for this opportunity listed the types of businesses that interested them, and the school district contacted local shops to arrange apprenticeships for the students. Principal Paschal Buckner kept in contact with the employers by telephone or by personal visits each week. The Sun published a picture of the students enrolled in the vocational training course with testimonials from students and employers praising the program (The Sun, April 8, 1932; June 24, 1932).

C. S. Sanders, the business instructor at GHS, in 1934 followed in the footsteps of Cox by offering educational courses to the adult public in shorthand, bookkeeping, and typing at the High School in the evenings. However, according to The Sun, so many of the students acquired jobs that the part-time courses got too small and were discontinued. (The Sun, February 2, 1934).

The regular high school curriculum added a new course entitled commercial arithmetic during the spring term in 1934 (The Sun, February 2, 1934).

In May 1934 GISD Superintendent Hiles, in a lengthy article, detailed the new college entrance requirements and how they would affect GHS curriculum. His article alluded to a definite shift toward the vocational movement. He mentioned that the previous curriculum intended to prepare students for college even though only one in ten usually attended a university after graduation. The reduction of English and math credits required for college entrance opened the door to more vocational courses that Superintendent Hiles thought would meet the needs of the majority of GISD's students. Four categories emerged including business, science, humanities, and trades. This change allowed students planning to enter the business field to take courses similar to those offered in a business college, such as shorthand, bookkeeping, typewriting.

Scientifically minded students scheduled as many math and science courses as possible with a lack of emphasis on courses such as public speaking. Those desiring humanistic career such as lawyers, teachers, and preachers, were directed to take a full schedule of English, history, economics, commercial law, and public speaking. The trades' group would make their living by working with their hands, and they often enrolled in the agricultural courses and participated in the apprenticeship program that offered experience in a variety of areas including auto mechanics, cabinetry, store clerks, and nursing. The first two years of high school courses remained the same regardless of which career group the student chose. The appendix includes a copy of the 1934 GHS recommended course schedule for each career group (The Sun, May 25, 1934).

When the state requirements removed the foreign language requirement for a high school diploma, it bolstered the trend toward vocational education. This created less interest in foreign language courses and a much greater interest in commercial and vocational courses. GISD Superintendent Hiles attended a state vocational education conference in Austin led by the State Director of Industrial Training. He clearly espoused a change from the High School's focus on preparing all students for college when only 6 percent of the population earned their living via professional occupations. He stated that 21 percent of the population in the nation earned a living through agriculture and 28 percent through mechanical or manufacturing. He proposed broadening the curriculum to include more vocational and occupational courses for high school students across Texas. Superintendent Hiles continued his efforts to broaden the vocational department at GHS. When speaking to the Lion's Club in Georgetown in March 1939, he described the transition at GHS from the "old Latin course to the present day courses" which focused on vocational training. He referred to then-current statistics that only 5 percent of men employed in the state were professionals with college degrees.

Therefore, he purported that high schools should not provide exclusively for the educational needs of such a small percentage of the population and should instead make adequate provision for students to earn a living via some type of trade. Hiles also spoke at the Texas School Superintendents Conference in 1940 at Texas A & M University about vocational education. Perhaps the nation's recovery from a severe financial depression created more of an immediate need for people to be able to support themselves with a viable trade. Whatever the rationale, during the interwar years, the new educational direction was clearly toward vocational training (The Sun, March 10, 1939; June 21, 1940).

An article in The Sun provided further justification for promoting vocational training by quoting statistics from Sing Sing prison stating that the majority of inmates quit school before the sixth grade. The article went on, "It is asserted that if the criminals of today had received a proper education, they would not now be in prison." The proper education alluded to in the article surely was industrial training. "The student, when he quit school, is unable to earn a livelihood in the proper manner and turns to crime as an easy way out" (The Sun, July 6, 1934; September 21, 1934; May 6, 1938; March 10, 1939).

Students had to be in the ninth grade or at least 15 years old to enroll in the shop class taught by Mr. C. C. Williams. The GHS vocational department invited the public to view a display of samples of student work completed in the school shop in the show window of a local store, Lundblad Brothers Hardware Store (The Sun, May 20, 1938).

In the fall of 1939, for the first time girls at GHS were able to participate in the vocational agriculture courses, which covered a wide range of topics. The girls studied shop work, such as sharpening tools, making repairs on objects related to the home, and also learned about culling hens, insect control, proper feeding of poultry, and how to test

whole milk for its butter content. Additional instruction included information about pruning trees, home beautification through landscaping, and how to root cuttings. H.L. Spencer, the boys' teacher, taught the first class, which had seven girls enrolled. In 1940, the agriculture department purchased a set of scales that a trailer transported from pasture to pasture to weigh cattle involved in class projects. The use of the scale allowed the students to learn the actual amount of weight gain for their cattle over specified periods of time (The Sun, October 27, 1939; August 30, 1940).

Edwards Café hosted a banquet for the vocational training students, their employers, advisory committee, and guests. F. E. Buchholz, owner of the local Ben Franklin store, spoke to the group about the benefits of participating in the part-time student work program. He noted that students learned about inventory, stock control, merchandising, and many related issues pertinent to business without displacing any full-time employees hired by the company. Superintendent Hiles, department director C. C. Williams and school board members praised the cooperative relationship between local merchants and GISD in developing this prominent program (The Sun, January 12, 1940).

SCHOOL BUILDINGS

Prior to America's onset of World War I, Georgetown planned to refurbish the preparatory building recently purchased from Southwestern University. When the war intervened, building plans were suspended. After the war ended on November 11, 1918, GISD and Georgetown residents once again addressed the need for more space for their students. Four months after the culmination of the war, Stone's Drug Store placed a blueprint for the proposed new High School building in their show window in downtown Georgetown. Engineers examined the preparatory building and found the walls and foundation to be "extraordinarily well constructed "and worthy to build upon. The cost

of the new High School building was $100,000, financed by the sale of bonds. The community voted 195 to 81 to support the proposed bond sale. A maintenance tax went into effect with a vote of 209 to 68. The passage of the bonds and maintenance tax assured Georgetown residents of a new high school building and money for necessary repairs on the Grammar School and Negro school building (The Sun, March 28, 1919; June 27, 1919; August 1, 1919).

GISD sold $200,000 worth of bonds to finance the building of the new High School, the Colored School, and the renovation of the Grammar School. The GISD school board approved contracts, with Wattinger Bros. of Austin receiving the construction bid for $125,950. Martin-Wright Company of San Antonio won the electrical bid for $746. GISD selected Bruner & Patterson of Temple for the plumbing work with a bid of $44,610. Kennison Bros. of Dallas provided the heating systems for a bid of $12,022. The total cost of the school building construction was $144,228. Construction began on January 2, 1923 (The Sun, June 30, 1922; September 24, 1922; November 17, 1922; December 22, 1922).

During construction, GISD officials requested and received permission from State Superintendent S. M. N. Marrs for a unique and temporary system of schooling. All GISD classes for white students moved to the Grammar School building. Grammar school students would report to the Grammar School from 8:20 am until noon and then were dismissed for the day. From 12:30 pm until 4:30 pm., high school students met in the Grammar School building for classes. The High School Supervisor from the State Department of Education visited GISD during this time of transition and made several complimentary remarks about the school system's current arrangement. He described the half-day rotation schedule for students as the best that could be made under the circumstances. He agreed with GISD administrators that the situation warranted

additional support from parents because this arrangement required more homework for the students since their classroom time was shorter. This schedule continued for one year after construction of the High School began in January 1923 (The Sun, December 22, 1922; January 19, 1923).

In late 1920, reporters from The Sun investigated the Georgetown Grammar School to determine the current condition of the school plant. They reported that Grammar School playground was inadequate for the large number of students utilizing it. The playground area had limited room for expansion, which led to scheduling time throughout the day for small groups to use the playground. The PTA had provided some slides and basketball goals, but many children still were not able to play on the limited amount of equipment. The classrooms, described as having poor ventilation and lighting, received heat from "antiquated coal stoves which roast the children nearest them." There was a consensus that several pieces of furniture and equipment needed replacement. The general poor condition of public school buildings was a concern not only in Georgetown but also across the country. The Sun published a lengthy article about the dangerous conditions of school buildings across the nation that needed better playground space, had inadequate space in classrooms, and lacked fireproofing materials and fire extinguishers (The Sun, December 24, 1920; April 15, 1921).

As part of the Nationwide Modern Health Crusade, the emphasis on improving the health of children proved influential in the construction of the new building. To improve ventilation and lighting, administrators decided to remove the entire north wall and to install fourteen panels of windows. Wider concrete stairs and corridors replaced narrow wooden stairwells in the Grammar School reducing the fire hazard risk. The lighting system was updated, and a ventilation system was installed. A steam heating system replaced coal stoves, and indoor bathrooms were installed for teachers and

students. A separate book depository room kept all of the books in a central location. In 1924, in compliance with the state fire escape law, GISD installed a combination ladder-and-shoot fire escape on the Grammar School. The escape led from the third floor to the ground (The Sun, September 24, 1922; June 29, 1923).

The Grammar School building closed for three days in January 1934 while reinforcements were placed in the recent excavated basement space beneath the three-story building. Reinforced concrete walls provided greater safety and added strength before further excavation of the basement space continued. The students attended school on seven alternate Saturdays to make up for the total loss of school time due to the construction of the basement. The Grammar School observed no further holidays during the spring session of the 1934 school year (The Sun, January 5, 1934; January 12, 1934; January 19, 1934).

The new high school building had brick exterior, "reinforced concrete floors and ceilings thus rendering it fireproof." The floors were covered with wood flooring and the ceilings would be "faced with brick and backed with hollow tile." The plan included the construction of 25 rooms, two study hall rooms, and a commodious auditorium (The Sun, September 24, 1922; June 29, 1923).

Unfortunately, like most building programs, GISD experienced delays due to rain. In March 1923, the school system was still laboring under the adverse conditions of the half-day rotation plan utilizing the Grammar School's building. GHS Principal Harold L. Egger published a letter to parents encouraging their continued support in making sure the students did their work. He said, "Under the present half day plan, you can easily see that the cooperation of the parents in the matter of home study and attendance was paramount" (The Sun, March 2, 1923; April 20, 1923).

In April 1923, the school board selected furniture and fixtures for the new school buildings. The total cost to furnish the High School was approximately $15,000, a price that included lockers, steel cabinets, laboratory furniture and equipment, chairs, desks, and window shades. GISD administrators hoped that the new school building would open in time for the first day of school on September 10, 1923, but further delays caused them to postpone opening day to September 24, October 1, and then October 8. In fact, when GISD began the 1923-1924 school year, GISD resumed the half-day rotation plan until the building program finished later in the fall, and that plan continued until the 1923 Christmas break (The Sun, April 27, 1923; July 20, 1923; September 7, 1923; September 28, 1923; October 5, 1923).

The GISD school board members conducted the final inspection of the new High School in December 1923. They accepted it with few minor changes, and the president of the school board, W. H. Davis, reported his approval when he stated, "This is one of the most well proportioned, best constructed and complete school buildings in Texas." The new building contained fifteen classrooms, four laboratories outfitted with necessary equipment, separate restrooms for students and faculty, study halls on both floors, lockers for students, and an office for the superintendent. The auditorium seated 350 people in opera style chairs and had a stage and dressing rooms (The Sun, December 7, 1923).

An official ceremony for the grand opening of the High School occurred in early January after the return from Christmas break. Special speakers included County Superintendent Mary Shipp Sanders, the PTA president, Southwestern University professors, GISD Superintendent Lee, and ministers conducting the devotional service. A few incomplete details remained, such as pouring the concrete walkways around the school building; however, these details were finished by February 1924 (The Sun, February 15, 1924).

At the November 22, 1922, meeting, the GISD school board decided not only to build a new high school and remodel the Grammar School, but also to construct a new "Negro School." The total bid for all three building projects was $126,950 by Wattinger Bros. in Austin. The board selected a site for the construction of the Georgetown Colored School, and the Williamson County Judge received a voucher for $250 for payment of the land. The new two-story building with six classrooms for the Georgetown Colored School was completed by December 1923 (see Appendix B for a copy of a photo). Two of the classrooms could be joined to form an auditorium. The exterior was rock, and updated electrical lighting and a ventilation system were installed. The building was described as "modern in every particular." Professor Marshall visited the December 15, 1923, GISD school board meeting, and the minutes recorded:

> Prof. S. C. Marshall of the Colored School appeared before the board and in a very appropriated talk, stated to the board that the Colored people of Georgetown appreciated very highly the splendid new school building just erected and was one of the best in the State and that the school was getting along very nicely and doing good work. He also informed the board that nearly all the Colored people of the town assembled at the school building on Thanksgiving Day in order to clear up and beautify the ground which were not in very good condition. Prof. Marshall also reported that another teacher was very much needed to carry out the work as it should be and asked the board, if possible, to carry out his request (GISD Minutes, December 15, 1923).

Indeed much of the Colored population in Georgetown decided to celebrate Thanksgiving by beautifying the grounds around their new school building. Over 100 volunteers worked on the grounds all Thanksgiving Day and stopped at 3:00 p.m. to enjoy an elaborate Thanksgiving Dinner prepared by the PTA. After dinner, the work resumed and continued again on Friday. Professor Marshall directed the grounds work and stated he was "very much pleased and only regretted that the horses which worked so faithfully in carrying off the heavy loads did not get a Thanksgiving Dinner on the grounds." The Colored School's PTA was "doing good work and has some splendid plans for the year."

The GISD school board donated up to $25 to contribute toward the clean-up efforts around the new Colored school building (GISD Minutes, December 14, 1922; March 8, 1923; December 15, 1923; The Sun, September 24, 1922; December 7, 1923).

The GISD school board continued to maintain the new school as needed. The GISD minutes from October 2, 1924, recorded Superintendent Lee as authorized to make any necessary repairs to the water fountains at the Colored School. At the December 7, 1924, GISD board meeting, five loads of gravel were ordered to be hauled to the Colored School at the expense of the board. The old Colored school building was sold for $325 in March 1924, and a 60 X 60 foot section of the southwest corner of the old Colored school grounds was approved for sale for no less than $200. Earnest Johnson purchased the lots for $500 in cash in April 1925, and the president of the GISD school board executed a warranty deed to him (GISD Minutes, February 13, 1924; March 20, 1924; August 14, 1924; April 30, 1925).

PARENT TEACHER ASSOCIATION

The GISD Parent Teacher Association (PTA) originally formed as a Mother's Club under the auspices of the History and Review Club in 1902 with Mrs. C. C. Cody serving as the first president. Its stated objective at that time was "to improve and to inform the mothers…." The Mother's Club evolved into an Improvement Club, which focused on objectives such as raising money for equipment and getting cows off the streets. The Improvement Club later became an official Parent-Teacher Association in 1919. Many of the charter members were active in the PTA in 1927 (The Sun, November 21, 1919; March 25, 1927).

The PTA held regular monthly meetings at 4:00 p.m. at the Grammar School building, during which students often presented a brief musical or theatrical program.

PTA meetings provided an opportunity for mothers to discuss with teachers the work required for their children to successfully complete school assignments. The PTA provided innumerable helpful contributions to the school, such as planting pecan trees and flowers on campus, developing a cooperative milk-drinking campaign with the ARC for underweight students, purchasing Compton's Encyclopedias and dictionaries, and raising funds to purchase playground equipment for the Grammar School (The Sun, November 21, 1919; March 19, 1920; September 22, 1922; January 16, 1925; January 18, 1929).

Initially, attendance was low at many of the PTA meetings prompting the membership committee to create a competition to increase awareness. A picture was purchased for the High School and another was purchased for the Grammar School. The picture was to hang in the classroom that had the most mothers attending the PTA meeting until the next month. The Sun published a list of how many parents attended by grade level. Children prompted their parents to attend PTA meetings so their classroom could win the picture. Just as agencies used children to influence parental behaviors during wartime, the PTA utilized the same powerful method to successfully increase attendance at its meetings. The Sun encouraged parents to attend PTA meetings with comments such as "It is hoped the mothers will take as much interest in this as the children do" and "Every mother who is interested in the welfare of her child is urged to come to the next meeting." Within a few months, attendance had increased from two parents to over seventy-five. In another attempt to increase attendance, Grammar School Girl Scouts offered free babysitting for small children in the same building as the monthly PTA meetings allowing mothers of small children to participate as well (The Sun, March 19, 1920; November 12, 1920; March 18, 1921; December 6, 1929; March 14, 1930; November 13, 1931).

During the annual membership drive children were once again called into service to increase the membership of the PTA. The grade level with the highest membership level was awarded a prize, and runner-up grades received secondary prizes (The Sun, January 20, 1933).

The PTA hosted open house events at the beginning of each school year and coordinated with GISD Grammar School Boy Scouts, Girl Scouts, and Brownies to greet visitors and provide guided tours of the Grammar School's campus. As part of the 1930 GISD open house event, the PTA displayed an art exhibit by the GISD Grammar School's students that had been shown to the Texas State Teachers Association in the fall of 1929. In 1931 for a second year, the PTA exhibited the art and construction work of the Grammar School that had been displayed to the Texas State Teachers Association (The Sun, February 14, 1930; February, 13, 1931).

HEALTH CAMPAIGN

The official PTA organization was created in 1919 in the midst of the State Board of Health's emphasis on disease prevention and improvement of the sanitary condition of homes and towns. During World War I, the local ARC played an important role in the lives of school children, and students were continually encouraged to sell thrift stamps, collect peach pits to help make gas masks, and volunteer for JRC activities, such as making bandages or other medical supplies. After the war, the ARC shifted its emphasis from providing support to soldiers to improving the health of local children through a modern health crusade. Georgetown ARC nurse, Miss Powers, met with the Georgetown PTA to help organize a health campaign in the school. The recent realization of the poor physical condition of many potential soldiers during the war was the impetus for the health movement. In fact, The Sun reported, "We were all rudely awakened to the fact that the percentage of physically fit men as disclosed by physical

examinations of soldiers was critically low." This awareness created concern for the health of future generations and prompted the ARC to recommend examinations for all school children to identify physical defects. The Georgetown ARC nurse examined all the school children and reported her findings to parents, the PTA, and to the State Board of Health. The JRC purchased the scales to weigh students as part of the nurse's examination. In the 1921-1922 school year the ARC nurse reported fifty-one "corrections" found in GISD students including cases of scabies, a communicable skin disease, and trachoma, a contagious eye infection (The Sun, November 21, 1919; February 20, 1920; March 14, 1920; April 16, 1920; September 22, 1922).

Pansy Nichols, Children's Secretary of the State Health Department, spoke to the PTA in September 1925 about the Modern Health Campaign. She spent 30 minutes in each classroom in the Grammar School to enlist the support of the students and the teachers in the campaign. The State Health Department mailed lesson outlines to the school teachers. Dr. W. J. Burcham spoke to the Georgetown PTA in October 1925 about the importance of appropriate dental care. After his message, the PTA voted to include dental hygiene in their health campaign and sought to enlist local dentists to volunteer their services along with physicians to help GISD pupils enjoy optimal health. By 1929, vision checks were part of the preschool entrance examinations (The Sun, September 25, 1925; October 28, 1925; May 10, 1929).

The milk-drinking campaign instigated by the ARC and supported by the GISD PTA was successful in helping underweight students gain weight by drinking milk daily at school. The PTA solicited contributions from the community for funds to purchase a pint of milk daily for the underweight students. At the beginning of the 1922-1923 school year, the Grammar School had 468 students enrolled, and the High School had 217. After examinations, the ARC nurse determined that more than 200 students were

underweight by at least 10 percent. Underweight students were placed into a nutrition class at school to learn about healthy eating. By the end of the school year, 1,359 pints of milk had been provided for the underweight children in GISD. The milk fund program continued into the 1926-1927 school year. At the recommendation of Dr. Reginald Platt, the program expanded to include providing whole-wheat cereal and milk in 1924 (The Sun, September 22, 1922; October 20, 1922; May 4, 1923; May 23, 1924; December 12, 1924; January 9, 1925; March 20, 1925).

Beginning in 1927 the PTA sponsored a Summer Round-Up of preschool children for medical examinations prior to their enrollment in the public school in the fall. This movement, inaugurated by the National Congress of Parents and Teachers Association in 1925, was implemented in GISD in 1927. GISD provided transportation for families unable to bring their child to the school for examination by the Williamson County Health nurse, Frances Mayfield. If a "defect" was identified, the child was referred to a family physician or dentist for a formal medical opinion and treatment. Mothers whose children earned a 100 percent score of good health at a second health examination received blue ribbons (The Sun, April 11, 1930; May 2, 1930; October 16, 1931).

By 1932, the PTA had sponsored the health campaign that provided medical examinations for all Grammar School students for eleven years. The examinations revealed one child out of three in the first grade had no identifiable physical defects. This was the best report since the inception of the Summer Round-Up program in 1928. Guest speakers to the PTA provided parents with valuable health-related information. For example, in 1932, Dr. Eugene O. Chimene of the Austin Health Department spoke to the Grammar School PTA about the importance of immunizing children against diphtheria (The Sun, November 6, 1931; October 7, 1932; February 12, 1932; February 19, 1932).

By the time the Georgetown PTA celebrated its first year of organization, a primary focus of the PTA was teaching parents about physical, social, emotional, and educational child development. This was implemented through a child study course, which emphasized the important phases of growth and development, and proposed education and training were supplements to this natural development. Various teachers presented different segments of the course (The Sun, November 26, 1920).

FUNDRAISING

The PTA raised funds through various means. Solicitations and charging admission fees to musical and theatrical productions were utilized frequently to supplement membership dues. In October 1927, the PTA sponsored a Halloween Benefit Program in the High School gymnasium to raise funds for the milk-drinking campaign. In 1928, the PTA once again offered a Halloween Carnival with a chili supper to raise funds for GISD. Chili, waffles, cakes, pies, popcorn balls, and candies were sold, and booths with games such as a fish pond and fortune telling were available. By 1931, the Grammar School PTA Halloween Carnival was considered an annual event. The food items had expanded to include hamburgers, hot dogs, chili and sandwiches. A wide variety of sweets were offered, and more games were available. Everything cost a nickel, except for items in the Country Store where items sold for twenty-five cents (The Sun, April 30, 1926; February 25, 1927; March 4, 1927; October 28, 1927; October 26, 1928; October 10, 1930; November 16, 1931).

SEPARATE PTA'S FORMED

By 1931 as the school population increased, the PTA organization had grown quite large. Discussion arose about forming a separate PTA for the Grammar School and the High School, but it was decided to keep the PTA as one organization with a separate

section to meet the needs of the Grammar School and another section to address the needs of the High School. The PTA would have one president and vice president from each section. After one year of operating under one umbrella, the Georgetown PTA revisited the idea of having two separate organizations with two separate groups of officers, decided it was more efficient to create two distinct entities, and voted to proceed with the separation (The Sun, March 27, 1931; September 25, 1931; April 15, 1932).

The High School PTA met in the High School building and held regularly scheduled monthly meetings just like the Grammar School PTA group. The High School PTA's purpose was "to encourage cordial and sympathetic relations between the parents and teachers, and to consider problems which are peculiar to students of the high school." Forty-five members were present at its first meeting in October 1931. The High School PTA raised funds through theatrical productions, and sponsored numerous projects to benefit the school and its students. For example, the organization purchased and planted shrubs around the high school campus, donated funds to purchase band instruments, purchased a studio couch with linens and a pillow for the school to accommodate an ill student or teacher, sponsored a high school Girl Scout troupe, beautified the library, and sponsored the drama and home economics departments (The Sun, October 16, 1931; April 1, 1932; October 5, 1934; November 2, 1934; April 29, 1938).

The High School PTA secured its own guest speakers for PTA meetings, including Roy Bedichek, Texas UIL director, who spoke about the value of organized sports in the development of children. The UIL had become a very important part of high school life in Georgetown, and this meeting was well attended (The Sun, January 27, 1933).

The Grammar School PTA continued the annual Halloween Carnival and remained an active organization within the community. During the 1932-1933 PTA

membership drive, students collected over ninety new names to add to the membership roll, and grades that surpassed their goals received monetary prizes (The Sun, October 14, 1932; January 27, 1933).

UNIVERSITY INTERSCHOLASTIC LEAGUE

GISD participation in activities in the recently formed UIL continued to stimulate public interest and community pride in Georgetown public schools after World War I as GISD repeatedly earned awards in numerous genres of academic and athletic competitions with schools across the state. These University of Texas related competitions provided a credible and highly desirable public arena to test the capabilities of GISD students against their peers. Their success in these competitions quickly became a source of pride for the school system and the community. Competitions began at the local school level to determine who would advance to the County meet. The winners of the County meet would proceed to District level competition with the remaining winners advancing to the State level to compete for the title of State Champions in particular fields.

The vast majority of Texas public schools paid their dues and joined the prestigious UIL organization. The UIL reported in 1919 that 2,432 schools were members, and over 5,000 students participated in one or more of the contests in debate, declamation, extemporaneous speaking, essay writing, spelling, or athletics. Any white school in Texas below the collegiate level that received federal funds was eligible to participate. In 1920, the UIL membership increased greatly to 4,095 schools with 196 county organizations. Georgetown joined the UIL soon after its inception in 1910 and quickly began to amass awards and recognition in the region as an academic champion. In fact, H. L. Egger, GISD athletic director and UIL District Director General for

Williamson County, who later served as Williamson County Superintendent, described Georgetown as being the "heart of Texas and the educational center of the state." Clearly, participation in UIL competitions created a platform from which GISD could boast and provide verification to its claim of academic excellence (The Sun, October 24, 1919; February 13, 1920; March 19, 1920; November 4, 1921).

In 1920, three years after GISD High School secured the 1917 State Track and Field Championship, Duane Hodges, a GISD senior, won the State Championship in essay writing. One of the judges made a public remark about Hodges' essay: "It was by far the best piece of work in the history of the League" (Sun, May 14, 1920). Prior to the U. S. entry into World War I in 1917, The Sun regularly published the results of UIL competitions by GISD students. During the war, more pressing news dominated newspaper coverage, and while UIL results were regularly reported, they certainly were not front-page news. After the culmination of World War I in 1918, The Sun once again generously published GISD UIL results. Several articles about UIL competitions mentioned the capture of the State Championship in essay writing by Duane Hodges. An example of community pride is evident in an excerpt from an article shown below:

> Georgetown is especially pleased with the winning of the State essay-writing contest by Duane Hodges. In this contest the big high schools of the State were met and defeated. Grading a paper is much more exact than judging an oratorical contest, and as the contestants are never present, the influence of the personal equation is entirely eliminated. Only solid merit has a chance to win. These facts enhance the honor Duane has achieved and his school and his friends are proud of him (The Sun, May 14, 1920).

In 1923, another GISD student, Winifred McElroy, won the State Championship in essay writing. Miss McElroy brought a UIL trophy, a two-foot tall loving cup, back to her school along with an individual engraved gold medal for her achievement (The Sun, May 4, 1923).

The Sun supported GISD preparation for UIL competitions by publishing the dates and locations for tryouts for local meets in various areas of competitions such as declamation and listed the names of eligible students. Often, the final local contest was open to the public in the form of a program. The published notices frequently encouraged the community to attend these programs by including statements such as "Remember the declamations tonight. Give the young people a full house and follow this up by attending the County meet April 1." The April 1, 1921, meet, located in Georgetown at Southwestern University, had several hundred entrants, and Georgetown expected over one thousand visitors for it (The Sun, March 25, 1921; April 1, 1921; March 17, 1922).

Texas became the first state to make music memory a statewide contest through UIL in 1923. The Grammar School and the High School provided musical training. The High School offered band and orchestra in addition to choral and piano training. The Grammar School offered music memory, piano, and choral singing. Annie Purl, the Grammar School principal, served as the director of musical contests in 1927. The local Georgetown Music Club supported the growing interest in music education in GISD and provided prize money for winners in unrelated UIL musical competitions (The Sun, December 22, 1922; March 23, 1923; February 4, 1927; March 21, 1930).

In 1927, the UIL announced two new areas of competition with the addition of typewriting and one-act plays. In addition to declamation, debate, extemporaneous speaking, spelling, track, girls' choral club, music memory and other UIL activities, GISD began training its students for excellence in typewriting and one-act play. Tennis, volleyball, and piano for junior boys and girls were included in the 1927-1928 school year. In 1932, the UIL included contests in art and story telling. In 1932, the High School also competed in band, orchestra, boys' Glee Club, Girls trio, mixed quartet, and

boys' quartet (The Sun, February 4, 1927; October 14, 1927; March 4, 1932; March 18, 1932).

The Grammar School students competed in boys' or girls' declamations, piano selections, picture memory, arithmetic, sub-junior spelling, essay writing, volleyball teams for boys and girls, playground ball for boys and girls, boys' track and field events, and girls' tennis. In 1928, all Grammar School students were required to participate in the declamation contest even though only fourth, fifth, and sixth graders were eligible for UIL competition. Once the number of contestants in the 1928 declamation contest was reduced from 184 to 30, a final program was presented during the evening to allow parents and community members to view the competition. The Grammar School did quite well in County and District competition often securing several first place awards. The evening program highlighted the Grammar School students' abilities, and preparing for UIL competition soon became a tradition as an annual event under the leadership of Purl (The Sun, March 9, 1928; March 14, 1930; March 21, 1930; March 18, 1932).

In 1932, the Grammar School students began competing against other Grammar School teams. GISD Grammar School teachers were assigned a particular area to prepare students for upcoming UIL contests. Areas of competition at this time included declamation, essay writing, story telling, spelling, arithmetic, junior choir and mixed chorus, volleyball for girls, playground ball, junior boys' and girls' athletics and picture memory. The picture memory contest involved showing each student fifty pictures with the student then writing the name of the artist, the title of the artwork, and the nationality of the artist. Purl served as the director of the Story Telling contest that was the only event of the UIL open to students in the first, second, and third grades. Grammar School students secured first place in the first, second, third, fifth, and sixth grades, and fourth grade students won second place. Etah Flanagan was the director of picture memory, and

Margaret Faubion served as the director of art (The Sun, March 25, 1932; June 17, 1932; December 16, 1932; March 3, 1933; March 9, 1934).

During the 1932-1933 school year, the Grammar School contestants traveled to Taylor by private cars and in the Chevrolet bus owned by the school district to compete in the district UIL meet. Eight teachers including Purl and Grace Johnson, teacher and principal of the Mexican School, accompanied forty students to the meet. Each of the Grammar School teams placed first in playground ball competition, third place in picture memory, and first place in story telling for the first, second, and third grade entrants. Purl approached UIL competitions seriously. During the 1933-1934 school year, every faculty member of the Grammar School was engaged in coaching or assisting in preparation for the UIL events. Each student participated in whatever events were allowed for the specific grade level (The Sun, March 24, 1933; March 9, 1934).

In 1939 with more than a dozen schools competing, the GISD Grammar School won first place in the County UIL meet by securing first place in choral choir and music memory and second place in spelling. The accomplishments of GISD students in UIL competitions continued to be a source of pride in the public school system. Having the results published kept the community continually made aware of student achievements at the local, county, district, and state level. Purl was especially consistent through the years in regularly providing detailed information for publication to the newspaper extolling the accomplishments of Grammar School students (The Sun, April 21, 1939; March 22, 1940).

GISD TEACHERS

GISD teachers actively participated in professional development. Many attended distant educational conventions to further develop their knowledge of the most current

teaching practices. Attending the local Tri-County Institutes was mandatory for all teachers as part of their contracts, but all other meetings were voluntary. Perhaps GISD faculty felt pressured to join the Texas State Teachers Association because they had 100% membership in the district. Regardless of the motivation, the attendance at Williamson County Education meetings was consistently high. GISD faculty and administrators gave speeches at various associations. For example, Purl addressed the Travis County Teachers Institute, served as a faculty member of Southwestern University's education department many summers, and was the only teacher from Texas selected as a faculty member at the Winnetka School of Individual Instruction in Illinois under the leadership of Dr. Charleton Washburne in 1930 (The Sun, June 20, 1930).

As the D.O.E. mandated changes in the public school curriculum, Southwestern University often provided the requisite training that enabled GISD teachers to properly teach the new subjects. For example, when physical education classes became a requirement in 1932, Southwestern University provided the course, taught by Rodney Kidd, which prepared the teachers to meet state standards. Southwestern University offered the course on Monday evenings from 7:00 to 9:00 p.m. during the spring session of 1934 (The Sun, January 26, 1934).

Obviously, a healthy reciprocal relationship existed between Southwestern University and GISD. The university provided a convenient site for local teachers to earn their degrees, supplied numerous guest speakers at faculty functions, and offered the necessary courses to adhere to state regulations. GISD, in turn, welcomed Southwestern University's student teachers onto its campus to conduct observations and to practice instructing. An additional bonus was that many of the Southwestern University graduates wanted to teach in GISD, providing a much better selection of teachers for hire than were

available in districts further away from universities. In May 1938, supervision of fifteen student teachers occurred in Georgetown's public schools (The Sun, May 20, 1938).

After World War I, concern existed about potential teacher shortages in Texas after numerous teachers left the profession to work in war-related fields and subsequently earned a higher income. State normal colleges also lost teachers and were at risk of experiencing teacher shortages. Rural schools near Georgetown advertised their need for additional teachers in The Sun, which also published a notice stating "Another Teacher Resigns" when Ruth Farris, the science teacher at GHS, resigned to attend a university. Dr. Ellis of the University of Texas stated that the teacher shortage was the result of inadequate salaries. In 1920, State Superintendent Blanton reported that the teaching force collapsed during World War I and the following year. Thirty percent of teachers in Texas quit in 1919, and two-thirds of this group had experience. Normal schools reported a much smaller number of applicants in teacher training courses. Rural schools in particular suffered greater losses since their average annual salaries for teachers were approximately $436, while city schools paid $540 for the same work. Superintendent Blanton advocated higher salaries for teachers and administrators to help keep the employees they had and to attract more suitable candidates. In May 1920, she mailed a letter to all county and school superintendents requesting public support for the Texas Legislature to appropriate $5,000,000 to the schools from a surplus account to provide higher salaries for teachers without raising taxes. Local newspapers, such as The Sun, also called for citizens to write their legislators in support of this request. State Representative R. E. Thomason, Speaker of the House and gubernatorial candidate, endorsed the appropriation for the schools and stated he would vote for its passage. Provision was made for funding increased salaries, but the amount designated for this purpose could not be confirmed in The Sun articles (The Sun, August 29, 1919;

November 21, 1919; January 23, 1920; January 30, 1920; May 28, 1920; June 11, 1920; June 25, 1920).

In 1920, published articles in The Sun repeatedly reminded Georgetown residents of the importance of the passage of an amendment on November 2, 1920, allowing the school to increase the 35-cent property tax limit to $1. The state only guaranteed a term of six months causing concern that the public school would have to include a pay term if the taxation amendment did not pass. The amendment passed with a solid majority vote in all neighboring communities, but the six-month school term continued for many more years (The Sun, July 30, 1920; October 8, 1920; November 5, 1920; August 25, 1922).

During the Depression, school districts and counties across Texas, including Williamson County, reduced the assessed valuation of property. Records indicated that GISD had a reduction of approximately 30%. While helpful to individuals, it was detrimental to the school system. A shortage of funds during the 1932-1933 school year created a difficult financial situation in GISD resulting in the need to issue script to teachers as partial pay for their work in the schools. The school board authorized the script to replace one-half of the monthly payrolls for the district. The Sun printed the script, which was issued in denominations of $10, for all GISD employees. Many local businesses accepted the script in exchange for goods. The financial crisis for over 200 independent school districts in Texas threatened a shorter school term of five months and eight days for the 1933-1934 school year unless additional funds could be allocated. GISD hired teachers without determining their salaries. This crisis prompted several thousand teachers from across Texas to assemble at the State Capitol in support of a bill sponsoring sales taxes to aid the school funding problem. It is not clear how the financial crisis was resolved, but GISD opened for a nine-month term the following year. In December 1933, The Sun published a notice stating that script issued in June 1933 was

redeemable for cash (The Sun, March 10, 1933; April 21, 1933; April 28, 1933; September 22, 1933; December 15, 1933; GISD Minutes, March 2, 1933).

Teacher salary issues continued to plague Texas and GISD. In 1933, with the country still suffering from the financial constraints of the Depression, the GISD school board reduced the salaries of all employees by 20 percent due to a failure to collect the full amount of school taxes for the previous two years. The resolution contained a stipulation that no individual's salary could be reduced to less than $45 per month. GISD still owed teachers the last two months' wages from the 1931-1932 school year. In August 1933, the district announced that funds were available to pay the April vouchers issued to teachers earlier in the year. The June vouchers were not available for funding until December 1933. In February 1934, the school board voted to increase teachers' salaries by 5 percent. In October 1934, however, the school board decided to pay the teachers for the first month of the 1934-1935 school year only 20 percent in cash and the rest in script. The GISD minutes stated, "On motion – an adjustment was ordered made in teachers salaries to make monthly payments in even money. This will be an increase of about $600." Local merchants accepted the vouchers as payment for goods and could submit them for cash once the funds were available. In September 1934, the GISD school board voted to pay all outstanding script issued to employees and to begin the new school year with all teachers paid in full for their work (The Sun, August 25, 1933; October 13, 1933; December 15, 1933; September 14, 1934; GISD Minutes, February 8, 1934; October 4, 1934).

Difficulty in collecting delinquent taxes continued to add to the financial strain borne by the school district. GISD notified all delinquent taxpayers that lawsuits would be filed if they did not pay their delinquent taxes. Penalties and interest were added to the late taxes, and an attorney was hired to contact taxpayers who owed the district

money. Eventually, GISD entered into contract with the Delinquent Tax Bureau in Austin to aid in the collection of the much-needed monies (GISD Minutes, October 5, 1933; August 6, 1936; July 26, 1937; November 17, 1938; September 18, 1939).

GISD teachers received a 7 percent salary increase for the 1936-1937 school year. During July 1937, however, the school board had to borrow $8,000 to pay teachers and outstanding bills. The school board pledged all tax income to pay teachers. In November 1938, teachers once again were paid one half their salary in script and the remaining one half in cash. In March 1939, again teachers were paid partially in cash and script causing the school board to borrow $2,000 in April 1939 to help pay them. The school board borrowed an additional $4,000 in May 1939 to pay teachers and was authorized to borrow up to $2,500 again in June 1939 if needed. The need to borrow operational funds continued when GISD borrowed $5,000 in July 1939 and $5,000 again in September 1940 (GISD Minutes, September 3, 1936; July 26, 1937; November 17, 1938; March 22, 1939; April 10, 1939; May 18, 1939; June 8, 1939; July 6, 1939; September 5, 1940).

TEACHER EXAMINATIONS

The County Board of Examiners continued to test teacher candidates for first and second grade certificates. The County Superintendent's office hosted the examinations. Usually the testing period covered three days with specific subject areas clustered into particular days. Schedules for the exams were published in The Sun throughout the interwar years. Candidates unknown to the county superintendent submitted statements with their examination application of high moral character from three "good and well-known citizens". Due to the teacher shortage, numerous special examination opportunities occurred during the year to increase the number of successful applicants to fill the "hundreds of vacancies throughout the State" (The Sun, March 28, 1919; September 26, 1919; January 30, 1920; April 23, 1920; May 26, 1922).

Beginning in 1934, new school law restricted school districts to only hiring teachers with college degrees. This new law exempted employees who had been teaching a minimum of fifteen years by September 1, 1934. Teachers employed with less than fifteen years had to show professional development by completing twelve semester hours of coursework in a four-year period (The Sun, June 24, 1934).

TEACHER INSTITUTES AND ASSOCIATIONS

The Tri-County Teachers Institute, comprised of Bell, Milam, and Williamson Counties, continued to provide professional development for area teachers throughout the interwar years. The five-day Tri-County Institute was located in Belton. In September 1921, teachers attended the Institute during the week prior to school opening. Teachers stayed at Baylor University during the conference and received compensation for their time at the Institute. Guest speakers at the 1921 Tri-County Institute included a specialist from the State Health Department, a representative from the ARC, an expert on rural education from the Federal Bureau of Education, the president of the Belton Female College, and two pedagogical lecturers (The Sun, August 5, 1921; August 15, 1921; September 19, 1919; December 23, 1921).

Williamson County Superintendent Mary Shipp Sanders instructed trustees to remind teachers that their contracts required their attendance at the Tri-County Teachers Institute. There was a concerted effort to increase the efficiency and competency of all teachers in the county, and required attendance at the Institute was considered part of that effort. Teachers also joined professional organizations such as the State Teachers Association. Miss Louise Heinatz, a GHS teacher, discussed the "Possibilities of the Parent-Teacher Association in Town Schools" at the State Teachers Association meeting (The Sun, June 25, 1920; August 13, 1920 November 19, 1920).

In 1921, the Tri-County Teachers Institute had approximately 600 teachers in attendance at the Baylor Female College. Miss Littlejohn of the State Department of Education spoke to the group about music in the public schools. Other notable speakers lectured about rural schools and special programs related to high school teachers (The Sun, July 29, 1921; August 5, 1921.

Summer normal schools in the Tri-County area combined to meet at Baylor Female College in Belton in 1920. This was the first time since 1898 that Georgetown did not offer a summer normal to its teachers, which had lasted eight weeks plus examination time (The Sun, June 4, 1920; February 23, 1923).

The Williamson County Educational Association (WCEA) met to coordinate and organize upcoming issues, such as UIL meets. It was also a political organization that supported or opposed particular bills according to how the bill affected the public school system and its teachers. An example of its political activities included its public endorsement and support of Governor Neff after he outlined a plan to help remedy deficiencies in the public school system. It also submitted suggestions, such as foregoing a wholesale adoption of textbooks at one time, favoring instead a gradual introduction of new textbooks for financial reasons (The Sun, January 19, 1923; March 23, 1923; May 6, 1927).

The WCEA met regularly every spring and fall during the interwar years. Throughout this period, numerous articles mentioned UIL organizational meetings as a regular part of the biennial conferences. The fall 1922 session met in Georgetown at the High School. In 1923, the UIL director, Roy Bedichek, was the principal speaker at the WCEA spring meeting held at the Georgetown High School. After the meeting, the association members were special guests at the Monarch Theatre to watch the movie

"Abraham Lincoln." In 1937, the WCEA met in the Taylor ISD High School auditorium (The Sun, January 19, 1923; March 13, 1923; January 15, 1937; November 3, 1939).

The WCEA meeting made provisions for different groups' special needs. Rural schools would meet in special sessions while city schools met to discuss topics unique to their situations. Principals also met separately with the county superintendent to discuss topics such as compulsory attendance and textbooks. Even though there was no compulsory attendance to county association meetings like there was for the Tri-County Institutes, attendance was usually high. In the fall of 1928, over 300 teachers and trustees participated in the association meeting at GHS. Sometimes during these conferences, school children provided a demonstration for the group. For example, at the spring meeting in 1940, a group of first graders from an Austin school provided a manuscript writing display for the attendees. The WCEA underwent a change in 1938, with the support of GISD Superintendent Hiles, when members voted to incorporate the association with the Texas State Teachers Association (TSTA) as a subdivision (The Sun, October 7, 1927; October 5, 1928, February 1, 1929; March 27, 1931; February 2, 1940; January 14, 1938; February 18, 1938).

Many faculty and administrators from GISD attended Teacher State Teachers Association (TSTA) meetings, according to The Sun, which often published their names. For example, in 1927, Annie Purl and Bessie Woods attended the three-day TSTA meeting in Houston. In 1929, GISD reported that 100 percent of its faculty was members of the TSTA, and numerous members attended the State Association meetings. Purl and Myreta Matthews were lifetime members of the association. Numerous well-known speakers often addressed the conferences. For example, in 1932, U. S. Senator Tom Connally, State Superintendent L. W. Rogers, and Harold Rugg from Teachers College at Columbia University were guest speakers (The Sun, November 25, 1927; November 23,

1929; November 21, 1930; November 11, 1932; November 18, 1932; November 24, 1933).

The Grammar School presented an exhibit of student penmanship, art, and construction work at the TSTA meeting in Fort Worth in 1932. It also displayed a school newspaper called The Grammar School Mirror and enjoyed the distinction of being the only Grammar School newspaper exhibited. Seven Grammar School teachers along with Superintendent Hiles and GHS Principal Buckner attended that conference. The Grammar School sent another exhibit in 1933 to the TSTA conference in Austin that included projects from every grade level on the campus. Every member of the Grammar School faculty and one Mexican School teacher, Grace Johnson, attended the conference. In 1934, the school brought a display of art and penmanship from grades one through six. Grades five and six also displayed work in English, history, and geography (The Sun, November 18, 1932; November 25, 1932; December 2, 1932; November 24, 1933; December 14, 1934).

Several administrators regularly attended the National Education Association (NEA). In February 1927, Purl and Bessie Woods, a Grammar School teacher, attended the National Education Association meeting in Dallas for five days. In the spring of 1928, County Superintendent Egger and GISD Superintendent Lee attended the NEA conference in Boston. The GISD school board approved a motion to pay for their expenses to Boston up to $200 (The Sun, February 25, 1927; March 4, 1927; February 17, 1928; GISD Minutes, February 6, 1928).

TEACHERS AND ADMINISTRATORS ATTENDANCE AT UNIVERSITIES

A number of GISD teachers and administrators continued their college education during the summer months in order to complete their basic or advanced degrees. For example, in the summer of 1931, Purl, Edith Stewart, and Julie Stewart left Georgetown

to attend classes at Colorado State Teachers College. These teachers also attended the World Federation of Education Association in Denver and heard Dr. John Dewey speak on Educational and International Understanding (The Sun, June 12, 1931; July 17, 1931).

GISD SUPERINTENDENTS

M. A. CANNON

At the end of WWI, GISD rehired M. A. Cannon as superintendent with a salary of $2,000 per year. Although no historical record provided evidence of problems surrounding Superintendent Cannon during the war years, circumstances changed as the interwar years began. In fact, the GISD school board called a special meeting at City Hall on December 17, 1919, to discuss the growing dissension between Superintendent Cannon and the GISD faculty. The principal and faculty gave statements regarding their concerns about Superintendent Cannon, and the school board decided to bring charges against him and present them to him in a meeting on December 19, 1919. The charges included criticism of the board, lack of cooperation with teachers, criticism and lack of support of teachers, absence of duty, lack of consideration for visitors, lack of enforcement of discipline, and too much time taken from school work. The school board planned to ask for his resignation effective on December 31, 1919 (GISD Minutes, May 6, 1919; December 15, 1919; December 17, 1919).

Professor R. W. Tinsley, spokesman, presented charges against Superintendent Cannon before the board and asked for his resignation. He refused to resign and the board excused him from the meeting and secured legal counsel. Superintendent Cannon asked to bring students as witnesses, but the school board denied his request. The school board decided initially it wanted to release Superintendent Cannon from his position no later than December 31. Further discussion ensued, and a decision was reached to form a

committee to discuss the option for resignation with Superintendent Cannon (GISD Minutes, December 19, 1919; December 22, 1919).

A committee of citizens formed and met with Superintendent Cannon on December 23, 1919, and the parties agreed to the following terms:

Four and one-half months salary at $166.66 per month	$749.97
Six weeks work, 1917 and 1918	$200.00
Textbook work	$200.00
Consideration for cancellation of contract	$400.00
Subtotal	$1,549.97
Cash already paid	$620.97
Balance due to Cannon	$929.00

The school board accepted Cannon's resignation under the conditions of the settlement shown above and added to the agreement that Cannon was still liable to account for the athletic, school "annual," tuition, and textbook funds. Cannon presented the settlement's required balances and received a voucher for the total of $938.95 (GISD Minutes, December 23, 1919; January 2, 1920).

After M. A. Cannon resigned as GISD superintendent, Fred Sparks, High School Principal, served as superintendent for several months until Tom E. Lee, was selected as his replacement in April 1920 (The Sun, January 2, 1920; April 23, 1920).

THOMAS E. LEE

Thomas E. Lee, a Southwestern University graduate, previously had served GISD as the High School principal and county superintendent before accepting a position in Taylor and leaving to serve in the research labs of the War Department in Washington D.C. Lee's appointment was well received by the community, and he became one of Georgetown's most fondly remembered superintendents (The Sun, January 2, 1920; April 23, 1920).

Under his tenure the building programs for the new High School and Colored School and the renovations at the Grammar School and the Mexican School were completed. Unlike M. A. Cannon, Lee enjoyed the support of his faculty and administrators in GISD. He served GISD as superintendent for ten years, until 1930 when he died from a heart attack in his office at the age of 41. The sudden loss of this beloved man saddened the Georgetown community and GISD. Hundreds of community members flocked to the school to determine if the account of his death was true. A lengthy eulogy and biography of Lee was published in The Sun with students contributing a memoriam in honor of their former superintendent. GISD faculty members also published a lengthy memoriam delineating the honorable qualities and character traits they admired in Lee. The Lions Club of Georgetown selected as its major objective the completion of a project that Lee began but left unfinished because of his untimely death. A few months prior to his death, Lee had begun acquiring a football field for the High School by purchasing the athletic field. The Lions Club's took the lead to see that the field was completed and named the Tom Lee Memorial Park. The community rallied behind the effort to raise funds for the project, and The Sun published the names of all monetary contributors and, at times, the donation amounts (The Sun, August 1, 1930; August 22, 1930; August 29, 1930; September 12, 1930; September 26, 1930; October 3, 1930; October 24, 1930; November 7, 1930).

A well-attended ceremony unveiled the memorial rock and stone-arched entrance to Tom Lee Field in May 1931. The American Legion purchased wooden bleachers to be placed around the athletic field. The completion of the field was a continuing project for several more years. Different graduating classes donated items, such as brick for an entrance at 10th Street and fencing around the park (The Sun, May 29, 1931; August 28, 1931; May 18, 1934).

GEORGETOWN COLORED SCHOOL

The interwar years provided a unique period of growth and development for the African American community in Georgetown. This community had separate barbers, grocery stores, doctors, nurses, agriculturalists, playgrounds, churches, lodges, schools, and interscholastic competitions. A unified sense of purpose emerged during the First World War as Georgetown residents of all races enthusiastically participated in supportive war campaigns. A sense of shared purpose continued into the interwar years with ARC-led health programs for children and citywide sanitary clean-up movements. Yet, there remained a vast chasm of educational purpose between the Georgetown schools for white and black students. Curriculum at the schools for whites groomed students for college, and black students prepared to enter the workforce with marketable skills such as shoe making or cooking. The industrial arts movement dominated the Colored School in Williamson County, and this movement was promoted by famed leader Booker T. Washington, Prairie View Colored Normal College, and the Jeanes Foundation program. The Jeanes Program in Williamson County was active in the Georgetown Colored School. A prominent community and district leader, Professor S. C. Marshall, was the principal of the Georgetown Colored School, and, under his direction, the industrial arts program flourished.

GEORGETOWN COLORED SCHOOL FACULTY

The Colored School was in session during the 1918–1919 school year for nine months. The GISD school board authorized its secretary to issue vouchers to pay the teachers at the Colored School at the end of the nine-month term. As was the practice during and before World War I, the Colored School often opened later than the white schools in Georgetown due to the need for black students to work in the fields harvesting

crops, usually cotton. At its August 18, 1919, meeting, the GISD school board scheduled the white schools to open on September 15, 1919, but the Colored School did not yet have an opening date (GISD Minutes, May 6, 1919; August 18, 1919). Professor J. D. Martin had been principal of the Georgetown Colored School, according to an article in the May 27, 1909, issue of The Sun.

Subsequently, Professor S. C. Marshall, Principal of the Colored School, became a visible representation of the school in the Georgetown community. In fact, records indicate that he was first elected to serve as principal in 1910, prior to the war. Then on June 8, 1911, The Sun reported that the GISD school board had reelected Professor Marshall principal of the Colored School. Professor Marshall continued to fill this position until the summer of 1938 (The Sun, May 29, 1909; June 8, 1911; June 2, 1938). In 1920, Professor Marshall acquired a summer scholarship to the Tuskegee Institute in Alabama. The Sun reporter stated, "Principal Marshall deserves the appointment and will make good use of it" (The Sun, June 4, 1920).

In 1919, GISD minutes record that Professor S. C. Marshall earned $75 monthly for his position as principal of the Georgetown Colored School and an additional $6 a month for providing janitorial services for the same school. Professor R. B. Sparks, principal of the Georgetown Public School for white students, managed a larger number of students and faculty and earned $125 monthly for his position as principal. Black teachers received $40 monthly, and white teachers earned $65 monthly. The annual report of salaries paid to GISD faculty recorded that white teachers received $12,420, and black teachers were paid $1,530 for the 1918-1919 school year. On April 14, 1921, the GISD minutes recorded that an additional $5 per month was added to the salaries of the Colored School teachers Mrs. S. Marshall, Miss Hattie Thompson, and Mrs. Williams. On December 8, 1921, GISD Superintendent Lee approved the hiring of an additional

teacher at the Colored School at the salary of $40 per month (GISD Minutes, May 6, 1919; August 31, 1919; December 8, 1921).

The Georgetown ISD school board hired Professor S. C. Marshall, Mrs. S. C. Marshall, Mrs. M. A. Williams, and Hattie Thompson as teachers at the Georgetown Colored School for the 1921-1922 school year. Mrs. Williams received $400 for the school year. Frances Poole, a Grammar School teacher, was paid $855 for the school year (The Sun, June 10, 1921; GISD Minutes April 14, 1921; December 8, 1921).

The May 18, 1923, GISD minutes recorded a list of salaries for teachers and administrators. Professor Marshall made $1,080, and Mrs. S. C. Marshall, a teacher at the Colored School, earned $450. In keeping with the increased focus on health by the modern health movement, GISD required all teachers and faculty to have physical examinations for the upcoming school year (GISD Minutes, May 18, 1923).

The December 13, 1923, GISD minutes recorded that Professor Marshall requested the hiring of another teacher, and the school board approved it at a salary of $50 a month. The school continued to grow and needed additional faculty again, causing Professor Marshall to ask the school board on February 5, 1925, to hire "another Negro teacher as one teacher had as many as 93 pupils, and efficient work could not be maintained with so many pupils." The board approved the hiring of an additional teacher without stipulating the salary in the minutes. A report from Superintendent Lee in the GISD minutes itemized the average attendance of the GISD schools. The High School and the Grammar School each averaged 348 students; the Mexican School, 27, and the Negro School, 160 (GISD Minutes, December 13, 1923; February 5, 1925; January 13, 1927).

Professor Marshall received accolades in The Sun on May 22, 1928. The article discussed the closure of another successful year for the Georgetown Colored School

under his direction. An excerpt from the article (with original spelling and punctuation) complimented Professor Marshall:

> "Professor Marshal has, by precept and example, striven to give his people a broader vision of their duties as citizens and a keener desire for things educational, Christian and industrial. He has not only taught the Colored children with whom he come in contact to take advantage of their educational opportunities and become useful I life, prepared for service and better citizenship, but imbued with the same spirit he has driven sixty miles twice a week to attend night school to broaden his knowledge and as a result of this effort he has received his A. B. degree. This gives him the distinction of having finished from three of the best colleges in Texas for negroes and the credit of being the first in this section to drive sixty miles at night to complete this degree" (The Sun, May 22, 1928).

Both the white and black communities in Georgetown respected Professor Marshall and his wife. He had also earned respect from his peers as his school continued to perform successfully for many years in literary and athletic competitions in the interscholastic league and often brought home state honors. The community considered him an admirable educator in Georgetown, the district, and state, as he often performed administrative duties at teaching institutes, interscholastic meets, and industrial fairs. While no official reference has been found in GISD minutes changing the Colored High School's name to the Marshall High School, The Sun frequently published articles referring to it by that name. Marshall's photo may be found in Appendix B.

In 1930, the faculty members at the Colored School included S. C. Marshall as principal, E. F. Garrett and Viola Grant teaching at the High School, Mrs. S. C. Marshall teaching home economics, Mrs. M. A. Williams teaching primary grades and Hattie Thompson teaching intermediate grades (The Sun, August 22, 1930).

In 1934, a car accident injured Professor Marshall and his wife when a fast moving car hit their car causing them to roll over and land in a deep roadside ditch. He suffered a "crushed breast, several broken ribs and other injuries which were considered

serious. His wife suffered severe scalp lacerations, was crushed and a blunt instrument of some kind pierced her hand." Fortunately, they recovered and were able to resume their duties at Marshall High School. During the 1934-1935 school year, the Colored School began with a record high enrollment of 175 students present on the first day of school. GISD Superintendent Hiles credited the large number of students present in the minority schools to the short cotton picking season (The Sun, April 6, 1934; September 21, 1934).

Two students of the 1937-1938 graduating class of Marshall High School wrote an article describing how they felt about Professor Marshall that The Sun published and which is reproduced below in its entirety with original spelling and punctuation.

> "We consider Prof. S. C. Marshall as our ideal teacher, and we fashion him with the following points in mind; physique, personality, mentality, social development, scholarship, attitude toward his work and the child, his philosophy of life, and the pupil responses which he inspires.
> Physically he is average in height and strength, and without blemishes or defects. He is dynamic, possessing, excellent health, great vigor and energy, and a capacity for hard sustained work.
> His personality is pleasing, strong and forceful such as to inspire confidence on the part of the pupils, colleagues, and citizens of the community.
> Mentally, he has a strong analytical well-balanced just mind; one quick to grasp a problem and capable of wrestling with it until it is solved. He is a constant student learning from all around him.
> Socially, he has a cultured background and he is at home with his superiors as well as his inferiors. He has no habits that detract from his usefulness to the school and the community.
> Educationally, he has a broad general college training with consider-able specializations in the field of his particular interest and because of his mastery of subject matter he speaks with the authority that carries convictions. His illustrations are apt, his explanations clear, his expressions concise, and his judgment sound.
> His attitude toward his work is some optimistic. Being a real educator he looks upon education not as a static thing, but as something dynamic and progressive."
>
> Written by Zelma Clark and composed by Winfred Bonner,
> class of 1937 Marshall High School
> (The Sun, June 24, 1938).

Despite the effusive support for Professor Marshall from his students, tension emerged between Professor Marshall, Mrs. S. C. Marshall, and the GISD school board. Mrs. Marshall and Professor Marshall, who had been the principal of the Colored School for 38 years, began to fall from favor. The first clue that trouble was developing in the Colored School appeared in the April 6, 1933, GISD minutes, "A petition was presented to the board by several black citizens asking for the removal of one or more black teachers in the Colored School, and action on this petition was deferred to a later time," although the minutes did not mention which teachers the citizens wanted removed. The school board decided to rehire all of the teachers then currently employed at the Colored School despite the petition presented earlier. The minutes also mentioned that one unnamed high school teacher at the Colored School was demoted to a Grammar School position (GISD Minutes, April 6, 1933).

Numerous staffing changes occurred at the Colored School over the next several years with several teachers not rehired, or rehired and later dismissed. It appears probable that dissension among the faculty created a problematic situation within the school. Superintendent Hiles spoke to the Marshalls about "domineering other teachers." Unusual hiring procedures due to the strife within the faculty resulted in Miss Viola Grant being hired, not rehired, rehired, and then hired for only one year. Between 1930 and 1940, the GISD school board hired eighteen teachers in addition to the Marshalls to teach at the Colored Grammar and the High School. During this same period, two teachers resigned, and the school board dismissed nine teachers, including Professor S. C. Marshall and Mrs. Marshall. The coaching staff also experienced fluctuations. The board hired Mr. W. E. Pigford as the coach in 1933, and J. J. Higgs began coaching in 1934 with an annual salary of $540. Higgs was dismissed at the end of the 1935 school year subject to review. In 1936, Captain Parker became the coach. The GISD school

board authorized the Colored School's football team to use the white high school football field for two games in 1935 (GISD Minutes November 2, 1933, September 12, 1934, May 2, 1935, October 3, 1935, July 10, 1936).

As state requirements changed, difficulty had arisen concerning Mrs. Marshall's ability to continue teaching the home economics courses. The May 3, 1934, GISD minutes reflect that the board instructed Superintendent Hiles to confer with Miss Peak in reference to Mrs. Marshall's reemployment as home economics teacher at the Colored School, provided she completed summer school work and qualified for the position. The April 8, 1937, GISD minutes record that Mrs. Marshall took Miss Viola Grant's teaching position, and the district employed a new home economics teacher (GISD Minutes, May 3, 1934; April 8, 1937).

The GISD minutes provided only bare facts about the decision not to rehire the Marshalls by simply stating in the May 5, 1938, minutes "A motion was made by C. W. Bergquist and seconded by Carl Leise that Mrs. Marshall not be reelected for the next year. The motion carried." The June 2, 1938, GISD minutes, shown with original spelling, read "A motion was made and seconded that Marshall be not reelected for the ensuing year. The motion carried." With the swish of a pen and a show of hands, the 38-year career of an educational icon for African American children in Georgetown and Williamson County was over. No articles were published in The Sun regarding Professor Marshall's tenure at the helm of the Colored School, county fairs, and interscholastic meets (GISD Minutes, May 5, 1938; June 2, 1938).

After making the decision not to rehire Professor Marshall as principal of the Colored School, the GISD school board voted to officially name the Colored School, casually known as Marshall High School in the community, Carver High School in honor of Dr. George Washington Carver, famous African American scientist who was born a

slave during the Civil War. "In recognition of the accomplishments of this famous scientist the school board thought it appropriate to name the local Colored school after him." When Carver High School opened its fall session in 1939, R. A. Westbrook served as the principal, and five teachers were hired. They were B. Barrow, Onita Mae Brown, Vivian Dickens, Gladys Powell, and Alberta Glassford (GISD Minutes, July 7, 1938; Sun, March 3, 1939).

VARIOUS SCHOOL ACTIVITIES

Annie Purl, G. A. Logan, Bess Woods, and Beulah Hefner of the Grammar School PTA helped organize a chapter of the PTA for the Georgetown Colored High School, elected a full corps of officers, and established committees. The civic committee became one of the most important since it involved the beautification of the school grounds. The article reported that a great deal of local interest proved instrumental in the creation of this organization. Purl consistently encouraged the minority schools to enrich their environment (The Sun, February 12, 1932).

Guest speakers visited the Georgetown schools periodically. In January 1919, an African American agriculturalist with the State Department of Agriculture, Professor C. W. Rice, visited numerous communities in Williamson County and made a point to visit with the Georgetown Colored School on a Monday morning to speak to the students. His specialization was in "increasing food and feed production and on other questions of citizenship" (The Sun, January 17, 1919).

In February 1919, the Georgetown Colored School held its annual oratorical contest at St. Paul's AME Church with a large number of attendees, including several white visitors. The program included patriotic selections including "After the War is Over" and "America and International Peace." Musical solos, choral music, a recitation by a student, and a lecture by Mr. John W. Luker, Assistant County Demonstration

Agent, completed the program. The domestic science department, led by Mrs. S. C. Marshall, provided refreshments after the program. Admission was ten cents for students and fifteen cents for adults (The Sun, February 27, 1919).

The 1919 commencement exercises and related programs for the Georgetown Colored School took place over a week with many opportunities for the community to attend programs presented by its students. The exercises began with a sermon at the Wesley Chapel in Georgetown and included an extensive industrial arts exhibit and Professor Marshall "earnestly requests as many white friends as possible to see this exhibit in order that they may know something of the work that is being done in the Colored school here" (The Sun, April, 25, 1919).

GISD's first day of school for white students in 1919 was scheduled for September 15 while the opening of the Colored School had yet to be decided. In recent years, cotton picking had often delayed the opening of the Colored and Mexican Schools for several weeks. The Colored School ended the year in May 1920, again with a week of commencement programs, including a play at St. Paul's M. E. Church. The graduation exercises also were held at St. Paul's M. E. Church where Dr. L. L. Campbell of Austin was the speaker. Many considered Dr. Campbell second only to "Booker T. Washington in forwarding the industrial education of the Negro race." Professor Sparks ordered two diplomas from the school board for the graduates of the Colored School. An industrial arts exhibit in the Colored School building was part of the closing ceremonies. "Many articles of hand and machine work made by the girls were shown, some of them indicating much talent and skill." Miss Craddock, a white visitor from the domestic science department of Southwestern University, mentioned that the girls should spend more time on practical articles rather than fancy work. Professor Marshall responded that an example of the girls' practical workmanship was evident in the dresses they made and

wore for the event. Magill and Edward's Meat Market displayed several of the exhibits in their show windows during the week of commencement exercises (The Sun, August 18, 1919; May 4, 1920; GISD Minutes, May 13, 1920).

The Georgetown Colored School held its annual industrial arts exhibition at the school auditorium on May 15, 1925. Professor D. S. Shanks from Rockdale was the guest speaker, and the school invited everyone to attend and see the students' work (The Sun, May 8, 1925).

The Georgetown Colored School scheduled an evening of entertainment with famed singer Anita Brown at the school at 8:00 on November 15, 1927. The school charged an admission fee of fifty or seventy-five cents, and reserved seating was available for white people. Professor Marshall published the honor roll from the first semester of school for the 1927-1928 school year, listing students earning all "A's" from the sixth, seventh, eighth, ninth, and tenth grades and some "B" students from the seventh grade as well (The Sun, November 11, 1927; February 17, 1928).

In January 1933, under the direction of the home economics department of the school, the senior class of Georgetown Colored School prepared and served dinner to the GISD school board members on a Friday at noon at the Colored school (The Sun, January 27, 1933).

In 1933, the Williamson County Colored School's singing contest had 13 quartets participating from Class A, B, and C school districts. Georgetown, a class B school, won first place in mixed quartet and boys' quartet and second place in girls' quartet competition earning it the highest score in the contest (The Sun, April 14, 1933).

The GISD mascot was the Eagle. The Colored School called its football team the Black Eagles. They played the Black Ducks of Taylor on the white school's football

field at 3:30 on Friday, November 17, 1933, and the schools encouraged the public to watch this "thrilling game" (The Sun, November 10, 1933).

Mrs. S. C. Marshall taught the domestic science courses to the girls at the school, and Professor Marshall taught industrial arts classes to the boys. This curriculum put a strong emphasis on learning a trade. County fairs and annual programs exhibited students' work at the school. The students at the Georgetown Colored School repeatedly won numerous county and district awards for their skilled work in the industrial arts as well as in the academic arena in debate and declamation contests. Interscholastic competitions between African American schools kept the academic focus level with athletics and industrial arts.

Prominent local black leaders like R. L. Smith of Waco, president of the "Colored Farmers' Investment Society," head of the Colored agricultural school in Wolf City and director of approximately thirty Negro fairs, spoke at the 1921 Williamson County fair for Colored schools about the needs of the Negro race. He "preached the dignity of labor and said the people of his race need, not book education, but industrial. He counseled his people to recognize and understand their proper relations to the races – the white people as the Jeanes teacher afterwards added." Clearly, influential leaders in the African American community encouraged black students to view their place in society as members of the labor force cooking and making necessary items, such as hats, shoes, and dresses primarily for white people. In fact, after the 1921 industrial arts exhibit at the Colored School in Georgetown an article in The Sun stated, "Two very fine looking loaves of bread by a very small girl resulted in a white visitor telling the girl she wanted her for a cook." It is important to remember that this occurred during a time when an Emancipation Day parade in Georgetown included a truck filled with ex-slaves and another truck with a placard reading "Cooks – 1865 – 1921. Work guaranteed."

Learning how to support oneself with an honorable profession was important for successful acclimation in society for African Americans. The white community supported this notion of dignified labor for the African American student, and consequently, during this period the Colored School largely focused on industrial arts and domestic science courses (The Sun, January 10, 1919; May 4, 1920; May, 6, 1921; May 4, 1921; June 24, 1921; March 28, 1930; Eby, 1925, 270-271).

Despite the heavy emphasis on industrial training, GISD superintendent R. L. Hiles reported that the GISD Colored School had successfully met all requirements set forth by the State Department of Education to be certified as a four-year accredited school in 1931, but also observed that the school had a large home economics class (The Sun, April 24, 1931).

THE JEANES FOUNDATION AND GEORGETOWN'S SCHOOLS FOR BLACKS

Anna T. Jeanes established the Jeanes Foundation with a $1,000,000 endowment in 1907. After meeting Booker T. Washington, Miss Jeanes decided to aid the struggling schools in the South and insisted that Booker T. Washington serve on the board of directors with the authority to appoint other members. Booker T. Washington's preference for emphasizing industrial training rather than professional training for the black community prevailed and became the focus of the Jeanes supervisory teachers.

An informative article about the Jeanes teacher in The Sun noted that, "the public hears much about [it] these days but very few know what is meant by that designation." Anna Jeanes created the Jeanes fund to provide traveling African American teachers who would visit African American schools in the capacity of supervising principal to instruct both teachers and students. The education department in each state was responsible for the administration of the funds with Dr. James H. Dillard of Virginia serving as the chair of the fund. Dr. Dillard "requires these teachers to be experts in domestic science and

industrial arts and to give instructions to the schools which they are assigned." Mr. L. W. Rogers of Austin, a graduate of Southwestern University, awarded the funds from the Jeanes fund to schools in Texas. The Williamson County Jeanes teacher was Mary J. Simms, a graduate of Prairie View Normal College and a student at Chicago University, who also had 10 years of teaching experience at Prairie View Normal. She supervised 16 county schools including the Georgetown Colored School. She taught "plain sewing, basket and hat making and other construction work." Miss Simms held community meetings and spoke about the dignity of labor. She developed a cooperative relationship with the PTA organizations associated with the Colored schools and utilized the parents to reinforce her training with the students during the period when she was not present in the school (The Sun, February 18, 1921; May 6, 1921).

Students at the Georgetown Colored School regularly excelled in all areas of training in industrial arts and domestic science and were able to showcase their talents at the annual Williamson County Fair and interscholastic meets for Colored schools where they repeatedly won awards for their handiwork. Competitions in debate and declamation also often found a Georgetown student in the winner's circle just as in the industrial arts and domestic science exhibits.

ANNUAL WILLIAMSON COUNTY FAIR AND INTERSCHOLASTIC MEET FOR COLORED SCHOOLS

The annual Williamson County Fair for Colored Schools presented an opportunity for the students in Colored schools to meet with their peers and exhibit their skills and abilities in areas of literary, athletic, and industrial arts through competitive events, much like the UIL competitions for the white schools. Students presented numerous exhibits with specimens from the farm and garden. Many white visitors, such as Miss Mary Shipp Sanders, Dr. H. L. Gray, Professor L. W. Rogers, and Miss Stone from Texas A &

M University, spoke to the attendees during the two-day affair in 1922. Professor R. L. Smith, founder of the Farmers' Improvement Agricultural School, delivered his address "Education: An Investment for the Farmer." Miss Simms reported that Professor Smith had been successful in "drawing the Negroes in the rural sections into the strong business organizations." The May 6, 1921, issue of The Sun contained an article that elaborated further on Professor Smith's lecture when he spoke about the dignity of labor and said "the people of his race need, not book education, but industrial." Numerous influential sources such as Booker T. Washington, Prairie View Normal College, The Jeanes Foundation, and local leaders also voiced this opinion. Clearly, they viewed industrial training and domestic science as the path leading away from oppression and toward financial freedom for the black citizens of Williamson County (The Sun, February 18, 1921; April 22, 1921; Eby, 1925, 270 - 275).

The Williamson County Fair continued to be a popular event throughout the interwar years and varied its location each year among different communities in the district such as Round Rock, Taylor, and Georgetown. Georgetown Colored School students routinely excelled in literary, athletic, and industrial arts competition and often proceeded to state level competition at Prairie View College. In fact, the Georgetown Colored School claimed the title as the County Fair champion numerous times after accumulating the greatest number of points in athletic, literary, and declamation competitions. For example, Georgetown captured the overall championship at the meets in 1922, 1927, 1928, 1929, 1930, 1931, 1932, and 1938. Records were not located for the Williamson County Fair or Interscholastic Meets for the years 1933-1938 (The Sun, April 22, 1921; March 23, 1922; March 23, 1927; March 30, 1928; March 22, 1929; March 21, 1930; March 17, 1931; March 25, 1932).

At the Fair, each school displayed a large exhibition of industrial arts workmanship. Competition in industrial arts included samples of student work in making dresses, shirts, teddies, pillowcases, aprons, loom weaving, hand weaving, woodwork, basketry, shuck hats, picture framing, flower making, hook-work, napkin rings, soap, shoes, and doll's dresses. Additional displays of student work categorized as general exhibits included hats, cakes, hand painting, and embroidery. The county and district home demonstration agents served as judges of the industrial arts and general exhibits. Competitions in athletics, literary events, and declamation also took place. Literary events included spelling, declamation, and essay writing. Athletic competition was comprised of track and field events such as the 100-yard dash, the running broad jump, and shot put. Local Colored School principals served as judges for the athletic events and the declamation contest (The Sun, March 23, 1922).

In January 1932, the Williamson County Colored Educational Association established the Colored County Interscholastic League. This program made the competitions held by the Colored Schools much more like the UIL competition established for the white schools that offered events in literary, athletic, and musical competitions. The industrial arts segment, prominently featured in the Williamson County Fair exhibits, was not a part of the interscholastic competition. The new interscholastic league replaced the Williamson County Fair for the 36th District. Contestants for the interscholastic league came from Williamson, Travis, Bastrop, and Bell Counties. The Georgetown Colored School had much to be proud of as their students continued to excel in all areas of competition with their peers in the county, district, and state during the interwar years. For example, Georgetown students won numerous first place awards in 1922, when the Interscholastic Meet for Colored Schools was held at the Taylor Colored School building and in the Taylor Colored Park. Winning

first place qualified the students to compete at the state level at Prairie View College when Georgetown students earned first place honors in state competition in junior spelling, senior spelling, debate, one mile run, and one-mile relay. Students brought home several gold medals, certificates, wristwatches, and pennants as awards. Disappointingly, Georgetown missed winning the entire state championship by two points (The Sun, January 22, 1932; March 20, 1932; March 25, 1932; April 14, 1932; April 29, 1932).

Industrial arts, no longer a prominent segment of the county and district competitive meets, remained strong in the public schools. Prior to the establishment of the new interscholastic league for Colored Schools, several communities began discussing the need for the establishment of an industrial arts school in the county. After securing financing from several sources, an industrial school was established in Round Rock in 1922 to serve as a training center for black students across the county.

INDUSTRIAL SCHOOL

Williamson County Superintendent Sanders joined with the African American teachers of the county as enthusiastic supporters of an attempt to locate an industrial school for black students in Williamson County. In fact, the African American teachers adopted and published a resolution about this issue shown below with original spelling and punctuation that stated:

> "Having discussed at length the conditions of our people throughout the south in general and in Williamson County in particular, and realizing the many problems that are now confronting us come largely because of a lack of proper training of our boys and girls: whereas, we believe that dissatisfaction with the life on the farms and discontent with the conditions of the home, community and State are caused by inadequate and insufficient training of the youth of our race; and, whereas, we believe a county training school will greatly improve conditions and solve many of the problems belonging to us only; and whereas, we do know that many good desirable citizens have left our county because we are without such

> school, and we believe that the numbers of useful and respected men will make their homes with us and will cause thousands of dollars of northern capital to be spent here from the Jeans, Rosenald and Slater funds; Be it Resolved: that the Colored teachers of Williamson County do hereby endorse the efforts of Misses Mary S. Sanders, Prof. S. C. Marshall, and Miss M. J. Simms in trying to secure such a school. Be it further resolved, that we pledge ourselves to support the movement in every way possible and shall ever work earnestly and zealously until this county secures such an institution" (The Sun, January 28, 1921).

African American teachers at Round Rock actively competed with Georgetown and hoped to locate the industrial school in their own community. The Sun reported that the establishment of such a school was almost a certainty within the next year. The PTA meeting of the Georgetown Colored School in March 1921 appointed H. M. Vannoose to represent its black citizens during a meeting about the proposed industrial school on March 13 at the A. M. E. church in Georgetown (The Sun, February 18, 1921; March 11, 1921).

The African American citizens of Williamson County held a mass meeting in March 1921 to discuss the creation and potential location of this county training school for black students. Professor Marshall presided, spoke about the critical need for a county training school, and discussed potential funding sources to build it. Simms, the Jeanes supervisor for the County, provided specific examples by relating needs she had witnessed in the 16 schools in the county she regularly serviced. A Round Rock resident, Simms also served as a representative for locating the proposed school in Round Rock. Speakers from other communities in the county presented why it would be beneficial to locate the school in Liberty Hill, Stoney Point, or Georgetown. The Civil Club president, H. M. Vannoose, represented Georgetown during the discussion (The Sun, March 18, 1921).

House of Representatives Bill No. 357, a resolution passed in 2001, shed light on what became of the Williamson County Training School. It mentioned Principal

Marshall's efforts to promote interest in a training school for black students in Williamson County, and that Mary J. Simms had organized an impressive fair in 1921 that attracted much interest in favor of creating the school. "Financial help for the establishment of a county training school in Round Rock was forthcoming from the Rosenwald Fund, provided the community could demonstrate that there was interest in the project and could obtain at least two acres of land on which to build the schoolhouse…." The community had already purchased land in 1909 that was available for this purpose and then raised $4,500 for labor and materials for the school building. The Jeanes Fund and the Rosenwald Fund provided additional financing and the County Training School, later named the Hopewell School, was constructed in Round Rock in 1922. The Hopewell School once again applied for Rosenwald funds in 1926-1927 and received $900 enabling it to expand the existing space into a five-room schoolhouse. The school continued until 1966 and served as an educational facility for adults in the black community for many more years. Round Rock ISD refurbished the Hopewell Building and permanently situated it in the Round Rock Independent School District to serve as a district training and meeting center in 2001. On February 24, 2001, The House of Representatives of the 77th Texas Legislature issued a proclamation, in which it "hereby commemorated the dedication of the Hopewell Building to the Round Rock Independent School District and commended all those who have worked so diligently to bring this important project to fruition…" (H.R. No. 357).

African American teachers realized the importance not only of providing training for their students but of continuing training for themselves as well. To further this effort in continuing education, many teachers joined the Colored Teachers Institute.

COLORED TEACHERS INSTITUTE

A newly organized Tri-County Colored Teachers Institute including Travis, Williamson, and Bastrop Counties met at Tillotson College in Austin on October 6, 1919, to begin a week-long teacher training institute. Professor S. C. Marshall was the institute conductor, a member of the executive committee, and an instructor at the institute. Williamson County Superintendent Sanders also attended the institute (The Sun, September 26, 1919; October 8, 1920).

The county superintendents of Williamson, Travis, and Bastrop counties organized the Tri-County Colored Teacher Institute that was held from October 3-7, 1921. The chief speaker was State Superintendent Anne Webb Blanton. Additional guest speakers included L. W. Rogers of the State Department of Education and supervisor of Colored school funds, and Dr. H. L. Gray from Southwestern University. O. Price, principal of Taylor's Colored School, was in charge of general arrangements and entertainment for the institute (The Sun, September 30, 1921).

A lack of continuity was found in the published accounts of the names of the institutes for black teachers. Sometimes they were called Colored Teachers' Institutes, sometimes the Tri-County Colored Teacher Institute, but after 1924, they were referred to as the Williamson County Colored Teachers Institute (WCCTI). The 1924 WCCTI took place in Georgetown for one week with Professor Marshall and the Georgetown Colored School's teachers serving as heads of the institute. Numerous white visitors who participated in programs included Professor W. W. Richardson from Southwestern University, Williamson County Superintendent Mary Shipp Sanders, GISD Superintendent Lee, Jessie Daniel Ames who served as State Chairman of the Commission on Interracial Cooperation, Annie Mathias from the State Department of

Health, Annie Purl, Georgetown High School Principal Charles Wachendorfer, and Taylor ISD's superintendent (The Sun, December 19, 1924).

The 1926 WCCTI met at the Georgetown Colored School for a week of interesting lectures and training. The stated purpose of the institute was to equip and inspire teachers to carry out the mission of their profession by training students for citizenship. Purl, principal of the Georgetown Grammar School for white students, brought her teachers and gave them a guided tour of the Georgetown Colored School's building and the exhibits of students' work. Professor Marshall credited Williamson County Superintendent H. L. Egger with providing superb teachers and speakers for the institute with the theme "The Public School as a Moral Agency and Civic Necessity." The impressive group of guest speakers included Jessie Daniel Ames, Director of Texas Commission on Interracial Cooperation; Mary Shipp Sanders, Third Assistant to the State Superintendent; G. T. Bloodworth, State Department of Education; D. B. Taylor, State Department of Education; Professor J. T. Hodges, President of Tillotson College; and Professor H. W. Green, Dean of Sam Houston College. Professors from Southwestern University, and Geraldine O. Gerald, Williamson County Supervisor of Colored Schools, were also on the program (The Sun, January 8, 1926).

In 1925, several visitors inspecting the work of the black schools in Williamson County submitted a favorable report on the work being accomplished. The inspection group included County Superintendent Egger, G. T. Bloodworth, a special agent of the State Department of Education, and B. C. Caldwell from New Orleans, a supervisor of the Jeanes Fund in 17 southern states. The inspection ensured the "furtherance of industrial education among the Colored race." This group visited 20 Colored schools in the county, and the work they found in the schools pleased them. The Jeanes Fund was instrumental in stressing the development and implementation of industrial arts in the

Colored schools. "The fund for carrying on this work in Williamson County is paid one-half by the Jeanes Foundation and one-half by the Colored patrons in the school" (The Sun, February 13, 1925).

MOVEMENT FOR SANITARY CONDITIONS

In response to the community-wide effort to improve the sanitation and overall appearance of their neighborhood, the black community of Georgetown organized the Civil League for the purpose of "beautifying their section of the city, keeping the yards attractive and assisting in all movements looking to the civic welfare." A committee performed specific duties and solicited support to complete the desired tasks. The Civil League president, H. S. Turner, read a message from Governor Neff to the Georgetown Colored School PTA concerning health week. This indicated that the League was active and worked cooperatively with other similar organizations (The Sun, March 11, 1921; April 11, 1919).

The Georgetown black community planned and executed an extensive clean-up campaign for its neighborhood that began on Sunday, April 5, 1925, and ended on Saturday, April 11. The State Department of Public Health agreed to provide an African American doctor and nurse to assist the community in this endeavor. The Sun had encouraged the entire black community to participate in this movement and had applauded the efforts toward cleanliness and beauty (The Sun, March 3, 1925).

GEORGETOWN AND THE AFRICAN AMERICAN COMMUNITY

Georgetown residents often participated in charitable events for the minority schools in GISD. For example, in 1930, representatives from the Georgetown Chamber of Commerce and the Lion's Club cheer committees visited the Georgetown Colored School and gave the children Christmas gifts (The Sun, December 26, 1930).

Mr. M. A. Lewis published a solicitation of support for the establishment of a well-equipped playground for Negro children in Georgetown. He stated that a greater awareness of the role of play in the child's physical, mental and moral development had led to the movement in Georgetown to create a playground for the Negro population within the community. This movement had already begun in "progressive municipal governments over the entire country" and had the potential to remedy this deficit in Georgetown as well. It is unclear whether the community established this park (The Sun, March 28, 1930).

SCHOOL LAWS

An educational program designed to provide aid to Mexican and Negro children through the public school system began on September 17, 1934. GISD Superintendent Hiles stated the purpose of the program was to employ "teachers without jobs and the benefit of those who have not as yet had the opportunity of a primary education such as that offered in the Negro and Mexican schools." It is interesting to note that Hiles distinguished between the types of education offered at the Colored and Mexican Schools, implying that it differed from the educational offerings at the white school. An African American man would teach vocational subjects such as shoe making and manual training to Negro pupils. Two additional African American women were sought for employment to teach illiterate Negroes. "In Mexican school elementary mathematics, English, spelling and other elementary subjects will be taught. One man and one woman will be employed to fill the positions made possible by the project." Adult Mexican women taught the science of housework and basic English terms necessary to successfully communicate about housework to those who did not speak English. Mexican teachers would also teach proper childcare techniques. The different educational expectations between the Mexican and Negro schools were conspicuous.

Mexicans learned basic educational skills so they could perform domestic work, and African Americans learned industrial skills so they could manufacture goods. During this historical period, both communities considered these educational expectations to be noble aspirations and desired the educational practices to continue. To fulfill the needs of this Federal Educational Relief Project, GISD selected five teachers. Classes occurred after regular school hours both in the Mexican and Colored Schools. GISD Superintendent Hiles supervised the implementation of the project, but no further information was located about this project (The Sun, September 14, 1934).

GEORGETOWN MEXICAN SCHOOL

The origins of the Georgetown Mexican School are not entirely clear. Documentation found in primary sources such as The Sun and GISD minutes suggest that it was established in 1923. Two published articles in The Sun further corroborate its inception that year. Unfortunately, the GISD minutes were remiss in recording the inception of the school or when it became a part of GISD. Primary sources and a Mexican booklet published in Georgetown entitled Recuerdos Mexicanos provide numerous accounts of the school and its development.

One of the most valuable pieces of information provided in the Recuerdos Mexicanos booklet was the inclusion of a 1922 photograph entitled "La Escuela Mexicana" showing Mexican adults and children standing in front of a building. The caption provided the names of those in the photograph including Othelia Giron, the first teacher at the Mexican School, and Dr. D. W. Carter, founder of the Mexican Mission in Georgetown, which was a precursor to the creation of the school. The photograph also included adults, possibly parents, and a pregnant adult woman standing next to a man whose hands rest on the shoulders of a young man standing in front of him.

Documentation existed for only one teacher for the first several years so it is unclear exactly who the adults in the photograph are. The photograph's date of 1922 was a year prior to the presumed inception of the Mexican School and creation of the Mission. A copy of the photograph of the Mexican School is in Appendix B (Recuerdos Mexicanos, 1991, p. 19).

Carter began plans for the establishment of a Mexican Mission in Georgetown in August 1922. He purchased a lot and actively solicited subscriptions so he could commence building the mission as soon as possible. After he purchased the site, Carter requested bids to erect his proposed building. He collected approximately $700 from Georgetown residents interested in the welfare of the Mexican population and others, and needed $200 more before he could begin the project. The Mexican Mission's building was on the west end of Ninth Street, and the carpentry work was near completion by the end of September 1922. Carter planned to provide several health clinics for the Mexican population with the assistance of local physicians and the State Health Department as soon as the building was completed (The Sun, September 15, 1922; September 29, 1922).

Carter had been involved with Mexican Mission work, including pioneer work in Mexico City, for more than 40 years before beginning his work in Georgetown. Sunday, October 29, 1922, marked the grand opening for the newly constructed Mexican Mission, and crowds filled the morning and afternoon sermons to capacity. Visitors came from Taylor, Austin, San Marcos, and Round Rock to join the Georgetown Mexican population in the opening activities. Local residents provided and served a free lunch after the completion of the morning service. W. W. Edwards supplied the mission with 50 pounds of barbecued meat, the O. K. Grocery Store donated enough coffee for 100 people, and Mr. Schmalenbeck donated 20 loaves of bread for the lunch. Carter stated he was pleased by the examples of "fine Christian spirit" exhibited by the generous

donations of local residents. The Mission, which would soon opt to begin a school for Mexican children, became part of the Georgetown community and added 24 members that day (The Sun, November 3, 1922).

True to his promise, Carter offered health clinics before the end of the year with the assistance of Dr. Moses. English classes helped non-English speaking Mexicans to learn the language. Carter also provided a service by creating a list of unemployed Mexican laborers in an effort to help them secure employment. Carter solicited support for Christmas decorations and gifts for the local Mexican children, and young women attending Southwestern University responded by donating their own Christmas tree, decorations, and gifts as well. The Mexican children practiced holiday songs and recitations for a Christmas program. Dr. John R. Allen's Sunday school class donated $5 for the purchase of fruits for the children. The Georgetown community, which contributed funds for the creation of the Mexican Mission, continued to provide for its maintenance through donations and other acts of support (The Sun, December 1, 1922; December 15, 1922).

The Mission continued to grow and develop and had electrical lighting installed in January 1923. Carter held preaching services twice on Sunday and on Thursday evenings. He continued to help the Mexican community secure employment, keeping a list of "women anxious to do housework" and "men who want to rent land" to plant crops. An agent of the Texas Public Health Association, Dr. Ortega, spoke about sanitation and disease prevention in Spanish to all attendees on a Tuesday evening. Carter continued to make the presence of the Mexican Mission known in positive ways and awakened Georgetown residents to the needs of an overlooked population within the community (The Sun, January 12, 1923; March 16, 1923).

Gradually, the realization of the need for a formal school for Mexican children became evident. Giron, a teacher who graduated from the Saltillo, Mexico Normal School, published a solicitation for Spanish pupils in the May 10, 1924, issue of The Sun. She provided the address 526 West Eighth Street in Georgetown. It is not known if this was her home, but it is unlikely it was the Mission since it was located on West Ninth Street. Her fees were moderate, and she welcomed students classified as beginners, advanced, or those who simply needed coaching. High school students were able to receive credit upon examination (The Sun, May 10, 1924)

As previously stated, the official beginning of the Georgetown Mexican School is unclear. Clearly, it became a part of the GISD public school system but actual accounts of the date of its inception were not in the GISD minutes and have not been located in The Sun. Evidence does support the fact that GISD did have a Mexican School, which probably was established in 1923 with Giron serving as the first teacher. It is also clear that the Mexican School was located at a separate location from the Mexican Mission since GISD board members purchased a lot for the Mexican School. Recuerdos Mexicanos described the Mexican School as "a one room schoolhouse located at the corner of Tenth and Bridge Streets near the San Gabriel River." In June 1928, Giron stated in an article in The Sun, "I am in my fifth year of teaching in this Georgetown School …," and the July 13, 1928, issue of The Sun noted that the Mexican School had been established five years. The GISD minutes showed teachers hired for the 1922-1923 school year for the High School, Grammar School, and the Colored School, but Giron's name was not on any of the lists. The GISD minutes did not include a list of teachers hired for the 1923-1924 school year. The October 2, 1924, GISD minutes first mentioned the school when the GISD School Board instructed Superintendent Lee to install water in the Mexican School. The next mention of the Mexican School in the GISD minutes was

in the May 7, 1925, record, which authorized Superintendent Lee to "close a deal with Mr. Hodges for a lot to put the Mexican School on at a price of $100…." In December 1924, the school board asked if the East View school building could be moved into town and for what price. The May 1925 school board minutes recorded that the East View School building was "moved to a new site and put on a good foundation for $225." It appears, but not with certainty, that the East View school building which belonged to GISD as a result of East View's consolidation into GISD was moved into town and became the new Mexican School building (Recuerdos Mexicanos, 1991, p. 18; The Sun, June 8, 1928; GISD Minutes, October 2, 1924; December 7, 1924; May 7, 1925).

By 1927, Giron had 33 students enrolled at the Mexican School which served children through the third grade. Giron spoke to her parents at the closing ceremony of the 1927 school year and encouraged them to take schooling seriously by bringing their children to school daily and on time. Due to the extreme late enrollment of several students and excessive absences of more than 40 days by others, Giron decided it was in the best interest of the children to divide each grade into two divisions to meet the academic needs of slower children and those who attended regularly. Students who passed third grade at the Mexican School entered fourth grade at the Georgetown Grammar School. Giron stated, "There are eight pupils in the third grade and six passed to the fourth grade in the Grammar School." She challenged her parents when she further stated, "I urge you parents to send your children to the Grammar School to improve their English and continue their much needed education. Our Grammar School is a real educational establishment under the able supervision of Miss Purl who has dedicated her best years and strength to this school" (The Sun, June 3, 1927).

Salaries varied considerably. The May 16, 1927, GISD minutes included a list of teachers hired at all the schools and their salaries. Most white teachers made $990 per

year. Purl, principal and first grade teacher at the Grammar School, earned $1620 per year. Professor S. C. Marshall, principal and teacher at the Georgetown Colored School, received $1175 per year. Other teachers at the Colored School made between $490 and $540 per year. The minutes listed Giron as earning $855 per year. The September 8, 1927, school board minutes reported that a motion was made and carried that increased Giron's salary to $100 per month. Salaries seemed aligned according to duties and the number of students except in the case of the Colored School where, despite their differences in curriculum, the teachers received only about one-half of their white counterparts' salaries. Superintendent Lee reported to the GISD school board that the average attendance of the High School and Grammar School was 348; the Mexican School, 27; and the Negro School, 160 (GISD Minutes, January 13, 1927).

Giron spent the summer of 1928 with her family in San Antonio. During this time, she visited local elementary schools holding summer sessions, and in addition completed two correspondence courses for educational purposes. She held a first-grade certificate based on her work in the Teachers College in Mexico and was qualified to teach any grade in the Texas public school system (The Sun, July 13, 1938).

Giron occasionally published updates about the Mexican School in The Sun in the form of a letter to her students' parents. She repeatedly requested that Mexican parents send their children to school earlier in the year and urged regular attendance so students could benefit fully from their education. An example of her letter is below with original spelling and punctuation.

> "We have concluded our first term of the year with an enrollment of 48, and more students are continuing to enroll. I wish to ask you (parents) to please send your children earlier in the year if possible. It is logical to suppose that these children coming when the classes are advanced will not learn as much as those that come at the beginning of the school year.

> All the time devoted to them and all my efforts will be futile if they attend only a few months or weeks" (The Sun, February 4, 1928).

Giron then explained her intimate relationship with the Georgetown Grammar School and its faculty, and described how this relationship was beneficial to her students. She stated:

> "Every week I attend the meetings of the Grammar School teachers conducted by Miss Annie Purl. These meetings are a real inspiration to all of us, since in them we exchange ideas and experiences, thereby increasing our own. From these meetings we obtain useful suggestions in reference to our school work. Without these meetings our schools would never have reached the high standards which they have. It is great pleasure for me to be able to count each one of the Grammar School teachers as a personal friend and helper in my school work.
>
> I put into practice every suggestion with the Mexican children I am in charge of.
>
> And if I, as the teacher, am trying to do my best with these children, what should you parents do for them? At least you should send them to school every day for the full nine months" (The Sun, February 4, 1928).

Giron's close working relationship with the Grammar School faculty benefited the Mexican School, enabling Giron as the only teacher for three grades to reap the benefits of multiple teachers who attended numerous educational institutes and workshops. The additional benefits by associating with the tireless and dedicated Purl were immense.

Irregular attendance continued to plague the Mexican School as Giron continued her crusade to help Mexican parents understand the importance of sending their children to school regularly. Her article in the June 8, 1928, issue of The Sun described the closing day ceremonies of the Mexican School, which had a record attendance of 37 pupils. The children presented the program entirely in English. All children in the third grade moved on to the fourth grade and entered the Grammar School after an oral entrance examination given by Purl which took two hours to finish (The Sun, June 8, 1928).

Irregular attendance caused Giron to continue her practice of dividing her grades into two sections to ensure the best educational benefits for the students. Some children attended eight months and others less than four months. Giron stated, "All the children are more than glad to come to school; they feel happy and gay, and their irregular attendance is due to the negligence and little interest of their parents" (Ibid)

Clearly, Giron knew where the root of the attendance problem resided and strived to eradicate that obstacle to her students' opportunity to earn an education. Unfortunately, irregular attendance would continue to plague the Mexican School for many years because the minority groups delayed entrance due to the need to work in the fields. GISD Superintendent Hiles noted in 1937, "Registration at the Mexican School is almost nil, as many of the pupils are still in the cotton fields and have not as yet applied for registration." Superintendent Hiles reported attendance was also much lower in the Colored school compared to the previous year's enrollment at the same time (The Sun, September 17, 1937).

Giron reported the success of the Mexican children enrolled in the Grammar School. Those who attended regularly progressed nicely. Angelita Martinez began her education with Mrs. Giron and was promoted to the Grammar School. In the 1928-1929 school year, Martinez graduated from the Grammar School and planned on enrolling at the High School, with other students following her example. Confirmation that the Mexican students did go on to high school was found in an article about a tragic shooting accident involving Abelordo Martinez, a 15-year-old student at Georgetown High School. The Sun's article detailing the accident described Abelordo as an "intelligent lad" (The Sun, February 7, 1930).

Giron addressed potential racial concerns the parents might have had about sending their children to the Grammar School. She stated, "The Mexican children

attending the Grammar School are not as fretful as they used to be, due to the fact that the principal and teachers have taught their students to be nice and kind." The students were gradually being acclimated to each other greatly reducing apprehension on both sides. Giron planned multiple meetings with the parents during the next school year at the Mexican School to reinforce the importance of regular school attendance and its benefits to the children. She reminded parents of the need for educating the Mexican children, "Only by getting these children educated can we hope to make good citizens of them, and only by the cooperation of our parents can we get them educated." Like Purl, Giron was tireless in her efforts to meet the educational needs of her students (The Sun, June 8, 1928).

Carter, founder of the original Mexican Mission in Georgetown, wrote a letter to The Sun about the Mexican community and Giron's hard work. He described her labors as she taught hundreds of Mexican children during the six years she was at the Mexican School. He remarked about her personal desire for improvement as she took additional university courses during the summer and developed a close working relationship with Purl who "heartily commends the work of Mrs. Giron and has given her much encouragement and help." Giron also provided assistance to all ages of the Mexican population by holding twice-weekly gatherings for the purpose of teaching them how to become "better citizens and to adjust themselves better to the conditions in which they live." Further, she provided games and entertainment, and her presentations often included plays to present a point she was trying to make. Giron utilized Spanish when she spoke to the groups but used English during the games and entertainment. The county nurse, Frances Mayfield, assisted Giron by speaking on the "methods of caring for the health of children and making better homes." Carter closed his article saying that Purl was interested in all the efforts designed to improve the lives of the Mexican

community. She suggested the organization of the PTA in the Mexican School to benefit all parties, and Carter supported her recommendation (The Sun, September 5, 1930).

In May 1931, GISD rehired Giron at $100 per month. Later that year Giron tendered her resignation as teacher of the Mexican School to accept a teaching position with San Antonio's public school system. The GISD school board hired Grace Johnson to replace Giron as the teacher and principal of the Mexican School with a monthly salary of $80 and a $5 stipend for janitorial work at the school (GISD Minutes, May 7, 1931; September 10, 1931; Sun, September 18, 1931; Sun, August 123, 1932; September 9, 1932).

The PTA began at the Mexican School within eighteen months after The Sun published Carter's letter citing Purl's recommendation to establish the organization. The public attended a supper prepared by the Mexican School PTA on April 23, 1932. "The Mexican PTA is progressing nicely, although it has not been organized very long." The Mexican School benefited from the monies collected at the supper, and the newly organized PTA received additional support from the community. The women of the Presbyterian Church donated plants, cuttings, and seeds to the Mexican PTA so the families of the school could beautify their homes by planting in their yards. The PTA meeting distributed the plantings, and the families were appreciative (The Sun, April 22, 1932).

Female students at Southwestern University, impressed by the actions of Louis Giron, a Southwestern University student who worked for two years at the Mexican Mission for no remuneration, decided to present gifts to the children rather than exchange gifts between themselves. Each student chose a particular child and selected a toy, a garment, and a bag of candy for him or her. It is unknown if a relationship existed between Louis Giron and Mrs. Othelia Giron (The Sun, December 23, 1932).

The GISD school board considered making physical changes to the Mexican School building. It referred the issue to the Building and Grounds Committee, which reported on the proposed changes at the August 1932 board meeting and presented a bid of $27.50 for labor and a bid of $104 from Belford Lumber Company for the materials required to build a 14 X 20 foot addition onto the Mexican School. The board accepted the bids. No further mention of the addition was made in GISD minutes so it is reasonable to assume the proposed addition was completed since the school board approved the measure. Fifty students attended the Mexican School during the 1931-1932 school year, and the school projected an increase of 30 new students in the fall term. The original school building was only 20 X 32 feet, barely adequate prior to the addition. Lumber used to construct the new addition was formerly part of a fence that was removed from the High School athletic field. Repairs made on the High School's bleachers yielded enough material for the underpinning of the new addition to the Mexican School. These cost-saving measures allowed the Mexican School to gain substantial space at a relatively small cost to the district (GISD Minutes, July 7, 1932; August 4, 1932; Sun, August 12, 1932).

The GISD school board rehired Grace Johnson for the 1933-1934 school year. She was mentioned in various articles published in The Sun recording her participation with the Grammar School at UIL meets and attendance at Texas State Teacher Association meetings. GISD rehired all teachers for the white and Mexican schools for the 1934-1935 school year. The GISD school board hired Frances Brown for the 1934-1935 school term for a salary of $75 per month, but Grace Johnson was not listed as working at the Mexican School or at the Grammar School. The Mexican School still consisted of grades one, two, and three for the 1934-1935 school year. Enrollment began slowly with only six students present on the morning of the first day of school, although

throughout the day attendance increased to more than 20 students. The cotton crop was short during the year, allowing the students to begin school earlier than in previous years. Once again, GISD rehired all of the white and Mexican school teachers for the 1935-1936 school year. The August 27, 1935, GISD school board meeting recorded Miss Brown's resignation and the hiring of Miss Willie Weir to fill her position as teacher at the Mexican School (GISD Minutes, April 6, 1933; April 5, 1934; June 7, 1934; March 14, 1935; The Sun, November 18, 1932; November 24, 1933, August 17, 1934; September 14, 1934; September 21, 1934).

The Grammar School and the Mexican School held a joint two-day training institute for their faculties on September 11-12, 1934. During this institute, the faculties outlined plans for the year's work, displayed new textbooks, and examined the new schedule. All students took classification tests on the morning of September 12, 1934, including the Mexican School students not already classified in the Georgetown Grammar School (The Sun, September 11, 1934).

The GISD school board in 1936 asked Superintendent Hiles to make the necessary preparations to add a 9 X 14 foot structure to the Mexican School and to arrange for the fourth-grade Mexican students to move from the Grammar School to the Mexican School. The board provided no reason for the move, but it may have been attributed to overcrowding conditions at the Grammar School. The board rehired all teachers for the white and Mexican Schools for the 1936-1937 school year (GISD Minutes, March 5, 1936).

Then, in 1937, GISD elected Walter Simmons to teach in the Mexican School and to serve as an assistant coach at the Georgetown High School for white students. The school board hired Thelma Cochrum to teach in the Mexican School during October 1938

for a salary of $700 for the remainder of the school year and placed Walter Simmons' salary at $700 for 12 months. (GISD Minutes, April 22, 1937; April 12, 1938)

For many years Purl served as the supervising principal of the Mexican School as well as the Grammar School. The teachers at the Mexican School were Willie Weir in first and second grades, and Walter Simmons in third and fourth grades. Purl continued to teach first grade in addition to her role as supervising principal of all elementary schools in GISD (The Sun, August 6, 1937).

During the 1939-1940 school year Marie Gallaway was listed as the only teacher for the Mexican School. The GISD school board offered Josephine Edens an assistant teaching position at the Mexican School for the 1940-1941 school year for $50 per month on a six-month contract. Edens declined the offer so the school board instead offered Ruth Martin a position as a part-time teacher for nine months with a monthly salary of $35 (The Sun, September 9, 1939; GISD Minutes, July 6, 1939; August 8, 1940; August 20, 1940).

COMMUNITY EVENTS

A variety of disturbing events occurring in Georgetown during the early part of the interwar years had a significant impact upon local residents. Some of these events were caused by mother nature and others were created by man. Each of these events, however, caused the 1920s to be a difficult and uncomfortable period for many Georgetown residents.

RAT EPIDEMIC

One of the most unusual requests posed to schoolchildren during the modern health crusade was their enlistment in a battle to reduce the rat population in Williamson

County and Georgetown. The rats consumed much of the crops and caused financial problems for farmers. Students brought rat-tails to the school for the teacher to count and received a monetary prize of $25 from the county agriculture agent for collecting the most rat-tails. Teachers kept a tally of how many rat tails each child collected, and a grand total for her class. By January 31, 1921, just two weeks into the rat-killing campaign, more than 40,000 rats had been killed in the county. At the conclusion of the campaign, in excess of 77,000 rats were exterminated in the county (The Sun, January 14, 1921; January 21, 1921; February 4, 1921; Allen, 1987, p. 79).

Other animals plagued GISD as well. Cattle occasionally posed a problem for the school campuses. Teachers complained about the cattle overrunning their flowerbeds by the school building and asked for help in controlling the animals. Superintendent Lee published a notice in September 1920 requiring all horses and cattle to be staked if they were on the school grounds (The Sun, April 16, 1920; September 10, 1920).

1921 FLOOD

The San Gabriel River inadvertently caused GISD several hardships during 1921. River gravel covered the well-traveled roads around the Grammar School and caused large quantities of dust in the school to accumulate due to heavy usage of the roads. More expensive granite gravel replaced the old river gravel in February 1921 in an effort to reduce the dust problem (The Sun, May 13, 1921).

In September 1921, unprecedented rainfall in Georgetown caused a deadly flood, which washed away two neighboring rural schools. GISD buildings avoided damage from the swollen San Gabriel River, but the property loss in Williamson County totaled millions of dollars. Sources confirmed that 85 people drowned in the flood. Bridges, roads, and railroads washed away, leaving many families stranded, livestock killed, and crops ruined (The Sun, September 16, 1921).

KKK

While the Ku Klux Klan (KKK) was not directly involved in Georgetown schools, it did have an effect on them. The organization made its presence known during the early 1920's throughout Texas and certainly in Williamson County. In fact, several articles appeared in The Sun about the KKK interrupting church services of all protestant denominations in neighboring communities and in Georgetown and publicly donating monies for specific causes. This practice was disruptive at least and occasionally caused altercations within the church among the members of the congregation that directly involved a KKK member. Due to great criticism of the KKK, the Georgetown Klan No. 178 published several large block ads explaining its philosophy and soliciting support (The Sun, December 8, 1922; December 15, 1922; January 5, 1923; January 12, 1923; January 19, 1923; January 26, 1923; February 2, 1923).

This was a tumultuous and emotionally charged time in Williamson County, and the citizens of Georgetown became divided about the Klan's perceived benefits and obvious inherent risks to those who breached their values. Violent acts committed by the Klan in central Texas and Weir, a community adjacent to Georgetown, escalated tensions. After a particularly violent flogging incident in Weir, during which R. W. Burleson was severely beaten and left chained by the neck to a tree covered with tar, District Attorney Dan Moody challenged the Klan and won a landmark case in Georgetown. This was the first time in Texas that KKK members were convicted for crimes committed. Despite the best efforts of the defense attorney, the powerful Senator A. E. Wood, the Klan's influence wavered in Texas after the jury deliberated for only 20 minutes and returned with a guilty verdict sentencing Klan members to prison. Moody later was elected governor of Texas (Anderson, 1998, p. 43, 60).

DEPRESSION ERA FEDERAL PROGRAMS

In response to the severe financial depression gripping the nation during the late 1920s and early 1930s President Roosevelt created several federal programs to help put Americans back to work and provide valuable services to communities and schools across the nation. Two particular federal programs, the National Youth Administration and the Works Progress Administration were active in Georgetown and in GISD.

In 1936, Lyndon B. Johnson, Texas Director of the National Youth Administration (NYA), informed Williamson County officials that student aid would be provided for 15 schools including Georgetown. Part-time employment was an option for financially needy elementary and high school students who could not otherwise stay in school. During 1938-1939, 29 jobs were available for Williamson County youths involved in this program. During the 1939-1940 school year, 27 jobs were available. The program, which began in 1935, taught the students the basics of shop work and paid them an income up to $6 per month. School officials selected applicants for employment and supervised work assignments. Students desiring employment applied for positions through the principal of the school they attended or through the superintendent (The Sun, October 2, 1936; August 19, 1938).

In 1940, the federal government supplied the equipment for the workshop to install in the GHS gymnasium. C. E. Lehman supervised the project, and the city of Georgetown co-sponsored it along with the Chamber of Commerce and GISD. The Lion's Club and the Junior Chamber of Commerce also contributed to the successful implementation of the program. Lehman taught the students the art of woodworking, fitting, and cabinet making. The project refurbished desks and chairs from the county judge's office, and the NYA students constructed furniture for the new Agricultural Conservational Association. The Commissioners Court furnished all material for the

project. The program also constructed several large tables for GHS (The Sun, April 5, 1940; April 19, 1940; June 21, 1940; August 14, 1940).

The WPA provided assistance to the public school by funding the salaries of librarians. This program was in effect in GISD beginning in 1935 and provided numerous benefits to the existing library programs for many years. Additional information about this program is found in the Grammar School and High School library sections of this chapter.

SUMMARY

During the twenty-three year period between the culmination of World War I and the advent of World War II numerous changes occurred in GISD. Several practices, now considered commonplace, had their origins during this historic period. For example, standardized testing became routine, school cafeterias opened, school busing began, and physical education became a required course in the public schools. Vocational education flourished in an attempt to meet the needs of the masses not attending college; GISD began the practice of student workplace internships; the Mexican school was established; the High School and the Colored School received new buildings; and improvements were made to the Grammar School and the Mexican School buildings.

Despite the absence of a war, the country experienced several difficult challenges. In September 1921, a deluge of rain caused the San Gabriel River to leave its banks and flood the region causing the death of eighty-five people and costing millions of dollars of damage. In the early 1920's, the rise of the Ku Klux Klan, cloaked not only under white hoods but also the banner of religion, caused distress in Williamson County and Georgetown. The victim of a harsh beating and tarring from Klansmen lived in a community where students transferred into GISD, and students were no doubt aware of

the subversive nature of the Klan due to numerous articles published in The Sun. District Attorney Dan Moody prosecuted the Klansmen who attacked the man and won a highly publicized conviction in the landmark case against the Klan in 1923. After recovering from flood damage and the tensions within the community created by KKK activities, Georgetown residents faced years of economic crisis when a financial depression gripped the nation in the late 1920s and early 1930s. The Depression created problems for everyone, including the school districts. Teacher shortages and rationing presented challenges for schools in Georgetown and across Texas. During each crisis presented to GISD and Georgetown during the interwar years, the school district continued to function and provide the best available educational opportunities to students.

During the interwar years Annie Purl emerged as an educational champion and leader in the school district and had won the trust and admiration of the community. She facilitated the development of leadership roles in parents through her work in the PTA and in faculty members by her example of active participation in numerous local, state and national teacher organizations. Her tireless contributions toward creating a better educational system earned the Grammar School and GISD numerous opportunities for recognition.

By the late 1930s, rumblings of another war overseas became impossible to ignore. Heightened tensions about the looming prospect of another world war prompted the United States to make preparations for the possibility of military involvement. In September 1940, President Roosevelt declared the United States in a limited state of national emergency in response to the budding war situation and ordered an immediate increase in the Navy to 116,000 personnel. The same year the federal government enacted the Selective Service Act requiring all men ages 21 to 35 to register for the draft. Registration Day, October 16, 1940, recorded nearly 5,000 men registered in Williamson

County including 256 from Georgetown. As Germany continued its ruthless invasion of neighboring countries, American Allies, France and Great Britain, declared war against Germany. The feared prospect of participating in another world war overseas had become reality. Georgetown residents and GISD would rally once again to the call to "do their bit" to help America win a second world war (The Sun, September 15, 1940; October 4, 1940; October 18, 1940).

CHAPTER FIVE:
WORLD WAR II: 1941-1945

During WWI, Georgetown residents rallied enthusiastically to the call for patriotic duty. Their response to the needs presented by WWII was no less ardent. Patriotic events were commonplace as Georgetown residents, including school children, eagerly found opportunities to serve their country and once again, to do their bit to win the war. GISD responded quickly to the call of patriotic duty and made several changes in the school district to accommodate the needs presented by the war. School leaders, such as Principal Annie Purl, encouraged school children to participate in friendly war savings stamp competitions as a means to support the war effort. Purl created circumstances in the Grammar School such as including patriotic plays and musicals to help develop patriotism in the students. Her leadership and influence was instrumental in aiding children to make substantial contributions to the war effort. Influence to develop patriotic duty was evident throughout the community by local leaders in places such as churches, schools, local organizations, and homes.

A school district does not operate in isolation from its community, and GISD, therefore, was influenced by the reaction of the community to the rumblings of war, the startling attack on Pearl Harbor, and the subsequent requests for patriotic service from the school district—its faculty, administration, and students.

Not unlike a river on its course, Georgetown's schools during World War II continued their basic flow within their long developed channel. Their explicit curriculum offered to students changed very little. Most if not all of the changes in these offerings were minor and, also, temporary "add-ons" to the regular curriculum, ones to be reduced or eliminated after the war's end. Also, similar to schools across the nation, the

Georgetown schools saw an increase in the number of patriotic observances (e.g., war stamp sales, cultivation of war gardens) and symbolic patriotic activities (e.g., presentation of patriotic plays, singing patriotic songs, writing essays about American home front contributions). (See, for example, Tuttle 1993, Davis 1993, Giordano 2004). Thus, wartime schooling differed in specifics from that of the inter-war years. These changes did not disrupt the general flow and direction of the educational river in Georgetown. On the other hand, the demands of World War II cut the channel deeper in some places, widened it in others, and swept away a few of the river's conventional attributes. This chapter details the changes in Georgetown's schools' program and activities during the wartime period.

COMMUNITY

Due to the looming war crisis, numerous local organizations such as the Williamson County Defense Council formed. This organization operated as an oversight agency involved in wartime fundraising ventures, assisting the American Red Cross (ARC), investigating and reporting possible subversive activities to the FBI, and providing knowledgeable speakers about the war situation for local meetings. In fact, its district council meetings provided training for selected speakers in how to speak to groups and what to say. This organization was part of the National Defense Council and each county in Texas created its own council composed of community leaders. The Williamson County Defense Council members included the Georgetown Chamber of Commerce president, a former district attorney, the mayor, and a prominent Judge, Sam Stone (The Sun, June 20, 1941; June 27, 1941; July 4, 1941).

On June 24, 1941, the "Georgetown Johnson for Senator Club" sponsored a patriotic rally at the San Gabriel Park. The Austin mayor, Tom Miller, was the guest

speaker and delivered a rousing message of Defense and Unity. This rally, in support of the junior senatorial candidate and future president, Lyndon Baines Johnson, was widely advertised in the local newspaper. A band concert provided entertainment and drawings for free defense stamps were held. Johnson received published support in The Sun from prominent people such as the Austin mayor and President Franklin D. Roosevelt. Despite the benefit of influential supporters, Johnson lost the race by approximately 1,000 votes statewide (The Sun, June 20, 1941; July 4, 1941).

Another patriotic rally, sponsored by the Defense Council, was held at the County Court House in Georgetown with the GHS band playing numerous patriotic selections. The guest speaker, Father T. J. O'Sullivan of Taylor, emphasized the importance of purchasing defense bonds and stamps as an investment in the United States government. Father O'Sullivan was one of the speakers selected and trained by the Defense Council. The Defense Council sponsored another defense rally later in July 1941 with several guest speakers including Judge Ralph Yarbrough from Austin and the commander of Company B of the Texas Defense Guard. The stated purpose of these patriotic defense rallies was to stimulate "interest in our government and in our national defense, and to acquaint the people of Texas with the position our nation is in regard to foreign wars" (The Sun, July 4, 1941; July 4, 1941; July 18, 1941).

Yearly Flag Day ceremonies included several components of the community. In 1941, children involved in either Boy or Girl Scouts, GHS band members, the Colored Choral Club, and another musical group called the Mother Singers participated in the program. The Flag Day ceremony on June 18, 1943, drew a large crowd assembled around the town square to hear guest speakers including WWI veterans and current military officers. The history of the flag and an impressive array of Allied flags, the ARC

flag, and others were displayed. Flag Day ceremonies were a time for the community to gather in unity for the support of the Allies (The Sun, June 13, 1941).

Georgetown received the prestigious "Red Star" rating from the United States Department of Commerce in 1943 due to the numerous wartime activities occurring in the community. For example, Georgetown offered a Home Nursing program, an active ARC and JRC, Defense Guard program, Women's Defense work, Salvage programs, Knitting clubs, Boy and Girl Scouts, defense bond sales, War Recreation Center, and war activities in the schools (The Sun, June 6, 1943; July 2, 1943).

Local community service clubs focused their meetings on patriotic concerns. For example, the Lions Club secured speakers from the Texas Defense Guard to speak to their members about how the Guard supported the war effort. They also provided speakers to impress upon members the importance of purchasing and influencing others to purchase defense bonds and stamps. Additional prevailing wartime issues such as that of building an airport landing strip in Georgetown as part of the defense program were also topics at the Lions Club in August 1941 (The Sun, August 29, 1941).

When the Japanese bombed Pearl Harbor on December 7, 1941, tension mounted across the nation and in Georgetown. Residents suddenly believed that Georgetown could be vulnerable to attack and took steps to prepare themselves for the potential war crisis. Civilian Defense programs shifted into high gear, and numerous changes were implemented in the community. Local citizens filled the Williamson County District Court House in December 1941 to listen to the explanation of the Civilian Defense Health and Emergency plan. Thirty aircraft observation posts were established and staffed by twenty citizens on a rotating basis. The Defense Council made plans for a test run of the aircraft observation system. Air raid wardens were responsible for enforcing blackouts and for reporting any damage by bombs from enemy planes. Georgetown had

a blackout committee that received training in how to implement blackout procedures if necessary. The Civilian Defense Committee published articles outlining what citizens should do if there was an air raid in Georgetown. The Federal Bureau of Investigation (FBI) held sessions for law enforcement officers to train them on a wide range of potential concerns such as traffic problems and blackout enforcement. Committees were created for the express purpose of creating civilian defense instruction for school children. Evacuation drills began in GISD and ARC first aid was taught to GISD faculty and any civilians wanting to attend the classes. Programs fostering patriotism were planned for GISD students. The sale of defense bonds and stamps became more urgent, and the collections of materials including scrap paper and metals were heavily emphasized. Over 3,000 local residents, labeled citizens of the nation, pledged their allegiance to the war effort in January 1942 by signing up for specific types of patriotic war service such as scrap paper and metal collection, ARC knitting, sewing, nurse training, and aircraft observation duty. The thirty aircraft observation posts in the county seemed more viable to residents as the potential for war on American soil became tangible (The Sun, December 19, 1941; January 9, 1942).

Williamson County participated in aluminum collection drives as part of the national effort to salvage metals to be melted and used for the manufacture of items needed for national defense. The collected aluminum was stored in one central location until a waste dealer could transport it to an approved smelter. The final collection date for one particular drive was July 28 to coincide with a "huge defense rally" in Georgetown (The Sun, July 11, 1941)

Collection drives continued throughout the war. Competitions, such as in the July 1941 aluminum drive between Boy Scouts and Cub Scouts, likely increased the amount of aluminum collected in the community. Records indicate that the Scouts collected 693

pounds of aluminum during their two-week collection period (The Sun, July, 18, 1941; July 25, 1941; August 8, 1941).

Local citizens also participated in scrap paper drives. City trucks collected bundles of newspaper, magazines, brown paper, and corrugated cardboard from designated locations around town. Articles in The Sun encouraged Georgetown residents to "send your paper to war" and drop off properly secured scrap paper items. Numerous articles also emphasized the need for school children to continue contributing to this vital effort (The Sun, October 6, 1944; February 2, 1945).

The United Service Organization (USO) was active in Georgetown and Williamson County during WWII. In July 1941 it conducted a mock air raid where Georgetown was bombed with USO leaflets explaining the work of the organization. The USO orchestrated an $11,000,000 national fund-raising drive in 1941 to support and operate social centers for off-duty soldiers at army, navy, and air force bases. The names of contributors and the donated amount given to the USO were published in The Sun. Judge Sam Stone, a prominent Georgetown community leader, served as the chair of the local USO chapter (The Sun, July 25, 1941; February 11, 1944).

In the months before the United States officially went to war, the federal government propaganda efforts began to show results. Still they operated with a little less aggressive fervor during WWII than was the WWI experience. It is unlikely that the high-pressure tactics employed by George Creel in WWI through the Committee for Information would have been as well tolerated during WWII. Instead, the federal governmental effort to create a patriotic unity across the nation played a more palatable message. Newspapers across America published pictures of happy healthy young soldiers learning exciting technology in exotic locales. Political cartoons showing a strong Uncle Sam and a belligerent Hitler were commonplace. The byline on most of

these political cartoons was the "Fight for Freedom Release." The Fight for Freedom Committee distributed thousands of V for Victory buttons in New York with the Morse code, . . . _, underneath the symbol. Americans were encouraged to use the V for Victory symbol in their correspondence (The Sun, July 4, 1941; July 11, 1941; August 1, 1941; August 22, 1941 November 21, 1941).

The Army Air Corps slogan, "Let's Go! U.S.A. Keep 'Em Flying" was frequently interjected into spaces between articles published in The Sun. Other patriotic phrases used to separate articles or notices in The Sun included "Let's Go America" and "Buy Defense Bonds." After December 7, 1941, the phrase "Remember Pearl Harbor" was also used to separate articles. Pictures of flying cadets published in the newspaper, for example, showed young men in uniform gathered around an instructor learning about airplane fuel systems. Numerous pictures of this genre were published throughout the war (The Sun, July 4, 1941; July 18, 1941; August 1, 1941; August 8, 1941; November 21, 1941; January 16, 1942)

After the bombing of Pearl Harbor, the vast majority of all local published advertisements cloaked themselves in the American flag. For example, Belford Lumber Company published an advertisement showing Uncle Sam, clothed in stars and stripes, walking beside a husband and wife as they happily found budgeted funds for home repairs because it was patriotic to increase the value of their home (The Sun, January 9, 1942)

Patriotic citizens were expected to aid in funding the war by regularly purchasing defense stamps and bonds. Defense stamps, sold largely during WWI by school children, had a wider distribution in WWII. Post offices and rural postal carriers carried stamps to sell to citizens, although rural postal carriers also had sold defense stamps in 1917 and 1918. Banks, trust companies and post offices also sold defense bonds. Sales of defense

bonds reached $30,000 in Georgetown by June 1941 and beyond $100,000 in Williamson County. In August 1941, more than 1,000 chain stores across the nation began selling defense bonds and stamps to patrons. Georgetown stores participating in this program included Western Auto, Great Atlantic and Pacific Tea Company, and Gold's Department Store (The Sun, June 20, 1941; July 4, 1941; July 25, 1941; August 29, 1941).

Local downtown merchants observed Retailers Defense Week in September 1941. Between September 15 and 21, Georgetown merchants participated in a nationwide program to present a united effort of supporting the national defense. A special program on the courthouse grounds featured a guest speaker who talked about the value of purchasing defense bonds and stamps. The GHS band played patriotic music at the event. At the culmination of the program, $25 of $1 defense stamps were given away to members of the crowd by the retailers association (The Sun, September 12, 1941).

The Texas Defense Savings Administrator recommended salary plans whereby employees could purchase defense stamps through a scheduled deduction from their paychecks. Optional forms of the salary plan were described and published in the local newspaper. Local theatres, The Palace and The Ritz, participated in the salary deduction plan with the owner simply removing a designated amount from the employee's paycheck. Additional businesses published that 100% of their employees voluntarily purchased defense stamps and bonds daily. These included Southwestern University, Chamber of Commerce, Fairway Food Market, Texas Company, Post Office, First National Bank, Farmers State Bank, and Wilcox Bros. Jewelry Store (The Sun, June 27, 1941; July 11, 1941; January 16, 1942).

Numerous publications educated citizens across the nation of the value to individuals of purchasing defense stamps and bonds that would earn interest through their loan to the government. After WWI, many Americans remembered how the defense

stamp and bond program worked. While citizens were aware of the benefit to the nation and to themselves, there was still a lack of knowledge of just how the money specifically benefited the soldiers. In an effort to make the defense stamp and bond monies represent a more tangible contribution, a list was published in July 1941 that detailed what varying amounts of money could purchase for the soldiers. The itemized list, What Your Defense Dollars Buy, is shown in Table 5.1. This list enabled citizens to visualize the item their money provided for the soldiers and personalized their contributions to the war effort. Making this information public was helpful to groups who wanted to select something in particular to purchase through funds garnered through fund-raising activities. For example, GHS students raised enough funds through their defense stamp and bond sales to purchase a trainer plane, and the Grammar School students raised enough funds to purchase twelve jeeps (The Sun, July 18, 1941; February 18, 1944; May 26, 1944).

Georgetown residents also contributed to the need for funding the war through their respective church groups. Throughout the war The Sun published the total number of defense bonds and their dollar value that were sold through religious organization fundraising events. Just as during WWI, women's groups were instrumental on the home front by organizing fund-raising events. In fact, Georgetown women in various organizations including religious and business groups, sold $277,667.15 worth of defense bonds and stamps by June 1944 (The Sun, March 16, 1945; June 2, 1944).

Table 5.1. What Your Defense Dollars Buy

$1	16 cartridges
$2	3 cotton shirts
$3	1 bayonet
$6	1 anti-tank shell
$10	1 tent
$11	1 shell for 75-mm gun
$15	1 25-lb. fragmentation bomb
$21	pay for 1 Army private for 1 month
$27	1 .45 automatic pistol
$30	1 chaplain's outfit
$50	1 Springfield rifle
$80	1 Garland rifle
$100	1 shell for 240-mm howitzer
$160	1 8-in. armor piercing shell
$450	1 Browning machine gun
$500	1 motor trailer
$1,000	1 reconnaissance car
$1,300	1 searchlight with tower mount
$2,400	1 Army lieutenant's pay 1 year
$5,000	1 tractor truck
$10,000	1 primary trainer plane
$20,000	1 light tank
$70,000	1 pursuit plane
$220,000	1 4-end. long-range bomber

(The Sun, July 18, 1941).

As part of a nationwide campaign, the film industry sponsored a "Free Movie Day" for those who purchased a defense bond at the theatre. In Georgetown, the Ritz and the Palace Theatre participated in this campaign and showed the free movie on September 27, 1943 (The Sun, September 24, 1943).

A large quarter-sheet ad in The Sun showed an ARC uniformed nurse holding a waving American flag with an outstretched hand and asking Americans to join the ARC. The ARC membership drive began in November 1941 before the attack on Pearl Harbor, with numerous influential local leaders serving on committees. Names of the new members were published in The Sun. After the bombing of Pearl Harbor, the Civilian

Defense Committee urged citizens to join the ARC and contribute to the war effort by making items needed for the wounded soldiers. Local citizens responded to the call and volunteered to work. Bandage-making committees organized, and groups formed to knit articles for the Allied soldiers. President Roosevelt implored Americans to join the ARC in a published advertisement on December 19, 1941, identifying himself as president of the United States and president of the American National Red Cross organization. He initiated a nationwide campaign to raise funds for the ARC, which already was spending more than one million dollars a month to care for the wounded soldiers. He acknowledged the desire of all Americans to participate in the national war effort and stated, "I confidently anticipate an immediate and spontaneous response to this appeal." The next week, the Georgetown chapter of the ARC began its drive for war relief with a countywide goal of $6,000 and $1,200 for Georgetown. The national goal was $50,000,000. The names of those who donated to the drive and the amount they contributed was published in The Sun (The Sun, October 31, 1941; November 14, 1941; December 19, 1941; December 26, 1941; January 2, 1942; January 9, 1942).

Separate ARC first aid classes were provided for the African American segment of the population. Dr. Walter Martin, chair of the Health and Defense Committee, taught the course. Those who were proficient received certificates enabling them to organize classes and instruct other African Americans in first aid. The same procedure was available for the Mexican population of Georgetown (The Sun, January 16, 1942).

The local ARC chapter continued to work diligently throughout the war years. It completed a large order of supplies during the months of June and July 1944 with 194 local women contributing in excess of 1,300 hours to complete more than 30,000 surgical dressings in 17 days (The Sun, June 9, 1944).

GISD

GISD delayed the opening of the 1941 fall semester for one week due to the prevalence of flu in the community. This course was chosen because isolation was the only means known at the time to reduce the spread of the disease (The Sun, January 3, 1941).

After the bombing of Pearl Harbor, the school board implemented several changes in the operating schedule. For example, it placed GISD on a wartime schedule that began at 9:30 a.m. instead of 8:30 a.m. central wartime. The school board then decided to begin all classes at 9:00 a.m. for the 1942-1943 school year (The Sun, February 5, 1942; February 16, 1942; September 8, 1942).

During the WWII years, GISD continued the practice begun during the interwar years of providing education for students in neighboring rural common school districts. These districts either consolidated with GISD or transferred their students into the district and paid tuition. In 1941, GISD renewed the contract with Jim Hogg Common School District and entered into contract with Matsler Heights Common School District to teach their students; in both cases the students were to be responsible for their own transportation. These two contracts were renewed for the 1942-1943 school year (GISD Minutes, July 21, 1941; August 13, 1941; September 4, 1941; July 7, 1942).

GISD contracted with Ranger Branch Common School District and Berry's Creek Common School District to teach their students during the 1942-1943 school year as well. These contracts continued throughout the war. Berry's Creek Common School District permitted GISD the use of some of its equipment until it was able to reopen its school. The equipment included 15 single desks, 13 double desks, 2 blackboards, 1 case of maps in poor condition, 1 steel cabinet, 63 library books, 10 volumes of "Rural Life",

and sets of books for grades one through six (GISD Minutes, September 8, 1942; March 2, 1942; August 3, 1943; June 6, 1944; July 3, 1944; July 19,1945).

Wartime shortages of gasoline and oil created some minor disruption in the use of school buses. For example, FFA students were permitted to use a school bus for a trip to Ft. Worth providing that individuals furnished the gas and oil necessary for the trip. The school board purchased an additional school bus "second hand" for $150. GISD permitted the Home Defense Guard to use a school bus for a trip to the Texas State Fair in Dallas if its members provided the necessary insurance to cover all liabilities. In March 1942, the school board decided to restrict the use of school buses only for transportation of students to and from school. In April 1945, GISD agreed to purchase another bus (GISD Minutes, March 6, 1941; September 16, 1941; October 2, 1941; March 5, 1942; April 3, 1945; May 1, 1945).

In 1942, school bus drivers were hired for a salary not to exceed $30 a month. They also had to pass the Texas Highway Department standards for driving a bus. By 1944, drivers earned $45 a month for the Jonah and Bell routes and $50 a month for the Ranger Branch and Berry's Creek routes. The Jonah Common School District officials requested that the bus route bringing its students into GISD be extended an additional one and one-half miles. The school board approved the purchase of another new school bus in March 1945 and, in May, the board purchased a Ford bus for the school district (GISD Minutes, September 8, 1942; August 30, 1944; March 7, 1945; April 3, 1945; May 1, 1945).

Rationing was part of the wartime landscape for the entire nation in World War II just as it was during WWI. On January 5, 1942, rubber tires joined the list of rationed items. Georgetown children were encouraged to bring old rubber tires or tubes to the local Goodrich Tire and Rubber Company in exchange for a ten-cent defense stamp for

each car tire or tube. Truck tires and tubes garnered two ten-cent savings stamps. B. E. Soloman of the Williamson County Rationing Board published the names of the local residents who received certificates to purchase tires and tubes. However, tires allotted for ration were sharply reduced in September 1942, and individuals who did not purchase tires or tubes during their prescribed period did not have their certificates honored. The Williamson County War Price and Rationing Board advised the public that the reductions in allotted tires likely would continue in the coming months. Articles detailing how to conserve rubber tires and prolong their usefulness were published in The Sun. Tire rationing created a crisis for some retailers such as Edwards Meat Market in Georgetown. The owner was able to secure tires for his truck if it was not used for retail deliveries, but his truck did indeed deliver meat to customers on a regular basis. To solve the dilemma, Marvin Edwards got the tires, used his company truck to transport meat from the slaughterhouse, and then delivered the meat to customers in a horse-drawn buggy (The Sun, January 9, 1942; March 27, 1942; April 17, 1942; April 24, 1942; May 22, 1942).

School buses were intended to be used to transport students and teachers to and from school with no exceptions allowed. Schools that used buses to transport students to band, debate, athletics or on any other type of excursion would lose their eligibility for tires regardless of whether their current tires were purchased prior to the rationing program. School districts, however, developed "creative" plans to get the students to school-related functions without using the buses. Football team members, for example, were encouraged to use individual vehicles to travel to games within the school district (The Sun, September 4, 1942).

Gasoline rationing began in November 1942 and required all vehicles to be registered in order for the owner to receive a gas ration booklet. Automobile owners were allowed five tires in their possession, and all excess tires were to be turned in to the

federal government either as a donation or for sale, with a check being mailed later to the seller. Motorists were urged to create ride-sharing clubs in which several persons rode together into town or to work. Furthermore, the maximum speed was set at 35 miles per hour as a conservation measure. Not until August 1944 did the Office of Defense Transportation Department permit new buses to be available for schools in the nation (The Sun, October 23, 1942; August 4, 1944).

A copper shortage prompted the Rationing Board to request that children empty their piggy banks of pennies and put them back into public circulation. Children were encouraged to put ten cents back into the market and save 1,000 tons of copper needed for war production (The Sun, October 23, 1942).

R. L. Hiles was re-elected to serve another year as GISD superintendent in January 1941. He immediately received a leave of absence beginning February 1, 1941, without pay, to serve in the armed forces. The school board selected E. W. Keith to serve as GISD superintendent for the remainder of the 1941-1942 school year for a salary of $200 a month. GISD renewed his contract through February 1942, and increased his salary to $225 per month (GISD Minutes, January 21, 1941; June 6, 1941; The Sun, December 19, 1941)

Keith served as the principal of the High School for the 1942-1943 school year with an annual salary of $2,400, and L. W. St. Clair became the GISD superintendent in March 1942. St. Clair was elected for one year at a salary of $2,600 on a 12-month contract. St. Clair's salary was increased to $2,850 a year effective August 1, 1942. His salary continued to increase during wartime with his salary at $3,000 during the 1943-1944 school year and $3,200 for the 1943-1944 school year. Another pay raise increased his salary to $4,000 for the 1945-1946 school year (GISD Minutes, March 5, 1942; July 28, 1942; February 2, 1943; February 1, 1944; February 6, 1945; July 3, 1945)

Annie Purl continued to serve as the supervising elementary school principal of the Grammar School and Mexican School as well as teaching first grade during the war. Her salary during the 1944-1945 school year was $1,800 (GISD Minutes, March 5, 1942; March 2, 1943; May 20, 1943; March 7, 1944; March 7, 1945).

WARTIME ACTIVITIES IN THE GRAMMAR SCHOOL

Patriotism permeated most programs and exercises throughout the war years in the Grammar School. School children were keenly aware of the war and the necessary changes it imposed upon the school. Some changes, however, occurred that had no connection to the war. These changes, such as implementing the twelve-year school program and moving the seventh grade students back to the Grammar School building, were put in place without any known difficulty.

In May 1941, the State Superintendent issued a proclamation that 80% of Texas school districts already had implemented a twelve-year educational program and the remaining 20% must begin the expanded program during the 1941-1942 school year. GISD was in that remaining 20% group. The primary grades were required to provide grades one through eight, and the High School offered grades nine through twelve. To achieve this goal, GISD made an adjustment in the first three grades of the Grammar School. Students promoted to the next subsequent grade level actually advanced an additional grade. For example, a student promoted to the second grade would advance to the third grade. A student promoted to the seventh grade would advance to the eighth grade. Some students advanced an additional grade as a result of achievement testing. These tests were administered in January 1942 to first grade students, and those who achieved a set standard were promoted to second grade for the second semester in the 1941-1942 school year. Difficulties arose with textbook distribution for the primary

grades. Teachers were allowed discretion in using the sections of the texts that applied to their particular curriculum and sharing some texts such as spelling and arithmetic with another grade level. Purl published an article in The Sun praising the new twelve-year program as being advantageous for students (The Sun, December 5, 1941; June 13, 1941; June 20, 1941; GISD Minutes, June 6, 1941).

Prior to the summer 1941, the sixth grade was the highest at the Grammar School campus. For unknown reasons, GISD moved the seventh grade back to the Grammar School Campus that summer. Thus, the Grammar School was once again comprised of seven grades.

President Roosevelt launched a focus on safety through a nationwide campaign entitled "Help Defense – Stop Accidents." Stopping accidents at home was estimated to save the country millions of dollars; therefore, Americans were admonished to exercise caution and reduce accidents at home. For example, in 1941, the Labor Day weekend prediction was that 27 people would die across America in accidents, approximately 900 would be injured, and the economic loss would amount to more than one million dollars. Because of this campaign, the public schools modified their curriculum to teach safety. They believed they could build national morale through eliminating accidents and enhancing safety measures. Schools promoted the notion that "Safety is one of the higher forms of patriotism. By helping us become safety-actuated, the schools can foster that kind of patriotism that is not merely lip service but a concrete contribution to national defense." Clearly, the schools modified and expanded their curriculum to include issues related to the current war crisis (The Sun, August 29, 1941; September 5, 1941).

The TSTA and the Conference of School Administrators endorsed the introduction of Spanish into the elementary schools in Texas with its October 1941 resolution. The State Board of Education introduced the teaching of Spanish to

elementary school students effective the following school year. Spanish was taught for thirty minutes daily in grades two through eight. Four Grammar School faculty members qualified to teach Spanish by completing a minimum of twelve semester hours in the subject. Purl taught Spanish to grades one through three, and three other teachers taught the language to grades four through seven (The Sun, October 17, 1941; November 21, 1941; January 2, 1942; September 4, 1942).

During the war, few published articles described the usually active musical department in the Grammar School. Perhaps, circumstances may have restricted or eliminated this offering. Prior to the war, evidence shows that the department participated in competitive musical programs in 1941. In fact, the Grammar School celebrated National Music week, presenting a floral cantata in the High School auditorium by first through third grade students. In addition, the piano pupils, assisted by the Grammar School choir, presented a public recital at the High School auditorium (The Sun, May 9, 1941; May 31, 1941).

The Grammar School library continued to grow with the addition of 100 books purchased for $60 during the 1940-1941 school year. First and second graders used their classroom libraries and all older grades had daily periods in the library where they could check out books for their personal use. Teachers of the first, second, and third grades were able to withdraw books for use in their classrooms. Each book selected for the library was among those recommended by the State Department of Education.

The library benefited from the donations of books from students. For example, in the summer of 1941, a former student donated twenty-two books to the busy library. During the first three weeks of operation in the summer, the library loaned more than 1,600 books to students, averaging 225 books checked out for each two-hour period the library was open. The Sun continued to publish the titles of additional books that were

donated or purchased for the library for the duration of the war. In fact, Miss Mary Wilcox generously donated almost 100 books in August 1942 from the library of her siblings who had attended the Grammar School. In December 1942, Mrs. Reader Mood donated fifty books from the library of her son and daughter who had previously attended the Grammar School. Individual patrons continued to donate books through the war years (The Sun, January 10, 1941; June 27, 1941; October 17, 1941; August 28, 1942; December 18, 1942; February 5, 1943; March 25, 1943; December 31, 1943; February 18, 1944; August 4, 1944; January 19, 1945).

Summers of free library service continued in 1942 when the library opened on Wednesdays from 8:00 a.m. until noon during the months of June, July and August. The custom of having one teacher in charge of the library and utilizing Boy Scouts to assist continued throughout the war years. JRC members also volunteered to work in the library during the summer months helping smaller children select books and also assisting in reshelving returned books. During the summer of 1943, the library opened on Saturdays from 9:00 a.m. to noon, and provided a story hour in the Music Room from 10:00 a.m. until 11:00 a.m. as well. Students were working in the attic workroom on war-related projects when the library opened during the summer. Magazines could be read in the library but were not available for checkout. Annie Purl helped establish a Girl Scout Association in 1943 in Georgetown and quickly found opportunities for the girls to be of service. For example, patrons failing to return books at the close of the summer received a visit by Grammar School Girl Scouts to pick up the books and return them to the library. During the summer, an average of 200 books was checked out every week (The Sun, May 21, 1943; June 12, 1942; June 19, 1942; July 3, 1942; August 21, 1942; July 2, 1943; August 27, 1943).

In 1944, the hours of library operation were every Tuesday from 8:00 a.m. until 4:00 p.m. Visitors were able to make use of the reference materials, globes, and magazines ,and check out library books. That summer, more than 2,000 books were checked out (The Sun, June 23, 1944; September 1, 1944).

The prolific published descriptions about the UIL competitions usually provided by Purl were greatly reduced during wartime. Despite the distraction provided by the prevalent war programs in the school and the community, GISD schools continued, however, to compete in UIL events as normally as possible. The Grammar School, as had become traditional, excelled in competition and placed second in the district meet in April 1941 in literary and musical events. In March 1942, the Grammar School earned numerous awards in competitions including picture memory, music memory, story telling, ready writing, essay writing, playground ball, spelling, and choral singing (The Sun, April 11, 1941; March 20, 1942).

The Safety Club continued to operate during the World War II years. The Lions Club and the Grammar School PTA, sponsors of the club, presented the group members with American Belts with the insignia of the safety patrol on the belt buckle. The students wore the belts to identify themselves as part of the safety club. The Safety Patrol escorted students across the street to and from the Grammar School, and female members of the club monitored the school halls and stairways to be sure safety rules were followed (The Sun, January 7, 1941; October 3, 1941).

The Grammar School announced the presence of five clubs: a Music Club, a Literary Club, the Safety Club, the Hobby Club, and the Citizenship Club. Each club was sponsored by a specific teacher and met at a regular time. Additional groups with teacher sponsorships were Girl Scout troops 1 and 2 and the Brownies, packs 1 and 2. Mrs. Hefner was the supernumerary for the Grammar School and the Mexican School. The

clubs participated in a variety of fund-raising activities for the JRC. For example, the Hobby Club hosted a pet show at the Grammar School where their pets were exhibited in crates. An admission fee of 2 cents for students and 5 cents for adults was charged. As a related wartime project, the Citizenship Club raised funds collecting and selling grease and fats. With their funds, they purchased a new American flag for the Grammar School in June 1944 to replace a badly worn flag, which was then buried beside a pecan tree in memory of former Grammar School soldiers who were either missing or dead overseas (The Sun, September 4, 1942; June 2, 1944; November 10, 1944).

The sixth and seventh grade boys and girls formed separate fitness clubs at the Grammar School in 1944. Each classroom had its own club for the boys and another for the girls. The clubs followed a pattern set forth by the Physical Education Department of the University of Texas in Austin. The individual clubs named themselves and had sponsorship by a teacher. Some of the clubs' patriotic names were the Flying Tigers, the U.S.A. Club, the Doolittle Club, American Eagles, and the Leathernecks. Almost 100% of the club members signed the Hale America Victory Physical Fitness Pledge. To earn certificates in the club participants had to perform rigorous muscular activities. The groups met daily during their activity periods, and the playground was available on Wednesday afternoons for the clubs between 4:00 and 4:45 p.m. with adult supervision. One creative group enlisted the school janitor, Frank, to attach a knotted climbing rope to the ceiling of the workroom so they could practice rope climbing. The eight clubs presented a demonstration of their activities for the PTA in May 1945 (The Sun, January 21, 1944; March 10, 1944; September 8, 1944; October 6, 1944; May 25, 1945).

The custom of publishing lists of school supplies needed by students, which began during the interwar years, continued throughout WWII with a complete Grammar School supply list for grades one through seven published each summer prior to the

beginning of the new school year (The Sun, August 29, 1941; September 4, 1942; September 3, 1943; August 25, 1944).

The practice of providing an hour for children to go home to eat lunch continued through WWII. Students could bring their lunch and eat in the classroom with adult supervision if they so desired even though the school was not officially considered open during that time. Children who ate their lunch in the classroom until 12:20 had supervised playtime on the playground until classes resumed at 12:50 p.m. The Sun described a modification in the schedule showing that the morning session began at 9:00 and ended at noon. The afternoon session began again at 12:50 p.m. and ended at 3:00 p.m. for the primary students in grades one through three whose classrooms were located on the first floor of the building. The second floor housed the fourth and fifth graders, and these classes were dismissed at 4:00 p.m. The third floor students, grades six and seven, were dismissed at 4:30 p.m. (The Sun, September 5, 1941; September 4, 1942; September 11, 1942; September 10, 1943).

Publication of the Grammar School Honor Roll continued regularly throughout the war. Students who earned either an A or a 100 in Spelling, Arithmetic, or Plain Writing had their names published in The Sun each six weeks. Perfect attendance warranted a special notice in the newspaper as well (The Sun, January 29, 1943; October 29, 1943; December 10, 1943; March 24, 1944; May 4, 1945).

The Grammar School continued its practice of hosting open houses, Christmas programs, Visitor's Day, the annual PTA-sponsored Halloween Carnival, and student musical and theatrical productions for the public. The regularly scheduled events did acquire the flavor of war with the addition of extra patriotic songs and presentations and the sale of defense bonds and stamps at the Halloween Carnivals. In 1943, the Halloween Carnival sold over $90 of stamps and defense bonds. In accordance with

wartime policies, another modification was made during the 1942 Christmas Open House when students were asked to refrain from exchanging gifts with other students and from giving gifts to teachers. Instead, the sixth and seventh grade boys and girls worked to repair broken toys collected by students in an attic workroom above the third floor of the Grammar School and distributed the hundreds of refurbished toys to needy children in Georgetown. Work in the Grammar School workshop continued, and donated supplies were solicited from the community with lists of preferred items published in The Sun. In 1943, sewing supplies were added to the list (The Sun, December 19, 1941; December 26, 1941; February 27, 1942; May 22, 1942; October 23, 1942; October 30, 1942; December 11, 1942; December 18, 1942; September 17, 1943; November 5, 1943).

The custom of having Class Day for the graduating class of the Grammar School also continued, and the sixth graders enjoyed annual educational and recreational field trips at the end of the school year. After completing the spring semester of 1941, the sixth grade students of the Grammar School took a graduation trip to Austin to visit the University of Texas museum, the Capitol, and the land office at which students saw many artifacts from the Texas Revolution and the Civil War. During the summer of 1941, the seventh grade moved back onto the Grammar School campus for undisclosed reasons. After that move the Grammar School graduation program for seventh graders employed a decidedly patriotic theme during WWII including an original program written by the students and their teacher, Mrs. W. H. Ainsworth, entitled "I am an American." Each of the seventh grade students participated in the program. Patriotic songs, a message from Judge Sam Stone on the National Defense, awards from the Music Club, and the presentation of the diplomas were also part of the graduation ceremony (The Sun, May 9, 1941; August 29, 1941; May 29, 1942; June 12, 1942).

As part of the Class Day celebration in May 1944, the seventh grade graduating class of approximately 70 students planted a pecan tree on campus as a memorial for five former male students of the Grammar School who had been reported either as missing in action or killed in military actions during the school year. The five students names were John Lewis Morelle, Ray Rader, James Dee Hausenfluke, John McCook, and Charles Smith. They also buried the school's worn flag under the tree in a beautifully decorated box. The seventh grade graduating class of 1944-1945 celebrated its graduation with a patriotic program for the public at the High School auditorium. Students received promotion certificates and awards (The Sun, May 19, 1944; June 2, 1944; June 1, 1945).

The summer-time round up of pre-school children continued as it had for several years with the purpose of discovering potential hindrances to learning by identifying remediable defects through physical and dental examinations prior to entering first grade. The Health Committee of the Grammar School PTA was in charge of the program. In 1942, the physical exams were conducted in May in hopes that any remediable defects would be corrected prior to the start of the new school year (The Sun, May 21, 1941; June 5, 1942).

Purl hosted the annual holiday faculty breakfast at her home in December 1941. She decorated her home with a Christmas and national defense motif. The program included scripture reading, prayer from a minister, and the singing of Christmas Carols. Each guest received a small Allied flag and a small replica of a ship. In 1942, Purl again hosted a faculty breakfast in her home with a joint Christmas and patriotic theme. Featured as usual were selected Bible readings, a Christmas poem, and Christmas carols. GISD superintendent St. Clair offered a prayer to complete the program (The Sun, December 19, 1941; December 12, 1942; March 9, 1945).

The Grammar School enrollment continued to increase during WWII years with the 1944-1945 enrollment reaching 493 pupils. The third grade had the largest group of students with 99 divided between two teachers. The smallest class was the fourth grade with 59 students divided between two teachers (The Sun, June 1, 1945).

During wartime, school children were challenged to once again "do their bit" to win the war, and Grammar School students responded with active involvement in numerous defense programs such as the Junior Red Cross (JRC). The JRC was revived in the public schools with the advent of the Second World War and boasted an enthusiastic membership. In fact, the JRC had 100% student enrollment at the Grammar and Mexican School by early 1942 (The Sun, November 28, 1941; April 24, 1942).

The Grammar School students were eligible for enrollment in the program during the week of November 24–30, 1941 at the school, with a fee of fifty cents charged to each elementary room, thus costing each student two cents. Each classroom received a subscription to the JRC magazine, a colorful poster, a 1942 calendar filled with JRC activities, membership rolls and a JRC membership button for each student who joined. The children contributed more than the required fifty cents per classroom and decided to pay for membership for the Mexican School children as well, bringing the two schools to 100% membership. Miss Purl described the JRC as a dynamic force in the elementary schools that trained school children for democratic citizenship (The Sun, November 21, 1941; November 28, 1941).

Grammar School JRC boys and girls created a unique gift for a soldiers' hospital. They knitted a multicolored 8' by 12' woolen afghan in approximately four months with the assistance and guidance of teachers and parents who joined the individual squares together to form the afghan shape. This was the first of several afghans the students would construct during WWII. It was on exhibit in several storefront windows in

downtown Georgetown for a week before being sent to JRC headquarters. Upon receipt of the afghan, the JRC wrote and thanked the Grammar School for the lovely afghan and informed them that a wheelchair patient in a soldiers' hospital would use it. Some of the students constructed their own knitting needles from coat hangers and others learned how to knit through this activity. A smaller rural school district, Weir Common School District, donated 23 knitted woolen squares for an afghan in May 1942 from their JRC unit to the Georgetown Grammar School. Grammar School students were encouraged to continue knitting during the summer and put the afghan together when the new school year began. The JRC provided specific instructions to the students about type of wool to use and the number of stitches required for each square, information that helped ensure a quality afghan. The knitting was often done during the "Junior Red Cross period at school" (The Sun, March 6, 1942; April 24, 1942; May 29, 1942; December 31, 1943; April 14, 1944).

A nationally sponsored JRC Victory Book Campaign began in April 1942 with the goal of collecting 10,000,000 books across America to send to soldiers, sailors, and marines overseas. Purl published a letter describing the campaign and encouraged citizens to give their favorite books when students came to solicit donations. Specific genres such as humor, biographies, travel, history, technical material, and current event books were suggested. The Grammar School JRC students collected over 300 books which were stored at the Grammar School until ready for shipment to JRC headquarters. A follow-up campaign was conducted in 1943 where the slogan was "Keep 'em reading." This time the focus was not on the quantity of books but rather on their quality. Citizens were encouraged to 'give the book you would like to keep'. The Grammar School JRC students knocked on doors soliciting donations for books written after 1935 about travel,

history, humor, biography, and current comments (The Sun, April 17, 1942, April 24, 1942; February 5, 1943).

In April 1942, the JRC Grammar School boys and girls volunteered to flatten tin cans for Georgetown residents as part of the effort to prepare metal for collection in the Scrap drive. Students stopped by city residences and offered this service free of charge. City trucks came by later and collected the tin cans for shipment to designated collection centers. The students hoped to ship 30 tons of tin for $6 a ton and earn funds to contribute to other wartime activities. It was not clear exactly how the students were going to earn the funds when they rendered the can flattening service free of charge unless they were able to collect the flattened cans (The Sun, April 23, 1943).

Students also were actively collecting waste paper and grease. Waste paper products included newspapers, comics, cardboard, and magazines. By April 1944, the students had gathered and sold $48 worth of waste paper and about 100 pounds of grease. Monies earned from this collection were placed in the JRC fund, which was used to purchase such things as wool for the afghans the students made for soldiers. At the beginning of the 1944-1945 school year the Grammar School students participated in another collection drive and gathered over 14,000 pounds of paper for the scrap paper campaign ending September 20 (The Sun, April 14, 1944).

The planned activities for the JRC Grammar School students for December 1943 included a variety of collections—Christmas decorations for the McCloskey Hospital in Temple, newspapers and magazines, scrap metal, dolls and toys in need of repair, cast-off clothing and shoes—and buying defense bonds and stamps. Clearly, there was no slowing down during the Christmas holidays for the busy JRC members (The Sun, December 31, 1943).

During the summer months in 1944, the JRC workroom, located in the attic of the third floor, was available for students to continue making recommended items for the war effort on Tuesdays from 8:00 a.m. until 4:00 p.m. (The Sun, June 23, 1944).

After Pearl Harbor was bombed, Americans were awakened to the possibility of being attacked at home. This realization led to the initiation of air raid drills in schools across the nation. The Grammar School began conducting air raid drills in early 1942 at the request of the Williamson County Civilian Defense coordinator, Judge Sam Stone. These drills were similar to the routine fire drills that the children participated in every two weeks. Air raid drills were scheduled weekly at irregular intervals to help prepare the students for potential bombings. Teachers received a card showing where their students were to go during the drill. Once the alarm sounded, students accompanied their teachers to the first floor corridor and stayed in place until the all-clear signal was given. The first floor offered greater structural integrity, avoidance of potential flying shrapnel and glass, the availability of restrooms, water fountains, and first aid kits. It was hoped that the frequent drills would reduce tensions about the potential crisis and help students know quickly what was expected of them in case of an emergency (The Sun, January 16, 1942; March 13, 1942).

As in WWI, the Grammar School sold War Savings Stamps to raise funds for the war effort. (Note: Before the war began, the term "Defense Savings Stamps" was used. During wartime, the name was changed to War Savings Stamps.) A teacher sold the stamps on the first floor of the Grammar School building in ten and twenty-five cent increments from 8:00 a.m. to 9:00 a.m. and between noon and 1:00 p.m. daily. The PTA loaned the Grammar School $15 for the initial purchase of the stamps, and Miss Purl later reported that the money had been "made over forty times" since the loan on January 16, 1942. Students were encouraged to purchase stamps, and the school issued the booklets

for the stamps. By the end of the third day of stamp sales, the students had purchased in excess of $60 of stamps at school. The Sun reported, "Several interesting stories could be told of the self denials and sacrifices some of the children are making to buy Defense stamps" (The Sun, January 6, 1942; January 23, 1942).

The sale of defense bonds and stamps was very successful at the Grammar School. Within the first fifteen months of war, the goal of selling enough to purchase two Jeeps for $1,800 had been greatly exceeded. The school sold $10,923.26 worth of defense stamps and bonds, enough money to purchase twelve Jeeps with a little extra left over. The classes purchasing the largest amount were the sixth graders with total sales of $3,575.10; second place went to the seventh graders with a total of $3 310.71. The third place class sold stamps in the amount of $1,814.95. Each class received a copy of an English masterpiece painting to be placed in its classroom. The sale of savings bonds and stamps continued through the summer on library days. The students remained consistent in their purchases; in fact, during February 1944, the Grammar School sold more than $2,500 worth of defense stamps and bonds in ten days (The Sun, May 7, 1943; February 18, 1944).

Students also participated in the "Get in the Scrap" campaign by collecting selected items such as tin foil, rubber, iron, other metals, razor blades, tooth paste tubes, cancelled stamps, and waste paper and brought these items to the Grammar School for collection. Rationing had created shortages that could potentially affect the Allied soldiers so children aided in the effort to collect these important materials to help keep the steel mills and munitions factories running. The students earned $127.37 from the sale of their scrap collection in 1943. Prior to the onset of the Scrap drive the director of the Texas Department of Public Safety commissioned the students as Junior Texas Rangers and issued them badges with that designation. Georgetown residents were asked

to bring their washed cans with labels removed to the Grammar School where students would crush them prior to collection (The Sun, April 24, 1942; October 23, 1942; January 1, 1943; June 25, 1943).

The Scrap Metal campaign for the Grammar School students organized as a competition between grades housed on each of the three floors of the school building to increase the amount of material gathered, and the students collected three large piles of scrap materials. Creative means were employed to get the scrap metal to the school building. Adults helped deliver some material, and the school wheelbarrow was used extensively as students transported their collections to the school before and after school and during the lunch hour. Unique examples of their collections included razor blades, keys, badges, costume jewelry, lipstick containers and packages of rags (The Sun, October 16, 1942).

As the war progressed, patriotic themes continued to dominate school functions. Patriotic songs colored every segment of the lives of community members and school children. A special flag-raising service was held in honor of National Navy Day in October 1941. The ceremony included a salute to the flag, group singing of the "Star Spangled Banner," "God Bless America," and "America." Two local ministers delivered prayers and a patriotic message to the Grammar School faculty and students. End-of-year flag-raising assemblies, graduation ceremonies, music recitals, pageants all were centered around things red, white, and blue. A rare exception was a Pan American program given at the Grammar School by the 71 graduating seventh graders who presented the entire program in both Spanish and English. The focus of the program was to instill a respect for and an understanding of foreign customs to create good will between the countries (The Sun, October 31, 1941; December 19, 1941; May 21, 1943; May 28, 1943; September 10, 1943).

John Studebaker, the U. S. Commissioner of Education, recommended that schools develop a program in remembrance of the bombing of Pearl Harbor. In response to this suggestion, the Grammar School in 1942 organized a Pearl Harbor Service, which began with all students and faculty reciting the pledge of allegiance to the flag and singing patriotic songs. A message read from Studebaker outlined the reasons we were at war, the role of adults and children in winning the war, and the wonderful accomplishments of the JRC during the past year (The Sun, December 11, 1942).

The town's Music Study Club initiated a Victrola record drive with Grammar School children soliciting and collecting records to donate to soldiers stationed at Fort Hood, Texas. More than 700 records were collected and donated to the grateful soldiers. Later in the year Fort Hood soldiers donated to the school twenty slightly damaged playground balls that the soldiers had used. In another charitable wartime drive, Grammar School students collected a large number of games, puzzles, magazines, songbooks, and related materials to be used for recreational purposes in American hospitals for disabled soldiers. A related project of collecting warm clothing for local children resulted in a large stock room filled with clothing where more than 40 financially needy students were fitted with clothes, shoes, belts, and coats (The Sun, January 1, 1943; December 24, 1943).

Victory Gardens for students made a comeback during the Second World War. An article in The Sun stated that the United States Department of Agriculture placed great importance on the 1943 Victory Garden campaign. Each classroom at the Grammar School was responsible for a 12' X 15' plot of prepared ground that had been tilled and fertilized in preparation for the students to plant a school garden for community welfare purposes. More than 400 Grammar School students signed pledge cards stating they

would also plant a vegetable garden at their homes as part of the prevailing food conservation effort due to food shortages (The Sun, February 26, 1943).

Students even collected funds to purchase cigarettes for soldiers. The Sun published a report in December 1943, which stated, "$3.41 was contributed by the school children during the past month for the Soldiers' Cigarette Fund" (The Sun, December 31, 1943).

The Grammar School began publishing a Grammar School Good American Citizenship column in The Sun in January 1942. The column addressed issues such as the value of working together to advance the welfare of our country by being a team worker who does more than his fair share of the work. Similar topics such as the importance of thriftiness, maintaining good health, operating with integrity, and being cheerful to raise morale were also encouraged (The Sun, January 30, 1942; February 6, 1942).

During March 1942, the 156th Infantry Regiment spent three weekdays at the Grammar School for an unspecified reason. More than 500 soldiers used the building as their temporary residence for this brief period. Faculty members and patrons of the school brought "bushels of cookies" to them during that period. The soldiers wrote letters to the students and faculty thanking them for their generosity and for the use of the school building (The Sun, March 6, 1942).

The PTA continued to meet monthly at the Grammar School throughout the war with good attendance. The October 1942 meeting recorded more than 100 adults and 50 students present. In an effort to increase attendance, the PTA continued to present an award to the class with the most parents present. In years past, a painting was the award and was moved month to month to the classroom that registered the largest PTA attendance. In 1942, the award was "Jerry," a canary bird, and his cage was to be placed

in one of the first-grade rooms until the November meeting. Girls Scouts maintained their service of providing childcare at the school for the parents attending the meetings. In accordance with National War Policies, no refreshments were served during the January 1943 PTA meeting. Yet, at the February 1943 PTA meeting, Purl served cookies and punch to the guests during a Founders Day celebration of the PTA organization. No mention of wartime policies limiting the serving of refreshments was noted so it is not known if the policy was consistently applied. The organization continued to gain new members and by November 1945, the Grammar School PTA boasted a membership of 247 (The Sun, April 17, 1942; December 11, 1942; January 15, 1943; April 16, 1943; November 9, 1945).

The active PTA group also arranged for study groups within its meetings to further educate parents about developmental issues of children. Numerous speakers were provided through the years as well as study material (The Sun, November 28, 1941).

The Grammar School PTA also published a health column in The Sun, supporting the information published in the Grammar School Health column. The topics included issues such as how to avoid catching a cold, the value of staying healthy, and the importance of immunizations and attending the Grammar School Clinic during round up (The Sun, June 20, 1941; August 15, 1941; September 19, 1941; September 26, 1941; October 31, 1941).

The PTA performed many important and valuable services for the Grammar School such as sponsoring the annual student round up and arranging for physical examinations for school children. The PTA received a certificate from the National Congress of Parents and Teachers in recognition of their successful completion of the summer round-up program according to national specifications, and 1941 marked the fifteenth year the group had earned this honor. They supported the health program

further by purchasing health literature and distributing it to parents. They also sponsored the annual Halloween Carnival, always their largest fund-raising activity. They sponsored other important programs that helped parents feel an ownership in the school such as their Visitors Day programs at the school. The school library was a regular recipient of the generosity of the PTA as they continued their tradition of making generous donations for the purchase of new library books. Several pieces of playground equipment also came from PTA donations. The Texas Congress of Parents and Teachers rewarded their high level of efficiency in 1944 with the award of a "Grade A" distinction recognizing their goal of achieving excellence. Clearly, the PTA and the Grammar School enjoyed a wonderful relationship that greatly benefited the children (The Sun, March 17, 1941; May 9, 1941; May 31, 1941; October 17, 1941; November 28, 1941; May 15, 1942; May 7, 1943; February 25, 1944; September 22, 1944; May 11, 1945).

During the war years, the PTA continued with their emphasis on developing and implementing an effective heath program for students. They secured literature from the State Health Department on disease prevention and distributed it to each Grammar School student's home. The specific diseases the PTA focused on were chickenpox, colds and sore throats, diphtheria, measles, German measles, impetigo, scabies, scarlet fever, and whooping cough. Prevention of and care for these communicable diseases were the focus of the campaign. Dr. Walter Martin, the local physician in charge of the pre-school examinations, recommended all students receive immunizations for smallpox and published articles expounding on the necessity of providing healthy meals, exercise, and adequate amounts of rest for children (The Sun, May 31, 1941; July 18, 1914; August 15, 1941).

Purl regularly published articles entitled "Grammar School Health Lessons" in The Sun about a wide variety of health topics. In January 1942, the topic was first aid.

With the advent of the war, citizens once again needed to be able to take care of minor emergencies because many doctors were serving overseas. Purl stated that the Grammar School was not initiating a new health campaign but continuing an ongoing one by providing literature to the public about important health issues. The War Department did not suggest or encourage the distribution of the health-related materials from the Grammar School. Purl encouraged the readers to "educate yourself" by taking advantage of the availability of the material (The Sun, January 9, 1942; January 16, 1942).

Another topic presented in the Grammar School Health column addressed the importance of disease prevention and immunizations. The article described how measles affected students and warned parents what to look for. Students with measles were encouraged to stay home during the full two-week incubation period to help prevent the disease from spreading throughout the school population. This message was timely because of a measles epidemic in the Grammar School in the spring of 1942. After the measles were gradually eradicated from the school in March 1942 Purl's Health column admonished parents to feed their children yellow fruits and green vegetables and generous supplies of dairy products. All GISD students were encouraged to have their immunizations completed by May 1942 (The Sun, February 13, 1942; March 27, 1942).

The Grammar School building required some repairs during the war. In fact, trouble with the heating system caused the school to relocate to the Baptist Church for several days in 1943 because the school building could not be heated. An exterior boiler room was constructed and a new boiler installed. Plaster classroom walls received necessary repairs, and paint and inadequate light fixtures were replaced. Funds for the necessary repairs came from collection of delinquent taxes and increased State funding for schools thereby not increasing GISD debt (The Sun, December 17, 1943; August 17, 1945).

All teachers at the Grammar School received ARC training in first aid. The four different time schedules at the school in the evenings allowed the greatest number of participants to attend the two-hour courses for two days weekly until completed. Over 100 citizens enrolled in the January 1942 classes. The teachers also presented first aid instruction to students for fifteen minutes every day (The Sun, January 16, 1942).

Teachers were asked to volunteer for additional duties during WWII such as serving as registrars for the distribution of ration books. For example, in October 1943 volunteer teachers worked all day Friday and Saturday from 8:30 a.m. until 5:00 p.m. at the High School and Carver Colored School issuing and registering the new ration book #4 to the public. War ration book #3 had to be turned in before ration book #4 could be issued. Teachers met at the High School at 4:00 p.m. the day prior to the issuance of the new ration book to be trained. The issuance of the new ration books necessitated the closing of the two school buildings for the day (The Sun, October 22, 1943).

During wartime, the GISD school board adopted the salary schedule for substitute teachers hired for brief periods of time as $3 a day for the Grammar School and $4 a day for the High School (The Sun, October 1, 1942).

LOCAL TEACHER ASSOCIATIONS

The Williamson County Education Association (WCEA) functioned fully during WWII with GISD faculty and administrators in leadership roles within the organization. The location of the meetings ranged from Georgetown, Taylor, Granger, and other communities with school buildings large enough to accommodate the association members. The association meeting offered the opportunity for school district members to discuss important topics relevant to the public school system. For example, the implementation of the new 12-year school program created different obstacles for each district to overcome, and the association afforded the opportunity to brainstorm and share

how the different districts faced the difficulties presented by the transition. Purl, Grammar School principal, served the WCEA as the elementary school representative to the TSTA, and E. W. Keith, High School Principal, served as the representative for administrators. As would be expected, new demands placed upon the schools due to the war crisis often necessitated programs focused on specific and immediate needs. Themes became patriotic, and reports of scrap metal and paper collections were prominent in the programs. Meetings began with the group singing America and closed with the pledge of allegiance to the flag. Yet, despite the disruption from the war, a strong undercurrent of normalcy was present in the WCEA meetings as they addressed pressing curriculum issues, such as introducing Spanish in the elementary grades in 1942. The public school was no stranger to change and was constantly in the midst of some type of adjustment or modification and, therefore, appears to have adequately managed the additional challenges presented by the war (The Sun, February 21, 1941; October 10, 1941; March 6, 1942).

In March 6, 1942, E. E. Rogers, Deputy State Superintendent of Public Instruction visited the WCEA meeting and spoke about the role of Texas schools during the war. The recommendations for Texas schools were to promote a program that encompassed the following ideals:

1) Build and sustain morale
2) Contribute to the financing of the war
3) Develop a worthwhile health program
4) Organize clubs for knitting, sewing, etc.
5) Train for defense by increasing the efficiency of the typists in the schools, etc.
6) Religion. Set aside one minute daily for secret prayer by the student body and the faculty. Once each week invite one of the pastors of the town to lead in an all-school assembly.
7) Make your school function as a pure democracy
8) Peace. Teach boys and girls the value of peace. America must be the hope of the world (The Sun, March 6, 1942).

GISD clearly excelled in developing most of these ideals. Numerous patriotic programs built and sustained morale. Students actively help finance the war by enthusiastically purchasing defense stamps and bonds. The Health program continued to develop in GISD, and the JRC had 100% participation in their organization. It is not known whether GISD encouraged the one-minute of silent prayer in the schools or invited pastors to speak to the student body. (The Sun, March 6, 1942)

During the WCEA meetings, teachers were urged to remind students of the importance of buying defense bonds and stamps. In March 1942, Major Grimes of the Texas Defense Guards told the WCEA members we were engaged in a "total war involving the total population of the world which will be fought to a total finish." Once again, school children were considered an important segment of the "total population" in "doing their bit" for the war effort (The Sun, December 19, 1941; March 6, 1942).

GISD representatives were visible within the TSTA during the war years just as they had been for many years. Purl served on the Resolutions Committee and on another committee from the Elementary Principals and Supervisors section. GISD was part of District 10 within the association. These meetings were beneficial to faculty and administrators due to the special speakers who came and the exhibits of exemplary work done by students in a variety of subject areas. Some guest speakers were specialists in specific areas such as early childhood development while others spoke on topics relevant to junior high or high school faculty (The Sun, March 7, 1941).

WARTIME ACTIVITIES OF THE HIGH SCHOOL

The number of graduates of Georgetown High School decreased during the war partially because some students worked during the summer and chose not to return to school and because some boys joined a military service. Some students also accepted

part-time jobs during school causing their grades to suffer, which also led to increased dropouts. Fifty-one students received diplomas in the 1941-1942 class at GHS. Ten years earlier, in 1932, GHS graduated sixty-seven students. The number of graduates for 1943 was not located. In 1944, forty students graduated. The senior class of 1944-1945 graduated forty-six students. The problem of students abandoning their education for work was the topic of several published articles in The Sun. For example, one article discussed war-related industries recruiting students and said, "There has been constant recruiting pressure on the reservoir of the schools from groups of all kinds, very often without sufficient effort to recruit adults from other sources not so easily accessible." Student employment caused enrollment in high schools across the nation to drop nearly 10% between 1940 and 1942. Williamson County required children between the ages of 12 and 15 to apply for a work permit if they were going to work part-time during school hours, a permit that had to be approved by the County Judge, Sam Stone (The Sun, May 15, 1942; May 7, 1943; May 21, 1943; September 17, 1943; May 19, 1944; May 11, 1945; June 1, 1945).

STATE DEPARTMENT OF EDUCATION INSPECTIONS

After Deputy State Superintendent E. E. Rogers completed his inspection of the Georgetown schools in 1943, he recommended approval for additional accredited credits (subjects) for the High School in World History, Trigonometry, and Solid Geometry. His report complimented the school staff, the school buildings, the school administration, the educational program, and the philosophy of the school system. He recommended only that an outside committee evaluate the school at the close of the school year and suggested that the guidance program be for improved (The Sun, April 23, 1943).

The 1943-1944 school inspection by the State Department of Education (DOE) awarded GHS an additional affiliated credit in Choral Music and found many areas to

compliment the school. Among his remarks in his inspection report, Deputy State Superintendent Charles A. Blalock commented, "The faculty of this school has given some attention to the philosophy of education during this time of national emergency." The educational programs were praised for their attention to the war effort as well. His report stated, "The curriculum and course of study are meeting the needs of the war effort by the integration of special units with the regular course of study. The pupil's activity is varied and embraces war emphasis in each activity." Clearly, GISD modified its curriculum to meet the needs of the nation during the war crisis. Other areas of the report praised the library service for being above average in materials, supervision, and administration. The guidance program received approval for "assuming some responsibility in guiding students in a world at war." The school plant was considered adequate and well utilized, and the teachers' assignments, qualifications, and salaries met standard requirements. He specifically recommended that, "teachers exercise more care in the preparations of exhibits in all subjects according to 'Regulations in Regard to Written Work'" (The Sun, May 26, 1944).

VOCATIONAL EDUCATION

Several GHS vocational students received certificates from the State Board of Vocational Education in June 1941. They had completed a two-year training program that allowed them to attend high school and work part-time. Students completing the program received certificates in retail drug selling, furniture repair, upholstery, and wood finishing, retail selling, auto upholstery, and physician assistant training (The Sun, June 20, 1941).

Just prior to the war, a Vocational Agriculture classroom and the Defense Shop pooled their equipment and supplies for the benefit of the students. The Agricultural courses trained students to become better mechanics, to repair farm equipment, and to

become better equipment operators, while welding, metalwork, and other related farm machinery maintenance courses also were taught. Classes began on November 3, 1941, at 7:00 p.m. taught by M. W. McKeithan and a local machinist, H. A. Zindler. The number of students permitted in the program was limited to maximize the benefit for those enrolled. Students were required to complete ten weeks of training consisting of 15 hours of work a week or a total of 150 hours. The courses continued for 20 weeks during the winter months when the agricultural needs were reduced. The course was open to any boy residing in Williamson County between sixteen and twenty-one years of age. During 1941, the FFA was active and participated in competitive events related to the farm shop, livestock, dairy, and soil conservation (The Sun, February 4, 1941; May 11, 1942).

The Vocational Department, under the direction of H. L. Spencer, demonstrated the abilities of its students with a display of items made in the shop class, such as maple beds, cedar chests, and maple and mahogany desks. Several graduates secured employment in some form of war industry. Examples of their jobs included a junior airplane electrician at Randolph Field, a junior mechanic at Duncan Field, a sheet metal worker at Consolidated Aircraft in San Diego, a radio technician at U.S.A. Scott Field, and an air corps mechanic at a bomber base in San Francisco (The Sun, May 22, 1942; August 7, 1942).

As the program developed, farmers were given the opportunity to bring their broken equipment to the Defense Shop and have the students repair it free of charge under the supervision of the teachers. Fifteen students were in the program in 1942. In 1943, the Agriculture classes advertised that the farm mechanics class would teach boys woodworking so they could construct feeders, brooders, poultry houses, and other useful equipment. Students learned how to solder to repair buckets, troughs, etc. Also taught in the course were saw filing, concrete mixing, leatherwork, and other related skills. The

poultry practices course taught techniques for culling poultry, best methods in feeding, worming, caponizing, housing and selecting appropriate equipment. Dairy and livestock production as well as gardening methods were also part of the curriculum. Anything related to increasing food production received great attention due to the national need for rationing (The Sun, August 7, 1942; July 30, 1943).

Difficulties arose for the Vocational Agriculture program at GHS when the program was suspended due to the resignation of the instructor in October 1942. That disruption no doubt played a part in the demise of the program just one year later (The Sun, July 16, 1943).

Despite the ardent support for Vocational Agriculture programs by President Roosevelt, the NEA, and local school administrators, the program had difficulty securing enough students in GHS to sustain it. For many students the allure of a career on the farm was simply not as great as that of other professions, and, therefore, the program was suspended for the 1943-1944 school year due to a lack of student enrollment. The State Board of Education required a minimal enrollment of thirty-six students to warrant hiring the necessary faculty to teach the course. A new teacher, S. L. Adams, was hired, who spent six months traveling around the county to visit students in an effort to boost enrollment but to no avail. An article in The Sun stated, "Many rural young men are in the armed forces and many others have been drawn to the industrial centers and construction projects because of big war time wages offered them. This has created very serious problems in all farming communities." The article went on, "Interest in farm pursuits has reached such a new low level in this area that it is impossible to secure a sufficient number of boys interested in Vocational Agriculture to justify the teaching of that subject." This same phenomena was observed after WWI when young people did not share the fervor of working the land as their parents had and instead became

interested in other professions that paid more lucrative salaries. This problem was not isolated or unique to central Texas. In fact, the Director for the United States Employment Service addressed the issue of young men leaving the farms to work in war-related industries. He emphasized that it was a great service to the country to work on the farm and stated that there had not been such a great need for growing food in America since 1917 during WWI. The Employment Service began calling upon young men and women to fill job openings on the farms and advertised the location of the Georgetown employment office (The Sun, March 27, 1942; September 3, 1943).

NATIONAL DEFENSE SHOP

The National Youth Administration (NYA), created in response to the financial crisis during the Depression, secured space in the GHS gymnasium and initiated a program to aid financially needy out-of-school youth earn a limited amount of funds. The NYA boys participated in short wave radio courses at GHS and established a station in the gymnasium with two high towers placed outside on each side of the gym to support reception. They received their first communication in 1941 from another station in Albuquerque, New Mexico. Then, in October 1941, the NYA shop moved to a new location separate from the GHS in 1941 and the National Defense Training program installed another shop in the GHS gymnasium. In November 1941, machinery and equipment for the National Defense Shop was moved from the local McKeithan Garage and Machine Shop to the gymnasium, which then underwent an extensive renovation. A concrete floor was poured, the building was rewired, and a large tool room was constructed The Sun, June 20, 1941; October 31, 1941).

The NYA suffered an early demise when in 1943, eight years after its creation, Congress eliminated the program. Despite numerous articles published in The Sun

during the late 1930s citing the wonderful work done across the nation through the NYA, it was deemed that the program had outlived its usefulness (The Sun, July 9, 1943).

HOME ECONOMICS

Three home economics classes were operating in 1945 at GHS. In addition to regular class work, the department expanded to include local citizens. In an effort to encourage conservation in the community during wartime, the Home Economics department opened its doors to the public to facilitate dressmaking. Sewing machines, cutting tables, and buttonhole attachments were available for use with the Home Economics teacher, Jessye Courtney, present to assist if needed (The Sun, June 1, 1945).

During the summer of 1945 twenty-three homemaking students completed projects requiring a minimum of 100 hours participation. Sample projects included home improvement, meal preparation for the family, conservation of food, care of poultry, childcare, clothing construction, and consumer buying (The Sun, October 15, 1945).

MUSIC

In 1941, the GHS band participated in a state-level competition during a band and orchestra festival at the Texas Music Educators Association held at the Southwest Texas State Teachers College in San Marcos. Thirty-five towns participated in the two-day event. The band also participated in public patriotic programs throughout the war such as the Retailers Defense Week rally in September 1941. The band continued accumulating awards. In fact, they won numerous honors at the State Music meet of the Texas Music Educators Association in Waco in April 1943 (The Sun, March 14, 1941; September 12, 1941; May 7, 1943).

The A-Z Music Club was formed at GHS in September 1941. This was a junior music club under the sponsorship of the Music Club of Georgetown. The new club met

on the first Tuesday evening that month and elected officers and organized programs for each monthly meeting (The Sun, September 26, 1941).

The GHS band and Choral Club, under the direction of C. E. Keevert, presented a Victory Concert for the public at the High School on February 18, 1943. The Texas Music Education Association sponsored this type of concert across the state and reported that more than 100 schools were presenting Victory Concerts in their communities. Admission to the concert was the purchase of one defense bond or stamp at the event. A second Victory Concert performance took place in March 1943. The concerts were successful in raising funds for the war through the admission fee. In fact, Secretary of the Treasury for Texas stated, "… over three-fourth million dollars of bonds and stamps have been sold in Texas at the Victory concerts." He reminded the purchasers that for every $3 loaned to the government the public would receive $4 back for their investment (The Sun, January 29, 1943; March 25, 1943).

During the summer of 1945, Mrs. Fayette Griffin, director of the GHS band, encouraged any seventh grade students wanting to participate in the band in eighth grade to contact her for free private lessons on instruments. The regular band students practiced during summer months on Monday evenings at 8:15 a.m. in the High School. New students could have lessons at the High School between 9:00 a.m. and noon daily (The Sun, June 31, 1945).

The GHS band also performed to raise funds for charitable causes. In February 1945, the band presented a public concert to raise funds for the Gonzales Warm Springs Foundation to provide treatment for crippled children. No admission fee was charged and a free will offering was collected during intermission (The Sun, February 23, 1945).

HIGH SCHOOL BUILDING

During WWII GISD continued to set aside funds for school building repairs. In 1942, a survey was taken to determine the repairs and improvements needed in GISD buildings. However, survey participants were not named. The GISD school board and superintendent developed a program to address the needs revealed in the survey. Funding for these repairs and improvements came from collecting delinquent taxes, increased funding from the State legislature, and by practicing frugality in the administration of district finances. During wartime, GISD purchased some of the needed equipment and addressed some of the repair issues at the high school campus, but not all. Improvements at the High School included the removal of tile cornices, installation of new asphalt roofing shingles, replacement of broken windows, and the painting and puttying of the outside wooden portions of the building. By the end of the war, plans were almost complete to install a gas burner in the boiler and secure a connection to the gas main for continuous service (The Sun, August 15, 1945).

TWELVE-YEAR PLAN

The implementation of the twelve-year education plan by GISD in the 1941-1942 school year changed the structure of the High School to grades nine through twelve from grades eight through eleven. As noted earlier, modifications to accommodate the additional grade level were made in the first three grades of the school system (The Sun, June 13, 1941; June 20, 1941; GISD Minutes, June 6, 1941).

DEFENSE STAMP AND BOND SALES

Information about the participation of GHS students in bond sale campaigns was published sporadically during World War II. It is known, however, that GHS students did participate in specific fund raising efforts regarding the sale of defense stamps and

bonds. For example, during the 1943-1944 school year The Sun announced the results of defense stamp sales during December. The students purchased $129.10 worth of stamps during the week prior to Christmas in 1943, the second week of the campaign. Miss Beaver's class purchased the most stamps and had 100 percent participation thereby earning the privilege of displaying a first place banner in their classroom for the week. Defense bond and stamp sales increased sharply the next week at the High School to a total of $629 with all the classes participating. The winning banner honoring the class with the greatest number of bond sales moved to Miss Wilcox' room for having 100% participation and $500 in sales (The Sun, December 17, 1943; December 24, 1943).

High School students organized a fundraising campaign from January 1 through May 17, 1944, as part of the national "Buy a Plane" campaign. Their goal was to raise enough money, $15,000, that would pay for a PT-19 Fairchild "Cornell" Trainer Plane for American fliers. They exceeded their goal and raised $16, 421.10. The airplane was a "two-place, open cockpit low-wing monoplane and is the most widely used primary trainer today. It had a maximum speed of 135 mph and a cruising range of 500 miles." The plane was constructed primarily of wood and non-strategic material due to the shortage of aluminum and steel. The Executive Secretary of the Education Division of the State War Finance Committee sent a letter of congratulations to GHS for this remarkable donation to the war effort (The Sun, May 26, 1944).

WAR RELATED ACTIVITIES

The High School building was recruited for extra duty during the war. For example, the High School served as the location for the distribution and registration of ration books for Georgetown residents, a project utilizing trained volunteer teachers and previously discussed (The Sun, February 26, 1943; October 22, 1943).

A Naval representative visited the High School and encouraged seventeen-year-old boys to consider enlistment in the Naval Aviation program. Applicants had to be high school graduates by June 30, 1943, and be ranked in the top half of their graduating class (The Sun, March 25, 1943).

GISD allowed the GHS building to be used for an occasional wartime fundraiser. For example, the Georgetown Professional and Business Women's League sponsored a show at the High School that featured a band and performances by soldiers stationed at nearby Ft. Hood. The funds raised were donated to the ARC, and the local USO provided refreshments after the show (The Sun, April 20, 1945).

PTA

The High School PTA met regularly every month throughout WWII. Organized as a separate PTA from the Grammar School in 1931, the High School group continued the tradition of providing financial support for programs at the school. Following the example set forth by the Grammar School Girl Scout troops, the High School Home Economics girls offered childcare during the PTA meetings to help increase parental attendance. The favored recipients of the PTA's financial contributions were the library, home economics, band, Girl Scouts, and drama. Popular topics at the monthly meetings included constructive recreation, youth and health, the exploitation of American youth in industry, vocational adjustment, and wholesome recreation. Refreshments were often served at the PTA meetings despite the constraints of rationing (The Sun, January 31, 1941; February 28, 1941; September 26, 1941; October 24, 1941; January 23, 1942; November 6, 1942; October 1, 1943; April 27, 1945; September 21, 1945).

The PTA often provided support for wartime needs. Announcements such as the need for additional workers in the Red Cross workroom also provided the available times when the workroom was open. The High School PTA sponsored a defense bond and

stamp sale on Saturday, October 17, 1943, at various business locations in downtown Georgetown. Booths were opened from 10:00 a.m. until 8:00 p.m. and were manned by the parents in the organization (The Sun, October 16, 1943; January 28, 1944).

PTA fundraising efforts proved challenging during the war. In particular, rationing hampered some fundraising efforts such as the sale of food items at community functions. Therefore, they openly solicited donations for their organization. The PTA wisely developed a good relationship with other organizations in the community, too. In 1945, the PTA sponsored a Variety Show at the High School as a fundraiser for that school which included entertainment by the Twelve O'Clock Club, a boxing exhibit by Boy Scout troop #2, a Grammar School skit, a theatrical presentation by the Southwestern University Mask and Wig Club, and a skit by the Business Women's League. Admission was twenty cents for students and thirty cents for adults (The Sun February 18, 1944; March 2, 1945; March 9, 1945; March 16, 1945).

Faculty and administrators were active participants and officers in the High School PTA. GISD superintendent St. Clair served as the parliamentarian and Miss Beulah Beaver, high school teacher, was the sixth vice-president during the 1943-1944 school year. Members of the community were also invited to attend the meetings and hear the guest speakers regardless of membership (The Sun, March 3, 1944; October 19, 1945).

Safe recreational activities for area youth were an area of concern and several regular PTA meetings focused on this issue. The PTA joined with the Lions Club, the Chamber of Commerce, and others in Georgetown to create a community recreation center. They were also involved in planning summertime activities and programs for Georgetown youth. Southwestern University shared this concern and participated with

the PTA in planning activities that would attract college students as well (The Sun, March 3, 1944; June 2, 1944).

Even though the PTA selected particular departments to support each year, the same areas were repeatedly chosen during wartime. In 1941, the PTA made financial contributions of $50 each to the library and the dramatic department. They also contributed $10 to the ninth-grade Girl Scout Troop that they sponsored. In 1944, they selected the dramatic department, the library, the home economics department and the Girl Scouts as primary recipients of financial assistance (The Sun, November 27, 1941; November 26, 1943; April 28, 1944).

Husband and fathers were specifically invited to the PTA meetings that included potluck dinners. These occasions usually included induction services for the new officers for the upcoming school year. Purl officiated over the candle light induction services for the 1944-1945 school year (The Sun, May 19, 1945; May 25, 1945).

The High School grades competed to see who could have the largest attendance of mothers at the PTA meetings, the greatest percentage of program participation, and hostess service at the meetings. A numeric point system was developed which awarded points for different areas of participation. For example, the grade level with the greatest number of parents earned twenty-five points in the competition. The grade that had the greatest number of points at the end of the school year helped choose the way a certain amount of money would be spent to benefit the school. Each grade level was in charge of entertainment and hostess service for one monthly meeting during the school year. The programs usually involved musical or dramatic presentations. In March 1945, the sophomore class program included a harmonica solo, a piano solo, a band presentation, a cornet solo, and a vocal duet (The Sun, March 9, 1944; September 29, 1944; October 27, 1944).

VICTORY GARDENS

During WWI, the school played an active role in encouraging students to plant War Gardens; however, at the high school level other groups played a more prominent role in encouraging students to establish WWII Victory Gardens. The Boy Scouts responded to President Harry Truman's request for more gardens by embarking on a program designed to establish half a million gardens nationwide in the summer of 1945. The National Victory Garden Institute obtained the support of General Douglas McArthur and on his behalf, the institute created a General McArthur medal for the Boy Scouts who did an outstanding job with their individual gardens. A 400-square foot minimum was established for the garden size. A competent adult inspected each garden, and the awards were determined according to "high standards." Scouts working together were eligible to win the Green Thumb certificate. These certificates were presented to all participating Scouts working in gardens during 1945. A copy of the Victory Garden Campaign song is reproduced as Table 6.1 (The Sun, June 29, 1945).

Table 6.1. Victory Garden Campaign Song

'Get Out and Dig, Dig, Dig'

Get out and dig, dig, dig,
in the sunshine.
You can make one garden grow;
Every seed you buy
will gladly multiply,
Till we've overcome our foe.

Get out and work, work, work
for the nation.
We can keep our country free
Help the rain above
feed the ones we love,
Dig our way to victory.

Get out and dig, dig, dig
in the sunshine.
Every heart will feel aglow
As we turn the tide,
we'll be glad we tried
And twenty million gardens grow.

THE MEXICAN SCHOOL

The Mexican School continued to enjoy a collegial relationship with the Grammar School during the war years. For example, when the Grammar School students collected more than they needed for their JRC membership they applied the excess funds toward membership for Mexican School students. This gift enabled the Mexican School to have 100 percent membership in the JRC throughout the war years. Mexican School students participated in charitable work for the March of Dimes, collecting donations for this organization to help eradicate infantile paralysis. Faculty members of both campuses continued to congregate together at the Grammar School for staff development, and Mexican students at times had their work displayed at the Grammar School in conjunction with the Grammar School students. As was the practice from the inception of the Mexican School, upon completion of the first four grades all older Mexican children integrated into the Grammar School (The Sun, February 4, 1944; June 8, 1945).

A problem arose in 1945 near the Mexican School that attracted the attention of the Health Department. The school board minutes of December 6 recorded the need for the district to comply with the Health Department in "eliminating the unsanitary condition near the Mexican School being created by parties feeding hogs." Some neighbors were raising and feeding hogs near the school which created an unsanitary condition for the children. GISD superintendent St. Clair worked with the Health Department to rectify the situation (GISD Minutes December 6, 1945).

MEXICAN SCHOOL BUILDING

Apparently, like the other GISD school buildings, the Mexican School building needed some repair. The July 10, 1944, school board minutes record that the Mexican School building housing the first and second grades was discussed and no action was taken. The minutes did not record what was discussed or what concerns were addressed. It is known that they continued to teach four grades in two separate buildings located on the same lot in Georgetown. The first and second grades met in one building and the third and fourth grades met in the second building (GISD Minutes July 10, 1944).

FACULTY

In 1941, Miss Rathford taught in the school for a salary of $900 per year. Mrs. Susie Richardson was hired to teach in the Mexican School in 1942, and Mrs. James Adkins was hired as a full-time assistant at the school in 1943 for $100 a month. All the teachers were rehired in 1944. In 1945, Mrs. Adkins was hired for $1,104 a year (GISD Minutes, July 21, 1941; February 7, 1942; December 7, 1943; March 7, 1944; February 6, 1945).

CARVER HIGH SCHOOL

Very little published information about Carver High School was found in The Sun and in the GISD minutes during WWII. The principal, R. A. Westbrook, published their honor roll for the first semester of the 1941-1942 school year showing sixteen students earning honors. Carver continued to participate and excel in numerous UIL competitions. In April 1942, Carver students won the county and district UIL championships, then competed at the State level at Prairie View College. Contestants vied in piano solo, female quartette, essay writing, senior spelling, junior declamation, and sub-junior spelling, but the results were not located (The Sun, February 27, 1942; April 10, 1942).

In 1941, the school board granted a request by the Carver PTA to provide a lunchroom program without any financial support or obligation from GISD. In 1942, Carver applied for surplus commodities for their lunchroom program and received approval from the school board for this request (GISD Minutes, November 6, 1941; November 10, 1942).

Carver published an article detailing a Memorial Service in 1943 honoring the late Dr. George Washington Carver, the famous scientist after whom their school was named. Presentations during the ceremony outlined the life of Dr. Carver, his contributions to science and his Congressional Medal of Honor, described his laboratory, and told of his passing (The Sun, January 22, 1943).

Principal Louis Morgan reported that "sound films on Public Health" were shown at the school on the evening of February 17, 1944. The films were shown courtesy of the Central Texas Health Department. and no admission fee was required for the public showing (The Sun, February 11, 1944).

VOCATIONAL EDUCATION

The Homemakers class at Carver won several awards at the Homemakers District Conference in Cameron, Texas in January 1944. An article in The Sun provided some details about the event. In that article, the teacher, Miss Thelma E. Hathaway, reported, "Nedra Robinson won first place in the Foods Public Speaking Contest and was elected assistant District Secretary. Ozella Houston won second place in the NHT quiz. King Vivian Wilson represented the district with a solo on the opening program at Prairie View at the State competition on February 22. Dorothy Gaines was elected District Secretary and represented the Cameron District as one of the members in the House of Delegates in Prairie View College on February 22. Ethel Napier carried riddles to participate on the NHT amateur hour." The article mentioned an NHT minstrel scheduled for February in

the Carver auditorium, and noted that the members of the Carver NHT chapter would entertain the school board on Friday, January 28, 1944. No record of a GISD school board meeting for that date was located in the minutes or any reference to the event in any of the minutes during the WWII years. It is also not clear what the acronym NHT represented (The Sun, January 28, 1944).

A Vocational Department was in operation at Carver according to a report published in The Sun, which described the summer Vocational class assignments. Students were engaged in activities that included "general cleaning of the homemaking department, repainting the interior furnishings, completing book shelves, making twenty-four cup towels and wash cloths, and making a luncheon set." Summer projects had to accumulate 100 hours of work per student in order to receive a certificate and earn one-half credit in homemaking for Vocational home economics. Individual projects were assigned to students to be done at home. Examples include Willie Mae Shanklin: "making the living room more attractive," and William Sample: "keeping the yard." The homemaking students planned two picnics during the summer as recreational activities for the class. They also planned a play in September to help finance "an unfurnished group project" (The Sun, July 6, 1945).

FACULTY

Carver experienced high teacher turnover during World War II. In fact, several teachers were hired during each school year to fill vacancies. It was common for the school to have a principal and four or five teachers for each year yet that varied occasionally. Teachers hired to work for varying periods of time at Carver High School during World War II include Thelma Hathaway, B. Barrow, Mignon Ricks, Onita Brown, Cecil Marie Hammond, Laura Charlton, Mavis Jones, Ouida Valentine, Celester Sansom, Melrose Palmer, Willie Carroll, Willie Morgan, Mrs. Mary Bailey, Mary Bell Jackson,

Agnes Wilson, October Jackson, Erma Dell Simpson, Mary Holden, and Helen Mack. Leroy Palm served as janitor at the school for a salary of $25 a month (GISD Minutes, April 10, 1941; April 22, 1941; June 6, 1941; November 6, 1941; March 5, 1942; September 8, 1942; October 6, 1942; April 6, 1943; July 8, 1943; September 7, 1943; April 4, 1944; August 30, 1944; September 5, 1944; March 7, 1945, September 4, 1945).

R. A. Westbrook served as principal of Carver High School through the 1942-1943 school year. In 1942, he also served as the coach and received an additional $5 per month for this extra responsibility. Louis Taft Morgan was hired as the new principal for the 1943-1944 school year and was rehired for both the 1944-1945 and 1945-1946 school years. His wife was hired to teach primary grades at the school (GISD Minutes, April 22, 1941; March 5, 1942; October 6, 1942).

GISD minutes record information about a "teacherage" for Carver. Apparently, this referred to a residence of some type that was secured for Carver teachers to rent from the district while the district employed them. The GISD minutes on August 25, 1942 record that the rent on the teacherage at Carver High School was raised to $7.50, a fee that included water and utilities. No additional information has been located about such a residence (GISD Minutes, September 8, 1942).

CARVER SCHOOL BUILDING

Some repairs at Carver were among those done to various GISD school buildings during the war years. The building and grounds committee of the school board oversaw the details in completing a building on the Carver campus, though the specific building was not named. The school board installed electrical wiring in the Defense Shop at Carver School in April 1941. GISD purchased the wiring, and defense labor contractors installed it (GISD Minutes, February 6, 1941; April 22, 1941).

In 1940, the State Department of Education inspector provided a list of recommendations for improvement in GISD that included Carver High School. While the specific recommendations were not mentioned, school board minutes record that they adopted a resolution that stated "…beginning in 1941-1942 school year all the substandard conditions mentioned in the report of March 18 will be raised to standard conditions." This report was presented to GISD in the spring of 1940 and the district struggled to comply with the necessary improvements throughout the WWII years.

GISD school board minutes recorded receipt of a letter from The State Department of Education requiring compliance with a new fire escape law that necessitated the installation of a fire escape on all school buildings. Anderson Iron Works of Ft. Worth secured the bid to construct a fire escape at Carver in February 1942. Despite this particular improvement, conditions at Carver remained unreconciled with the State inspector's report. GISD school board minutes noted that some of the recommendations mentioned in the 1940 report had been completed and that the remaining items would be remedied as soon materials and labor could be obtained. A later GISD minutes' entry stated that the substandard conditions at Carver would be taken care of "as soon as practical." GISD minutes did record that the roof was repaired at Carver for a cost of $395 in November 1943, but many repairs to the Grammar School and High School were delayed until the end of the war. It is interesting to note, however, that during the three-year period when monies could not be found to remedy all the substandard conditions at Carver High School GISD raised the salary of its superintendent, St. Clair, from $2,600 in 1942 to $4,000 in 1945 (GISD Minutes, May 5, 1941; November 6, 1941; January 5, 1942; February 23, 1942; March 5, 1942; February 2, 1943; November 2, 1943; July 3, 1945; The Sun, May 5, 1941).

At times GISD buildings allowed their buildings to be used for community purposes. For example, a colored church, the Friendly Will Baptist Congregation, petitioned the school board to use Carver High School for their church services while their building was undergoing necessary repairs. The school board granted their request (GISD Minutes, July 10, 1944).

SUMMARY

The war permeated the hallways of GISD. Students were inundated with patriotic messages of service at school, church, and local stores. They were keenly aware of their role in helping finance the war, and GISD provided several means for their participation. The district responded favorably and enthusiastically to each patriotic request from the government. GISD modified its curriculum to include safety courses in response to President Roosevelt's request to "Help Defense – Stop Accidents." School children raised funds to support the war effort by collecting scrap paper and metal as part of the "Get in the Scrap" campaign. They also vigorously participated in the sale of defense stamps and bonds. In fact, GISD students exceeded their fundraising goals. Grammar School students earned $10,293.26, a sum that could purchase twelve jeeps while High School students raised $16,521.10 to purchase a trainer plane. GISD students endured weekly irregularly spaced air raid drills after Pearl Harbor to prepare for potential air attacks. Despite the distractions presented by the war, GISD continued to operate fully and made necessary progressive improvements to the school.

Annie Purl, once again, was an influential leader in the school district and community and was instrumental in the implementation of two new programs in GISD. For example, the implementation of the twelve-year school system began in the 1941-1942 school year through modifications made by Purl at the Grammar School. Purl also

published several articles in The Sun explaining the importance and benefits of implementing the twelve-year plan to community members. Spanish was incorporated into the Grammar School curriculum that same year. Purl took Spanish lessons and became one of the Spanish teachers at the Grammar School. Spanish textbooks were purchased and daily thirty-minute Spanish lessons were introduced for grades two through eight.

GISD, its students, faculty, and administrators, rallied to the challenges presented by WWII and presented a strong first line of civilian defense at home. After the culmination of the war, GISD would face different types of challenges. Indeed, the district was poised to begin its segue into the postwar years: where change would continue to be the theme for the school district; when the illustrious Annie Purl would retire; and when one of the minority schools would close and its students would integrate into the Grammar School. GISD, already accustomed to periods of modification and acclimation, would once again face challenges during the postwar years that would, in some ways, forever change the educational landscape of the district.

CHAPTER SIX:
GISD—THE POSTWAR YEARS: 1946-1953

A new influential group emerged during the postwar period. A group of Southwestern University students approached their music professor, Iola Bowden, about creating a program to teach fine arts to black students at Carver School. A remarkable program developed that would last for twenty years that offered lessons in art, music and song to hundreds of Carver students. Annual recitals were presented and published in the local newspaper illuminating the budding talent of the Carver students.

This historic period is the last that Miss Annie Purl played a significant role in the development of education in GISD. After forty-nine years of serving GISD as a teacher and principal, she retired in 1950. Her tireless dedication to educating the whole child is unparalleled in this study of the history of schooling in Georgetown. Through her direct influence to teach the whole child the fine arts, health programs, UIL sponsored academic competitions flourished. She also fostered a love of reading in children by her repeated attempts to enlarge the library with award winning books and create an opportunity for all grade levels of students to have the opportunity to have a library class. Her dedication to encouraging children to read gave birth to a summer library program during the interwar yeas that she supported until her retirement in 1950. Purl was a remarkable woman, unafraid of change or technology, who constantly sought to improve the educational environment in the Grammar School and to instill a love of learning in all students. Her contributions to promoting the progress of education in GISD are extraordinary, and unfortunately for GISD, unparalleled.

The new Grammar School principal continued many of the programs Purl established in the Grammar School. In fact, during the postwar years, many GISD

programs continued to develop, and several new programs were introduced into the district. Examples of programs and policies that remained are UIL competitions, PTA programs, vocational training, hot lunch program, busing students into GISD, the requirement for smallpox vaccinations, and numerous established routines on each campus such as seasonal concerts and student productions. New additions included the implementation of a counseling program and the hiring of special service teachers through a district-wide cooperative program, hot lunches in additional GISD campuses, massive building programs, the closure of a minority school and the subsequent integration of its students, the restructuring of the elementary campus, and the beginnings of a separate junior high. The metaphorical river would deepen and enlarge during this period with the addition of new programs and the absorption of the Mexican School into the white school. The solid riverbed of core curriculum and established practices allowed and supported these additions into GISD while the school district also maintained its respected position within the community. All of these events occurred between 1946 and 1953, from the end of WWII until the pivotal Brown vs. Board of Education Supreme Court decision in 1954.

NEW PROGRAMS

In addition to the usual requirements for school admittance, in the summer of 1950 GISD issued a statement requiring all students to show proof of smallpox vaccination prior to beginning school. However, evidence of a similar requirement was found as far back as 1918, but it is unclear whether this requirement continued through subsequent years. Immunization for diphtheria and typhoid were recommended but not required (The Sun, April 16, 1953; GISD Minutes, August 8, 1950).

During the postwar years, the first mention of hiring a school counselor and special services teacher was noted in GISD records. GISD agreed to participate in a

cooperative agreement contract through the Williamson County School Board to hire supervisors, counselors, and special service teachers, and the board continued this practice during the postwar years (GISD Minutes, August 14, 1951; August 12, 1952).

The minimum age requirement changed from seven to six years in 1951. At the beginning of the 1951-1952 school year GISD school board members adopted a policy of 156 days of compulsory attendance for students between the ages of six and sixteen beginning October 1, 1951. Prior to this time, the beginning age for attendance was seven years. Throughout the postwar years October 1 each year was the date compulsory attendance was to begin (The Sun, October 12, 1950; September 27, 1951; October 1, 1953; GISD Minutes, August 12, 1952; August 18, 1953).

GISD also had a change of school superintendents when L. W. St. Clair resigned effective July 1948 after serving six years as superintendent. Joe Barnes replaced him effective July 1, 1948. Barnes served as superintendent throughout the postwar years when the district was engaged in a comprehensive building and renovation program (The Sun, April 30, 1948; GISD Minutes, April 19, 1948).

BUILDING PROGRAM

A massive building program affected every GISD campus during the postwar years largely due to a blistering 1946 DOE report that cited several inadequacies and even recommended condemnation of one GISD structure. GISD experienced overcrowding on the elementary and high school campuses that required the construction of a new elementary school building and remodeling of the High School and the Carver school building. The building program dominated much of the agenda for school board meetings during this period, and the growing school budget reflected the increased expenditures. During the 1949-1950 school year, GISD adopted a $191,322 school budget. Then, in 1951-1952 GISD school board members approved a budget of $235,457

and $484,467 for the 1952-1953 school year. The 1952-1953 budget set aside $221,056.43 for completion of the new elementary school building (The Sun, September 2, 1949; August 23, 1951; August 21, 1952).

The much-needed building program was wide-ranging. The Grammar School needed a lunchroom and was badly overcrowded, the Mexican School and Carver School required numerous repairs and the High School, several improvements. That troubling report from the SDOE inspection mandated major improvements to several school buildings. In fact, Arnold Wittman, the SDOE representative who inspected the GISD campuses, condemned the GHS gymnasium and stated it should not be used due to unsafe and unsanitary conditions. This expensive obstacle created a tidal wave of building programs requiring the issuance of bonds and a shuffle of salvageable material between campuses. The school board proposed and Georgetown residents approved the collection of a maintenance tax not to exceed $1.40 per $100 valuation of property and the issuance of bonds to raise funds to make the necessary improvements to the buildings. A $165,000 bond election was approved on March 22, 1947, and a $300,000 bond election was approved on September 1, 1951, for a new elementary school building. This was the beginning of massive facelift for the district that would result in the closure of a one school campus, the scheduled demolition of another, numerous repairs for two other campuses, and construction of a new elementary school (The Sun, November 8, 1946; GISD Minutes, January 30, 1947; February 25, 1947; March 25, 1947; August 2, 1951; September 5, 1951).

A contributing factor to the congestion in classrooms and hallways was the addition of students due to transfers, required school consolidations, and annexation of neighboring school districts for school purposes.

ANNEXATION OF COMMON SCHOOL DISTRICTS

GISD continued the practice of contracting with neighboring districts to provide public education to their students. For example, the school board approved renewal of contracts with Matsler, Berry's Creek, and Ranger Branch school districts to provide education for their students for the 1947-1948 school year. The school board approved contracts with Berry's Creek, Ranger Branch, Matsler, Mount Prospect, and Jim Hogg Common School Districts in June 1948 (GISD Minutes, July 2, 1947; June 3, 1948; May 11, 1948; August 3, 1948).

Due to an order of consolidation by the County Board of Education, all or part of six school districts were consolidated with GISD in 1949. The districts were Ranger Branch, Berry's Creek, Matsler, Jim Hogg, Mt. Prospect, and Bell. In 1950, the County Board of Education ordered the Walburg School District and part of Union Chapel consolidated with GISD (GISD Minutes, July 11, 1949; June 23, 1950).

The Walburg school district was annexed into GISD by popular vote of 57 to 17 in April 1950, but the small one teacher school continued to operate there. Mrs. Shackelford taught grades one, three, and four to seven students during the 1951-1952 school year. The GISD school board decided to discontinue the Walburg School at the end of that school year (The Sun, April 25, 1950; August 30, 1951; GISD Minutes, May 13, 1952).

With the addition so many new students, the elementary grades were severely overcrowded. In fact, during the four-year period between the 1947-1948 and 1951-1952 school years, the GISD census reported the addition of 468 students. However, reported census numbers vary depending upon when the census was taken, and variables exist even among published accounts of the census so the numbers reported here were accurate at the time they were published. At the beginning of the 1947-1948 school year GISD

had 935 students enrolled, with 356 in grades one through five, 169 in grades six through eight, and 288 students enrolled in the High School. The number of students increased to 1,252 in the 1949-1950 school year, and 1,303 students appeared on the 1950 scholastic census. GISD counted 1,403 students in the 1951-1952 school year. Clearly, the immediate and substantial relief was required. The school board decided to reconfigure the school system and employ both permanent and temporary measures to remedy the situation (The Sun, September 19, 1947; April 4, 1950; June 13, 1950; June 7, 1951).

SCHOOL RECONFIGURATION

In the summer of 1947, the school board restructured the configuration of the Grammar School, the Mexican School, and the High School. The overcrowding situation at the Grammar School became so severe in the 1946-1947 school year that the GHS band hall was divided into two classrooms for overflow Grammar School students, and a temporary structure was erected for the band hall. The school board elected to move grades six and seven from the Grammar School to the High School campus in August 1947. This created a Junior High program for grades six through eight on the High School campus (GISD Minutes, August 5, 1947).

The GISD school board elected to close the Mexican School due to several factors including the extremely poor condition of the school building and the small number of pupils attending the school. Thus, the Mexican School, comprised of one teacher for first and second grade, was closed, and all Mexican students were integrated into the Grammar School beginning in the 1947-1948 school year (GISD Minutes, August 5, 1947).

The physical school plants were not the only part of GISD undergoing a restructuring process. The school board began to address important district policy issues

pertaining to sick leave and teacher retirement as well as continuing education requirements for faculty.

FACULTY

In 1949, following the new state's Gilmer-Aiken legislation, GISD adopted the policy of requiring teachers to complete six semester hours of college work every three years as a condition for re-employment in the district. This policy was modified in 1953 when the school board required three hours of college work and the equivalent of three additional college hours from in-service training or educational workshops. The principals and superintendent determined the value of the in-service and workshops attended (The Sun, September 13, 1949; GISD Minutes September 6, 1949; November 10, 1953).

During the postwar years GISD implemented its first sick leave policy. Teachers recommended and the school board accepted a sick leave policy for faculty members in 1949. Five days of sick leave per year were allowed with a maximum accumulation of ten days. Faculty members could count as sick days any absences due to sickness in their immediate family (GISD Minutes, October 11, 1949).

GISD adopted a retirement policy in October 1950 that set the retirement age of 65 for teachers 63 years old or younger on September 1, 1950. Teachers older than that age on September 1, 1950, were granted three additional years with the maximum age for retirement being 68 years (GISD Minutes, October 11, 1950).

The 1950-1951 school began with 39 teachers in GISD including the Carver campus. The elementary campus had 13 teachers, the junior high, 7, the High School, 14, and Carver, 5 teachers. By 1950, all campuses including the elementary and junior high held commencement exercises. The dates for each occasion were staggered to enable

anyone to attend all ceremonies (The Sun, May 16, 1950; GISD Minutes, March 7, 1950).

During World War II, GISD faculty and students were actively engaged in the ARC and JRC through school programs and drives. Shortly after the war ended, however, community involvement in ARC began to decline.

AMERICAN RED CROSS

The ARC enjoyed support during the early postwar years but support seriously lagged by 1951, just six years after the war's end. For example, only two residents registered for ARC first aid courses in January 1951. The Georgetown ARC campaign began in March 1951 with a goal of $2,000. After two full days of soliciting financial donations, the volunteers had only collected $200 toward the goal and discussed returning the money and canceling the collection drive. After an article was published in The Sun about the poor response to the drive, the collection increased to $750. With the war emergency over, other needs seemed more pressing and captured the attention of Georgetown residents. The JRC was still active in the elementary school largely due to the competitive nature of the drives and the support the organization received from principal Purl (The Sun, January 18, 1951; March 8, 1951; March 15, 1951).

DISTRICT BUS ROUTES

The school board approved the purchase of another school bus for the district and the sale of an older bus in 1947. By 1949, the County Board of Education approved six bus routes and six bus drivers for GISD. An additional route to transport Jonah students to Carver School was approved but was not established until enough students were ready to attend school. Potential school bus drivers were required to pass a physical examination that placed specific emphasis on the heart, eyes, and ears before they could

be considered for the job. The school board authorized the purchase of another 48-passenger school bus in August 1949 and again in June 1950 (The Sun, October 28, 1949; GISD Minutes, April 1, 1947; August 10, 1949; June 5, 1950).

County Superintendent Rogers filed a claim for state funds to reimburse the county for monies spent for school buses. State law provided for the operation of school buses up to $31.50 yearly per child who rides a minimum of two miles to school. The difference in price was charged to the school district. Total school bus operating expenses for GISD during the 1949-1950 school year were $11,461.29 of which the state provided $9,096.50. GISD absorbed the difference of $2,364.70. In the 1950-1951 school year GISD had seven bus routes in operation, spending $13,198.38 to provide that service. The amount contributed by the state was not disclosed (The Sun, June 20, 1950; September 20, 1951).

School buses were legally required to pick up children living at least two miles away from the school. GISD made provision to allow students living within the two-mile limit to ride the bus as long as seating was available after all other students were already on the bus. The district continued to purchase additional buses and sell older buses as needed (GISD Minutes, September 13, 1950; November 10, 1953).

The postwar period was one of transition for GISD. Building programs dominated the attention of school board members, and the district was organized into three separate educational groupings of elementary, junior high, and high school communities. A local educational icon and GISD's first Grammar School principal, Miss Annie Purl, retired, the Mexican School closed and all Mexican students were integrated into the Grammar School. The old Grammar School was replaced with a new elementary school, and the historic old Grammar School building and its property was put on the auction block.

GRAMMAR SCHOOL/ANNIE PURL ELEMENTARY SCHOOL

The highly organized structure of the Grammar School continued to facilitate its smooth operation under the adept guidance of its principal, Annie Purl. Examples of the organization are evident in published articles in The Sun that outline the operation of the school in detail. In a September 1946 article, Purl detailed the daytime schedule for each grade level including entrance and dismissal times, playground and lunch information, music instruction times, and library periods. The same type of article appeared annually in The Sun throughout the postwar period (The Sun, September 6, 1946; September 5, 1947; September 10, 1948).

The Grammar School was comprised of grades one through seven at the beginning of the postwar years. In order to provide relief from the overcrowded condition there, grades six and seven moved to the High School building in the fall semester of 1947 to join the eighth grade in forming a Junior High. During the 1947-1948 school year the Grammar School housed grades one through five. Purl continued the practice of providing weekly assemblies for the students. The junior assembly was on Tuesdays for grades one through three and senior assemblies were presented on Thursdays for grades four and five (The Sun, March 16, 1946; August 8, 1947; May 21, 1948; September 10, 1948; GISD Minutes, August 5, 1947).

Another significant change occurred in August 1947 when the school board elected to close the Mexican School and integrate its students into the Grammar School. The Mexican School only had first and second grades and one teacher but the addition of extra students caused by integration of the Mexican students contributed to the overcrowding (The Sun, August 8, 1947; October 31, 1947; GISD Minutes, October 7, 1947).

Purl, as the supervising principal of the Grammar School and the Mexican School, had cultivated a collegial relationship through the years with the Mexican School faculty and students through many years of joint teacher training, lesson planning, and cooperative activities between students in both campuses. Examples of work completed by the Mexican School students were sometimes displayed in the Grammar School and students from both campuses joined in JRC activities. This type of behavior facilitated the transition into the white campus for the Mexican students (The Sun, February, 22, 1946; March 22, 1946; September 13, 1946; October 25, 1946; November 22, 1946; December 13, 1946; October 17, 1947; GISD Minutes, April 2, 1946; March 4, 1947).

Children who were six years of age or older by September 7, 1947, were eligible to enroll in the Grammar School. Although immunizations were not required, the school district and the state and federal health departments strongly recommended that all children receive immunizations for smallpox, diphtheria, typhoid, and whooping cough that were provided free at the community clinic each summer (The Sun, May 10, 1946; September 5, 1947; September 3, 1948).

Throughout the postwar years, the opening of the Grammar School began with a flag raising ceremony and recognition of new students and teachers. In the 1947-1948 school year the Grammar School enrolled 123 new students. Purl also would speak to the group and provide a brief outline of plans for the school year. The school year typically closed with a flag raising ceremony and the award of certificates of merit (The Sun, May 24, 1946; September 26, 1947; June 18, 1948; September 10, 1948; May 22, 1949; May 16, 1950).

Purl provided latitude for classroom teachers to create diverse learning environments within their classrooms. For example, Mrs. Bryan Fox, one of the fourth grade teachers, grouped students according to their interests and created activities to

enhance their learning experience. Some of her students in the 1946-1947 school year expressed a desire to be newspaper reporters when they grew up. Therefore, Mrs. Fox helped these students initiate a classroom newspaper called the Podunk News where they reported on events occurring in their classroom. Members of the Megaphone, the Southwestern University newspaper, agreed to an interview by her students and visited the fourth grade classroom. The six fourth grade students who comprised the Podunk News staff interviewed the Megaphone reporters and later visited that newspaper's office on the university campus. Other members of Mrs. Fox's classroom were engaged in varied creative activities similar to the Podunk News group activity (The Sun, June 20, 1947).

The structure of the school day was evident in the beginning of year articles submitted by Purl to The Sun. Classroom instruction began at 9:00 and stopped at noon for a one-hour lunch hour break. Instruction resumed at 1:00 until a staggered dismissal schedule began. First grade dismissed at 2:30; second grade at 2:45; third grade at 3:00 fourth grade at 3:20; and fifth grade at 3:45. Specific times were scheduled for library periods for third through fifth grade, and music instruction was provided for all grade levels. Each classroom had a library and nature study center. Students in grades one and two could bring fruit or juice for a mid-morning snack. All classrooms were equipped with radios by which students heard broadcast "The School of the Air," each morning. Between 8:30 and 9:00 each morning teachers were in their classrooms providing directed study and remedial work for students arriving early (The Sun, September 10, 1948).

GISD school board members decided to honor Purl in 1948 by renaming the Grammar School Annie Purl Elementary School in honor of her forty-seven years of continuous service to the Georgetown community. In the 1949-1950 school year Annie

Purl Elementary School had three first-grade teachers, including Purl, three second-grade teachers, three third-grade teachers and two teachers each for fourth and fifth grades. Mrs. Thomas Cole served as the supervisor of public school music, and Mrs. Mabel Quebedeaux was the librarian. The elementary school counted 375 students with 93 new to the school system. A new building was built on the Annie Purl Elementary School premises in 1949 that served the school as a cafeteria. The new structure, built for $6,282, provided space for a lunchroom and a fully equipped kitchen with linoleum flooring and could serve between 150 and 175 students at one time. Some of the kitchen equipment was new and some was army surplus (The Sun, June 4, 1948; July 19, 1949; July 29, 1949; September 2, 1949; September 23, 1949; GISD Minutes, July 11, 1949; August 25, 1949).

GISD hired a new staff member for the 1951-1952 school year. An elementary school supervisor was hired to work with the elementary teachers and help improve programs. The job description included helping teachers invent and adopt methods of teaching to achieve the desired results. The supervisor, Miss Ethel Taylor, held a master's degree from George Peabody College for Teachers, had completed graduate work at the University of Chicago, and had been teaching at Southwestern University for three years when she was hired by GISD (The Sun, September 16, 1951).

Following the holiday break during the 1952-1953 school year, illness kept almost one-fourth of the Annie Purl Elementary School students away from school. Attendance improved somewhat by the next week but approximately 25% of the student body was still absent due to colds, flu, or a virus according to Principal Gordon Burks (The Sun, January 10, 1953; January 17, 1953; GISD Minutes, January 13, 1953).

The school board changed its admission policy for children entering first grade from unaccredited private or parochial schools for the 1952-1953 school year. Students

enrolling in first grade would be assigned to the age-appropriate grade level for a probationary period of no more than six weeks; then after an evaluation of the student's work, the teacher and the principal would make permanent placement of the student. A student entering GISD from a private or parochial school during the 1953-1954 school year would automatically be placed in an age-appropriate grade regardless of any advanced placement while enrolled in a private or parochial school. It was evident that GISD was demonstrating their control over the grade placement of a child and any advanced placement from a private or parochial school would not necessarily be accepted. Worthy of mention is that, at this time, the only private school advertised in The Sun was Purl's school, School for Tots, which taught kindergarten and first grade. It is possible that other private schools operated in Georgetown but no advertisements of any school except hers were found (GISD Minutes, May 13, 1952).

In the 1952-1953 school year several teachers at Annie Purl Elementary were involved in creative learning experiences in the classroom. For example, a first-grade class studying animals visited the Coxville Zoo, and second graders learning about transportation rode a train into Austin to learn more about how trains operated. Another second-grade class visited a cheese factory as part of a study on mills. A fourth-grade class continued their study of art by visiting a woodworking shop in an individual's home and used tools to create art. These activities were described as examples of learning by doing by Burks (The Sun, May 29, 1952; December 11, 1952).

The Grammar School owned a movie projector and a screen to show educational movies to the students. Students listened to "The School of the Air" program each morning between 11:15 and 11:30 on one of the two radios owned by the school. Patrons and teachers provided additional radios as needed. The "School of the Air" program was presented between October 6 and April 30 during the 1947-1948 school year. The

program offered primary grade level material on Mondays, a nature study show on Tuesdays for fourth grade and above, a reading program for Junior High and High School students on Wednesday, job awareness for high school age and adults on Thursday, and a program for upper elementary and Junior High children on Fridays. Films were available from the State Film Library of the Radio and Visual Education Department of the SDOE. Purl published the names of the films scheduled for showing during the spring semester in 1948 (The Sun, November 7, 1947; February 6, 1948).

REPORT CARDS

A new type of report card developed by Purl was sent to grades one through five beginning in the fall of the 1947-1948 school year. During the previous year the new report card was issued to grades one through three on a trial basis, and it was so well received that it was decided to expand its use through the fifth grade. Purl spoke to the Texas Elementary Principals and Supervisors conference about the card. The new report card was the result of a two-year study by Purl when she examined report cards from school systems across the country and read articles in educational journals about the critical components of a report card. She enclosed a form letter with each six weeks' report card stating the times available for a conference with the teacher. Teacher conferences were encouraged that allowed parents to view a cumulative folder of their child's work (The Sun, November 29, 1946; November 7, 1947).

CURRICULUM

Good health was the theme during the postwar years at Annie Purl Elementary School. This emphasis coincided with the opening of the new school cafeteria on the campus that offered balanced hot lunches for students and faculty. Guest speakers brought in for the students provided support for the health program. For example, The

County Health Nurse spoke to the fifth grade students in December 1952 about tuberculosis. The students had been studying about the disease and were making posters to put around campus to raise awareness of its dangers. Students were encouraged to purchase Christmas Seals to help fund medical research for a cure (The Sun, August 26, 1949; December 18, 1952).

During the 1949-1950 school year the Annie Purl Elementary School faculty adopted the use of the "Handbook for Appraisal of the Elementary School" developed by Dr. Henry Otto, a professor of education at the University of Texas and a consultant to the district, in the role of educational consultant from the University of Texas. The faculty utilized the handbook to create a self-appraisal chart to establish an educational appraisal score for the school. The public was invited to see the criteria and the self-appraisal documentation and the resultant chart made from the information about the educational activities at the campus. Dr. Otto received copies of the self-appraisal material and wrote Purl, crediting her with aggressive leadership at the school and stating that the campus was a good school. He stipulated that schools across the state rated considerably lower than did Annie Purl Elementary (The Sun, March 7, 1950; July 20, 1950).

Regular music instruction continued daily for all students. In fact, during the 1948-1949 school year students received either two or three thirty-minute periods of music instruction weekly. During the postwar years a new type of musical experience became available to the elementary students through the inception in January 1949 of a Choral Speaking choir for fourth and fifth grade students. The choir was comprised of volunteers and met between 8:30 – 9:00 twice weekly. The choir spoke poetry selections with rhythmic voices in unison (The Sun, September 10, 1948; December 10, 1948).

Students continued to provide musical entertainment for the PTA meetings during the postwar years. This practice proved to boost parental attendance at meetings tremendously. For example, the first grade students of the Annie Purl Elementary School presented an operetta to the PTA parents during the October 1948 meeting with several hundred people in attendance. The operetta, Mother Hubbard's Surprise Party, included songs and poetry performed by the ninety-one students enrolled in first grade (The Sun, October 29, 1948).

ESTABLISHED ROUTINES/PROGRAMS

Practices such as publishing a new school-year list of Grammar School faculty members, honor roll for each six weeks' grading period, perfect attendance honor roll, and the school supply list continued through the postwar years. The honor roll listed students who excelled in arithmetic, spelling, and plain writing. Students with perfect attendance were acknowledged in published attendance lists (The Sun, February 1, 1946; April, 26, 1946; February 14, 1947; April 11, 1947; September 5, 1947; June 9, 1949; November 8, 1949).

The Grammar School continued to celebrate Visitors Day each semester when patrons and friends visited the campus. As with many activities on campus, the PTA sponsored Visitors Day at the Grammar School. On Visitors Day in February 1946, guests were able to spend a portion or the entire day on campus observing classes. Room mothers, assisted by Boy and Girl Scouts, served coffee all day and registered guests. Special activities on that day included a flag-raising ceremony during the morning in honor of George Washington's birthday and a PTA National Founders Day celebration with a tree planting ceremony in the afternoon. More than 100 mothers visited the Grammar School, and their underage children were able to stay in an improvised nursery while the mothers visited the classrooms. The names on the guest registry were

published in The Sun. An interesting part of Visitors Day was that the schedule allowed teachers to observe other teachers teaching (The Sun, February 15, 1946; March 1, 1946; November 22, 1946; February 21, 1947; June 6, 1947; September 12, 1947).

Visitors Day in the fall semester was part of American Education Week when activities were scheduled throughout the week. As was the custom, room mothers served coffee to guests, Boy and Girl Scouts served as ushers, and a nursery was provided as a service of the Girl Scout troop. A fire drill in the afternoon allowed parents to see how students prepared for a potential fire. This practice continued through the postwar years (The Sun, November 11, 1946; February 28, 1947; November 14, 1947; November 21, 1947; March 5, 1948; November 19, 1948; November 26, 1948; November 18, 1949; February 14, 1950; May 19, 1950).

The PTA sponsored the annual summer Round Up of preschool children in an effort to improve the health of all children before they enrolled in school. Purl served as the chair of the program. The free clinic offered students immunization against smallpox, diphtheria, and typhoid fever, and physical exams. Students entering first grade at the Grammar School or the Mexican School were required to have a physical examination prior to admittance. Children were weighed, measured, and had their vision and hearing tested. A supplemental article pertaining to school readiness appeared annually during the summertime outlining what preschool children should be able to accomplish prior to enrolling in school. Nineteen items were listed that included mental, social, and physical attributes and an additional eleven health habits were included in the article (The Sun, May 10, 1946; August 30, 1946; May 23, 1947; May 21, 1948; April 28, 1949; May 10, 1951).

Perhaps the longest lasting tradition of the Grammar School was the annual Halloween carnival and parade sponsored by the PTA. This event continued to be widely

attended and enjoyed by students and community members. The menu consisted of chili, hamburgers, coffee, cold drinks, cakes, pies, and homemade candy contributed by the teachers to the fundraiser. The 1946 Halloween parade of students and teachers included the Mexican School students. In October 1947, approximately $425 was raised at the carnival to purchase school equipment. Money raised from the carnival in 1949 purchased playground equipment, library books, and a record player (The Sun, November 15, 1946; October 24, 1947; November 7, 1947; October 28, 1949).

A Thanksgiving program was also an annual event on the Grammar School campus. In 1947, the Thanksgiving program had a strong religious theme. Correlating with a November PTA meeting about "Spiritual Values in the School" more than 400 school children marched to the First Baptist Church in Georgetown to listen to Bible readings, prayers, and a sermon about the meaning of Thanksgiving. The children were not required to attend, but only two opted to stay at school rather than attend the service. In 1948, the Thanksgiving program once again spilled over into the First Baptist Church when the entire student body and faculty attended a Thanksgiving service. The Music Club from the school filled the choir loft. Upper grade students told the original Thanksgiving story, and lower grade students told about things for which they were thankful. A reading of President Truman's Thanksgiving proclamation was also part of the program. The school superintendent, Barnes, attended the service and spoke briefly to the assembly. Students were once again given the opportunity to decline participation in the religious service but 100% took part (The Sun, December 19, 1947; November19, 1948).

Christmas programs remained an annual event with Christmas carols, poems, a pageant, and scripture reading. In December 1946, 176 children participated in the program. During the traditional White Christmas celebration where collected toys and

clothing were distributed, the PTA held an open house on campus, and each class presented holiday songs or readings. The toys and clothing articles were distributed to financially needy Grammar School students. Classrooms were decorated for the holiday, and each room had its own Christmas tree with lights and decorations. Approximately 350 guests visited the Grammar School for the open house presentations in December 1946 (The Sun, January 3, 1947; December 19, 1947; December 17, 1948; December 20, 1949).

Arbor Day was another holiday that received recognition at the Grammar School. In January 1948, seven elm trees were planted between the curb and the sidewalk in front of the school as part of the Arbor Day celebration that also included an assembly for the primary grades and another assembly for the older grades. In February 1950 students planted eight pink crepe myrtle trees on campus (The Sun, January 16, 1948; February 28, 1950).

Class Day was a favorite annual event for students when the graduating class from the Grammar School enjoyed promotion exercises and special privileges. In May 1948, the fifth grade students had Class Day exercises on campus that included the proper disposal of the flag that had flown over the Grammar School all year and a picnic at the city park. During the Class Day exercises, the graduating class presented the school with a gift of a Texas Flag. The fifth grade students presented a patriotic pageant that evening at the High School auditorium and were formally promoted to the Junior High. In May 1949, the fifth grade also presented a patriotic program and Superintendent Barnes gave the graduating class their diplomas. In May 1950, the fifth grade class gave two redbud trees to the campus as a parting gift. The commencement exercise for each segment of GISD was staggered so patrons could attend each exercise if so desired. For example, in May 1950, the elementary school exercises were scheduled for May 25, the Junior High

for May 26, the High School for May 29, and Carver School held their exercises on May 30 (The Sun, May 21, 1948; June 18, 1948; May 22, 1949; April 11, 1950; May 16, 1950; May 16, 1950).

The graduating fifth grade class of 1951-1952 took a field trip to San Antonio to visit the Alamo and Brackenridge Park where students saw exotic animals. Students also rode motorboats and elephants, and watched a variety of animal acts at the Park prior to returning home to Georgetown at 7:30 p.m. (The Sun, May 29, 1952).

FACULTY OF THE SCHOOL

Purl continued her tradition of sponsoring several faculty events at her home during each school year. For example, in April 1947 Purl hosted a supper in honor of the elementary teachers with 28 guests attending including GISD Superintendent St. Clair and some school board members. High School teachers and principal Keith greeted the guests as they arrived. In September 1947, she hosted a party for two new faculty members and provided entertainment and refreshments. An avid gardener, Purl centered the entertainment around the identification of twenty-five shrubs and trees in her garden. She hosted a Christmas candlelight dinner in 1947 at Mrs. Ainsworth's home in honor of the school board members and their wives, the administrative staff and spouses, and the Grammar School faculty and spouses. In 1948, Purl hosted the faculty holiday party at the home of Mrs. Hodges and provided Christmas carols, stories, poems and games. Refreshments were served to the faculty and Superintendent Barnes (The Sun, April, 11, 1947; September 5, 1947; December 12, 1947; December 17, 1948).

The Texas legislature mandated that all teachers in Texas schools have a minimum of a bachelor's degree and set the minimum salary at $2,000 per year in 1947. A two-year grace period to finish their degrees was given for the remaining teachers teaching without a degree. Teachers could earn more money if they held advanced

degrees or had extra college training. Dr. L. A. Woods, state superintendent, stated that prior to WWII, 94 percent of Texas teachers had degrees but that percentage dropped to 73 percent after the war. GISD had a history of promoting continuing professional development among its teachers and administrators (The Sun, June 20, 1947).

Purl consistently supported continuing education in her teachers and for herself. She routinely attended conferences for teacher associations and administrators. For example, Purl attended the Elementary Principal and Supervisor Association conference in Austin in May 1946. Purl and fellow faculty member Miss Willie Sansom attended the TSTA conference in Houston in November 1946 where Purl spoke to the conference about the new report card she developed and used for grades one through three at the Grammar School. In March 1947, Purl participated in the Central Texas division of TSTA in Waco, and four months later in July 1947, she attended the National Conference for Elementary Principals in Greeley, Colorado. The Classroom Teacher Association met in Waco in October 1947, and Purl and Miss Willie Sansom attended. Purl and three teachers from her campus attended the annual TSTA convention held in Dallas on November 25, 26, and 27, 1948. She attended the tenth National Conference on Elementary Education in Boston in July 1949. In 1953, Purl attended the National Education Association convention in Miami Beach, Florida. While there, she participated in an NEA-sponsored trip to Cuba (The Sun, May 31, 1946; July 11, 1947; October 10, 1947; November 26, 1948; July 3, 1949; July 23, 1953).

In November 1948, Purl and Sansom, a second grade teacher at the Grammar School, visited the Wooldridge Elementary School in Austin. Wooldridge Elementary was a laboratory school jointly operated by the University of Texas and the Austin School district and was similar in size of faculty and student population to the Annie Purl Elementary School campus. Purl stated that a benefit of visiting other similar schools is

that it helped to evaluate the work done on her campus. Purl and Sansom visited Wooldridge Elementary again in November 1949. Two other Annie Purl Elementary faculty members visited schools in Rosedale and Fulmore school districts (The Sun, November 19, 1948; November 18, 1949).

All of faculty members at the Annie Purl Elementary School, the Junior High, and the High School attended the two-day TSTA conference in Temple in March 1949 (The Sun, March 10, 1949).

The Williamson County Educators Association continued to be active during the postwar period. The date and location of their meetings were published in The Sun and all area teachers were encouraged to attend. Purl served as the secretary and treasurer for the WCEA in 1946. In March 1950, the guest speakers at the association meeting included professors from Baylor University. The locations of the meetings varied and were hosted in several locations in the county including Taylor (The Sun, March 8, 1946; March 3, 1950).

Superintendent Barnes served as a role model for GISD employees and administrators, keeping his professional development training current by enrolling in professional development courses and attending professional conferences. For example, in the summer of 1950 he took a short course at the University of Texas entitled "Role of the Superintendent," participated in a three day teachers conference at Texas A & M College and attended a Texas School Administrator conference at the University of Texas (The Sun, June 20, 1950).

Gordon Burks became the new principal of the Annie Purl Elementary School in the 1950-1951 school year after Purl retired. He supported the practice of encouraging teachers to visit other campuses as Purl had and made provision for teachers to continue doing so. For example, in the spring of 1951, parents filled in for teachers in the

classrooms so that each teacher could visit another school one day during the semester to observe different teaching methods (The Sun, February 1, 1951).

GISD scheduled a three-day workshop for teachers on September 5, 6, and 7, 1952. The workshop sessions, designed for group discussions, were divided into groups for elementary teachers and high school teachers. Elementary teachers participated in sessions pertaining to individual differences in children, the problems of public school music, and individual conferences with parents. Two consultants, the supervisor of public school music in the San Marcos school district and a University of Texas professor, were available for participation in the discussions (The Sun, August 28, 1952).

SCHOOL LUNCH PROGRAMS

In the fall semester of 1948, students who had lunch at school ate in a classroom with the teacher on duty. Children who ate lunch in town were required to bring a note from their parents giving them permission to leave campus. The lunch period was between 12:00 and 1:00. At 12:20, students were permitted to go to the playground for supervised play (The Sun, September 10, 1948).

GHS and Carver were the only schools in GISD serving lunch at school until a new cafeteria was built for the Annie Purl Elementary School in 1949. GHS received food commodities distributed through the Production and Marketing Administration of the United States Department of Agriculture as part of the National School Lunch Act. For example, in 1948, GISD received Irish potatoes, dried prunes, dried peaches, honey, concentrated orange juice, dried eggs, canned applesauce, cheddar cheese, dried milk, canned tomatoes, and tomato paste (The Sun, December 17, 1948).

By September 1952, it was estimated that 85 percent of the student body was eating lunch at the school cafeteria. Burks reported that an average of 380 lunches was served daily at the school, a 20 percent increase over the number of students who had

eaten at the school lunchroom the previous year. Burks attributed the increase to the realization of parents that they could not provide a well-balanced meal and a pint of milk for the twenty cents the school charged for lunch. The large volume of food served and supplemental federal and state funding allowed the school to charge a small sum for the lunch. The state reimbursed the school district five cents for each meal served with milk, and the federal government often provided surplus commodities (The Sun, September 18, 1952).

SCHOOL BUILDING

The 1946 SDOE inspection of GISD school buildings resulted in a number of recommendations for improvements for the Grammar School. After listing numerous necessary changes, the report noted, "with all its disadvantages, the elementary building is in excellent, usable condition" (The Sun, November 8, 1946). The recommended changes included backflow protectors for the water closets; sanding, sealing, and waxing wooden floors; and acoustical treatments to classroom ceilings to reduce the noise. The school board was commended for their farsightedness in areas of sanitation and safety as well as in color selection of paint that lessened eyestrain of pupils and instructors. The fenestration, arrangement of windows and doors, was declared excellent. The requisite repairs were relatively minor compared to the larger issue of overcrowding at the Grammar School (The Sun, November 8, 1946).

Unfortunately, the Grammar School was faced with overcrowding problems during much of the postwar era. In fact, the population increased in Georgetown from 3,652 in 1940 to 4,943 in 1950. At the beginning of the 1947-1948 school year, GISD remodeled the GHS band room to form two classrooms to help accommodate the growing number of students at the Grammar School. The school board authorized the

construction of a frame building south of the football field for use by band students (The Sun, August 8, 1947; June 23, 1950; GISD Minutes, July 28, 1947).

In February 1951, Burks, the new elementary school principal, reported that teachers had between 30 and 48 students in their classrooms and that the ideal number would be 25. The school building, built in 1894, only had 15 rooms and was no longer large enough to accommodate the current enrollment of 552 students. For example, when first graders assembled they had 115 or more students gathered in a room with a seating capacity of 40 to watch a program. The playground was also inadequate due to the large number of students. Only 100 students at a time were allowed on the playground for physical education programs thus requiring staggered times when the children could play outdoors. This meant children were outside all day and the resulting noise disturbed the classes meeting in the building. Burks received permission from the city council to utilize the city park as a school playground area for approximately 200 students daily. Burks further stipulated that the campus did not need any further equipment to facilitate teaching (The Sun, March 22, 1951; March 29, 1951).

Another concern was the large number of non-English-speaking students on campus who enrolled late in the school year before Christmas because they were picking cotton in West Texas. In fact, between 50 and 60 students with limited or no English language ability enrolled in December 1951 after arriving from West Texas. The teachers taught English by immersion but the large class size reduced the amount of time the teacher could spend with the Spanish-speaking students, and they naturally gathered with other non-English speaking students and did not learn English as quickly or as well. The concomitant result was that teaching stalled for the entire class when the teacher had to stop to help the non-English speaking students understand what was said or written (The Sun, March 22, 1951; March 29, 1951).

Hiring another primary grade teacher, Alta Byrd, and placing her classroom in the First Baptist Church building brought immediate relief to the overcrowding conditions at the Annie Purl Elementary campus. Byrd taught a special class comprised of first and second grade students needing additional educational assistance, some of whom were those late-enrolling students who had been picking cotton in West Texas. The class did not form in 1952 until after the Christmas holidays. Since there was no extra room on the Purl campus for a class of special needs students, the First Baptist Church provided the necessary space. It was evident that a new elementary campus was needed for GISD, and plans for the new school building soon developed. Georgetown residents voted to approve a $300,000 bond issue to pay for the new elementary school and improvements at the Carver School. An architectural rendering of the proposed new one-story elementary campus was published in The Sun in January 1952. The architect described the building as having twenty classrooms, a cafetorium, kitchen, principal's office, teacher's workroom, first aid room, bookroom, and a boiler room. The plans included a restroom for every two classrooms for grades one through three and battery type restrooms for grades four through six. Each classroom had a sink and drinking fountain. The new building housed six grades on campus (The Sun, September 6, 1951; January 10, 1952; January 17, 1952; February 2, 1952; February 7, 1952; October 16, 1952).

The school board approved the removal of suitable fixtures from the old Annie Purl Elementary School building for placement in the new elementary building while discussions continued about the future of the older three-story structure. In October 1953, the school board decided to have the historic Annie Purl Elementary School building demolished. The only part that was salvaged, aside from the fixtures moved to the new school, was the separate cafeteria that was moved to the High School to be used as the band hall. The school board contracted with Mr. Sherrill to sell the old Annie Purl

Elementary School building and property for $50,000 and 5% commission (The Sun, July 23, 1953; GISD Minutes, September 8, 1953; October 18, 1953; December 15, 1953).

The quality of the new elementary campus was such that in June 1953 a delegation from Baton Rouge, Louisiana, came to inspect it as a potential model for their area. Superintendent Barnes reported that approximately fifteen to twenty people would come, including school board members, architects, citizens, and school officials. The new school opened for operation at the beginning of the 1953-1954 school year. Students reporting for first grade were required to bring a copy of their birth certificate and a certificate stating they had been immunized for smallpox. There were four first-grade classes, four second-grade classes and four third-grade classes. The fourth, fifth, and sixth grades had three classes each, and each grade level was situated in a different wing of the building. Lunch was served in the cafeteria for twenty-five cents per lunch. Approximately 750 people attended a two-hour open house at the new elementary school in September 1953. The wives of school board members served punch to guests and room mothers assisted in recording the names of visitors (The Sun, June 25, 1953; August 27, 1953; September 17, 1953).

LIBRARY

The library continued to enjoy growth and support during the postwar years. During the summer, the Grammar School library continued its practice of staying open during selected times. Purl reported that library service to students was free because of funding supplied by the school board. During the summer library hours the playground was open, and the workshop was available for students wanting to bring their own materials and work on a project. In the summer of 1947, Grammar School boys and girls volunteered to watch the children playing on the playground when the library was open. It was customary for one teacher to oversee the library and utilize students as aids. In

1947, seventh grade girls assisted students checking out and returning books. Book report forms were available for boys and girls who wanted to earn credit toward a reading certificate by writing a book report. In the summer of 1948, the book report was accompanied by an oral exam on the book in order to receive credit toward the reading certificate. A regular column written by Purl and published in The Sun, entitled Children's School Library, included the hours of summertime operation, and reviewed and recommended selected books. For example, in July 1947, Pocahontas was described as enlightening the young reader to an important historical period that included humor and wonderful details that made the characters come alive. All of the books selected for mention in the weekly column were from the Junior Literary Guild selection and named as an outstanding reading selection. The practice of providing published book reviews continued throughout the postwar years (The Sun, May 31, 1947; June 6, 1947; June 20, 1947; July 11, 1947; July 18, 1947; September 19, 1947; July 30, 1948; July 3, 1949).

During the 1946 spring semester, the Grammar School library received thirty-eight new books and published the titles and authors of the new additions in The Sun. The library continued to gain additional books throughout the postwar years. For example, an excess of 200 books were added to the library in February 1947 and again in September 1948. By May 1947, the library had more than 5,200 volumes (The Sun, April 19, 1946; March 28, 1947; May 31, 1947).

Annie Purl Elementary students participated in Book Week in November 1948. During this national celebration more than 200 new books were displayed in the school classrooms and in the library under the slogan, "Books Tell the Story" (The Sun, November 19, 1948).

Students in the third through fifth grade who read the prescribed number of books earned reading certificates and became members of the Reading Club. After three years

in good standing, members received lifetime membership in good standing. In May 1949, 110 students earned reading certificates. Students could also work toward earning their certificates during the summer by reading books, writing book reports, and completing an oral exam about the books. Students were required to read twelve books, three of which had to be non-fiction to earn a certificate. Children not wishing to join the reading club were not required to write book reports (The Sun, June 5, 1949).

CLUBS/ORGANIZATION

Numerous clubs were active at the Grammar School during the postwar years: a music club, an art club, the safety club, and various other "common interest" clubs. During the noon lunch hour, the safety club patrol members were stationed in the hallways, staircase, and on the outside four corners of the school building to help promote safe behavior in the students. The safety club patrol members were active during each staggered dismissal time. Clubs and organizations had regularly scheduled times during the school day for meetings (The Sun, March 15, 1946: September 5, 1947; September 10, 1948).

NEW SCHOOL PROGRAMS

Principal Burks introduced a new lunchroom program where two fifth-grade students were selected each month to serve as lunchroom bankers. The selected students collected lunch money from sixteen classrooms, kept records of the money, tallied the sums on an adding machine, filled out a deposit slip and deposited the money in the bank on Tuesdays through Fridays. Burks deposited the money on Mondays because many students brought money to pay for the entire week thus generating a considerably larger sum. The selected students had to be able to keep up with their regular schoolwork in

addition to the added responsibility of serving as lunchroom bankers (The Sun, February 7, 1952).

In the 1951-1952 school year, first-grade students began a new program where they voted weekly to elect a student as assistant teacher in their classroom. The assistant selected officers to serve as song leader, temperature recorder, weatherman, and housekeeper. The assistant teacher led the class when they went to the cafeteria or playground, served as a behavioral role model for other classmates, helped any classmate who got hurt, and assisted the teacher as needed (The Sun, March 20, 1952).

SAFETY INSTRUCTION

In 1946, approximately 110 students rode bicycles home from school. Even though no accidents involving students riding bicycles had occurred, drivers were warned in several published articles to drive carefully around the campus and watch for students on bicycles during the morning and dismissal times. Bicycle safety continued to be a topic of concern. In fact, in April 1950, Sergeant Miller of the State Department of Public Safety spoke to students at Annie Purl Elementary about bicycle safety and regulations. He commended the safety patrol members for their contribution to safety at the school (The Sun, March 1, 1946; September 20, 1946; November 22, 1946; April 28, 1950).

When the new elementary school building opened in 1953, child safety issues were once again a primary concern due to the large amount of traffic around the school. Students walking or riding bicycles were reminded about safety rules. A patrolman was stationed outside the campus in the morning and afternoon to assist with traffic problems. The city council met with the school board to discuss potential remedies to the traffic congestion created by parents entering and leaving the school (The Sun, September 17, 1953).

Grammar School students in grades one through five participated in annual Fire Prevention State contests with every student taking part. Winning posters, one from each grade level, were entered into the statewide competition. All posters were exhibited on the first-floor hallway. The State Fire Commissioner awarded cash prizes, ribbons and honorable mention to selected posters from school districts across Texas. In 1950, 531 students created fire prevention posters (The Sun, May 14, 1948; April 28, 1949; April 25, 1950).

PTA

The PTA continued to play an important role in the Grammar School during the postwar years and provided support to teachers and to the campus in numerous ways. Room mothers for each class had to be PTA members. The room mothers and an overseeing chairman were selected prior to the beginning of the school year. The PTA also supported and facilitated events such as Visitors Day on the campus and the annual summertime Preschool Round-Up (The Sun, March 1, 1946; May 10, 1946; August 29, 1947; March 5, 1948).

The PTA continued its generous tradition of purchasing playground equipment for the school in 1947 with the addition of three new playground sets that had a slide, a catwalk, six swings, a trapeze bar, and a pair of rings (The Sun, May 23, 1947).

PTA meetings continued their educational focus for members by bringing in interesting guest speakers. Southwestern University provided many of these, such as Dr. Mendenhall of the Education Department and Dr. Frank Luksa of the Sociology Department. SDOE members of the Elementary Department such as Miss Edgar Ellen Wilson spoke at the September 1947 meeting. Students and clubs continued the tradition of providing entertainment for PTA members. Each grade level and school club or organization had the opportunity to entertain by the end of the school year. For example,

the March 1946 PTA meeting was facilitated by the sixth and seventh grades, and the Music and Art clubs provided the entertainment. The successful nursery program continued to boost attendance at meetings. Sixth and seventh grade girls worked in the nursery and sixth and seventh grade boys served as ushers during the meeting. Room mothers of the sixth and seventh grade students served refreshments after the meeting. In 1948, R. J. Kidd, former GHS principal and athletic director, serving as the athletic director of the University of Texas, spoke to the Grammar School PTA. Kidd would later serve as the UIL director for Texas (The Sun, March 15, 1946; September 19, 1947; February 20, 1948).

The PTA sponsored an annual open house program at the Grammar School in May 1947 that identified the fathers of the children as the honored guests. The program started later in the evening in an effort to allow more fathers to attend. Each grade level presented a song, folk dance, or similar activity, and teachers had samples of the student's work on each desk for the fathers to view (The Sun, May 16, 1947; May 14, 1948).

In 1947, the PTA sponsored May Day – Child Health day when special emphasis was placed on the health of children and wholesome outdoor supervised play. The Grammar School assembled at the City Park when the 500 school children engaged in games for a brief period before returning to the school building. Parents and friends of the school were invited to attend. May Day- Child Health Day celebrations continued throughout the postwar years (The Sun, May 2, 1947; April 30, 1948; May 9, 1950).

The PTA honored the Annie Purl Elementary faculty and school board members and spouses with a banquet in the new school cafeteria in September 1949. A business meeting followed and the guest speaker for the evening was Mrs. Theresa Carvell, state director of elementary education. This was the forty-fifth year for the elementary school

PTA to be in continuous service since its establishment as a Mother's Club in 1904 (The Sun, September 16, 1949).

Purl, in her retirement speech to the school district, spoke openly about her desire to have helped the PTA become a powerful force in the community. She stated her wish that the parents and teachers would continue to remain loyal to the PTA because it was the heart of the school. Indeed, under Purl's leadership, the PTA was interwoven into the fabric of almost every event the school hosted and provided great support to the school. She also helped establish a PTA program in Carver High School when it was called the Georgetown Colored School. She also was instrumental in the organization of a PTA in the Mexican School. She clearly believed in the importance of developing a close relationship between parents and the school through the intermediary of a PTA organization (The Sun, May 30, 1950).

A different type of PTA meeting was held in October 1951. Rather than have a large meeting with everyone together for a program, parents met in their child's classroom and participated in informal discussions; 175 parents attended. They also had the opportunity to plan a conference with the teacher is so desired. The largest attendance was in Mrs. Treuhardt's room with a total of twenty parents. The winning classroom was awarded an aquarium to keep in the classroom until the next monthly PTA meeting when the competition began again (The Sun, October 25, 1951).

JUNIOR RED CROSS ACTIVITIES

The JRC, with Purl serving as the Williamson County chair, continued to be an active organization at the Grammar School for several years after the culmination of WWII. The focus of the JRC activities during the postwar years was to provide "educational rehabilitation in war-devastated countries overseas" (The Sun, January 3, 1947). The Grammar School and Mexican School participated in numerous activities to

raise funds for the JRC. The activities included collecting waste paper and cans of grease, presenting a pet show, selling poppies, contributing to the Community Chest, assisting with the PTA membership drive, promoting the PTA Halloween carnival, contributing toward the White Christmas toy collection, buying Christmas Seals, collecting funds for the March of Dimes, and corresponding with children overseas. As of January 1947, the JRC chapters at the two grammar schools collected approximately $300 and helped raise $425 at the PTA Carnival that was used for the welfare of children in the community (The Sun, January 3, 1947).

In March 1946, the Grammar School and Mexican School students and faculty participated in a JRC drive for two days and accumulated $100. November 1946 was the month for the annual school-year enrollment drive for the JRC. Purl set a goal of 100% JRC membership in every school in the county. To become a member, each elementary class had to pay fifty cents and each high school class one dollar per year. To raise funds for the JRC the Grammar School and the Mexican School joined to present a pet show, including a circus and a parade of the pets, at the Grammar School. Admission was two cents each and over 2,000 tickets were sold. Seven dollars of the funds raised went to pay for the use of fourteen rooms at the school, and the remainder was spent for gift boxes filled with educational and health supplies for children overseas and for Christmas gifts for children in orphanages. The boxes contained items such as pencils, notepads, protractors, toothbrushes, washcloths, and soap (The Sun, March 22, 1946; November 22, 1946; October 17, 1947).

The 1947-1948 school year JRC membership drive once again had a goal of 100% membership in each Williamson County school. Enrollment fees per classroom remained the same as the previous year. The Grammar School opted to conduct another pet parade and circus as its fall JRC fundraiser and earned $28.18. Admission was

increased to five cents and the public was invited to attend. Pets involved in the show included dogs, cats, rabbits, squirrels, chickens, birds, ants, and fish, but horses and ponies were excluded. Students could win a blue, red, or white ribbon in the competition. More than 1,000 advance tickets were sold for the event. In 1949, the monies earned paid for JRC membership and the rest of the funds were donated to the McCloskey Hospital for veterans (The Sun, October 17, 1947; November 19, 1948; November 11, 1949).

The JRC sponsored a scrap paper drive each quarter of the school year. In the 1948-1949 school year the students at Annie Purl Elementary held contests between grade levels to see who could collect the most scrap paper, largely old magazines, books, wrapping paper, newspapers, and cardboard. The monies earned were used to purchase equipment for the school. The prize for the winning grade was an afternoon of playtime at the park. In the 1952-1953 school year the drive raised funds to purchase trees to plant as part of the school's arbor fund for the new elementary school (The Sun, November 5, 1948; March 3, 1949; October 2, 1952).

Annie Purl Elementary students participated in a "Pack a Towel" drive that coordinated efforts with the churches in Georgetown to collect towels to send overseas with other JRC contributions. Twenty-nine towels containing selected items for boys and girls under the age of twelve were packed and boxed for shipment (The Sun, November 12, 1948).

In the 1950-1951 school year the Annie Purl Elementary School once again had 100% membership in the JRC. One of their activities for that school year was to collect articles suitable for school-aged children and box them in gift boxes to ship overseas. The boxes contained items such as toothbrushes, toothpaste, scissors, crayons, tablets, pencils, hair ribbons, handkerchiefs, soap, and body powder. A self-addressed stamped

envelope and card was enclosed so the recipient could write the class if so desired. The Student Council at the elementary campus was in charge of the project. In another JRC drive in the same year, students collected $47.05 during a three-day fundraising drive (The Sun, March 21, 1950; April 18, 1950).

ANNIE PURL: NOTABLE GEORGETOWN EDUCATOR

Purl had deep roots in Georgetown and several generations of friends, students and community members fondly referred to her as Miss Purl. She was born in Georgetown on December 13, 1877, to the Williamson County Sheriff and Mrs. Henry Purl. She had the distinction of being the valedictorian of the first graduating class of GHS on May 21, 1892. She earned a bachelor's degree from Southwestern University and began teaching in GISD in 1901. When she started teaching, GISD had only nine grades, one school building, and students began school at age seven. She became principal of the Grammar School in 1911. Even though she was a permanent part of the school district for forty-seven years she was not averse to change. She constantly studied and engaged in research to remain current in best teaching practices. In fact, she completed enough graduate hours at several universities to earn a doctoral degree. Her insatiable love of learning permeated her classroom, her faculty, and the community. She never married or had children and instead poured all her energy and affection into the work of the school and its students. It seems fitting that after forty-seven years of continuous service to GISD that the district hosted a tribute in her honor in March 1948. A magnolia tree was planted in her honor in front of the historic Grammar School during the ceremony. The GHS band played selected songs, and a trio of her former pupils sang the song "School Days." Numerous guest speakers from the school district and community spoke about the attributes of Miss Annie to the crowd. Judge Sam Stone closed his speech by stating, "Miss Annie has no peer in the affections of the people she

has served so well" (The Sun, March 12, 1948; March 21, 1948; GISD Minutes, March 21, 1950).

In June 1948, the GISD school board honored Purl by officially naming the elementary school after her. Formerly known as the Georgetown Grammar School and then the Georgetown Elementary School, it was renamed Annie Purl Elementary School in recognition of her extensive service to GISD. The GISD school board president read the following resolution:

> In recognition of the long and continuous service of Miss Annie Purl as teacher and Principal in the Georgetown Elementary School; in recognition of her untiring and unselfish devotion to duty; and in recognition of the great influence which has touched the lives of so many who now hold her in high esteem and love, it is ordered by the Board of Trustees of the Georgetown Independent School District on this the 25th day of May 1948, that the Georgetown Elementary School be named in her honor, and that henceforth it shall be known as the Annie Purl Elementary School of Georgetown (The Sun June 4, 1948).

Purl had become an educational icon in Georgetown to many citizens and former students, yet in May 1950, after serving GISD as a first grade teacher and supervising principal for the elementary and Mexican School for forty-nine years, Purl decided to retire. She hosted an open house for the community between 2:00 and 6:00 at her home. Honored guests were faculty members, school board members, and current students enrolled in Annie Purl Elementary School. During her tenure with GISD Purl worked with approximately 100 school board members, 10 superintendents, more than 200 female faculty members, had 10,000 students under her supervision and taught approximately 2,000 children in her first grade classroom (The Sun, May 16, 1950; GISD Minutes, March 21, 1950).

After her retirement, Purl did not quietly go sit in her beloved garden and relax. She continued to remain very active in the community and, in fact, almost immediately after her retirement, started planning to establish a private kindergarten and first grade.

She named her school The School for Tots and opened for business in September 1950, four months after her retirement. Her building was designed according to specifications set forth by the Texas Education Agency and she applied to that agency for accreditation. The Agency responded that a school had to have a minimum of three grades to receive accreditation so she was not able to achieve this status at that time. She held an open house in the newly constructed school building and invited the public to view the school and inspect the playground equipment. The School for Tots met for thirty-eight weeks, closed their first year with a hike to see caged monkeys and other animals, and returned to the school playground for refreshments. The school had a library with over 200 volumes by January 1953. As was the practice at the elementary campus, the library remained open during specified periods for students during the summer. Her advertisements in The Sun stated her school had a modern building with up-to-date equipment and up-to-date curriculum. The private school celebrated many of the same events as the public school such as National Education Week and National Book Week. The School for Tots continued to operate through the postwar years and to emulate many of the activities of the public school. No published notice of what she charged for tuition was found (The Sun, June 20, 1950; August 27, 1950; August 9, 1951; November 8, 1951; January 1, 1953).

Purl maintained her practice of attending educational conferences and providing a report to The Sun about the conference. In 1950, she attended the National Conference of the Delta Kappa Gamma Society, a society that honors women teachers who have achieved success in their respective fields and the TSTA conference in San Antonio in November. She attended the National Conference on Elementary Education in San Francisco for twelve days in July 1951. In 1952, she participated in the Annual

Conference on Elementary Education held in Michigan (The Sun, August 17, 1950; November 30, 1950; July 5, 1951; July 31, 1952).

Purl, a tireless educator, also served as the leader of Brownie Troop 2 and hosted the American Association of University Women Christmas meeting in her home in 1952 (The Sun, April 3, 1952; December 31, 1952).

GEORGETOWN HIGH SCHOOL

At the beginning of the postwar period, GHS was comprised of the four high school grades and the eighth grade. By 1947, the campus housed the four high school grades and a junior high comprised of grades six through eight. There were two homerooms for each of the four high school grades. The school had athletic teams including football, basketball, tennis, track, and baseball for boys. Girls could participate in basketball, tennis, track, and the pep squad. Parents supported students by creating a band and football booster club to provide financial support for the organization (The Sun, August 8, 1947; September 5, 1947; September 12, 1947; November 26, 1948; October 19, 1950).

CLUBS/ORGANIZATIONS

An activity program was added to the GHS curriculum in the 1948-1949 school year. During this time, students participated in club or organization activities on campus much like the Annie Purl Elementary School model. A student council with fourteen members was formed for the first time during this school year as part of the student guidance program. The student council made recommendations to the GHS principal about potential activities at the school. The council attended a State Convention of High School Councils in El Paso in March 1949. One of the first recommendations the student council made to the principal was to provide a five-minute inspirational message over the

intercom system to all GHS classrooms three times a week from 9:00 – 9:05 in the mornings. The non-sectarian topics, designed to inspire, were so popular with the students that the inspirational messages were increased to five days a week. Speakers included local pastors from every denomination, Judge Sam Stone, Superintendent Barnes, Dr. M. L. Williams and Principal Everett Williams (The Sun, November 26, 1948; March 24, 1949; May 22, 1949).

In the spring of 1950, the student council initiated a point system to encourage participation in extracurricular activities yet prevent students from getting overly involved in too many activities and potentially neglecting their grades. The system awarded four points for the position of student council president and editor of the school newspaper. Three points were assigned to the positions of editor of the annual, student council officers, and class presidents. Two points were given for homeroom representatives to the student council, club officers, and for any UIL participation including athletic programs. One point was assigned for club membership. Students were encouraged to earn a minimum of three points and no more than eight (The Sun, March 31, 1950).

During the 1950-1951 school year several clubs and organizations, each with a teacher-sponsor, were in operation at the High School including a dramatic club, the school newspaper, the Pan-American forum, the sports club, band, chorus club, Foreign Affairs panel, safety and driving education, the annual staff, science club, student council, FHA, FFA and the junior historical society (The Sun, November 26, 1948; September 7, 1950).

Athletic teams and certain organizations selected sweethearts of their team or group. For example, the FFA selected Sue Godwin as the FFA Sweetheart in January 1952 (The Sun, January 17, 1952).

SCHOOL BUILDING

As previously discussed, the State Board of Education (SBOE) inspection of GISD campuses in the fall of 1946 reported numerous serious problems with the GHS plant. In fact, the gymnasium was condemned due to unsafe and unsanitary conditions. The structure was deemed structurally unsafe because of problems with electrical wiring, gas lines, and inadequate lighting and ventilation. Unsanitary conditions existed in the showers and locker rooms where conditions were conducive to the spread of skin diseases. The report further recommended a new field house be constructed for the football team with washing machines to properly clean the uniforms. It was also recommended that the boiler room be moved to a separate outside building. This report spurred many changes to the physical plants of several GISD schools (The Sun, November 8, 1946).

The school board approved the repair on the High School auditorium roof for $2,100 in April 1947. When the old gymnasium was removed in the summer of 1947, the center section of the gymnasium was erected at CHS to provide them with a gymnasium. GISD hired Mutual Lumber Company and Trammel to oversee the "wrecking, removal and reconstruction of the center of the gymnasium building for a cost of $2,250." A bus shed and new field house were built on the concrete foundation of the old gymnasium at GHS. The severe overcrowding at the Grammar School led the school board to approve dividing the GHS band hall into two elementary classrooms to accommodate the large number of students. A location was selected for a temporary band hall just northwest of the High School tennis courts, and bids were selected to construct a 24' X 26' frame building that would later be converted to a vocational agriculture classroom. It appears that the vocational agriculture department did indeed utilize the frame structure because in 1953, the school board once again made provision

for the band program. That year the separate cafeteria building located at the old Grammar School was moved to the High School for use as a band hall (The Sun, August 8, 1947; GISD Minutes, April 1, 1947; June 24, 1947; July 2, 1947; July 28, 1947; August 1, 1947; September 8, 1953).

Additional remodeling continued at the High School during the postwar years. In the summer of 1947, classrooms were remodeled for a cost of $2,087.56 and the interior of the High School was painted for $937 in July 1948 (GISD Minutes August 14, 1947; July 12, 1948).

The new gymnasium was completed, inspected, and accepted by the school board in December 1948, and the board then authorized final payment to the contractor after receiving a release stating all other bills had been paid. Once in the new gymnasium, physical education classes were required that students wear uniforms and instructors submitted the specifications for the uniforms to the school board (GISD Minutes, December 3, 1948; August 10, 1949).

Routine maintenance at the High School during the summer of 1952 approved by the school board included replacement of urinals in the boys restrooms, refinishing classroom floors, repairing sidewalks, replacing a door to the boiler room, repairing bus garage door, and replacing damaged auditorium seats (GISD Minutes, May, 13, 1952).

VOCATIONAL EDUCATION

After the culmination of WWII, the Williamson County Vocational School taught Distributive Education courses at GHS at 5:00 p.m. for veterans, who attended for twelve and one-half hours a week. Eligibility for this course required the veteran be employed "in some place of business and study toward the management of a business" (The Sun, August 23, 1946). Through the GI Bill of Rights Act the government paid married men $90 and single men $65 to attend the course. The business curriculum consisted of

classes teaching business arithmetic, business English, bookkeeping, typing, commercial and business law, employee supervision, and show card lettering. Additional government-sponsored programs were available for veterans that were not affiliated with GISD such as the programs originating with the Williamson County Vocational School that specialized in farm and ranch training. By May 1949, the Williamson County Vocational School had provided a variety of training programs to 714 war veterans in several communities in the county (The Sun, August 8, 1947; August 23, 1946; May 15, 1949).

HOME ECONOMICS

The Advisory Council of GHS met in May 1946 to discuss plans for adult programs at the school plant during the summer. Sewing classes were taught in the Home Economics department that permitted women to use equipment such as cutting tables, sewing machines and attachments. An upholstery clinic taught men how to repair chair springs and cushions, and renovate furniture. The Home Demonstration agent scheduled a time for women to bring their pressure cooker gauges and have them tested in the classroom (The Sun, May 24, 1946).

The Homemaking class provided a Summer Play School for children between the ages of two and four during the summer of 1947. The school was open on Tuesdays and Thursdays between 10:00 a.m. and noon for a limited number of children (The Sun, June 6, 1947).

During the postwar years the FHA association remained active. In fact, the teacher and students attended the Leadership Training Conference of the Future Homemakers of America in Dallas in April 1952. In March 1953, approximately 650 FHA members from forty-three central Texas schools came to Georgetown for their district FHA convention. The delegates participated in a talent show and toured the

Home Economics department at Southwestern University (The Sun, May 1, 1952; March 5, 1953).

AGRICULTURE

W. Eames of the Eamesway Institute of Poultry Technology in St. Louis, Missouri, presented a program at GHS as part of a series of Information Night programs sponsored by Superintendent St. Clair and J. H. Greenway, head of the GHS vocational department. A large number of people came to hear Eames speak because he was an internationally known figure in the poultry raising industry. Additional Information Night programs included topics such as hybrid corn, how milk is made, and informational films on agriculture related issues (The Sun, February 7, 1947).

Greenway and fifty students boarded a school bus and drove to Houston to attend a Fat and Livestock show in February 1947. The group also visited Texas A & M University. In 1952, the Georgetown FFA chapter held a calf show in Georgetown prior to leaving for the Houston Fat and Livestock show (The Sun, February 7, 1947; January 17, 1952).

Greenway valued the livestock utilized by the fifty members of the Vocational Agriculture class at $5,066.90 during the spring of 1947. Examples of livestock involved in the program included cows with calves, show calves, grade calves, brood mare and colt, ewe and lamb, ewes, chickens, and female pigs called gilts. The class participated in crop projects such as corn, cotton, and maize. The students and Greenway returned from the Houston Fat Stock Show with checks valued at $5,427. A large eighth-sheet-size photograph appeared in The Sun of the vocational agriculture class seen smiling and holding their checks. In 1952, the FFA investment was valued at approximately $17,000. This total included profits made from the sale of animals and grass (The Sun, March 28, 1947; February 10, 1950; February 14, 1950; April 3, 1952).

The school board applied for surplus government buildings at Camp Swift in November 1947. Their request was approved, and one of the buildings was selected by the board's buildings and grounds committee for use at the High School as a vocational agriculture education building. In April 1948, GISD leased space in San Gabriel Park from the city of Georgetown to erect the buildings purchased from the government and transported from Camp Swift (The Sun, December 19, 1947; GISD Minutes, December 17, 1947; April 6, 1948).

Out of approximately 600 schools teaching vocational agriculture in Texas, GHS was one of sixty selected to host student teachers in vocational agriculture. Three senior students from Texas A & M University completed their student teaching requirement at GHS in 1948. It was a common practice for GISD to host student teachers in almost every curriculum area but this was the first year for practice teaching in the vocational agriculture course (The Sun, January 12, 1948).

The grass program of the Georgetown FFA received a gift of six pounds of buffel grass seed, four pounds of birdwood grass seed, thirty-one pounds of King Ranch bluestem grass wee, and a pickup truck load of buffel grass seedlings from Pat Higgins of Sutherland Springs. FFA chapter members planted the seed and seedlings as part of the grass program (The Sun, April 17, 1952).

MUSIC

Throughout the postwar years the GHS Eagle band presented numerous concerts for the public. In fact, they performed at most school functions. Fayette Griffin, GHS band director, took the entire band to a band clinic in Taylor in February 1946. Several school districts were present from which a clinic band was selected. The clinic conductor was the Austin High School band director. In the evening, the clinic band presented a

forty-five minute concert for the public in the Taylor ISD auditorium (The Sun, February 22, 1946; December 10, 1948).

In March 1946, the GHS band participated in the first postwar band and orchestra contest for region six held on the Southwest Texas Sate College campus where twenty-seven bands competed. The band and orchestra were awarded several distinctions including a division one rating in student directing and numerous first place positions for soloist (The Sun, March 22, 1946).

In the 1948-1949 school year the Eagle band, under the direction of Wilbur McCullar, was comprised of forty-five members and performed frequently throughout the year at school functions, concerts, and parades. During the Christmas holidays, the Eagle Band performed with the Junior High band and the GHS glee club at a concert. The glee club, formed during the school year, had forty-five girls and thirty boys and performed on two occasions during chapel services on campus prior to the holiday concert (The Sun, December 10, 1948).

In October 1948, the GHS Eagle Band was one of sixty bands invited to attend a clinic at Howard Payne University where the U. S. Navy band appeared and performed two concerts. Dr. R. Wiley, conductor of bands at the University of Kansas, provided instruction for the attending band members (The Sun, October 22, 1948).

GHS hosted a Central Texas Band Clinic where stellar band members were selected from 350 students attending nine area schools to comprise a sixty member all-star band. The University of Texas at Austin symphonic band director was in charge of the event. Seventeen GHS band members were elected to serve on the prestigious all-star band. In February 1950, the all-star band presented a concert in Georgetown (The Sun, January 31, 1950).

Annually, the GHS band presented a winter concert. In February 1950, the band presented that concert at the High School auditorium. Later that same month, GHS music students and Southwestern University attended the Texas Music Education Clinic in Mineral Wells (The Sun, January 31, 1950; February 6, 1950; February 10, 1950).

The beginner, junior high, and senior high band members presented a joint concert in April 1951. The beginner band was comprised of twenty-seven sixth grade boys and girls; the junior high band was made up of sixth, seventh, and eighth boys and girls with more musical experience than the beginner group. This band had grown in popularity and had increased from only nine members in 1948 to forty-three in 1951. The number of senior high band members was not stated. Tickets for the joint concert were sixty cents for adults and twenty-five cents for students (The Sun, April 5, 1951).

The school board agreed to provide $600 toward the purchase of band instruments in the summer of 1952. In 1953, the board continued to support the band program and agreed to purchase additional instruments and uniforms. The school board agreed to purchase sweaters for band members who were seniors, had spent at least three years in the band, and met the requirements stipulated by the band director regarding proficiency and other standards. The sweaters were purchased by GISD with the understanding that the band booster club would reimburse the district for the expense (GISD Minutes, August 12, 1952; August 11, 1953; December 15, 1953).

ATHLETICS

The GHS Eagles football team won their first district championship in twenty-one years in November 1950 when they beat the Taylor Ducks team. Excitement was high in the community, and the school cafeteria was filled with students and former students for the after-game dance. There was a bonfire where a rubber duck, a representative of the Taylor mascot, was thrown onto the fire. A traveling District Championship trophy was

awarded to the Eagle football team and placed on campus. A team had to win the championship three times in a row in order to permanently keep the trophy (The Sun, November 16, 1950; November 23, 1950).

The undefeated football team continued their winning streak by solidly securing the bi-district championship with a 27–6 victory in November 1950. The community rallied behind their Eagle football team, and 7,000 fans arrived in San Marcos to watch the Eagles battle the New Braunfels Unicorns. The Eagle football season screeched to a halt when the Unicorns won and proceeded to the state semi-final competition. Quarter sheet ads about the football team appeared in The Sun complete with pictures of the team members. A variety of articles mentioned that the 1950 football season was the most exciting since the 1917 season when the Eagle football team won the UIL state championship. (The Sun, November 30, 1950; December 7, 1950)

The UIL redistricted the state and created new team groupings across Texas causing GISD to participate in a new five-team district in the 1950-1951 school year comprised of GHS, Cameron, Rosebud, Taylor, and Elgin. The UIL classifications carried AAAA, AAA, AA, A, and B designations. GISD was a AA school with the standard being a school population between 200- 499 (The Sun, December 7, 1950).

GHS had pep rallies at the school prior to football games to increase team spirit in the student body. Pep squads performed at the games and at the pep rallies to support the team. Prior to the regional competition for the district football championship, several pep rallies were held at the High School and one at the downtown square (The Sun, November 23, 1950).

HIGH SCHOOLIN' COLUMN IN THE SUN

A new weekly column entitled High Schoolin' debuted in the October 19, 1950, issue of The Sun. Written by GHS senior Nancy Swenson during the 1950-1951 school

year, it appeared weekly and highlighted events at GHS. The first column mentioned parties planned by a football booster club and a band booster club where parents provided support to the team in the form of a social event with food. Updates were provided about the current number of subscriptions for annuals and play practice for a club, new students were introduced, and a report was made about the senior class rummage sale and the recent girls Eaglets basketball game (The Sun, October 19, 1950).

ESTABLISHED ROUTINES

GHS students participated in the annual Fire Prevention Week during the 1949-1950 school year by having daily fire drills to emphasize the need for fire safety, making fire prevention posters in English classes, and writing fire safety slogans. The dramatic club presented a one-act play on the theme and a radio program was developed. The student council arranged all events, and a member of the council spoke to the student body on the intercom system on Monday about the importance of the weeklong program (The Sun, October 14, 1949).

It was a GHS tradition for the senior class to present a play for the community prior to their graduation exercises. For example, in 1950, the senior class presented "George Washington Slept Here," a three-act comedy, in the school auditorium. Proceeds from the play contributed toward senior trip expenses. Many members of the cast participated in UIL one-act play competition and served on district level dramatic teams (The Sun, May 21, 1948; May 16, 1950).

Senior class trips were a tradition at GHS. The class participated in several fund-raising efforts to fund trips to a variety of locations. In fact, in November 1947, the school board agreed to permit the senior class to use a school bus for a class trip to Monterrey, Mexico. In 1949, seniors raised money by planning a Spring Fiesta where dinner, theatrical productions, auctions of donated items, and dinner were a means of

earning funds. In 1950, the senior class raised funds by selling polio insurance policies that allowed the student to collect one half of the first year's premium for each policy (The Sun, March 17, 1949; February 3, 1950; GISD Minutes, November 4, 1947).

HEALTH

The flu caused numerous GISD absences in January 1953. Superintendent Barnes reported to the school board that 192 students were absent the first week in January and that 66 of that number were high school students (GISD Minutes, January 13, 1953)

UIL

Georgetown participated in Division 28A UIL literary, musical, and athletic competition during the postwar years. The Senior High team also earned recognition by garnering numerous awards. For instance, in 1951, they accumulated eight first-place positions at the district meet including the areas of boys' debate, and boys' and girls' declamation contests (The Sun, April 5, 1951).

The girls' basketball team boasted a winning season in 1951 when they secured the district and bi-district UIL championship, although they were defeated in the regional match against Fredericksburg in March 1951 (The Sun, March 8, 1951).

The school board voted to recognize the success of the GHS drama department for winning third place in One-Act plays at the State UIL meet in May 1952 (GISD Minutes, May 13, 1952).

ADMINISTRATION

E. W. Keith requested in 1947 that he be relieved of his administrative duties as principal of GHS and allowed to continue in his then current role with GISD as a science teacher. The request was granted and Joe Barnes was hired as the new GHS principal that year. Barnes was selected as the GISD superintendent effective July 1948 after

Superintendent St. Clair resigned. In May 1948, Everett Williams was hired as the new GHS principal (The Sun, August 1, 1947; May 28, 1948).

PTA

The GHS PTA organization continued its tradition of meeting monthly on campus and presenting guest speakers, who included such people as Dr. Score, the president of Southwestern University, local ministers such as Dr. Heinsohn from the University Methodist Church, and medical doctors addressing health issues pertaining to high school students. In November 1946, Dr. J. Frank Clark spoke to the PTA members about the necessity of regular health checkups and the need to stamp out communicable diseases including tuberculosis and venereal disease. During the next school year, the GHS PTA Health Committee organized general health examinations for students in October 1947. One hour each Tuesday was designated for the medical exams until each student received an examination. Four doctors and local dentists conducted the exams utilizing a mobile dental and x-ray unit brought to campus by the Lions Club and the State Department of Health (The Sun, January 18, 1946; April 19, 1946; November 15, 1946; October 31, 1947).

The PTA honored the GHS faculty with a dinner in the Home Economics department in September 1947. In September 1953, the PTA planned a potluck dinner for the teachers in the High School cafeteria (The Sun, October 3, 1947; September 17, 1953).

A variety of methods were employed to raise funds for the GHS PTA. In the fall of 1946, the PTA solicited cash donations and received donations ranging from twenty-five cents to twenty-five dollars. The total amount collected was not disclosed. In February 1953, the PTA was involved in a fund drive to purchase a new piano for the school (The Sun, November 15, 1946; February 26, 1953).

The GHS PTA continued to discuss topics of concern both to the administration, parents, and students. At the October 1947, meeting the program concerned the annual unofficial custom of a physical fight between the Junior and Senior boys. The program committee invited parents and friends of the students to offer suggestions to end this detrimental tradition between the two grade levels. The PTA served in an advisory capacity in a meeting with the student body and the school administration to help coordinate weekend activities for students and to help arrange a senior trip. In November 1947, a local pastor spoke to the PTA about gang activity and the responsibility of the parents to know where their children were and to instill values in them at home. The December meeting continued the line of thought about instilling values in the students at school and invited two students to speak about the topic. The PTA kept their promise about helping the senior class take a class trip by donating $125 toward a trip to Mexico (The Sun, October 10, 1947; October 24, 1947; November 21, 1947; December 12, 1947; April 16, 1948).

Mature themes continued to be the focus of the PTA meetings in early 1948. For example, the topic of discussion for the January meeting was about developing more wholesome sex attitudes by the Reverend James Morgan. The meeting was scheduled for the evening rather than afternoon so fathers would be able to also attend and drew a larger than usual crowd. Additional topics included the benefits of a broader athletic program, and what was being done at the High School regarding the promotion of good health for students (The Sun, January 23, 1948; March 5, 1948; April 9, 1948; April 16, 1948).

VISUAL AID PROGRAM

J. H. Greenway served as the coordinator of a new visual aid program that was introduced to GHS in the fall of 1948. Different departments at GHS were allotted a

specific amount of money to spend on visual aid materials. Teachers submitted titles of films they wanted to use for the entire school year to Greenway and he ordered the material (The Sun, December 10, 1948).

GRADUATION REQUIREMENTS

Graduation requirements for the 1949 – 1950 school year required a student to earn a total of eighteen to twenty units. Students had to take four units of English; two units of mathematics; two units of social studies; one unit of natural science; two or four units of physical and health education or band; and seven units of electives. Students who took four years of band were required to accumulate twenty units for graduation. Those who took three years of band were required to earn nineteen and one-half units. Students who took two years of band had to accumulate nineteen units and those taking one year of band had to accumulate eighteen and one-half units. Students who enrolled in a physical education and health course were required to earn eighteen units to graduate. Seniors were allowed to take speech instead of English IV. One of the social studies units had to include American history or civics. Freshmen were required to take English and one general science course, algebra one or general math, physical education and health or band. Electives for freshmen included homemaking, agriculture, a safety and driver education course and choir. Driver education, however, was not the traditional course that developed later in the 1950s (The Sun, September 2, 1949).

ACCREDITATION OF GHS

GHS applied for and was granted membership in the Southern Association of Colleges and Secondary Schools in the fall of 1949. GHS applied through the State Department of Education and valued the membership because it assured GHS graduates of acceptance into colleges across the nation. Prior to GHS gaining membership, the only

Williamson County high school listed as a member was Taylor. Acceptance by the Association meant that after examination of GHS, the school was recognized as maintaining high academic standards (The Sun, December 19, 1949).

In 1951, GHS was granted a renewal of its membership in the Southern Association of Colleges and Secondary Schools. GISD superintendent Barnes reported that the association renewed the membership without hesitation and congratulated Barnes and his staff on their leadership and influence in the improvement of Secondary Schools in the Southern section of the Association (The Sun, January 4, 1951; GISD Minutes, January 2, 1951).

THE NEW JUNIOR HIGH SCHOOL IN GEORGETOWN

The Junior High, comprised of grades six through eight, was located in the High School building. The principal of the High School, Everett Williams, served as the principal of the Junior High as well. In 1948, the Junior High room mothers and faculty sponsored a game party to raise funds for the newly established Junior High library. The price of admission was a book or the price of a book. Games such as dominoes, bridge, and checkers were played and light refreshments were served. The Junior High had athletic programs and in 1952, GISD rehired the Junior High coach (The Sun, August 29, 1947; September 19, 1947; December 3, 1948; February 21, 1952; GISD Minutes, August 5, 1947).

In 1952, the Junior High launched a new academic program that was sensitive to the academic needs of students needing additional assistance. It was so well received that there were no extra chairs for any additional students to join the class. The class offered language studies, remedial reading, and mathematic assistance to all grade levels in the Junior High. Students came to the classroom for assistance in a specific area or areas and then joined their regular class for music and physical education. Students who needed

additional assistance in mathematics would only come to the special classroom for mathematics help and would return to their regular classroom for the rest of the day. This class was a forerunner of the special education programs that are common in the public schools today (The Sun, February 7, 1952).

In the 1952-1953 school year, nine teachers were hired to teach Junior High and eleven teachers were hired to teach in the High School. This was not the final tally of teachers for that year due to resignations and the hiring of coaches and support staff. The Junior High had its own graduation ceremonies just like the Grammar School and the High School and published honor roll lists (The Sun, August 8, 1947; May 16, 1950; May 15, 1952; GISD Minutes, March 11, 1952; February 10, 1953; March 10, 1953).

The Junior High students participated in their own UIL competitions and repeatedly earned distinction in all areas. For example, in 1949, they won first place overall in the UIL county meet. In 1951, the Junior High team was rated first in junior track and field events at the district meet (The Sun, May 8, 1949; April 5, 1951).

The Junior High hosted two bands: A beginner's band for the novice sixth-grade student and the regular Junior High band for more experienced musicians including accomplished sixth-grade students. The Junior High band participated in several concerts with the GHS Eagles band. For example, the groups performed jointly at the winter concert in 1948 and at the spring concert in 1951. In 1951, the beginner band had twenty-seven members and the Junior High band had forty-three. Both bands continued to participate in concerts throughout the postwar years (The Sun, December 10, 1948; March 24, 1949; April 5, 1951).

THE POST-WAR MEXICAN SCHOOL

During the postwar years, the Grammar School and the Mexican School continued to enjoy a collegial relationship with Miss Purl continuing to serve as the supervising principal of both elementary campuses. In 1946, the Mexican School only offered first and second grades on their campus. Mrs. Susan Richardson taught both grades and was rehired to teach in the 1947-1948 school year. Purl's influence became more evident during the WWII and postwar years as the Mexican School participated more fully in charitable community efforts. Just as during the WWII years, the Grammar School and the Mexican School had 100% membership in the JRC. Through the JRC students on both campuses participated in donating used toys and clothing to needy Georgetown residents. They also were encouraged to purchase Christmas Seals at school for one penny apiece as a fundraising activity to help Texans afflicted with tuberculosis. In February 1946, both campuses collected $131 toward the March of Dimes Infantile Paralysis fund drive. The Grammar School students contributed $121.72 and the much smaller and more economically challenged Mexican School students contributed $9.28. In March 1946, the Grammar School and the Mexican School contributed $100 to the JRC. That fall the Mexican School students joined with the Grammar School students in the annual Halloween parade as the students marched around the square in costumes (The Sun, February, 22, 1946; March 22, 1946; September 13, 1946; October 25, 1946; December 13, 1946; GISD Minutes, April 2, 1946; March 4, 1947).

The GISD school board decided to combine the Mexican School and the Grammar School in the summer of 1947. The Mexican School needed many repairs and had only one teacher teaching a small number of students. In fact, the school building was in such bad condition that Superintendent St. Clair stated that the school board deemed it advisable to discard the building for school use. Therefore, in August 1947,

the decision was made to integrate all Mexican children into the Grammar School. It is important to note the timing of this decision to close the Mexican School. This was the same time period when GISD was responding to the SDOE inspection report that required expensive renovations to several school plants. It is possible that the Mexican School building was mentioned in the official report in addition to the glaring deficiencies noted in the Carver building and GHS. In October 1947, GISD decided to sell the school building and its property and published an notice in The Sun that it was accepting bids for the purchase of the Mexican School building and its property. The building was located at the end of West 10th Street in Georgetown. GISD trustees received bids until 7:00 p.m. November 4. The building sold for $1,000 in January 1948 (The Sun, August 8, 1947; October 31, 1947; GISD Minutes, October 7, 1947; November 4, 1947; November 13, 1947; January 21, 1948)

As the supervising principal of the Mexican School, Annie Purl spent many years prior to the closing of the Mexican School establishing a relationship with the faculty and students of the school in an effort to facilitate the transition of the Mexican students when they transferred to the Grammar School after completing the first two grades at the Mexican School. Mexican students who successfully completed studies at the Grammar School were promoted to the High School campus to complete grades seven through twelve. In 1947, one of the Mexican students, Roberta Rodriguez, wrote a poem that expressed her feelings about the Grammar School, its teachers, and Miss Annie Purl. The poem, published in The Sun in June 1947, is shown in Table 6.2.

Table 6.2. "Leaving Dear Old Grammar School"

Leaving Dear Old Grammar School
by Roberta Rodriguez
(Dedicated to the principal, Miss Annie Purl)

We're leaving dear old Grammar School
And this makes us very, very sad –
Just as we'd always thought it would –
But at times we're a wee bit glad.

The sixth grade will gladly take our place,
Hoping to excel us all the year.
All the hard lessons they'll have to face –
But with kind guidance from teachers dear.

Too bad we cannot take our teachers –
For to our hearts, they'll always be dear;
We shall remember their kind features,
Their words of courage, their words of cheer.

In the eighth grade, we'll find its time to change
For we're entering Georgetown High –
There we'll live on a broader range,
There, hope to be Seniors by and by.

Our motto ever the Golden Rule,
Boys and girls, class of 47'
Let's never forget.
Good-bye, good-bye dear old Grammar School,
It's grand knowing you and all the friends we've met.
(The Sun, June 20, 1947)

The closing of the Mexican School and the subsequent integration of its students into the Grammar School happened quietly and without public incident. As of 1947, only one separate minority school remained in GISD and its path to integration, postponed until 1966, would not be as easily or as quietly negotiated as that of the Mexican School.

CARVER SCHOOL FOR BLACK STUDENTS IN THE EARLY POST-WAR PERIOD

During the postwar years, the Carver School campus experienced growth and change. Some evidence of change was found in a sporadically published Carver School column in the local newspaper. The column offered a wealth of information about the school through weekly notices about events on campus. For example, in January 1952, the column reported that the Williamson County nurse conducted a vision exam on all Carver students, that $25.25 was raised by students and $36 by parents during the March of Dimes campaign, and that the annual Carver Tournament was scheduled for February 9. Another column published in the same month mentioned the results of athletic events including football and the boys and girls basketball games. From these two articles, it is evident that Carver students received selected medical screenings, participated in humanitarian fundraising activities, and had a girl's basketball program (The Sun, February 7, 1952; February 28, 1952).

The Williamson County Health Unit nurse immunized Carver students for smallpox, diphtheria, and typhoid in October 1951. The State Department of Health provided free blood tests for children and adults at Carver in November 1952. The purpose of the tests was not disclosed but it is reasonable to consider that it was done to screen for disease. A health-related movie was shown at CHS on the same dates as the free blood tests (The Sun, October 11, 1951; November 20, 1952).

Occasionally, illness affected attendance at Carver. For example, following the holiday break in the 1951-1952 school year a large number of students across GISD fell ill with flu, colds, or a virus. Approximately one fourth of the Carver student body was home ill during the second week in January 1952 according to Banks, Carver School principal (The Sun, January 10, 1952).

Numerous previously established programs such as the hot school lunch program, annual seasonal programs and graduation ceremonies continued at Carver. Areas of development at Carver included school plant improvements, an expansion of the school library, and the implementation of the Negro Fine Arts School (NFAS) for Carver students. During the postwar years, all GISD schools, including Carver, experienced increased enrollment. For example, at the beginning of the 1949-1950 school year GISD administrators reported an enrollment of 101 students at Carver. During the 1950-1951 school year enrollment increased to 155 after the cotton picking season was over. GISD school board members had to address the overcrowding dilemma and numerous maintenance issues that plagued the Carver campus especially those noted in that unfavorable 1946 SDOE report that threatened the potential loss of school accreditation if specific problems were not remedied (The Sun, September 17, 1950, September 13, 1951).

CARVER SCHOOL BUILDING

Renovations and improvements to the Carver campus included the rewiring and installation of additional lighting in 1946 and the investigation of the need for a fire escape. As part of the Federal Government recommendation to aid veterans, the City of Georgetown was granted permission in the fall of 1946 by the school board to erect a 20' X 100' barracks building on Carver property for occupation by African American war veterans (GISD Minutes, August 27, 1946; September 18, 1946; October 1, 1946).

On April 11, 1947, a delegation from Carver met with the school board about improvements to the Carver building. During this meeting, the school board approved a request for the Carver building to be used by the local NAACP chapter providing they paid rental fees of $1 for daytime meetings and $3 for evening meetings when lighting would be required (GISD Minutes April 10, 1947).

The Carver PTA met on March 11, 1947, to hear Superintendent St. Clair and fellow school board member, Dr. Carl W. Bergquist, discuss the proposed bond issue requesting $165,000 for school improvements. The needs of the Carver building and plans for improvement were discussed. A large group of African American citizens and Carver patrons attended the meeting to learn more about the proposed addition of forty cents tax to each $100 valuation of property. After the presentation, the Carver PTA voted unanimously to support the proposed bond issue. The school board continued to make provision for routine maintenance at Carver such as painting and minor repairs during the summer of 1947 (The Sun, March 21, 1947; GISD Minutes, January 30, 1947; June 2, 1947).

The old GHS gymnasium, scheduled for removal after an SBOE inspection condemned it for public use, was the topic of discussion at school board meetings in 1947. After much debate, the school board decided to decline bids for the structure ranging from $602 and $1535 and utilize the salvageable materials from it to construct a "new" gymnasium for Carver. The school board met on July 11, 1947, at Carver to identify the best location for the gymnasium. The northeast side of the property was selected with the length of the building laying east and west. GISD hired a contractor to use the salvaged material from the center section of the old GHS gymnasium for the Carver campus providing its students with a basketball court, dressing rooms, and showers. By November 1948, GISD had spent $7,723 on the construction of the Carver gymnasium (The Sun, August 1, 1947; GISD Minutes, May 20, 1947; May 26, 1947; June 24, 1947; July 11, 1947; November 4, 1947).

In 1949 school board members approved repairs on the Carver home economics building, including repairing underpinning, asbestos siding, the roof, bracing the floor, installing corner boards, and painting the outside. School board minutes in October 1949

mention the approval of a bid by Caskey for $400 for plumbing at Carver without any details of what was needed. In September 1951, another bond passed for $300,000 to construct a new elementary school for white students and to make improvements on the Carver School campus (GISD Minutes, June 9, 1949; October 31, 1949; The Sun, September 6, 1951).

The school board discussed several issues pertaining to the needs of Carver during the summer of 1952. For example, during the May 13, 1952, meeting, the school board authorized Superintendent Barnes to obtain bids on different types of desks for Carver, and they discussed the possibility of constructing additional classrooms at the campus. In July 1952, the school board met in a special session to award bids for the purchase of furniture for Carver. Different companies were selected for different items. For example, a teacher's desk was purchased from Hoover Bros. for $42 each, and Library tables were purchased from American Seating Company for $40.70 each. Besides the teacher's desk and library tables, items purchased included a principal desk, principal chair, teacher chair, a chair desk unit, a table chair unit, and library chairs. Quantities and the total price were not provided in the minutes. The school board authorized J. E. Smith to make repairs at Carver for $1,770 (GISD Minutes, May 13, 1952; June 23, 1952; July 11, 1952).

The Carver homemaking cottage had a complete renovation in the summer of 1952 with the addition of new equipment. The renovation on the cottage included re-roofing the structure. The main Carver campus also received improvements including hardwood flooring and new desks for teachers and students (The Sun, September 2, 1952; GISD Minutes, November 11, 1952).

All of the completed maintenance and renovations enhanced the Carver campus. The addition of the gymnasium specifically improved the athletic program that was under

the direction of an athletic director and a coach, giving access to a wider range of sports activities for both boys and girls. Records indicate the Carver students continued to earn recognition in all venues of competition and often garnered numerous awards when competing in interscholastic league events (The Sun, September 27, 1951; February 28, 1952; September 25, 1952; August 27, 1952: GISD Minutes, May 11, 1948).

INTERSCHOLASTIC LEAGUE

In 1946, Carver students won numerous first place awards in the county UIL meet held in Taylor. Students won first place in literary events including sub junior spelling, junior spelling, vocal solo, piano solo, female quartet, essay writing, and senior declamation. Carver students also excelled in athletic events including the mile run, 200-yard dash, 220-yard relay, 440-yard dash, shot put, broad jump, and the high jump. First place winners proceeded to Prairie View College for State level competition on April 20. The school board provided transportation on the school bus for the students and faculty to Prairie View College. Teachers listed as assisting in training students for competition included Agnes Wilson, Mrs. Willie V. Morgan, Mrs. Mary E. Bass, Mrs. Thelma Douglas, Ellen Mack, and the principal, Louis T. Morgan. In 1947, Carver secured the state championship in declamation when King Vivion Wilson, a Carver student, won first place at the competition at Prairie View. Fred Jackson won second in the 220-yard dash; Harvey Miller won fourth in the 440-yard dash; and Dorothy Lewis, Mattie Henley, Madie Bedford, and Clara Crisp won third place in the girl's 220-yard relay (The Sun, April 12, 1946; May 9, 1946; May 9, 1947; GISD Minutes, April 11, 1946).

Another area where Carver students could exhibit their skills and earn acclaim was through the implementation of an innovative fine arts program sponsored by Southwestern University called the Negro Fine Arts School (NFAS).

NEGRO FINE ARTS SCHOOL (NFAS)

A unique and remarkable program developed in 1946 that provided professional fine arts training for African American students attending Carver. Eight years before the Brown vs. Board of Education, Topeka, Kansas decision and twenty years before GISD acquiesced and accepted the federal mandate for integration, Southwestern University began an outreach program to teach African American students piano. The Board of Education of the First Methodist Church and the Students Christian Association of Southwestern University sponsored the NFAS under the direction of music professor Iola Bowden. Despite the social and educationally segregated status of the country and Georgetown, the NFAS successfully continued for twenty years and eventually expanded to include voice and art lessons (The Sun, August 23, 1947; October 4, 1951; October 15, 1953; Allen, 1998).

Piano recitals by NFAS students were annual affairs and announcements in The Sun invited the public to attend. For example, in August 1947, NFAS students presented a piano recital at Carver and the names of the students playing in the recital were published in The Sun. In October 1953, twenty-four students participated in the NFAS program that met at the First Methodist Church on Tuesday and Thursday from 1:00 to 2:00 in the afternoon. New features added to the program included a vocal department, monthly recitals, and awarding grades for performance. Beginning in 1953, the NFAS was providing lessons in piano, art, and voice. A GISD bus provided transportation twice a week for GHS students to the church with the cost of the bus driver paid by The Student Christian Association of Southwestern University. GISD considered the time spent at the NFAS as release time for music activity, and the school board approved it for twenty years (The Sun, October 15, 1953; GISD Minutes, November 4, 1947; November 4, 1948; August 10, 1949; Allen, 1987, p. 84).

Bowden brought a group of students from GHS to Carver to present a program as part of a fundraising effort to aid in the purchase a piano for Carver. The type of program was not mentioned but it is reasonable to assume it was a musical program because one of the sponsors was Professor Iola Bowden (The Sun, December 17, 1953).

When students were not under the tutelage of Professor Bowden in the NFAS program, they were involved in coursework with their regular teachers at Carver. Postwar records reveal Carver teachers and administrators continued to participate in teacher training programs and enjoyed the implementation of equal pay for teachers of all ethnic backgrounds.

FACULTY OF THE CARVER SCHOOL

Teachers working at Carver during the postwar years included Louis Morgan, Mrs. Morgan, Mrs. Mary C. Bass, Mrs. Thelma Douglas, Miss October Jackson, Miss Agnes Wilson, Vera Mae Wright, Walter R. Banks, Josie Preciphs, Willie Jones, and Effie Miller. In June 1946, the school board discussed hiring a bandmaster for Carver but no action was taken. Mention was made in the July school board meeting about making efforts to secure additional teachers for Carver. In August 1946, GISD hired D. M. Marshall as principal of Carver for a salary of $2,000 and his wife, a teacher, was hired for $1,000 per year. Walter Banks was promoted to principal of Carver in July 1948, and M. L. Hicks was offered a job as coach and teacher in July 1948 but he declined (The Sun, July 30,1953; GISD Minutes, May 7, 1946; June 12, 1946; July 2, 1946; August 6, 1946; April 6, 1948; June 3, 1948; March 19, 1949; July 20, 1948; September 7, 1948; August 14, 1951; March 11, 1952; March 10, 1953).

Bits and pieces of information appear in scattered sources through the years about a teacherage for Carver teachers. The May 7, 1946, GISD minutes record that Louis Morgan was hired and that he did not occupy the teacherage. During a called meeting on

August 15, 1946, school board members unanimously approved building a teacherage for Carver School and authorized a committee to contract for the building for approximately $2,500. In a called meeting about budget concerns on August 17, 1946, the school board rescinded the unanimous order to build the teacherage. Apparently a teacherage was approved at some point because it generated revenue of $162 for the school district in the 1951-1952 school year. Documentation of this revenue indicates that GISD continued to own a property that was leased to GISD African American teachers (The Sun, August 21, 1952; GISD Minutes, May 7, 1946; August 15, 1946).

Mrs. Thelma E. Hathaway Douglas retired from directing the Home Economics department at Carver in the summer of 1947. An article about her resignation and subsequent relocation to San Antonio that was published in The Sun described her as "an efficient teacher, devoted to her work, conscientious, and always concerned about the advancement of her pupils. She has done good work in the Carver School and the community which it serves, aiding in every civic enterprise undertaken there." The article further stated that GISD, school patrons, and friends regretted her resignation. A recent marriage may have contributed to her relocation. During WWII GISD recorded her name as Thelma Hathaway and the Douglas name first appeared in 1946 (The Sun, July 11, 1947).

In 1947, Attorney General Price Daniels ruled that all teachers, regardless of race or color, must be paid on the same basis. The SBOE also required compliance of the new salary schedule of $2,000 for all teachers holding a bachelor's degree. An added stipulation was that all teachers had to have a bachelor's degree to teach in any public Texas school. Some school districts claimed they would risk losing their accreditation if the new salary schedule was not revised. State funding was dependent upon compliance with the ruling (The Sun, August 22, 1947).

A problem arose between a Carver coach, listed in the GISD Minutes as Mr. Armstrong, and the school board. In April 1950, a four-member delegation from the Educational Committee of the Colored Chamber of Commerce visited the school board meeting and presented a petition with 114 names requesting the rehiring of Mr. Armstrong as coach at Carver. GISD minutes do not record the hiring of Armstrong during the postwar years. The school board listened to the request of the delegation but "did not see fit to alter its previous decision." In a called meeting later that month, Armstrong was invited to discuss "his problems with the board." After the discussion with Armstrong, the board still did not change its original decision not to hire Armstrong as coach at Carver (GISD Minutes, April 4, 1950; April 17, 1950).

In June 1950, the GISD Minutes mention a report on Carver from the Special Supervisor of the Carver School from the SBOE. The report stated the school "should be marked as isolated and, therefore, kept on the accredited list." School board members stated that they were "in favor of doing everything possible and practical to raise the standing of the Carver School." The meaning of these comments is not clear because only scattered remarks in the school board minutes mention areas of concern about the condition of the Carver School building (GISD Minutes, June 5, 1950)

Carver teachers traveled with students for school-related field trips. For example, a group of twenty-seven students and two faculty members, including Principal W. R. Banks, attended the State Fair in Dallas in October 1950. Two PTA members also accompanied the students on that trip (The Sun, October 26, 1950).

The school board minutes recorded a desire and plan to negotiate a contract with the Texas Education Agency to employ a half-time homemaking teacher for Carver in July 1951 (GISD Minutes, July 10, 1951).

The faculty at Carver attended regularly scheduled teacher training programs through the Williamson County Negro Teachers Association (WCNTA). For example, Carver faculty attended the April 1951 conference where the main speaker was J. C. McAdams from the TEA. He spoke about the importance of creating and maintaining good teacher-to-teacher relationships where teaching ideas are freely shared. The organization agreed to sponsor a one-day teacher workshop describing best teaching methods prior to the opening of the next school year. The organization provided educational opportunities for its teachers including programs about African American culture. In February 1952, the WCNTA presented a countywide program highlighting "Negro achievements" during Negro history week. All of the African American schools in the county, including Carver, participated in the program. In March 1952, Taylor hosted the WCEA-sponsored thirteenth annual meeting for the African American teachers. The conference expected 1,500 black teachers from central Texas, including Georgetown, to attend (The Sun, April 26, 1951; February 7, 1952; March 13, 1952).

Carver principal, W. R. Banks, also attended educational conferences. For example, in 1952 he attended the 23rd annual Prairie View Conference entitled "The Negro Administration in the Public Schools of Texas." Principal Banks regularly attended meetings of the African American principals in Williamson County where plans were made for cohesive change in the schools. C. A. Thomas, county supervisor for African American schools, presided over the meeting. An example of planning for cohesive change was evident in their April 1953 meeting where the principals met to discuss the organization and implementation of Career Day for graduating seniors. The principals also discussed the development of a transition program for transfer students moving into the High School from the eighth grade. GISD had students transferring into

Carver from Jarrell, Jonah, and Florence common school districts (The Sun, March 13, 1952; April 23, 1953).

In 1953, Carver held regularly scheduled faculty meetings on campus during which in-service training programs were presented. For example, in March 1953, Carver planned a series of in-service training programs that discussed difficulties for faculty members in various phases of community and school life and helped them develop coping skills (The Sun, March 5, 1953).

The faculty continued a tradition of making charitable donations. For example, the Carver School faculty contributed $38 to the Georgetown Community Chest drive in 1952 and participated in the March of Dimes campaign in 1953 (The Sun, November 20, 1952; October 29, 1953).

Additional changes occurred in the Carver faculty when the school board decided to release Mrs. Josie Preciphs from her teaching contract for the 1953-1954 school year and hire Vernie Hendricks in August 1953 as a teacher and Samuel Winfield as a teacher and coach (GISD Minutes, July 16, 1953; August 18, 1953).

Carver faculty participated in professional development by enrolling in continuing education courses. For example, during the summer of 1953 four Carver faculty members attended classes at Prairie View College, and Principal Banks attended classes at Texas Southern University. The Carver campus was the site for in-service training for its faculty. In fact, Carver faculty began the 1953-1954 school year with in-service training led by Banks and Thomas, Williamson County supervisor for African American Schools (The Sun, August 27, 1953).

Although faculty members occasionally changed, the basic curriculum of the Carver School stayed the same. For example, the Home Economics class continued to develop and remained active during this historic period.

HOME ECONOMICS

Mrs. Thelma Hathaway Douglas, Home Economics department teacher, supervised student projects during the summer months. Examples of home-based home economics assignments included a wide variety of activities including managing laundry or yard duties at home, creating a layette, childcare, and beautifying the kitchen, bedroom, or living room. In July 1947, Mrs. Hathaway Douglas directed a Style Show at school to display the abilities of her students. Students wore clothing they constructed including pajamas, housecoats, dresses, play clothes, shirts, and clothes for pre-school children. Summer picnics and recreational activities for home economic students included swimming, hiking, and a wiener roast (The Sun, July 4, 1947).

The National Homemakers Association (NHA) chapter of CHS continued as an active organization on campus. In November 1952, the group attended a regional meeting in Austin with Mrs. E. M. Miller, CHS homemaking teacher (The Sun, November 20, 1952).

New technological advances found their way into the classrooms as teaching aids. For example, in 1951 and 1952, Carver teachers were able to enhance their teaching through the addition of several educational tools such as audiovisual teaching aids and an expanded library.

EDUCATIONAL TOOLS

The inclusion of new educational tools in GISD was newsworthy and was reported in the local newspaper. Superintendent Barnes presented the Carver School with a 16 mm projector in October 1952. A Carver administrator proudly reported that the campus was amply supplied with visual-aid equipment to supplement teaching with the receipt of the new 16 mm projector in 1952 and the filmstrip projector in 1951. The Carver library expanded in November 1952 due to a substantial increase of funding from

the school board. The textbook and library book fund, only $26 for the 1951-1952 school year, was increased substantially to $550 for the 1952-1953 school year (The Sun, October 23, 1952; November 20, 1952).

As new procedures, programs, and methods of teaching were implemented at Carver School, previously established programs, such as the hot school lunch program, continued and became more organized during the postwar years.

HOT LUNCH PROGRAM

Superintendent St. Clair and Carver School Principal D. M. Marshall, made application and received authorization to implement a lunch program at CHS in 1946. Professor Marshall described the hot lunch program on his campus in an article in The Sun in 1946. The program was self-sustaining and under the leadership of the campus PTA organization and school staff members. The hot lunch and milk cost 15 cents per student. Professor Marshall stated that the hot lunch program was beneficial as many parents worked outside of town and were not able to be home to prepare lunch for students. The State Department of Education reimbursed the district for a portion of the cost based upon the type of meal served. GISD Superintendent St. Clair and the school board publicly endorsed the hot lunch program at Carver School. GISD reapplied for the lunch program again in November 1947 (The Sun, December 13, 1946; GISD Minutes October 1, 1946; November 13, 1947).

GHS and Carver were the only schools in GISD serving lunch at school until a new cafeteria was built for the Annie Purl Elementary School in 1949. Carver received food commodities distributed through the Production and Marketing Administration of the United States Department of Agriculture as part of the National School Lunch Act. In 1948, GISD received Irish potatoes, dried prunes, dried peaches, honey, concentrated

orange juice, dried eggs, canned applesauce, cheddar cheese, dried milk, canned tomatoes, and tomato paste (The Sun, December 17, 1948).

Serving hot lunches for GISD became somewhat problematic as federal and state financial assistance decreased by two cents per meal in 1952. The increased cost of food commodities also contributed to the need for GISD to increase the cost of the hot lunches to all students by five cents beginning November 24, 1952. The lunch program was losing money on all campuses, having cost the district $1,340.16 for September and October 1952. After the increase, GHS students paid thirty cents per meal; Annie Purl Elementary and Carver School students paid twenty-five cents per meal; and all adults paid thirty-five cents (The Sun, November 20, 1952; GISD Minutes, November 11, 1952).

As the hot lunch program evolved and became more organized during the postwar years, additional established programs, such as seasonal student presentations, remained part of the Carver School tradition and were recognized as annual events.

ESTABLISHED PROGRAMS

Certain practices already ingrained in the history of the school continued throughout the postwar years. Practices such as graduation ceremonies, Halloween festivals, Christmas pageants, and end-of-year programs were annual events had become part of Carver's tradition. A new tradition, however, that continued for another twenty years began with the introduction of the NFAS in 1946 that promoted an education in the fine arts through lessons in piano, voice, and art. Frequent recitals showcasing the skills of the students were presented until the program was discontinued due to integration in 1966 (The Sun, April 5, 1952; April 24, 1952; October 23, 1952; October 15, 1953; November 20, 1952; May 14, 1953).

The 1949-1950 graduation ceremonies for Carver included senior day activities, a baccalaureate sermon at the Wesley Chapel M. E. Church, and commencement services at the High School. Three seniors graduated: Lois T. Mauldin, Betty Fay Tanksley, and Jean Ray Higgins. End-of-the-year programs also included a style show by the home economics department, a presentation by the elementary grades, and a music recital under the direction of Southwestern professor of Fine Arts, Iola Bowden. Nine Junior High graduates received certificates of completion (The Sun, April 5, 1950; May 19, 1950; May 30, 1950).

Occasionally, Carver School representatives would request the use of the white GISD school facilities. For example, in March 1950, Carver representatives requested use of the GHS auditorium for a concert by the Paul Quinn choir. The school board agreed to allow the use of the auditorium for the concert as long as segregated seating was maintained (GISD Minutes, March 21, 1950).

The end-of-school programs for the 1951-1952 school year at Carver began in April with the second grade's presentation. Additional programs included a style show by the homemaking students, presentation by other elementary classes, a May Day parade, and an NFAS recital under the direction of Professor Iola Bowden. Seniors celebrated their academic achievement with senior day exercises, the baccalaureate service, and the commencement exercises. Carver also had graduation exercises for the Junior High students (The Sun, May 19, 1950; April 24, 1952).

Carver continued a long-standing tradition of presenting holiday programs. For example, the first and second grade classes presented a Thanksgiving program for the public in November 1952. PTA-sponsored Halloween carnivals on campus continued through the postwar years as did the annual Christmas program that included a Christmas

tree and gifts (The Sun, November 21, 1951; November 20, 1952; October 23, 1952; October 29, 1953).

Carver School students participated in numerous annual educational programs such as Public School Week and Fire Prevention Week throughout the postwar years. These events were celebrated with a series of programs for Carver students of all ages (The Sun, March 5, 1952; October 15, 1953).

Another established procedure at Carver was the busing of transferred Colored students into GISD. In fact, plans to develop a new bus route to bring Jonah students to Carver was approved in 1949, and the route was established as soon as enough students were ready to attend school. A new 48-passenger school bus was ordered for Carver School in the summer of 1950. A GISD bus transported students to Carver in 1952 but it is not clear whether these students were Georgetown residents or from one of the many outlying districts that sent their students to GISD. In 1953, GISD agreed to permit African American students from Florence to transfer to Carver School (The Sun, June 20, 1950; August 28, 1952; GISD Minutes, August 11, 1953).

The summer recreation program continued to thrive during the postwar years. As part of the citywide effort to provide summer time activities for all Georgetown youth, GISD often permitted school buildings to be used for recreational purposes. Carver School participated in this community effort to help keep its students out of trouble by providing safe recreational activities.

SUMMER RECREATION PROGRAM FOR AFRICAN AMERICANS

In the summer of 1950 the city purchased and donated floodlights for the Carver School grounds to enable the school to promote a summer time recreational activity for students called play night. The city provided the utilities for the floodlights free of charge. Three Girl Scout troops and a Brownie troop organized the evening activities as

part of their required community service hours. White community members sponsored two of the Girl Scout troops. The Students Christian Association of Southwestern University sponsored Troop no. 22 and the Homebuilders Sunday School Class of the First Methodist Church of Georgetown sponsored Troop no. 21. The Carver PTA sponsored troop no. 25. Examples of organized activities included group games, folk games, and singing. Activities began at 7:30 p.m. and ended by 10:00 p.m. Thirty Carver students attended the first play night and many adults attended as well (The Sun, July 26, 1950).

Also in 1950, the city purchased property located in the southwest section of Georgetown and designated it as a park for the African American community. A separate park was established for white children. A contest at Carver School was held to select a name for the park, and Melvin Taylor, Jr., a first-grade student, won the $7 prize with the suggested name of Carver Park. The city council worked with a committee of three members from the African American community to formulate plans for park improvements (The Sun, February 28, 1950).

Segments of the African American population organized self-help groups during the postwar years to promote the welfare of members of their race. For example, a Negro Chamber of Commerce was created and formalized its organization at a meeting at Carver High School in February 1950. The purpose of the organization was reported as "promoting specifically the welfare of the Negro community of Georgetown and generally the welfare of the town as a whole." The needs of Carver School were discussed in the first meeting without any recommendations made (The Sun, February 10, 1950).

SUMMARY

The postwar years of 1946-1953 encompassed a time of numerous transitions for the district. GISD school board members were besieged with a plethora of building and renovation demands to meet the needs of the growing district. This historic period ushered in the beginning of an organized counseling program for students and the hiring of special services teachers through a district-wide cooperative program. The Grammar School joined the High School and Carver School in participating in the hot school lunch program. A new elementary school was built, the historic old Grammar School was demolished, and local educational icon and first GISD Grammar School principal, Miss Annie Purl, retired.

It is impossible to read the history of GISD and not see the fingerprints of Purl on numerous curriculum and program developments in the Grammar School. In her desire to teach the whole child, she recognized the value of play time and repeatedly supported measures to secure additional playground equipment for the Grammar School. She knew good health was imperative to learning so she helped create a health program through the PTA that identified health problems prior to enrollment into the Grammar School. Her insistence on having all children participate in UIL academic competitions created a reason for the children to focus on their lessons. She continually kept the achievements of the students before the community through weekly newspaper articles and thereby became the voice of GISD to many parents.

One can also follow the footsteps of Purl to the Mexican School where the Mexican School teacher was considered part of the Grammar School faculty. Purl made sure that the Mexican children had the same curriculum as her students and included them in several programs such as the JRC. She was instrumental in the development of a

PTA program in the Mexican School and also in the Colored School. Her influence could be found wherever there were children, regardless of ethnicity.

The NFAS program was a remarkable success and taught hundreds of Carver students fine arts and how to play the piano. This amazing group of individuals saw an inequity in fine arts course offerings in GISD between the white students and Carver students and intervened to create and sustain a program that lasted twenty years. This program is another example of influential individuals choosing to make a substantial contribution to education in Georgetown.

During this historic period one of the minority schools, the Mexican School, was closed, and its students were integrated into the Grammar School quietly and without fanfare. The students at Carver School would not share the same integration experience as the Mexican students. In 1954, the doors would open for integration of black students into white schools when the United States Supreme Court determined that separate was not equal and ruled that all public schools should be integrated. Although this momentous ruling opened the door for integration, GISD was not ready to walk through those doors until 1966 when the Federal Government announced federal funds would only be provided to integrated schools. The school board delayed compliance with the federal mandate despite a lawsuit filed to force integration of black students into the white campuses. The final chapter in this study of the history of schooling in Georgetown examines the intense resistance of the school board to full integration in GISD from 1954-1966.

CHAPTER SEVEN:
THE INTEGRATION YEARS—1954-1966

The integration years in Georgetown, 1954-1966, were an emotionally charged and tumultuous period. GISD wrestled with the controversial issue of how to respond to the Federal mandate to integrate black students into white public schools across the nation; three lawsuits were filed against the district; and new school buildings were urgently needed. Additional turmoil surfaced when the GISD school board elected to ask for the resignation of two different superintendents and its elementary school principal, and discussed whether to keep the high school principal, all within the twelve-year period from 1954 to 1966.

During this difficult period, two groups of individuals emerged as they took specific steps to provide remedy for the educational inadequacies experienced by the marginalized African American students in GISD. The first group that continued to make significant contributions to the educational welfare of Carver students was the NFAS program, sponsored by Southwestern University students and professors. Their desire to rectify the absence of fine arts instruction to Carver students by creating, maintaining and enlarging the fine arts program for black students or twenty years is an impressive representation of the relationship that developed between the university and GISD.

The second group of influential individuals that made significant contributions to the educational welfare of African American students was the Citizens for Better Schools, a group primarily composed of white Georgetown residents including some Southwestern University professors, that instituted legal action against GISD to force integration in GISD. Their efforts did not meet with legal success but their willingness to

challenge policy they perceived as erroneous represents another example of individuals attempting to make positive differences within GISD and the community.

This historic period constituted a major change of course in the metaphorical river that continues to the present. This chapter portrays the evolution of schooling within GISD that began in 1954 with the pivotal Brown v. Board of Education ruling and culminated in 1966 when GISD acquiesced to the federal ruling and fully integrated its schools, doing so only after the government threatened to withhold funding from segregated districts and the Civil Rights Act had passed. This litigious period in GISD's history forced the district to respond to several lawsuits filed against it including one by "The Citizens for Better Schools." The group proposed integrating black students into the white campuses under the banner of economic reasons. Another lawsuit protested the substantial increase in property taxes for some citizens that occurred when GISD superintendent Joe Barnes recommended and the school board adopted a property tax reevaluation to increase property values so the school district could reduce its debt to loan ratio and obtain a loan to build new school buildings.

The task the board faced of constructing new school buildings was daunting. A separate junior high school building was needed, along with additional space for the Elementary School and repairs for the High School. The most pressing building need involved the Carver School. That building was in such poor condition that GISD risked losing its accreditation if the situation at the Carver building was not immediately remedied. School board member Dr. Gaddy even described it as disgraceful. Due to the complicated relationship between the building program and the lawsuits, the building program is discussed separately from discussions about each GISD campus and can be found in the last section of this chapter that focuses on the lawsuits.

Despite the brewing tempest in the community and school district revolving around increased taxes and debates about how to integrate the schools, schooling in GISD did not falter. During this twelve-year period, despite the uncertainty created by the lawsuits and changing of administrators, teachers continued teaching, established programs remained in place, and new programs were introduced. The original premise of "promoting the progress of education" set forth in 1850 by the founding fathers of Georgetown persevered in GISD.

GISD ENROLLMENT

During the postwar period, GISD experienced considerable growth, but only had modest growth in scholastic enrollment between 1954 and 1966. The scholastic census, taken of children in the district who were six years of age and under eighteen years of age on September 1 of each year, shows evidence of the modest growth. In 1954, the Georgetown ISD had an enrollment of 1,362, consisting of 1,208 white students and 154 black students. By 1966, the school system had only increased to 1,464 students. For the 1965-66 school year, when integration began, the enrollment had dropped slightly to 1,433. This included 392 in high school, 325 in junior high, 572 in elementary, and 143 at Westside, the black school built during this period (The Sun, April 15, 1954; January 16, 1958; January 15, 1959; January 21, 1960; January 19, 1961; January 17, 1963; January 16, 1964; January 7, 1965; GISD Minutes, January 26, 1954; September 13, 1966).

GISD conducted a Latin-American enrollment count in 1962 as part of an investigation into a large dropout rate, finding that the Latino population was 34% in grades one through six, 24% in grades seven and eight, and only 8% in the High School students. The total Latino population in GISD was 25%. Later, in 1964, the school board

revealed their dropout rate was a whopping 40% and a significant portion was from the Latino population (GISD Minutes, March 30, 1962; The Sun, August 27, 1964).

Although this growth of only 7.5% over twelve years seems small, overcrowding during this period fueled the two most traumatic issues faced by the school during the years 1954-1966. It was widely agreed that the school during the 1950s was overcrowded, a condition the GISD school board responded to by considering enlarging existing facilities, or building new ones. An initial hurdle to such plans was the school tax base, significantly undervalued because it had not been properly appraised since the 1930s during the Great Depression. This led the superintendent and school board to implement a reevaluation, which proved to be highly controversial. The reevaluation increased the taxable property values in GISD from six million dollars to fourteen million. This created a community-wide revolt against the increased taxes and was a leading cause of new members running for and obtaining seats on the school board. The newly constituted board then refused to extend the contract of Superintendent Barnes, who had served as superintendent for 15 years. Barnes was viewed as one initiator of the reevaluation, and he believed that to be a key factor underlying the school board members' refusal to extend his contract. The consideration of a building program also led to the black parents' initial request for a new school for black children, which set off a string of events leading ultimately to Georgetown's integration in 1966 (Allen, 1992, Joe Barnes interview).

BUILDING PROGRAM

By the end of the integration years, GISD would have a new Junior High School building, a new elementary school building for the black students called Westside, additions to the Elementary School and renovations to the High School. All of the building program work was accomplished at the end of this historic period because of

delays related to the lawsuits filed against the district. A fuller examination of the building program is found in the integration section of this chapter.

The old Annie Purl Elementary School building was sold for $30,000 in 1955. The new owner, W. S. Wagley, demolished the building and built a new gas station on the site (The Sun, February 25, 1955; February 26, 1955; May 13, 1955; February 7, 1957).

STATE ACCREDITATION

GISD was placed on a "warned list" by the Texas Education Agency (TEA) for the 1960-1961 and 1961-1962 years due to numerous deficiencies in the school district, especially the Carver School campus. During a September 1962 school board meeting one member stated that TEA had given the school district one year to "get its house in order" or risk losing accreditation that could result in a loss of $200,000 or about half of the GISD budget. The school district received some leniency from TEA when they did not visit GISD during the 1962-1963 and 1963-1964 school years because of the school district's heavy involvement in lawsuits and its subsequent inability to focus on remedying the most onerous deficiencies in the district that had been outlined in the TEA report. The lawsuits were connected to some of the necessary corrections that TEA expected GISD to address such as building a new school building to replace the deteriorating Carver school plant. A follow-up TEA visit by a three-man accreditation team that arrived in GISD on November 9, 1964, produced a much more favorable report with only three primary recommendations for the district. Most notably, GISD was removed from TEA's "warned list" (The Sun, February 9, 1961; February 15, 1962; September 20, 1962; GISD Minutes, December 8, 1964).

COMPULSORY ATTENDANCE

During 1954-66, compulsory attendance continued to be a requirement. In 1954, school started the first week of September, but attendance was not compulsory until October 1. This was a vestige of the agricultural background of the community, where students were needed in the fields often until the end of September for tasks such as gathering cotton. The attendance requirement, established for all children ages seven through sixteen, was enforced throughout Williamson County. A $5 fine was imposed for the first offense, a $10 fine for the second, and each subsequent offence garnered a $25 fine on the parents of the school-age delinquent child. A related Federal law also made it unlawful to hire any school-age child to work during school hours. The compulsory attendance laws particularly affected migratory students, because they moved between school districts during the agricultural work season. Businesses still could not hire them before May 15, and only thereafter with written proof of class completion (The Sun, September 30, 1954; August 9,1955; September 6, 1956; October 17, 1957; September 14, 1958; September 15, 1960).

In 1960, the school board altered the dates for compulsory school attendance in GISD to begin the first day of school and continue to the end of the school year (GISD Minutes, August 13, 1959; September 8, 1960; August 7, 1962).

CURRICULUM DURING 1954-1966

GISD responded to the 1957 Russian launch of the Sputnik satellite and the concomitant national outcry for increased rigor in public school curriculum by increasing its science and mathematics curriculum offerings in the High School. Subsequent patriotic nuances ebbed into the curriculum during the Cold War such as an emphasis on Americanism, recommended by the school board and put into place on all GISD campuses. Examples of the Americanism emphasis included practices such as teaching

all students two stanzas of the national anthem and playing a recording in all classes of a person telling his story of being held prisoner for nine years in a communist country and crediting his faith in God for his survival. GISD curriculum also included new courses such as Drivers Education, the implementation of Title I, II, and III programs, and the television broadcasts of local channel KLRN, utilized as an educational tool for students and teachers (The Sun, January 23, 1958; January 7, 1960; February 21, 1963; August 8, 1963; June 10, 1954).

In 1964, the district responded to a huge 40 percent dropout rate by increasing its vocational education program to provide more technical trade training courses. The vocational education department attempted to reduce the dropout rate and keep students in school by offering an expanded curriculum that included industrial cooperative training, known as ICT, and distributive education, known as DE primarily for those students not planning to attend college (The Sun, August 27, 1964; January 21, 1965; February 11, 1965).

FACULTY AND ADMINISTRATORS

GISD typically employed approximately 50 to 60 teachers in the integration years, with relatively low turnover. For example, in 1954 there were 12 new teachers out of a total faculty of 52. During this period, the district continued to support professional development, both by encouraging teachers to attend professional educational conferences such as TSTA and by bringing speakers and educators into the school to provide instruction. For example, in 1955, the Elementary School principal and a number of elementary teachers attended a reading conference at The University of Texas at Austin. Two GHS teachers also attended a one-week conference on school administration and teaching improvement classes at The University of Texas at Austin. In 1957, GISD teachers joined educators from sixteen counties to attend the annual

meeting of District X of the TSTA in Austin. In 1958, several GISD teachers attended the Sul Ross College Reading Conference. L. P. Sturgeon, Director of the Public Relations of TSTA, addressed the combined GISD faculty in 1960 for a two-day teacher workshop. In 1962, GHS Homemaking teachers attended an in-service education conference in San Antonio (The Sun, August 15, 1954; February 3, 1955; June 30, 1955; March 7, 1957; March 14, 1957; August 14, 1958; August 1, 1960; September 1, 1960; February 22, 1962).

GISD continued its policy of requiring six semester hours of continuing education for every three years of teaching. In 1967, a modification was made to this policy allowing some credit for attending in-service workshops or traveling to educational conferences (GISD Minutes, July 11, 1967).

The school board examined and amended some of its policies pertaining to teachers and administrators. For example, in 1957, due to a growing teacher shortage the school board discussed modifying its mandatory retirement policy once a faculty member reached 65 years of age. The school board decided to maintain its retirement policy but opted to invoke an emergency clause and rehire a retired math teacher in 1958 if a qualified teacher could not be found (GISD Minutes, February 7, 1957; March 13, 1958).

The sick leave policy for GISD allowed teachers ten days of absence annually due to personal illness or illness or death in the family. Sick leave days were allowed to accumulate to a maximum of thirty days. In 1957, GISD modified its sick leave policy to include GISD employees such as bus drivers, custodians, and lunchroom personnel (GISD Minutes, November 10, 1954; October 10, 1957).

Pregnant school personnel were allowed to continue working until they reached the fifth month of their pregnancy or the semester ended, whichever came first. This policy was enforced as evidenced by the resignation of Mrs. Billie Sommermeyer due to

the "length of time one may work after becoming pregnant" (GISD Minutes, September 13, 1955; February 9, 1956).

In 1966, the school board decreed that part-time principals had to earn their master's degree and administrative certification within three years of employment. Full-time principals had to have their master's degree and administrative certification at time of employment (GISD Minutes, November 8, 1966).

TEACHER EDUCATION

GISD faculty attended professional development classes throughout the integration years. Professional development opportunities typically were available through attending out-of-town conferences, in-house training via guest speakers or in-service workshops, and by attending courses either at Southwestern University or The University of Texas, Austin. For example, In March 1957, students were given a school holiday while teachers attended the District 19 TSTA meeting.

In 1960, GISD brought L. P. Sturgeon, the TSTA Director of Public Relations, to speak to the combined GISD faculty for a two-day teacher workshop for approximately 60 Georgetown teachers. Sturgeon held numerous education positions, including director of the Minimum Foundation Program in the State Auditor's Office, later known as the Gilmer-Aiken Program. This two-day workshop was part of the district's practice of making the two days prior to the opening of school a time for faculty workshops on a variety of academic topics (The Sun, September 1, 1960).

In 1962, Southwestern University offered a night class in "Teaching Geography." Completion of the course fulfilled part of the requirements for an elementary teaching certificate in Texas. Elementary and Junior High Teachers were specifically invited to attend. In 1966, Southwestern University offered a series of seminars for teachers on

various means of increasing teacher effectiveness (The Sun, January 11, 1962; January 25, 1962, December 15, 1966).

The Williamson County Education Association (WCEA) continued to operate during the integration years but was not as widely publicized as they had been in previous years. In an October 1961, meeting at GHS the guest speaker was from TSTA and spoke about the future plans of the organization. In 1962, the association met and provided presentations on "Grouping for Reading and Arithmetic in Primary School," "The Importance of Art," and "New Principles and Standards for Junior High." In 1963, the president of the TSTA spoke to the WCEA at the last meeting of the organization for the 1962-1963 school year. In 1966, the WCEA scheduled a conference in February for all area teachers on the topic of the importance of the relationship between the teacher and the child. Attendees were divided into primary, elementary, junior high, and high school groups (The Sun, October 5, 1961; March 1, 1962; April 18, 1963; February 17, 1966).

SCHOOL BOARD RELATIONSHIP WITH GISD SUPERINTENDENTS 1954-1966

The integration years of 1954-1966 were difficult for GISD superintendents. Superintendent Joe Barnes, having served as GISD superintendent since 1948, was notified that his contract would not be renewed in 1963 when he still had one year remaining on his contract. Complaints by school board members against Superintendent Barnes included: he played too much golf; it was time for a change; broken light globes and water fountains pulled loose from the wall at the High School were evidence of his lack of discipline; and finally, it was not a good policy to keep a man until retirement age. Barnes attributed the school board disenchantment with him to his recommendation for property tax reevaluation. A contributing factor may have been that he signed a petition supporting the call for an election on the issue of integration of black students into the white schools. The school board, after checking with the Attorney General's office,

declared the petition invalid due to inconsistent wording on subsequent pages of names. It is also noteworthy, however, that a disruption in the administration of a Texas school district was considered a viable reason for a one-year variance for school districts to submit a plan to the state for integrating black students into white schools. In fact, the GISD lawyer mentioned this fact in a legal brief in response to a portion of the integration lawsuit brought against the district. It is only supposition that this may have played a part in the decision to ask the superintendent to resign in the midst of the integration battle in GISD. Barnes offered his resignation in June 1963. The GISD school board boasted that it had 54 applicants for the newly opened position of superintendent including applicants from AAA and AAAA schools. School board chair Doering stated that Georgetown citizens should be pleased to know that serving as the GISD superintendent was a very desirable position for top educators throughout the state. From the 54 applicants, the school board elected to hire Alfred Bell as the new superintendent. Bell, however, was destined to only last three years in this capacity until the school board also asked for his resignation and released a statement to the local newspaper and a local radio station, KGTN, itemizing the reasons. Those reasons, cloaked in vague generalities, included Bell's disregard for GISD policies, failure to function as instructed by the school board, and attempts to conceal these inadequacies from the school board. Bell resigned and received a $2,000 severance package in lieu of the remaining time left on his contract. Otto Longlois was hired as the new GISD superintendent in July 1966 (GISD Minutes, February 8, 1962; June 10, 1963; July 11, 1963; February 10, 1966; May 18, 1966; June 29, 1966; July 25, 1966; The Sun, June 27, 1963; May 18, 1966; June 27, 1966; Allen, 1992, Joe Barnes interview, 1992).

STUDENT TRANSFERS INTO GISD

GISD student enrollment included a substantial number of transfer students from neighboring districts. For example, in 1959, there were approximately 600 students in grades seven through twelve in GISD including 71 transfer students from the Jonah school district that only offered instruction for grades one through six. Transfer students comprised approximately 12% of the Junior High and Senior High School student body (The Sun, April 12, 1962; May 21, 1959).

Between 1954 and 1966, the GISD school board repeatedly addressed the prickly issue of tuition for transfer students. In 1959, the school board decided to begin charging tuition to districts such as the neighboring Jonah school district that transferred its 71 students into GISD. The school board decided to charge the Jonah district tuition of $55 per year for each transferred student, a decision that meant that the Jonah taxpayers would be required to pay the tuition for their transfer students (The Sun, May 21, 1959; GISD Minutes, May 14, 1959).

The GISD school board frequently faced troubling issues regarding charging transfer tuition to Jonah students. In fact, the Jonah school board and the GISD school board held additional meetings to discuss the thorny issue of tuition. For the 1959-1960 school year Jonah school board members paid $1,350 in tuition due to only thirty-three student transfers into GISD. The GISD board voted to keep the tuition fee of $55 per student per year in place for the 1960-1961 school year but the Jonah school board balked and asked to keep the total sum the same despite transferring an additional thirteen students to GISD. Jonah school board members reminded GISD school board members that they could transfer their students into the Granger school district or the Taylor school district without any tuition fee but they preferred the GISD school system. Their argument was successful, and the GISD school board agreed to the reduced total tuition

fee of $1,350 for all Jonah students for the 1960-1961 school year. The GISD board continued its same $55 per student tuition policy for transfers for the 1961-62 through 1963-64 school years. In each of these years, the GISD school board continued to negotiate a lump sum with the Jonah school district. In 1961-1962 GISD agreed to $1,500 for 1961-62 school year; $1,700 for 1962-63 and $1,700 in 1963-64 for fewer than thirty-three students (GISD Minutes, June 4, 1959; June 24, 1959; April 7, 1960; June 27, 1960; March 7, 1961; May 11, 1961; June 14, 1962; April 11, 1963; July 11, 1963).

After establishing a transfer tuition policy, in ensuing years the GISD school board repeatedly considered the question of whether to raise tuition for all transfer students to match the actual per-student cost of the education. Initially, the school board resisted increasing tuition from $55 per student per year to the current cost of $72.26 in 1962. In 1963, however, the school board reconsidered their tuition fee schedule of $55 per student per year in light of the actual cost incurred by the district of $92 per student. The board discussed the issue for several months until, in December 1962, the district decided to charge tuition based on the actual cost the district incurred. The GISD school board approved a recommendation by new Superintendent Bell that the tuition charge for transfer students be based upon "per capita costs from local tax receipts from the previous school year" (The Sun, April 19, 1962; September 5, 1963; GISD Minutes, December 3, 1962).

Therefore, based on the new per capita cost basis, in 1964, the GISD school board voted to raise the tuition from $55 to $106 per student. The Jonah school board did not respond favorably to the new tuition rate and voted not to pay the new tuition amount. Jonah school board members, once again, reminded GISD school board members that the neighboring Taylor school district offered free transfers but Jonah students preferred

attending GISD. The Jonah school board attended the February 4, 1964, GISD school board meeting and stated they could not pay the new $106 per student per year tuition rates imposed by GISD. Jonah school board members pointed out that they simply could not pay more, as their tax rate was already $1.10, and they could only raise it $.10 more. Jonah school board members stated they already paid $55 per student plus bus fees and that the additional number of students in GISD meant increased state funding for GISD. The discussion about the tuition fee for Jonah transfers carried over to a GISD school board meeting the next day where a letter from the Georgetown Chamber of Commerce was read that supported a good relationship with Jonah (The Sun, February 6, 1964; GISD Minutes, February 4, 1964).

In the meeting on February 5, 1964, the board first noted that it had received a resolution from the Georgetown Chamber of Commerce asking the board to retain and encourage transfer students, because of the "trade income and good will benefits gained by the Georgetown community from these students, their families and these over whom they exert influence." The GISD school board considered a motion to rescind its tuition charge of $106, which failed on a 3-3 vote. The president called for more discussion, and on the second vote, the motion carried. A second motion was made that "the business issue should over-rule the Board's moral obligation to taxpayers since we have the facilities." The Board also cited a desire to maintain good relations between the Jonah and Georgetown communities. That motion passed. In a series of motions, the Board finally approved setting tuition for all transfer students at $55. After this, the Board appeared to avoid controversy on the transfer tuition issue. Over the next three years, the Board kept the transfer tuition low at $65, finally raising it to $75 for the 1967-1968 school year (The Sun, January 9, 1964; February 6, 1964; February 13, 1964; June 16,

1966; GISD Minutes, February 5, 1964; January 11, 1966; May 9, 1967; December 13, 1967).

ESTABLISHED PROGRAMS

The school lunch program continued in GISD with minor modifications. Students could continue the practice of charging their lunches but the bookkeeping process by teachers in the classrooms was consuming as much as thirty minutes daily. The policy changed to allow students to purchase either weekly or monthly tickets for lunch and the teacher simply would punch tickets daily and let the cafeteria know how many students were eating in the cafeteria that day. GISD participated in the Federal School Lunch Program and entered into contract for the program throughout the integration years. School lunches were purchased for twenty-five cents at the Elementary School and at Carver. Students at the Junior High and High School paid thirty-five cents for lunches and all adults paid forty cents. Just as during the postwar years, the school cafeterias represented a financial loss to the district. The school board continued to discuss the dilemma of how to correct the losses in the cafeteria. For example, in 1966, the school board discussed the ongoing problem with GHS principal Longlois who cited problems such as too many cooks in the kitchen, no freezer, food walking out of the back door, and too many free meals. The board, once again, resolved to take steps to make the school cafeteria profitable (The Sun, August 29, 1963; September 1, 1966; August 11, 1966: GISD Minutes, June 8, 1954; June 14, 1955; June 14, 1956; June 13, 1957; August 14, 1958; July 9, 1959; July 14, 1960; May 10, 1962; June 13, 1963; May 11, 1965; May 10, 1966).

In 1964, students were required to eat their lunches in the school cafeteria at the Junior High due to dangerous traffic concerns in the area, unless they provided a letter written and signed by both parents permitting them to leave the school campus during the

lunch hour. The school board required all elementary students, Westside students, and Junior High Students as of January 1966 to eat their lunches, either brought or bought, at the school cafeteria due to increased traffic danger around the busy campuses. The same compulsory rule of eating at the school cafeteria applied to High School students beginning in September 1, 1966, for safety and economic reasons. A financial deficit at the High School was created partly because only approximately sixty or seventy High School students purchased their lunches at the High School cafeteria and approximately eighty left the campus to eat downtown. It was hoped that the deficit would correct itself if the students had to remain in the cafeteria to eat their lunches. The school board had to postpone its new ruling to have a closed campus for lunch at the High School due to a concern expressed by GHS superintendent Longlois that the cafeteria was not prepared to feed the 475 students reenrolled at GHS. Therefore, at the beginning of the 1966-1967 school year, High School students were not restricted to the school cafeteria for lunch. Throughout the integration years GISD published the school lunchroom menus in The Sun (GISD Minutes, August 18, 1964; The Sun, October 23, 1952; February 4, 1954; August 20, 1964; December 16, 1965; August 18, 1966).

A cafeteria supervisor, Mrs. Emory Carlson, was hired by GISD, and she visited each of the four school cafeterias daily. The school board allowed eight cents per mile for travel expenses incurred by the supervisor. It is likely that the supervisor was hired through the Williamson County Cooperative program that located specialized teachers and supervisors for the districts within the county. Mrs. Carlson managed sixteen women, including three part-time employees, and the feeding of nearly 1,000 GISD students daily. USDA commodities received by GISD included flour, corn meal, rolled wheat, butter, dry milk, cheese, rice, lard, dry beans, canned pineapple tidbits, canned apricots, canned green peas and canned cherries. Milk was served with each meal and

extra cartons of milk could be purchased for two cents each. Mrs. Carlson was also responsible for creating and preparing balanced meals for students (GISD Minutes, October 6, 1964; The Sun, October 15, 1964).

GISD participation in a Williamson County Cooperative program that permitted different districts in the county to share special services teachers and counselors continued during the integration years. The GISD school board entered into contract with the Williamson County School Board for Cooperative Contract for Supervisors, Counselors, and Special Service teachers for all GISD schools including Carver for the 1955-1956 school year (GISD Minutes, July 12, 1955; August 8, 1957; August 14, 1958; July 9, 1959; July 14, 1960; July 13, 1961; July 12, 1962; June 13, 1963; June 8, 1965).

Beginning in 1950, public schools in Texas celebrated Public School week by inviting parents and friends in the community to visit school campuses. Prior to the inception of Public School week, the elementary PTA for several decades sponsored a Visitors Day twice a year for parents and friends to visit the school. The children presented programs for Visitors Day that included a large exhibition of artwork and musical and theatrical presentations from each classroom. With the advent of Public School week and the retirement of Annie Purl, Visitors Day programs eventually waned and were replaced with a district-wide program whereby parents were simply invited to visit the campuses. At the High School, student council members provided guided tours to guests, and refreshments were served. Throughout the integration years, no special programs were planned in the Elementary School or High School because the principals wanted the parents to see students working on the regular curriculum (The Sun, March 8, 1956; February 26, 1959; February 18, 1960).

TECHNOLOGY

The GISD school board continued to support the integration of technology into the classroom. For example, in May 1966, the school board purchased a television, three tachistoscopes, one controlled reader, two slide and film strip projectors, four record players, one dry mount press, one tacking iron, two tape recorder, five projector tables, one electric typewriter, and one dry photo copier (GISD Minutes, May 2, 1966, May 18, 1966).

COLD WAR CONSIDERATIONS

GISD participated in the National Defense Education Act (NDEA) programs for curriculum support. They applied for participation in the Federal Aid – Science Program through Title V and in the NDEA language and math program in 1960. In April 1960, the school board instructed the superintendent to apply for Federal funds through the NDEA to acquire material in the sciences such as physics, biology, and chemistry. The school board expanded their participation in the NDEA programs in 1963 by applying for participation in counseling and guidance, science, language, and science. Materials were purchased by GISD in the areas of science and counseling. Through the NDEA program, the Federal government would pay 50% of the cost of televisions purchased for education purposes in the Elementary School (GISD Minutes, April 7, 1959; April 7, 1960; December 8, 1960; February 14, 1963; The Sun, April 14, 1960)

GISD cooperated with city and county officials and Southwestern University members to create a plan to respond to a nuclear emergency. The school board discussed the Nuclear Emergency Plan at length at a November 1962 regular meeting and declared November 20 as Alert Day in Georgetown when a practice evacuation drill at an unspecified time would be held. Parents of all school-aged children were supposed to plan how they expected their children to leave the school and arrive at their homes safely.

All elementary age children were to leave the campus with parents when the alarm sounded unless the parents had sent a handwritten letter granting permission for the student to walk home. Children ten years of age and older who lived within one mile of the school were asked to walk home and take any younger siblings with them. The students were supposed to follow the route predetermined by the parent and children. All bicycles were required to stay at school, and students were not allowed to take any books or supplies with them. The emphasis was on getting the children home as safely and quickly as possible either in a parent's car or on foot. Students were allowed to return to school to collect their bicycles and books forty-five minutes after the drill began. A committee designated specific locations for parents to gather their children at the school. For example, students with last names beginning with A–F gathered by the East side of the building for pickup and students with last names beginning with G-N were picked up at the front of the school building. Students with last names beginning with O-Z congregated on the west side of the school building. Siblings were instructed to group together to facilitate quick delivery into waiting cars. This was done in an effort to organize the traffic flow and speed up the process of having all the parents there at once to collect their children. A map showing proposed traffic routes was published in The Sun. Home was considered the safest place for children in case of a nuclear attack or some other type of disaster. Families were encouraged to get into hallways reinforced with mattresses or other dense materials as protection from nuclear fallout (The Sun, November 14, 1962).

An editorial in The Sun praised the architectural firm of Page, Sutherland and Page in Austin for its design of a new school building with an underground shelter adequate to house twice the number of students enrolled. School board members were

encouraged to consider the feasibility of adding a fallout shelter for GISD when they were able to proceed with the building program (The Sun, December 13, 1962).

The GISD school board approved cooperating with the city in the Civil Defense Program in 1966 and holding a "Civil Defense School," at the request of the city, in 1967 (GISD Minutes, November 8, 1966; March 14, 1967).

GISD RELATIONSHIP WITH SOUTHWESTERN UNIVERSITY

GISD enjoyed a very positive relationship with Southwestern University and had for several decades. During the integration years, Southwestern University professors continued to make courses available so teachers could accrue their continuing education requirements or earn a Texas teaching certificate. GISD reciprocated by allowing Southwestern University education students to complete their practice teaching requirements on its campuses. In 1961, Southwestern University sent an official letter to the GISD school board offering tuition free grants for education courses to GISD teachers serving as mentors to student teachers from the University. For the first time, in 1965, the GISD school board discussed the possibility of collecting remuneration from the university in exchange for permitting student teachers to practice teaching in their schools. Superintendent Bell was instructed by the school board to contact other school superintendents and gather information about the practices of other districts regarding student teaching. He reported that payments ranged from thirty cents per hour to $70 per teacher while many districts required no payment at all. Districts in close proximity to GISD such as Taylor, Round Rock, and Waco did not charge any fee. In 1965, GISD had sixteen student teachers, all from Southwestern University, and did not charge any fees for the privilege of conducting their student teaching on GISD campuses. Six student teachers were at GHS, three at the Junior High, and seven at the Elementary campus (The Sun, January 21, 1965; GISD Minutes, January 12, 1961).

Southwestern University offered special opportunities to GISD students such as a Speech and Journalism clinic in February 1954 for GHS Speech and Journalism students. The University opened its doors to potential students by offering a career day where high school students across the county were invited to the campus. Numerous GHS students participated in this annual event. In 1960, as part of an experiment, the GISD school board agreed, subject to TEA approval and certain conditions being met, to allow high school students to enroll in Southwestern University for high school credit courses (GISD Minutes, February 4, 1954; September 8, 1960; The Sun, March 18, 1965).

HEALTH

For years, through the March of Dimes, GISD students on all campuses had contributed to the drive to help eradicate polio, previously called infantile paralysis. In the integration years, students continued to raise funds to help find a polio vaccine. For example, in 1954, GHS students supported a student council sponsored coke party in the school gymnasium and raised $54 to fight polio. Carver School organized various fund raising activities to contribute to the March of Dimes such as a luncheon presented by the Homemaking department. During 1954, Carver School students raised $90 for the March of Dimes (The Sun, January 28, 1954; February 4, 1954; February 18, 1954).

In 1955, first and second grade GISD students were able to receive the new Salk polio vaccine during a mass inoculation in Georgetown. Dr. William Frey, health officer for Williamson and Bell counties, went to Austin to collect the polio vaccine allotted to the two counties. The first of the three recommended inoculations were given in the High School gymnasium in April 1955 to 849 students. The second was administered in July 1955 to approximately 500 students. It was estimated that many of the students who did not receive the second inoculation might have been Mexican students who were out of town during the summer working in the fields. Make-up shots for the 347 students who

missed the second inoculation had to be scheduled with a private physician and not with the Williamson County Health Unit. The third and final inoculation was supposed to be provided by the family doctor (The Sun, March 31, 1955; April 21, 1955; July 21, 1955; July 28, 1955).

Tuberculosis became the primary health concern in GISD after the polio vaccine became widely available. In 1955, tuberculosis was at a ten-year low in Texas due largely to the work of school children raising funds and awareness of how the infectious lung disease is spread. In 1956, there were 62 active cases of tuberculosis in Williamson County including four new cases. High School students sold "tags" as a fundraiser to fight tuberculosis. In 1958, the number of tuberculosis cases in Williamson County increased to 97. Education, touted as the key to the elimination of this preventable disease, was provided to two Williamson County teachers at a workshop where they learned how to educate people on helpful sanitary practices. In 1959, all GISD students took a tuberculosis test and in 1965, the school board mandated that all school staff have an annual tuberculosis skin test (The Sun, March 24, 1955; December 13, 1956; January 10, 1957; July 17, 1958; April 16, 1959; March 11, 1965).

The dangers of smoking were beginning to become known in the 1960s, and this new information affected the health curriculum in GISD. For example, the Williamson County chapter of the American Cancer Society arranged a schedule of filmstrips and films to teach Junior High and High School students the hazards of lung cancer and the correlation between smoking and lung cancer. Gus Steenken, chair of the education committee of the local chapter, stated, "The aim of the Cancer Society is to impress upon the young teenagers the folly of acquiring a habit which can be so dangerous to their health and which is difficult to break once it has been acquired" (The Sun, March 5, 1964).

Sickness attributed to the flu, viruses, and strep throat could cause large numbers of students to be absent from school, usually in the winter. For example, in February 1965, a substantial number of ill students adversely affected GISD attendance. In January 1966, student illness caused a 20% reduction in attendance in the Elementary School and a 10% absentee number in the High School (The Sun, February 18, 1965; February 28, 1965; January 20, 1966).

THE ANNIE PURL ELEMENTARY SCHOOL

The Elementary School, under the direction of principal Gordon Burks, continued most of its established practices, modified some when necessary and implemented new practices as needed. For example, one modification facilitated the conveyance of information to parents by publishing the class roster of student names with the teacher's name in The Sun prior to the opening of school. This eliminated the need for mailing the information or handing out classroom assignments to students at the beginning of school and allowed faculty to wait until the beginning of school to see who had moved into or out of the district. Burks, the first Elementary School principal to follow Annie Purl, had the advantage of having numerous beneficial routines and practices already established (The Sun, August 20, 1964).

Less information about the Elementary School was circulated during the integration years of 1954-1966. During her time as principal Miss Annie Purl had repeatedly kept news about the Grammar School before the public through newspaper articles and notices. Subsequent principals chose not to follow this example and only published selected activities they deemed newsworthy.

The Elementary School music program continued throughout the integration years. In 1955, the Georgetown Music Study Club proposed that Elementary Music

Education, including singing, be taught to grades one through six. The club also supported the hiring of a music supervisor, and the GISD school board agreed to consider the club's recommendations. The Music Club had provided financial and active support to the music education programs at the Elementary School for many years. An Elementary School choir continued to function, and their picture was published in The Sun occasionally when they performed (The Sun, March 28, 1963; GISD Minutes, February 8, 1955).

Elementary School classes continued to participate in the PTA programs by providing entertainment during monthly meetings. For example, in 1963, a third grade class presented a play to the PTA members (The Sun, January 17, 1963).

All GISD campuses continued to honor Public School Week during the integration years. The elementary campus, however, did not have the space for a joint meeting with all students. Parents were urged to visit individual classrooms and view student activities and programs (The Sun, February 28, 1957).

In a departure from past historic periods, the Elementary School stopped publishing attendance and honor roll lists for most of the integration years. In fact, none were readily found. School supply lists were also omitted from The Sun during this period.

The music program continued in the Elementary School, and its students provided entertainment for PTA meetings, seasonal programs, and for special occasions. For example, the Elementary School students in all four third-grade classes and the Girl's Chorus, comprised of sixth grade girls, performed for the Business Women's League in 1963. The names of all of the students participating in the program were published in the local newspaper (The Sun, May 9, 1963).

Elementary School principal Burks resigned in 1963, and the GISD school board took that opportunity to specify attributes to be possessed by potential applicants for the position of Elementary School principal. The qualifications were that the applicant must be a male; between the ages of 30 and 50; have a master's degree; have teaching and administrative experience; must be married and willing to accept a one-year contract with a two-year contract to follow if service is acceptable. These new qualifications came just thirteen years after the first and most illustrious Elementary School principal GISD ever employed, Miss Annie Purl, had retired after tirelessly serving GISD for forty-nine years and but two years after her death. She led the school to earn national and state recognition and awards, was listed in Who's Who in American Education and in Notable Women of the Southwest. Yet, a younger Annie Purl would not have been considered for the position of Elementary School principal or even been able to interview with the GISD school board in 1963 due to her gender and marital status. GISD employed three Elementary School principals and asked two of them to resign during the integration years of 1954-1966. Perhaps part of the problem in selecting the right principal lay in the exclusionary and subjective qualifications set forth by the board (The Sun, December 24, 1959; February 2, 1961; April 18, 1963; GISD Minutes, February 14, 1963).

In 1966, the GISD school board notified Elementary School principal Dewey Baker that his contract would not be renewed and he resigned effective December 1, 1966. His contract extended to the end of the 1965-1966 school year but Baker decided to resign once offered a position with TEA. The school board's decision not to renew Baker's contract occurred about the same time that they asked superintendent Bell to resign and discussed whether to keep the high school principal (The Sun, November 10, 1966; GISD Minutes, November 8, 1966).

EXPANSION OF THE CURRICULUM

Prior to WWI, teachers and students in the Grammar School participated in landscaping activities to beautify the grounds surrounding the campus. In 1958, however, the landscaping project at the Elementary School was motivated by another reason other than beautifying the school grounds. Elementary teachers asked the school board to let them create and implementing a landscaping plan that correlated with their science curriculum. The landscape plan received school board approval and included planting native trees, creating a desert garden, planting shrubs, and creating a flower and bird center behind the Elementary School building, all under the direction of the principal and superintendent (GISD Minutes, October 9, 1958).

New curriculum additions at the Elementary School included the introduction of a formal physical fitness program for elementary students, and the adoption of a phonics reading program called "Phonetic Keys to Learning" for grades one through three for the 1965-1966 school year (GISD Minutes, April 7, 1964; August 10, 1965; September 14, 1965).

TECHNOLOGY

The Elementary School PTA was instrumental in the implementation of televised educational programs from KLRN of Austin in the elementary classroom. The school board had considered educational television for students in 1962 but tabled the discussion because reception was not clear and an evaluation of the programs offered had not been made. The next year, in February 1963, the school board authorized the Elementary School PTA members to collect funds and purchase televisions for the new educational program. Mrs. Herbert Baker, PTA president, spoke to the GISD school board and donated $700 from the PTA to purchase the television sets. Matching funds were attained through the NDEA providing a total amount of $1,400 for the purchase of eight

television sets. The school board approved this proposal and voted to provide funds to secure the wiring, antennas, and other installation costs. The school board also approved the allocation of $950 to purchase one television set and pay all related expenses for installation at Carver School. KLRN offered classes in Spanish, language, American Heritage, geography and elementary science at a cost of $0.80 per student costing GISD $1,025 for the 1963-1964 school year. Students in all of the elementary grades watched the program daily. Teachers also received in-service training in mathematics that correlated with the new mathematic books the district would order in 1965. GISD continued to utilize the KLRN programs beyond the end of the integration years in 1966 (The Sun, February 21, 1963; June 20, 1963; August 8, 1963; October 3, 1963: GISD Minutes, May 10, 1962; November 8, 1962; June 13, 1963; August 20, 1963; July 12, 1966; August 15, 1967).

Curriculum offered by KLRN in 1963 included Primary Spanish, Active Spanish, Science, Art, Music, Geography, Driver Education, American Heritage, and American Government. GISD was one of 45 school districts in central Texas utilizing the television educational method in the classroom. Superintendent Bell reported that the new television classes were very well received by students and teachers, and it was an excellent means of enriching the curriculum (The Sun, October 3, 1963).

PTA

The PTA organization continued to provide active support to the Elementary School as it had for decades. For example, the PTA maintained its practice of sponsoring the Summer Round Up of preschool students and arranging medical examinations for students prior to entrance in the Elementary School to identify any potential health problems that could hinder their academic progress at school (The Sun, April 14, 1955; April 17, 1958; May 4, 1961).

The PTA also sponsored several fund raising activities to benefit the school. For example, the long-standing practice of hosting the Halloween Carnival continued to be an annual tradition. In 1963, the Halloween Carnival generated $1,205. Funds garnered from the Halloween Carnival and other fund raising activities were used to purchase items such as twenty-two 18" fans for classrooms, $1,000 for shrubbery, $165 for library books, sixteen reading tables for the library, the addition of built in cabinets in the school, a 16 mm movie projector, record players for first and second grade classrooms, a chinning bar for the playground, $850 for the purchase of coolers in the cafeteria and kitchen, the purchase and installation of a public address system, two overhead projectors, laminating material and partial payment for a laminating machine, and cash donations of $25 dollars to classrooms. In 1966, the PTA was saving their funds to pay for the purchase and installation of air conditioning in the school cafetorium (GISD Minutes, May 14, 1957; February 11, 1960; July 14, 1960; September 28, 1961; April 12, 1962; February 10, 1966; The Sun, September 13, 1962; November 7, 1963; May 27, 1965; January 27, 1966; December 13, 1967).

Funds were also raised by the annual collection of membership dues of fifty cents per member. The Elementary School PTA remained constant in its diligence at increasing its membership list as they attempted to attain 100 percent participation. They were very successful. In fact, in 1962, they received a certificate of achievement at the State PTA convention because the group had increased its membership by over 100 percent from the previous year (The Sun, November 22, 1962; September 12, 1963; September 26, 1963).

In 1962, the Elementary School PTA received $89.38 from the defunct High School PTA, with the proviso that the funds be returned if the High School PTA was reactivated. The Elementary School PTA was reluctant to spend the funds and it

remained unused until the school board approved the disposal of the funds by the PTA in any way they saw fit. The Elementary School PTA expressed a desire to purchase televisions for use in the classrooms but it is not clear whether they actually made this purchase with the funds (GISD Minutes, January 11, 1962; February 14, 1963).

The Elementary PTA had regular monthly meetings with guest speakers and student presentations. In 1957, Dr. Sara Zajicek, a Southwestern University professor, spoke on "How I Teach Reading and Why." She included a panel of three elementary school teachers and discussed techniques for teaching reading, a reading-readiness program, and the continuity of development of basic reading skills. Student participation was utilized as a means to increase attendance. Student competition between classes rewarded the classroom having the greatest number of parents attending meetings with a prize such as a fishbowl with fish. Parents were more inclined to attend PTA meetings when their children were involved in classroom programs such as the musical or theatrical presentations that were often presented (The Sun, March 15, 1956; January 10, 1957; March 21, 1957; January 16, 1958; February 11, 1960; September 14, 1961; August 16, 1962; February 14, 1963; April 23, 1964; March 25, 1965; September 22, 1966).

In March 1957, during a PTA meeting, the organization presented Principal Gordon Burks with a lifetime membership in the organization and all faculty members with gifts in recognition of their service (The Sun, March 21, 1957).

THE NEW JUNIOR HIGH AND ITS PROGRAMS

For most of this period, the Junior High was comprised of grades six, seven, and eight and was housed in the High School building. By the end of the integration years, in 1964, the Junior High would have its own new building.

During this transitional period, the Junior High School attempted to establish routines, programs, and student organizations. In 1962 by decree of the school board, no athletic program had been established at the Junior High. They wanted to postpone the establishment of an athletic program until the new Junior High school building was built (GISD Minutes, August 7, 1962).

One of the student organizations established at the Junior High was the student council. By 1964, they had their own student council and a representative from each classroom (The Sun, February 27, 1964).

In 1964, the school board voted to eliminate any banquets, dances, and similar events at the Junior High, saying the children were too young for such activity. Social activities were limited to school assemblies, auditorium-style stage productions, such as drama, speech, choir, and music. The school board also decided to discontinue the practice of sending the Junior High Pep Squad to away games, leaving the responsibility for transportation to the parents. Other decisions by the board included prohibiting Junior High students from bringing cars to school. Fourteen-year-old students, typically in the eighth grade, were eligible to earn a drivers license in 1964 but they were not permitted to bring cars to school. The school board agreed to review the new policy after traffic was routed back to the new Interregional Highway 35 and off of Highway 81, known as Austin Avenue (The Sun, August 20, 1964, November 12, 1964).

FACULTY

The March 7, 1957, school board minutes combine the teachers hired to teach at the Junior High with the High School teachers, presumably because they were housed in the same building. Nineteen teachers were hired for the 1957-1958 school year for both the Junior High and the High School. In 1961 and 1962, B. E. Birkelbach was designated as the principal of the Junior High. For the 1966-1967 school year, the Junior High

faculty was listed separately and was comprised of eleven faculty members, and the principal was G. W. Walker (GISD Minutes, May 7, 1957; August 7, 1962; February 17, 1966; March 8, 1966).

HIGH SCHOOL

The High School was overcrowded much of the integration years and while the school board considered and planned an extensive renovation for the building during this period, the lawsuits filed against the district delayed any renovations until the end of the integration years. Major departments remained, such as music, vocational courses, athletics, and the fine arts. New vocational courses were introduced, and the need for a more rigorous math and science curriculum became apparent after the launch of Sputnik by the Russians.

The music department at GHS, comprised of the band and choir, continued to participate in UIL competition and garner awards during the integration years. For example, in 1960, the band received first place ratings in Sight Reading at the UIL regional meet in Austin. The two student conductors received first place in student conducting. The school board continued to support the music program at GHS. In 1962, the board approved allocations of $541 for the purchase of drum stands, cymbals, an overhauled bassoon, a string bass, and music stands (The Sun, April 14, 1960; GISD Minutes, October 11, 1962).

The GHS choir competed with twenty-four choral organizations from region XVII in April 1963. GHS was one of several schools that earned the highest award for their choir. Eight of fifteen students participating in the solo contest won first division, the highest award. In the student conductor category, two students earned first division ratings. The music teachers were given a raise by the school board due to the outstanding

performances of the GHS choir that placed five members on the All-State Choir in 1964 (The Sun, April 11, 1963; May 7, 1964).

ESTABLISHED ROUTINES/PROGRAMS

GISD campuses did not publish honor roll lists regularly as they had in the 1940s and early 1950s. However, an honor roll list for the High School was published in the local newspaper in 1966 (The Sun, January 16, 1966).

Senior Day, senior trips, and commencement exercises continued throughout the integration years. In the 1960 commencement exercise, fifty-eight students graduated. The ceremonies were held on the Eagle Field in San Gabriel Park. The Senior Day program included the traditional reading of the class will, prophecy, special songs by a quintet, and a group singing of the class song (The Sun, May 26, 1960).

GHS continued many of its social traditions such as selecting and honoring a queen for different organizations such as the FFA, football team, and Band. The FHA girls selected a beau. In February, GHS had a coronation for Mr. and Miss GHS Coronation candidates were chosen by the teachers on the basis of leadership, scholastic average, and the assuming of responsibility. The student body then voted on the candidates (The Sun, October 15, 1959; October 29, 1959; February 27, 1964)

FACULTY

The Junior High and High School faculty routinely had turnovers as teachers moved, married, took different positions, or retired. Unlike the Carver faculty where it is possible to name the teachers and their positions, the GHS faculty was too large to be that specific. There were homemaking teachers, vocational education teachers, a band director, choir director, coaches, an athletic director, physical education teachers, drama teacher, and science, math, health, government, history, English, and foreign language

teachers. GISD worked through the Williamson County Cooperative to supply counselors and special services teachers. While faculty members came and went, the principal of the High School remained. Throughout the integration years the principal of GHS was Everette L. Williams. The school board set his salary at $5,380 for the 1955-1956 school year, $5,400 for the 1956-1957 school year and $5,440 for the 1957-1958 school year. His salary was the same as the Elementary School principal, Gordon Burks, during the 1956-1957 and 1957-1958 school years. The salaries of the two principals continued to rise. In fact, in 1961 their salaries were increased from $6,700 to $6,800 for the 1961-1962 school year. Most teachers were hired according to schedule with some exemptions allowing pay above schedule. By the 1966-1967 school year, GISD employed twenty-one teachers for the High School campus (GISD Minutes July 13, 1954; February 8, 1955; March 7, 1961; March 8, 1966).

In 1963, the Junior and High School had 572 students and twenty-three faculty members (GISD Minutes, March 14, 1963).

CURRICULUM

After the Russian launch of Sputnik in 1957, school districts across America, including GISD, responded to the public outcry for creating a more robust science and math curriculum in the public schools. In 1958, GHS applied for and received a Science Library valued at $1,000 from the Traveling High School Science Library Program, sponsored by the American Association for the Advancement of Science (The Sun, September 25, 1958).

In 1962, the school board approved mixed classes for the health education course for ninth and tenth grade students. In 1965, the school board noted that college preparatory courses, such as algebra, chemistry, and English, were overcrowded (GISD Minutes, July 12, 1962; September 14, 1965).

When the school board considered adding another foreign language to the GHS curriculum, they conducted a survey of High School students to see which languages they preferred to have offered. French received 151 votes, German had 105 votes, and Latin received 39. No further mention was found in the GISD Minutes about which course was added to the curriculum for the 1966-1967 school year (GISD Minutes, November 9, 1965).

Drivers Education established its place in GISD curriculum during this period. This course was first mentioned in 1954 when an article in The Sun reported that three Williamson County teachers had completed a course at The University of Texas and had received TEA certificates qualifying them to teach Drivers Education in the public schools in Texas. The GISD school board discussed adding a Drivers Education course to the curriculum but took no action on the matter in 1955. In 1956, GISD included Drivers Education books on the approved textbook list. Then, in 1959, the school board instructed the superintendent to study the Driver Education class possibilities for summer school and report back to the board. In 1959, a motion carried at a GISD school board meeting to provide a Driver Education course in the summer with tuition of $40 per student and a minimum enrollment of twelve students. Any funds left over at the end of the course would be refunded to the students. In 1960, The Sun published an article stating GHS students received driving safety demonstrations. Also in 1960, the Williamson County School Board offered a Drivers Education course for $20 through the County superintendent's office. Thirty-five GISD students participated in the program in 1961. Boys were able to receive a 10% discount on their automobile insurance. Thirty hours of classroom instruction and six hours of driving time were required for course completion. Local high schools were permitted to grant one-half of a course credit if so desired. In 1964, the GISD school board voted to add a Drivers Education course to the

curriculum that would let students earn one-half credit. The Williamson County School Board announced their fourth successive year of offering a Drivers Education course in the summer. Students reported to the GHS cafeteria for the first class, and instruction was provided by County superintendent Gilbert Conoley and Cliff Ivicic. Students successfully completing the course received one-half credit and, if they satisfactorily completed the driver tests, received a driver's license. As evidence of the course's popularity, in the summer of 1964, out of the sixty-nine students in the class, forty-five had pre-enrolled. Classes were available to anyone that had completed the eighth grade and was at least fourteen years old (The Sun, June 10, 1954; May 10, 1955; January 7, 1960; September 16, 1960; July 20, 1961; May 7, 1964; May 28, 1964; GISD Minutes, May 10, 1955; March 8, 1956; May 14, 1959; June 4, 1959).

The school board accepted the recommendation of the faculty curriculum committee and extended the length of the school day by thirty minutes beginning in the fall of 1962. The school board increased the minimum number of credits necessary for graduation from eighteen to twenty beginning with the 1964-1965 school year. During this same time, study halls were replaced with supervised study in the classroom (The Sun, July 19, 1962; May 7, 1964).

VOCATIONAL EDUCATION

The FFA organization continued to function at GHS during the integration years. For example, in 1954, fourteen students attended the Houston Fat Stock Show and comprised the largest chapter at the show. Several members also attended the Austin Livestock Show. The GHS boys competed in calf roping, bareback riding, and the calf scramble. Girls in the club competed in the cloverleaf barrel race and for the title of Junior Rodeo Queen (The Sun, February 4, 1954).

Two FFA boys in 1955 and three FFA boys in 1959 won the prestigious Lone Star Farmer Degree from the State FFA, an honor awarded to only 2 percent of its membership annually (The Sun, July 28, 1955; July 30, 1959).

The GHS Agricultural department was selected by Texas A & M to be a student teacher center in 1957. The student teachers spent two weeks per semester in the classroom teaching students (The Sun, October 10, 1957).

The homemaking classes continued to function at GHS as did the Future Homemakers of America (FHA) organization. In 1957, an ARC sponsored course, "Mother and Baby Care" was taught at the school as a twelve-hour course. Two girls in the 1958-1959 class received the State Future Homemakers of America Degree, the highest honor attainable in FHA work (The Sun, March 21, 1957; April 23, 1959).

An annual Betty Crocker Award was given to the senior girl with the highest score on a written examination on homemaking skills. The winner's paper was submitted for further competition with other schools across Texas to name the Betty Crocker Homemaker of Tomorrow winner. In 1960, Ellen Ruth Kokel represented GHS in the competition (The Sun, February 18, 1960).

At the end of the integration years, in January 1965, GISD began to explore different types of vocational training, primarily for those students who were not planning to enter college and wanted on-the-job training. Therefore, the vocational department divided itself between Distributive Education (DE) and Industrial Cooperative Training (ICT). The DE course allowed junior or senior students to attend school in the morning and earn academic credit while working in the afternoon at a job in Georgetown learning retail and business skills. This program required the cooperation of students and businesses in Georgetown. The ICT course allowed students to earn academic credit for doing mechanical work. The Sun offered an example of hiring a young lady enrolled in

the DE program to work the front desk and a young man working in the composing room doing more manual labor. The DE and ICT courses were implemented for the first time in the 1965-1966 school year (The Sun, January 21, 1965; September 2, 1965).

After the lawsuits were settled and the school building programs were underway, the school board had more time to focus on areas of curriculum such as the vocational education programs. Vocational education programs were viewed by some Georgetown residents as meeting a great need because the majority of students chose not to go to college. It was also touted as serving the dual purpose of keeping boys out of trouble by teaching them a skill (The Sun, September, 2, 1965; May 19, 1966).

In 1966, there were discussions about creating a County or Area Vocational Training School. Matching Federal and State funds were available for construction of and purchasing equipment for an Area Training School. The GISD school board was exploring this option until it was decided to open a County Vocational School. The new school was housed in the old GHS band hall and at the old Carver School building. GHS Principal Everette recommended offering sheet metal work, welding, general metalwork, general shop, industrial cooperative training, and driver education (The Sun, March 10,1966, May 19, 1966).

UIL

As in years past, GHS continued to participate in and earn recognition through UIL athletic, literary, and musical competitions between 1954 and 1966. In fact, GISD students won first place in several state competitions in 1958 and the GISD school board president wrote a letter of commendation to teachers and their students who won first place at the state UIL competition in 1958. In 1959, a GHS student won first place in state competition in extemporaneous speaking (GISD Minutes, May 8, 1958; The Sun, May 14, 1959).

In 1963, GHS earned several awards placing them in second place overall in the literary section at the district meet. First place was won in the one act play and boys prose reading, and first, second, and third place in the science competition. The GHS students earned enough points in the athletic portion of the UIL meet to secure the All-Around Championship at the same district meet. In athletics, first place was won in junior boys' singles tennis, senior boys' doubles tennis and senior boys' singles tennis. Numerous second place awards were won in several other categories (The Sun, April 18, 1963).

In 1964, the GHS one act play team under the direction of Mrs. Angus Springer once again won the UIL district competition and advanced to regional competition. They won first place in regional competition and qualified to compete for the state finals (The Sun, April 23, 1964).

ATHLETIC PROGRAM

GHS boys could participate in baseball, basketball, football, tennis, or track and field events. GHS girls could participate in basketball, tennis, and selected track events. GISD school board members disagreed at times about the athletic department. For example, in July 1962 the school board had a heated discussion about moving athletic practice to a time after school rather than during the school day. One member stated "We are here to go to school" and another stated, "I believe we are going to hurt our ball club if we limit this work-out time." Another member stated that athletics were overemphasized. The board passed a motion to have athletic practice after school and to reevaluate the issue after a year. Instead of waiting a year, however, the school board revisited the issue one month later, in August 1962, and changed their vote because they did not want to hurt the program. GHS principal stated at that meeting that moving athletic practice to the end of the day allowed more flexibility in scheduling classes;

nonetheless, the school board voted 3-2 in favor of rescinding their prior vote and athletic practice remained during the school day (GISD Minutes, July 12, 1962; August 7, 1962).

Admission prices for season football tickets were $4 for adults and $1 for students. General admission was $.75 in advance and $.25 for students. General admission at the gate was $1 for adults and $.50 for students (GISD Minutes, July 23, 1956).

GISD built a new athletic stadium in San Gabriel Park for the High School in 1957. The need to build a new stadium arose when construction at Southwestern University encroached on Snyder Field, the athletic field used by GISD. The football stadium, with 4,050 seats built at a cost of $26,900, was completed before the first game of the 1957 season. The stadium provided dressing rooms and restrooms for the team members and coaches and restrooms and stands for guests. Parking was provided but not graveled until 1958 due to a shortage of funds (The Sun, January 10, 1957; August 29, 1957; GISD Minutes, December 13, 1956; January 28, 1957; February 7, 195; June 10, 1957; June 13, 1957; September 4, 1957).

Radio and television stations began to broadcast Georgetown football games during the integration years. The school board approved a request from KVET radio station to record home games and replay them on Saturday mornings with the stipulation that advertisers for the broadcast must be Georgetown merchants or sponsors. In 1966, a College Station radio station asked the school board to permit them to broadcast the Georgetown-A&M Consolidated football game. Then, a television station, Channel 42 of Austin, received permission from the GISD school board to televise a delayed broadcast of the Georgetown and Taylor football game in August 1966 (GISD Minutes, September 4, 1957; July 12, 1966; August 9, 1966).

A new baseball field for joint use by the city, Southwestern University, and GHS was built in 1963. Each of the three entities paid one-third of the construction cost and received lights and water free. GISD paid $1,850 per year for three years (GISD Minutes, May 9, 1963; June 13, 1963; The Sun, June 20, 1963).

After the integration process had begun, during the 1965-1966 school year, four black students signed up to try out for the Eagle football team at GHS (The Sun, August 26, 1965).

Pep rallies continued through the integration years. GHS held weekly pep rallies during the football season during the evenings at 7:15 so patrons could attend. The traditional parade and bonfire was held during the week prior to each game with the local rival, Taylor ISD (The Sun, February 4, 1954; October 29, 1959; November 19, 1959).

CLUBS AND ORGANIZATIONS

There were numerous student clubs and organizations at the High School. Many clubs, listed in a column in the local newspaper, School Daze, were focused on athletics, academics, or the fine arts. For example, the column mentioned a Pan American Youth Forum, a Physics Club, Science club, Tennis club, Soc 'n' Buskin, a one-act play club, a girls sports club, boys Basketball club, Track and Field club, Future Nurses, Tuesday Night Supper club, Annual Staff, and Student Council (The Sun, February 19, 1959; March 19, 1959; December 24, 1959; February 8, 1962).

Some of the clubs, such as the Pan American Student Forum (PASF), attended conferences. For example, thirty-two PASF students attended a conference in 1958 in Austin. In 1960, A GHS student was elected state secretary of the PASF. The purpose of the club was to promote good relations with our neighbors, presumably Mexico. It was sponsored by the Good Neighbor Commission of Texas (The Sun, May 1, 1958; March 24, 1960).

Some clubs had guest speakers. For example, Dr. Little, Professor of Physics at the University of Texas, spoke to Physics Club and Science Club members at GHS during the course of one day in February 1960. He also served as the Manager of the Nuclear Research and Development Department of Corvair. Arrangements for Dr. Little's visit were made through the Texas Academy of Science Visiting Scientist Program, sponsored by the National Science Foundation (The Sun, February 6, 1960).

The student council was an active and beneficial organization at the GHS campus. In 1954, GHS sponsored Student Council week with an assembly where each officer explained his responsibilities to the school. In that same year, four student council members attended a convention for their organization in Lampasas. Some of their projects included a "Help Keep GHS Clean" campaign, music and folk dancing in the school cafeteria after lunch, and a "slave sale" where 20 seniors were auctioned off and the money contributed toward various projects (The Sun, March 18, 1954; November 6, 1958).

The student council held a March of Dimes Coke party in 1959 where 25 cents entitled students to attend the party and have a free Coke; the party earned $59.55. The student council sponsored a Sock Hop dance after the Taylor football game to which the Taylor students were invited as a gesture of goodwill. They also sponsored the Mr. and Mrs. GHS crowning. In 1959, delegates from the organization attended the Texas Student Council Association meeting in Brownsville. Another project for the 1959 student council was to help neighboring school districts, Florence and Leander, start student councils (The Sun, January 29, 1959; September 24, 1959).

In 1962, the student council set up a Scholarship Fund for GHS students. Grants to GHS seniors would be based upon need, grade average of at least 85, record of

participation in at least one extracurricular activity, and a reputation for personal integrity (The Sun, May 24, 1962).

PTA

The PTA began in 1954 as an active organization that continued its tradition of contributing to the High School and Junior High to benefit the students. Committees were selected and the entire year was planned before the school year began. But something apparently happened by 1962, because the High School PTA became defunct and its remaining funds of $89.39 were transferred to the Elementary PTA. Research did not reveal any specific reasons for the PTA's demise (GISD Minutes, January 11, 1962; The Sun, April 8, 1954).

In 1954, the High School PTA attempted to raise $800 to pay for the installation of asphalt tennis courts at the High School by asking for donations from local businesses, holding a pancake supper, and conducting other fund-raising activities. In September 1954, the organization decided to increase membership dues to one dollar per person from twenty-five cents to avoid asking for donations. The PTA also contributed smaller scale gifts such as paying $15 for shrubbery for the front of the school building (The Sun, March 11, 1954; April 28, 1954; September 23, 1954).

The High School PTA meetings usually consisted of reports from various committees on the group's projects and fund-raising activities; often some form of entertainment from students, including choral singing, poetry readings, and one-act plays; and then a guest speaker who would address a topic relevant to the High School parents and students. Topics included "For Every Child – Moral and Spiritual Training," "Guidance of Teenage Activities," and "How Strong is Their Conscience?" In October 1954, the Dads of High School students hosted the PTA meeting with Dr. Marvin Vance, known nationally as "one of the great preachers of America," speaking to attendees. That

same month a Halloween Carnival was planned at the High School prior to the PTA meeting (The Sun, March 11, 1954; April 28, 1954; October 21, 1954; November 11, 1954; February 24, 1955; October 6, 1955; January 26, 1956; March 22, 1956; April 26, 1956; May 3 1956).

They also sponsored programs for the community such as an ARC first aid class with nine people completing the course. The PTA supported the implementation of Driver Education training in the schools and had an officer of the Texas Highway Patrol speak to attendees about Safety in Driving. In 1955, Superintendent Barnes spoke to the PTA members about highlights for the upcoming 1955-1956 school year (The Sun, February 4, 1954; March 18, 1954; January 20, 1955; September 22, 1955).

CARVER SCHOOL

For several reasons the Carver School building was the focus of great attention from TEA, the black community, the school board, and many white Georgetown residents during the integration years of 1954-1966. First, the TEA accreditation team that inspected GISD schools in 1960 filed a highly critical report about the Carver plant. Deplorable conditions were recorded that prompted a school board member to describe the Carver campus as a disgrace to GISD. The black community was divided about what type of school they wanted from GISD. Some black families wanted a new segregated school. Others were approached by the Committee for Better Schools (whose members included Southwestern University professors, businessmen, and ministers) and encouraged to file a lawsuit against GISD to force integration for a variety of reasons, primarily economic. The lawsuit, Crystal Ann Miller, et al, v Georgetown Independent School District, was filed in 1962, intended to halt the construction of a proposed segregated black school, and asked for integration of the black students into the white

GISD campuses. In the midst of the turmoil surrounding the Carver School during this period, schooling in the dilapidated building continued.

Some of the established routines of Carver School included baccalaureate and commencement services for graduates, selection of a valedictorian and salutatorian, Senior class plays, Junior High exercises, seasonal and musical elementary class programs, the selection of "Miss Carver High" at the homecoming games, selection of class presidents and the publication of its honor roll list of students, albeit sporadic. During the 1950s, the publication of a Carver News column appeared in The Sun that provided insight into the structure of the campus and celebrated events (The Sun, November 4, 1954; April 21, 1955; May 26, 1955; May 17, 1956; November 1, 1956; October 23, 1958; January 9, 1964).

In 1965, the established program of graduation ceremonies began in a new campus, Westside, built for African American students. The first graduating class had their baccalaureate service in the new auditorium. The choir and band played music and the valedictorian and salutatorian were named. The processional was "War March of the Priests" by Mendelssohn and "Pomp and Circumstance" by Elgar (The Sun, May 20, 1965).

Public School week, an annual event in Texas public schools, was celebrated at Carver with programs for visitors. For example, in February 1957, during the entire week classrooms displayed examples of student work and had a special assembly for guests at 1:00 p.m. on Thursday (The Sun, March 8, 1956; February 28, 1957).

Fire Prevention Week was routinely celebrated throughout GISD including the Carver campus. For example, in 1954, Carver School students presented a series of programs, posters were made and prizes awarded to those making the best posters and writing the best theme. A fire chief, three assistants, and room captains were selected

from the student body, and this group's objective was to locate any potential fire hazards on campus. The senior class presented a play about fire prevention and the student fire chief held a brief question and answer session about fire hazards (The Sun, October 7, 1954).

In the spring of 1954, ten students graduated from Carver and three of the graduates went to college. Twelve students completed Junior High. The attendance at Carver in 1955 was recorded as 154 students. The campus conducted weekly attendance competitions to encourage good attendance. For example, in February 1955, room one, grades one and two, won the attendance award for the week (The Sun, September 2, 1954; September 16, 1954; February 3, 1955; March 10, 1955; September 9, 1955; March 8, 1956).

ATHLETICS

The boys at Carver could participate in football, basketball, tennis, baseball, and track. The girls could be involved in basketball, selected track events, and the pep squad. There was a gymnasium but, like the school building, it was in poor condition and needed repairs. Carver students continued to participate and earn accolades in Interscholastic League competitions with the state meet being held at Prairie View College. In fact, in 1956, the Carver School track team, led by Coach W. J. Tanner, won first place overall in the State meet for track and the State championship in tennis in 1963. A photo of the football team may be found in Appendix B (The Sun, December 12, 1954; April 26, 1956; December 18, 1957; April 25, 1966).

In 1955, because of the poor repair of the Carver gymnasium, the school board made provision for the Carver students to use the GHS gymnasium with the "expressed understanding that standards be the same as required of white students and fans." Three years later, no permanent decision had been made to rectify the situation at the Carver

gym. The school board once again made provision for the Carver boy's basketball team to practice at the GHS gymnasium. Superintendent Barnes was charged with working out a feasible plan for the practice. The next year, in 1959, the old Carver School gymnasium was sold to the highest bidder in the amount of $1,230 (GISD Minutes, December 8, 1955; November 13, 1958; March 12, 1959).

In 1962, the school board allocated $1,000 for the Carver School athletic program. The board approved an additional $100 to help pay for the purchase of nineteen award jackets in 1963 (GISD Minutes, June 14, 1962; February 14, 1963).

HOME ECONOMICS

Very little was published about the homemaking courses at Carver during the integration years. Records indicate that home economics was the only vocational course taught at Carver School during this time. They continued to present annual style shows for patrons and to attend conferences. For example, The Home Economics class attended conferences such as the State New Homemakers Conference at Prairie View College. The ARC sponsored a twelve-hour course called "Mother and Baby Care," which was taught in GHS and Carver homemaking classes (The Sun, April 19, 1956; March 21, 1957).

In1962, Eunice Epsy won the Betty Crocker Award for the Carver School. She was a member of the NHA chapter at Carver (The Sun, February 22, 1962).

SCHOOL BUILDING

The Carver School building was the center of controversy during the integration years after a TEA report stated the building was not up to standards and could, possibly, threaten the accreditation status of GISD if not remedied. Subsequent school board decisions to support a new property tax evaluation opened the door to the litigious

integration years that saw two lawsuits filed against the school district, action that halted any new school building programs for many years. By the end of the integration years, the black students in GISD had a new segregated building, called Westside, prior to full integration. A full discussion of the building plan for the district, including Carver, is included in the integration section of this chapter.

FACULTY AND ADMINISTRATION

The faculty and administration at Carver continued to experience transitions as numerous teachers and principals came and left the district. Some left voluntarily to accept other positions in different communities and others left due to pregnancy. Still others left by request of the school board and were not rehired for a variety of reasons. Many teachers, however, remained throughout the unsettling integration years despite the uncertainty.

For the 1954-1955 school year, the school board elected to rehire faculty members Mrs. Mary Bass, Miss Vernie Hendricks, Miss October Jackson, Mrs. Effie Miller, Miss Agnes Wilson, and Mr. Samuel Winfield, Jr., and principal Walter Banks at the Carver School. Vernie Hendricks (Metters) married and resigned in March 1955 to begin a family, and the school board hired Miss Mary Helen Bell on a temporary basis to finish the 1954-1955 school year. The school board rehired the Carver faculty plus Mary Bass, Mrs. Annie Hayden and Mrs. Vernie Hendricks Metters for the 1955-1956 school year. Winfield was replaced by Windsor Tanner for the 1955-1956 school year. Carver faculty members were hired for the 1956-1957 school year with the proviso that hiring was conditional upon a Carver School being in operation. This condition was put in writing due to the uncertainty about the implementation of integration in the district, and this clause made it clear that the teacher only had a teaching position in the district if the

Carver School was operational (GISD Minutes, March 9, 1954; March 8, 1955; May 10, 1955; August 9, 1955; May 10, 1956).

The GISD minutes mentioned that the school board decided to sell the Carver School teacherage to the highest bidder. Very little is known about the teacherage other than it existed as evidenced by recordings in the school board minutes. No further mention was found in the minutes about the sale of the property (GISD Minutes, January 11, 1955).

In 1956, as part of the end-of-year ceremonies at Carver School, teachers, patrons, and students paid a special tribute to Principal W. R. Banks. They applauded his outstanding leadership, and the senior class unveiled a portrait of Banks, presumably for display in the school. His professional leadership included participation in professional development training. For example, in 1954, he attended the County Principals Association meeting and was in charge of the opening ceremonies in October 1954 when Mrs. L. McGee, supervisor of Williamson County Colored Schools, spoke. He also attended a State Principals Conference in Galveston, Texas in 1954 (The Sun, October 7, 1954; November 4, 1954; April 26, 1956).

Faculty hired for the 1956-1957 school year included Banks as principal and Jackson, Tanner, Bass, Metters, and Wilson as faculty members. The school board elected to rehire the Carver teachers for the 1957-1958 school year, again with the clause that the contract was contingent upon Carver being in operation and that there was a demand for the position for which the person was hired. In 1958, the school board rehired the same faculty members and principal for Carver, adding Mrs. Hattie W. Denman for the 1958-1959 school year. The minutes recorded the hiring of Vernie H. Hunter, but it is not known if this was the same person as Vernie Hendricks who married

and changed her name to Metters in 1955 (GISD Minutes, April 12, 1956; April 11, 1957; March 13, 1958).

The GISD school board customarily wrote a resolution of respect for teachers who were highly regarded in the district who had died or retired after many years of service. In the March 13, 1958, GISD minutes, the school board published a resolution of respect for a Carver teacher who had recently died, Mrs. Effie N. Miller. She had taught at Carver for almost ten years and was "a hard working conscientious teacher" who "taught with enthusiasm and conviction, exemplifying by her life a splendid and professional attitude toward her colleagues and students alike, enjoying the esteem of her associates, the love of friends, and the respect of all." The resolution was also published in The Sun (GISD Minutes, March 13, 1958).

The resignation of Windsor Tanner, hired at Carver as a teacher and coach, was presented at the January 15, 1959, school board meeting. The school board decided to accept his immediate resignation to enable him to accept a position in the San Antonio school district. Julian C. Spence was hired for the position formerly held by Tanner effective January 21, 1959. Principal Banks and Julian Spence resigned in August 1959. The new principal was James Tisdale, and Cleveland Gilcrease was hired as the teacher and coach at Carver (GISD Minutes, January 15, 1959; February 12, 1959; August 13, 1959).

Other faculty members hired for the 1959-1960 school year were Bass, Hunter, Denman, Wilson, Jackson, and Landren. Julian Spence was hired for a nine-month contract in May 1959. Vernie Hunter resigned due to pregnancy, and Mildred Ferguson was employed as her replacement for the remainder of the school year. Faculty hired for the 1960-1961 school year were Gilcrease, Jackson, Landren, Wilson, and Tisdale as

principal. Denman, Fergusson, and Bass were hired at a later meeting in the summer (GISD Minutes, March 12, 1959; January 14, 1960; March 10, 1960; May 12, 1960).

In the 1961-1962 school year, several changes occurred in the Carver faculty, and in 1963 the school board decided not to renew principal Tisdale's contract.

In July 1962, Superintendent Barnes brought official action against two Carver teachers, Fergusson and Gilcrease, due to delinquent financial obligations. The teachers submitted written replies to the concerns of the board that stated their intentions to take care of their financial obligations. In September 1962, two Carver teachers resigned; Fergusson was one of them (GISD Minutes, July 12, 1962; September 3, 1962).

GISD participated in the County teacher program for all of GISD schools including Carver. The school board minutes in July 1955 record that the program was used to hire supervisors, counselors and special service teachers for Carver, and it was utilized throughout the integration years. For example, the school board hired a special education teacher for the Carver campus from this cooperative program for the 1961-1962 school year (GISD Minutes, July 12, 1955; August 8, 1957; August 14, 1958; July 9, 1959; July 14, 1960; July 13, 1961; March 8, 1962; July 12, 1962; June 13, 1963; June 8, 1965).

In 1963, the board discussed the need to hire a Carver principal who could teach math, history, or social studies. Two applicants were scheduled for an interview for the principal position and only Roy Hopkins kept the appointment, and he was, subsequently, hired. Hopkins was hired on a part-time basis as the principal for Carver with the condition that he live in Georgetown. In 1964, Hopkins was rehired on a two-year contract that stipulated it was good only as long as GISD had a colored school. His salary was $5,484 for nine and one-half months. A math teacher, Charles Miller, was also

hired in 1963 for Carver (GISD Minutes, June 13, 1963; August 6, 1963; September 9, 1963; February 4, 1964).

The March 1963 school board minutes listed names and positions for teachers. Agnes Wilson taught first grade, Nola Eans taught second grade, Janie Wilson taught third and fourth grade, Mary Bass taught fifth and sixth grade, Joyce Mays was the homemaking teacher and also worked in the elementary classrooms, October Jackson taught English, and Cleveland Gilcrease taught science and physical education (GISD Minutes, March 14,1963).

In March 1964, the school board rehired all black teachers with the exception of Mrs. Mays and Mrs. Wilson. The reason for not rehiring them was not disclosed, and they resigned in April 1964. A notation was placed on the contracts of all Carver teachers that the contract "is valid only if a Carver School is operated for the 1964-1965 school year and provided further that there is a demand for the position for which this person was elected." The new black school, named Westside School, opened in September 1964 and the old Carver campus was no longer used (GISD, March 3, 1964; April 7, 1964, May 7, 1964).

The school board minutes recorded potential problems at the Carver School in 1965 that stated, "Due to the dissention and unrest of the Westside School faculty, the issuing and renewal of all contracts will be delayed until a complete investigation is made." It is feasible to consider the possibility that the reason for the unrest with the Westside faculty, the black school in GISD, was that they were unsettled over the pending integration of the district and the uncertainty of their teaching positions. For the 1965-1966 school year, the school board hired George Kidd as a part-time principal at Westside School and rehired most of the black teachers. Roy Hopkins, the previous principal, was hired as a teacher rather than as principal due to "the fact that there was not

enough respect and confidence by his teachers" in his leadership. Robert Wogstad was hired as a math teacher, and Mrs. Mary Bass did not have her contract renewed. She appeared before the school board to ask why her contract was not renewed. The school board stated that she had not been recommended by the Westside principal, and that her prior probation in 1961 due to her financial affairs was part of the decision not to rehire her. She stated that most of her bills had been paid and that she had tried to cooperate with the school district and do a good job. Gilcrease, a Carver teacher and coach, was warned by the school board in August 1965, after it received letters of complaint about nonpayment of bills, that his contract would not be renewed if he did not furnish receipts verifying his bills had been paid (GISD Minutes, May 31, 1965; June 8, 1965; July 13, 1965; August 5, 1965; August 10, 1965).

For the last year that a separate black school existed in Georgetown, 1966, though it was considered a free choice school, the school board hired Allen C. Lee as part-time principal of the Westside School at state salary schedule plus $1,900 from Title I funds. Lee served as the director of the Title I program. The school board also hired Mrs. Mildred Medearis and Mrs. Carmen Wiese to teach at Westside. Former principal George Kidd, wrote poor evaluations for Mrs. Agnes Wilson, Miss October Jackson, Mr. Charles Miller, and Mrs. Oral Lee Wilson. Kidd stated that those teachers were not qualified and did not meet GISD standards. These four teachers appeared before the school board in a closed session during its next meeting in April 1966 and asked them to reconsider hiring them. The board agreed to take it under advisement. Then, at the April 1966 school board meeting, Kidd apologized to the school board for some statements he had made to the Westside personnel concerning the school board and its failure to rehire four teachers on that campus. The school board voted not to rehire the four teachers to teach at Westside, some of whom had taught for years in GISD, In August 1964,

Westside only had eight and one-half teachers to teach twelve grades. GISD stated they had already hired all the teachers for which it qualified for under the State daily average attendance figures (GISD Minutes, March 8, 1966; April 12, 1966; August 9, 1966; The Sun, August 27, 1964).

EXPANSION OF THE CURRICULUM

The curriculum at Carver School was affected by the new push to fortify the math and science curriculum across the nation after the Sputnik launch in 1957. Carver hosted a Williamson County math workshop on its campus for African American teachers from Round Rock, Granger, Liberty Hill, Hutto, and Georgetown in November 1957. The workshop presenter was Ida Mae Burnhard, a mathematical consultant from TEA (The Sun, November 14, 1957).

In May 1959, the school board instructed Superintendent Barnes to identify the necessary materials to teach additional science courses at Carver and make recommendations to the school board at the June meeting. In that meeting, Barnes recommended the addition of Chemistry and physics to the Carver curriculum. The school board approved this recommendation and took steps to implement the teaching of these two subjects in the 1959-1960 school year. This step was necessary to maintain GISD accreditation from TEA (GISD Minutes, May 14, 1959).

NEGRO FINE ARTS SCHOOL

The NFAS, which began in 1946, continued throughout the integration years until 1966 when GISD became fully integrated. The Gracious Gift: The Negro Fine Arts School 1946-1966, by Martha Mitten Allen, chronicles the history of the program with the Carver School students. This book is an excellent resource about the unique school

that was instrumental in breaking down racial barriers in Georgetown long before the issue of integration became a topic of discussion (The Sun, April 26, 1956).

The NFAS continued to play an active role in the lives of many black students. The school provided free instruction in piano and voice to over 200 black students for twenty years from its founding in 1946 until 1966. In 1954, the NFAS presented its eighth annual recital and art exhibit at Carver School, which included a musical selection on a new piano presented by the Carver PTA. Significant supporters were the Student Christian Association of Southwestern University, Carver students, the GISD superintendent, and the Carver PTA (The Sun, May 20, 1954).

On October 14, 1954, The Sun reported that members of the Southwestern University School of Fine Arts were busy outlining plans for another year of activities that included their annual project of conducting an NFAS for the black children of Georgetown. Black students were offered opportunities for individual training in voice, piano, and art, and group lessons were to be taught in singing and handicrafts. Southwestern University students taught those courses. The school was to be held on Tuesday and Thursdays at 1:00 p.m. at the First Methodist Church. Twenty-eight students were registered in 1954, and it was noted by The Sun that the program had led to a number of college scholarships for Carver students (The Sun, October 14, 1954; October 21, 1954).

In 1955, when the NFAS had been operation nine years, it had fifty students, twenty-five in art and twenty-five in piano. A number of the NFAS students went on to obtain college degrees in music, an achievement all the more remarkable when one considers that as late as 1958, the Carver School parents were trying to get the school board to consider establishing a band at Carver, and at a minimum to purchase a few instruments for the school. Some of the children ultimately became music teachers in

Texas public schools. For instance, the Negro Fine Arts School gave a performance on May 16, 1964. The soloist was Mr. Carl Finley Henry, baritone, a Carver graduate and former NFAS student who earned a bachelor's degree from Paul Quinn College and completed all course work for a Master of Music Education at Texas Southern College. He was the choral director for seven years in Harley Elementary School in Dallas (The Sun, June 23, 1960; May 14, 1964; May 5, 1966: GISD Minutes, November 13, 1958).

Every year NFAS students gave performances at Carver, Southwestern University, and local churches. For example, the NFAS presented a piano recital at Carver High School on May 13, 1954, that also included a chorus, puppet show, and an art exhibit. In 1965, the NFAS students presented a musical program during the assembly period at Southwestern University for its students. The NFAS performed with the Westside Chorus and Band in the auditorium at the new Westside School campus, constructed for the black students. Proceeds from the performance were donated to the Band Boosters Scholarship. In observance of National Music Week, NFAS students presented a recital that concluded with a talk by Mr. Mack Nealy, counselor of the Vocational Rehabilitation Division of TEA, who spoke on "Opportunities for Colored Youth" (The Sun, May 13, 1954; May 5, 1955; April 29, 1965).

The groundbreaking work of the NFAS received nationwide accolades when in 1960, Mrs. Chambers, the founder and director, was notified the NFAS might win a significant cash prize from the Lake Bryan Annual Awards, an organization formed to recognize and encourage volunteer efforts that benefited the American Home and Community (The Sun, June 23, 1960; April, 29, 1965).

While Mrs. Chambers and Southwestern University directly founded and sponsored the NFAS, it had other sponsors and supporters as well. These included the First Methodist Church, the Georgetown Music Study Club, King's Daughters, and a

benefit program given annually by the Southwestern University A Cappella choir. By 1966, the Southwestern Student Christian Association, together with Southwestern, provided scholarships for all students of the School who wished to pursue their music studies (The Sun, May 5, 1966).

MUSIC

In 1954, the Student Christian Association from Southwestern University contributed $100 toward the purchase of a piano, the PTA contributed $77, and the school board paid the $219 balance to complete the purchase of a piano for the Carver campus.

The PTA decided in 1954 to make their main project an attempt to organize a band for the high school. A student of Southwestern University agreed to serve as director but several years elapsed before the band was finally formed. In 1958, a delegation from the Carver PTA visited the school board and requested support to initiate a band program at the campus. They stated that the band program would help promote good attendance and asked the school board to provide a bass drum, a tuba, and a snare drum. The school board minutes record, "These people were advised that we were in the process of making a complete survey involving the needs of all the schools in the district, to be presented at the January 1959 school board meeting; therefore, no action was taken" on their request. In February 1963, the school board once again tabled action on a request to develop a band program at Carver until the new building could be constructed. Finally, in 1965, a band was established for black students, and the band played at the commencement exercises at the new Westside School, originally constructed for African American students and later used for fourth and fifth grades as an Intermediate campus (GISD Minutes, May 11, 1954; November 13, 1958; The Sun, December 12, 1954; May 20, 1965).

HEALTH

The county nurse provided medical attention to Carver School students in several ways. She presented a pre-school clinic for Carver School students, conducted vision tests and helped facilitate glasses for the students through the Lions Club. She also routinely distributed forms to students about important healthy habits (The Sun, February 3, 1955; April 3, 1955).

PTA

The Carver PTA continued to function during the integration years of 1954-1966 and held monthly meetings on campus. Officers were elected for the positions of president, vice president, secretary, treasurer, and reporter. They also elected a chair and committee members for the social, membership, and program committees, and a business manager was selected. It appears that the Carver PTA was organized and was successful in its efforts to provide support to the school. They were responsible for a variety of duties such as providing and selling refreshments at the ball games and sponsoring a Christmas collection of gifts for the students. The Home Economics class often provided refreshments for the PTA meetings and for the annual tea that began the new school year. For example, in November 1958, the Home Economics class used a silver tea service to provide the attendees with coffee and tea. In 1959, the PTA members had a dedication ceremony for the new public address system the Carver PTA had provided. The school board accepted the gift to the school with the understanding that due to the uncertainty of integration, the public address system could not be a permanent installation. Several guests were present including the President and Secretary of the Texas PTA and the Round Rock PTA president. Just as in the white schools, students provided entertainment for the meetings with musical programs. Guest speakers such as George Clark, instructor at Peoples Business College of Austin, spoke about vocational

opportunities with the visiting senior class (The Sun, November 1, 1956; December 18, 1957; October 16, 1958; November 20, 1958; October 15, 1959; GISD Minutes, March 10, 1960; April 7, 1960).

BOY SCOUTS

Harvey Miller served as the headmaster of the Carver Sponsored Boy Scout Troop 155. Miller led an active troop and kept the scouts engaged in activities to earn badges and awards. For example, in October 1958, the troop distributed over 200 safety booklets to homes in the neighborhood near the Carver campus. In November 1958, the troop participated in the Georgetown Community Chest Drive by going door to door to collect donations. In 1959, Miller conducted a training session that prepared the troop members to fulfill their camping requirement (The Sun, October 16, 1958; November 20, 1958; October 15, 1959).

FREE CHOICE SYSTEM IMPLEMENTED

The school board published a large blocked notice in the August 12, 1965, issue of The Sun detailing how the school board was complying with the Civil Rights Compliance Act requiring total integration by the fall of 1967. The school board, desiring a gradual entrance into desegregation, created a free choice school system whereby GISD school students in grades one, two, three, six, eleven, and twelve could choose to attend the heretofore white Elementary School, Junior High, or High School or else attend the Westside School that was built for the black students. Under the free choice system, white students were able to enroll in the predominantly black Westside campus, and black students were able to enroll in the white campuses. No record of any white students enrolling at the Westside campus was found, and only a few black students, including four hopeful football players, enrolled in the traditionally white

campuses. During the 1965-1966 and 1966-1967 school years, the GISD school board was considered integrated by the Federal government because of the employment of the free choice system (The Sun, August 12, 1965).

EARLY CONSIDERATION OF INTEGRATION IN GISD: 1954-1956

In 1954, the U.S. Supreme Court handed down its now-famous decision in Brown vs. School board of Education that declared unconstitutional "separate but equal" facilities for black and white students in public schools. The following year, in 1955, the Supreme Court issued a dictate that segregated public schools should be desegregated "with all deliberate speed." These decisions collectively provoked strong reaction throughout the South. In Georgetown, however, the reaction was much more subdued.

Shortly after the issuance of the 1955 Brown decision, in July 1955, the school board considered the potential impact of the decision. Interestingly, their consideration of the issue did not seem to include any sense that they were under any immediate pressure to take action. In two school board meetings in July, discussions centered around the local impact of desegregation, such as school housing, accreditation standards, teacher personnel, and attendance areas. The school board took no action in the first meeting, but agreed to study the matter further. In the second meeting, the board engaged in a roundtable discussion about desegregation problems, but again took no action (GISD Minutes, July 12, 1955; July 20, 1955).

In August GISD Superintendent Barnes presented a report to the school board illuminating potential concerns about the process of integrating. In his report he stated,

> It is not my purpose to try to hurry the School board into a decision on this topic. However, the Administration is at the point of being in a bind relative to Negro teachers, classroom furniture, and allied materials. It is true that there are plenty of Negro teachers available. But the fact remains that, should the Carver School use the number of teachers which that school has qualified, two additional

> teachers must be placed under contract. I am not in a position to say that additional student-teacher furniture will have to be purchased. We may have enough student furniture. We will need to buy teacher furniture.
>
> I recommend that the Georgetown Independent School District adopt the policy of operating the several schools in 1955-56 as they were during 1954-55. In that interim period, the School board-Administration – with lay citizens participation, if it be deemed wise, set up specific areas for intense study.
>
> Some of the study areas might be: when integration comes, should the start be on the high school level or the elementary; what about the housing conditions; what about attendance areas; what about teacher personnel; what about academic standards; what about the desires of the majority of the Negro parents; what about the transfer problem; what about the transportation problem; what about compulsory attendance policy; and what about conditioning the citizenry for the change-over. These are some problems; I am sure that there are others (GISD Minutes, August 9, 1955).

The school board considered these comments, and reached a mutual agreement that "a study of integration actions take by other schools in this area between now and the Fall of 1956 might give them some idea as to the procedure of integration here." At that point, the school board voted to maintain the current segregated status in GISD. Among other reasons, the board noted that the teachers for the black school had already signed contracts for the upcoming 1955-56 school year, "and that integration at this point would cause the loss of approximately $30,000 in contracted salaries" (The Sun, August 11, 1955; GISD Minutes August 9, 1955).

By 1956, the school board had still not taken any action toward integrating the black students into the white schools. It appears a primary concern for the board was whether the GISD schools would compete in UIL competitions with schools that were integrated. The board decided that the GISD white High School could compete with all schools on all levels in UIL contests regardless of whether or not the school was integrated (GISD Minutes, April 21, 1956).

BLACK COMMUNITY REQUESTS NEW SCHOOL BUILDING

In 1957, two years after the Brown decisions requiring desegregation "with all deliberate speed," the Georgetown school board was first approached by parents representing the black community. But, contrary to what might have been expected, these parents were not petitioning for desegregation and the right to attend the white school. Instead, they were asking the school board to build a new black school. They explained all the problems with Carver, and asked that the board rectify those problems by building a new black, segregated school. Some of the problems with the campus are itemized below:

1) no usable gym
2) the lighting was very poor
3) the heating system was inadequate
4) the school location was problematic because it was situated next to cliffs by the river
5) no landscaping around the school
6) no lawns
7) not enough playground
8) the stairway was hazardous and rickety
9) there were no auditorium seats for parents in the upstairs auditorium
10) no adequate fire escapes
11) auditorium was not adequate
12) library was inadequate
13) Science Department was limited and Chemistry should be added
14) the Primary Department was overcrowded (GISD Minutes, May 2, 1957)

The Carver parent delegation asked that the school board consider all points submitted and advise the delegation of the outcome of their request. The school board minutes do not reflect that the board responded to this request. There is also no record of the board taking any action on the matter of a new black school, or any other desegregation related matter, for over a year (GISD Minutes, May 2, 1957).

GISD SURVEY OF NEEDS

The school board asked Superintendent Barnes to conduct a survey designed to help the board decide what new structures, and what modifications, might be needed for the District. While conducting the GISD survey the superintendent presented to the board during the March 31, 1958, meeting a compiled a list of GISD buildings and their estimated insurable value as shown in Table 7.1.

Table 7.1. Insurable Value of GISD Property

1. GHS	$451,600
2. Band Hall	$17,000
3. Shop	$19,300
4. Field House	$20,400
5. Elementary School	$43,000
6. Classrooms (S.E. of Item #5)	$29,900
7. Classrooms (N.W. of Item #5)	$144,500
8. Carver School	$38,800
9. Carver Homemaking Cottage	$8,400
10. Carver Gym	$3,500
11. Total GISD value	$776,400

(GISD Minutes, March 31, 1958)

The survey continued throughout 1958 and its findings formally were presented at the January 1959 school board meeting. While the survey was still ongoing, the school board was once again approached in November 1958 by a delegation representing the Carver School PTA. The group included Mrs. A. B. Hall, President; Mrs. LaRue Spicer, Vice-President; Mrs. Zilper Parker, Secretary; Mrs. Marvin Johnson, Business Manager; and members Mrs. Tommie L. Shanklin, Idella Taylor, and Harvey Miller. Mr. Miller, as spokesman for the group, asked the school board for some minor items, including some safety zone signs, and some repairs to two north classrooms, which were reported to leak when it rains and were in "bad shape." The group also asked for implementation of a band program at Carver, saying they believed it would increase attendance. They

indicated they were "willing to go all the way," presumably in raising money and providing support, if the school board would provide the basic instruments of a bass drum, tuba, and a snare drum. After making their presentation to the board, the Carver PTA delegation left and the meeting continued (GISD Minutes, November 13, 1958).

After the Carver delegation left the November 1958 meeting, a previously solicited roof repairman reported his bid to repair the roof on the Carver gym. The school board had decided to investigate making "the Carver gym usable, at least as far as the roof is concerned." The roof on the old gym had been constructed originally from material salvaged from the center section of the old GHS gym that had been condemned by TEA for use by students. The gym had an estimated value of $3500, but the extensive roof repairs were estimated to cost $3100. With this new information in hand, the board voted to tear the gym down, and instructed the superintendent to work out a "feasible" schedule to permit the Carver students to practice in the white school gymnasium. The old Carver gym eventually was sold in 1959 to the highest bidder for $1,230 (GISD Minutes, May 2, 1957; November 13, 1958; March 12, 1959).

The minutes appear to leave out some of the issues the delegation raised, however, as another account of the meeting in the local paper claimed that the delegation sought "an all-new school plant and for high school band instruction, including new classrooms and a gymnasium." It was noted that a new building such as requested by the delegation could cost approximately $200,000. Both the minutes and the account in The Sun also differ slightly in their accounts of the school board's response. The minutes do not reflect the board's reaction to the request for band instruments, but The Sun indicated that the board promised further consideration at a future meeting. However, both records agree as to the school board's overall response. The minutes reflect that the Superintendent, at the school board's behest, was involved in having a complete survey

of the needs of all the schools completed, and the results were to be presented to the board at the January 1959 meeting. Therefore, once again, satisfaction was postponed for the Carver patrons (The Sun, November 20, 1958; GISD Minutes, November 13, 1958).

At the November 20, 1958, school board meeting, the Superintendent stated that once the survey was completed, school construction would be based upon several major factors, including curriculum, enrollment, finances, and accreditation. Curriculum affected the building needs because of new State requirements that four years of science be offered. Enrollment also played a major role as the district thought it possible that enrollment could climb sharply in the next few years. The Superintendent expressly referred to the Brown v the Board of Education cases as having the potential to affect enrollment. While he did not say so expressly, he presumably was referring to enrollment at the white school, and not enrollment in the overall district. He mentioned the possibility that local neighboring school districts such as Jarrell and Liberty Hill might decide to close their four-year high schools and consolidate with Georgetown. He thought these enrollment considerations could require a separate Junior High school. Finances were cited as a third consideration, referred to by the local newspaper as the "major bug-a-boo." The Superintendent noted that the district's current debt was too close to the ceiling provided by State law to permit much new construction. Finally, as to accreditation, the Superintendent observed that the Texas Education Agency decided accreditation issues based upon the entire district, and not individual schools. He noted that it was possible that the condition of curriculum and building facilities at Carver could cause the entire GISD to lose its accreditation. The Superintendent indicated that the neighboring Independent School Districts of Round Rock and Taylor were undergoing State inspection, and he expected GISD would be inspected soon (The Sun, November 20, 1958).

PROPERTY REEVALUATION TO INCREASE GISD'S PROPERTY VALUATION

As noted, the school board was faced with a need to enter into a building program to solve overcrowding in the district, accommodate new needs for science curriculum, and to redress problems with the Carver school that could affect the overall district's accreditation. A significant hurdle to any building program, however, was the district's finances. State law limited the amount of bonds the district could sell. The entire valuation of school district property in 1958 was $6 million, and the law limited a district's bond amounts to 10% of its property valuation. In Georgetown's case, this meant its overall indebtedness could not exceed $600,000. The school district already had debts on bonds of $480,000, stemming from earlier projects including the construction of the new Elementary School in 1953. Because it was clear that any building program would cost well in excess of the remaining $120,000, the district's financial situation had to be addressed before any bonds could be issued to finance construction (The Sun, June 25, 1953; August 27, 1953; September 17, 1953; November 20, 1958; May 28, 1959).

In January 1959, the superintendent presented to the school board the results of the survey, called the Georgetown School Study. After reviewing the survey information, the board discussed various aspects of the impending school program, buildings, and reevaluation for tax purposes at its February 1959 school board meeting. The board asked Superintendent Barnes to investigate services rendered by reevaluation firms for other school districts and report on his findings. During the March 2, 1959, school board meeting, Superintendent Barnes presented his report about the reevaluation firms. The minutes record that the City of Georgetown expressed interest in participating in, and sharing some of the cost of, a reevaluation effort. The board approved negotiating an arrangement with the City and met with the City Council in a called session and

jointly discussed the reevaluation project (GISD Minutes, February 12, 1959; March 2, 1959; March 5, 1959).

On March 12, the school board approved undertaking a property reevaluation effort and Superintendent Barnes was directed to meet with and screen appraisers, and report back on the cost. The minutes reflect once again that the City of Georgetown agreed to share some of the costs. Anticipating potential adverse reaction to the property reevaluation program, because of the possibility of increased school taxes for some citizens in the district, the school board reaffirmed in its March meeting that it was not trying to raise money, but was seeking to establish a school system that would adequately serve "our children and our community" (The Sun, March 19, 1959; GISD Minutes, March 12, 1959).

On March 31, the school board had a combined meeting with the City Council and agreed that Superintendent Barnes, the Mayor and the City Manager were authorized to hire a reappraisal company to evaluate the value of property in the district. The school board approved a contract for the tax reappraisal program and set a goal of having the new valuation useable for the 1959-60 school year. In a March 1960 school board meeting the board accepted $4,500 from the City as its share of reappraisal costs (GISD Minutes, March 31, 1959; April 7, 1959; April 20, 1959; April 23, 1959; March 10, 1960).

Five months after the reevaluation was authorized, the reappraisal company came to the school board at its October meetings and explained its difficulties in completing the project on time. The board agreed to extend the contract to give additional time. This caused the school board to trim its budget for that year by a little less than 10 percent (The Sun, October 22, 1959; November 5, 1959; GISD Minutes, October 15, 1959; October 16, 1959).

The reevaluation was highly controversial, with many voters seeing it an effort by the school board to raise taxes. The local paper published the school board's position, explaining that there were three main needs. Extra classrooms were desperately needed in the Elementary School and the High School; the black school, described by two school board members as deplorable and a disgrace to GISD, needed desperately to be replaced with a new school building; and a separate Junior High building would relieve crowding. The relationship between the district's debt ceiling of $600,000, as dictated by State law, and the current property valuation of the district at $6 million was explained. It was expected that a proper updated valuation would render the district a property valuation of about $10 million, which would then qualify the district to acquire the needed bonds to build the new school buildings (The Sun, May 28, 1959).

The controversy remained heated even a year later, with the local paper publishing the school board's estimates that most in the district would pay about 40% more in school taxes after the reevaluation. The school board actually lowered the tax rate, but the new lower tax rate, coupled with the significantly higher valuations would result in an overall increase in taxes, particularly since some property had not been valued since its devaluation during the Depression. However, the effects of the new property evaluation would be felt differently. Those with recently purchased, or newer properties, and thus already subject to more modern valuations, would be less affected. Those with long-held properties would likely see a doubling of their taxes. There was also concern that with the new valuation, the school board could easily raise the newly lowered tax rate, thus raising future taxes (The Sun, April 212, 1960).

In November 1960, the school board reported that the recent revaluation raised the Georgetown ISD property valuation to $14 million from the prior evaluation of $6 million. Under State law, this meant the district could have $1.4 million in debt. As the

current debt was then $375,000, this easily left room for $750,000, which was what the board tentatively estimated the potential construction would cost (The Sun, November 17, 1960; June 14, 1962).

The reevaluation controversy persisted. Many disgruntled taxpayers wrote letters to the local paper complaining about the reevaluation. At the December 1960 meeting, the school board faced a number of visitors unhappy with their increased taxes, including Carl Doering and others. The Chair, Dr. Luksa, recognized the visitors and asked if they cared to present any problems. The visitors replied they were "simply visitors" and observed the school board meeting. However, the minutes make it clear that the visitors were present regarding controversy involved in the reevaluation. Apparently, some people felt they had not had a fair hearing with the Board of Equalization, and wanted the school board to consider their property valuations. School attorney Gauntt told the visitors that the school board lacked the authority to revisit valuation determinations or change values assigned by the Board of Equalization. A pivotal consequence of the reevaluation was Doering's newly developed interest in the power wielded by the school board. Soon, he filed as a candidate for the school board, ran on a fiscally conservative platform, won a place on the board, and eventually became its chair. Doering's fiscally conservative leadership significantly impacted the school building program throughout the remainder of the integration years (The Sun, December 15, 1960; GISD Minutes, December 8, 1960).

In January 1961, a taxpayer group, represented by attorney William Lott, requested a special hearing with the school board to discuss concerns of alleged irregularities in the recent property reevaluation. The school board declined, stating it did not want to set a precedent of special meetings, and said the issue could be raised at the next meeting despite the taxpayers' plea that they needed more time than a regular

meeting would allow. The taxpayer group, professing a desire for good GISD schools yet expressing a concern about the inequities in the taxing system, was effectively denied its request for ample time to address this issue (The Sun, January 19, 1961; February 2, 1961; GISD Minutes, January 16, 1961).

Then, in the February 7, 1961, meeting, the minutes record that no one from Lott's taxpayer group made an appearance. Instead, the school board was informed that a valuation lawsuit had been filed against the school district, B. E. Solomon, et al. v Georgetown Independent School District, Case No. 12753. The school board voted to hire an attorney, Mr. Gauntt, to represent them and to provide advice on the procedures for responding to a lawsuit. This was the first of three lawsuits against GISD that would be filed during the integration years (GISD Minutes, February 7, 1961).

The plaintiffs' attorneys informed the school board that each member of the school board and the Board of Equalization would be interviewed, advised them not to make comments to the press, and said they would need to review the appraisers' contract. A preliminary hearing was scheduled for February 27, 1961 (The Sun, February 9, 1961; March 2, 1961).

The taxpayer group, self-styled as "The Citizens Committee For Better Government," dropped their suit, according to their attorney, because after the suit was filed a new Equalization Board was appointed that had "largely corrected the inequities originally claimed by the plaintiffs to the plaintiffs' satisfaction." They also stated that given all the other problems the school board was facing with the building and integration issues, they felt that they should not continue the suit and add to the school board's distractions (The Sun, February 22, 1962).

SCHOOL BUILDING PROGRAM DEVELOPMENTS

In September 1960, with the reevaluation process underway, the school board had a special meeting to discuss the Plant Facilities Survey Report prepared by personnel of TEA. The board concluded the report made it clear that the district needed additional facilities, and that a new black school was needed to avoid risking the district's accreditation. The school board decided it should consider using "a Citizen's Advisory Committee to study the building needs of the Georgetown Schools and to make recommendation to the school board." The superintendent was instructed to present plans for such a Citizen's Advisory Committee at the next school board meeting, and was asked to contact the Brownwood Independent School District superintendent for details regarding its Citizen's Advisory Committee (GISD Minutes, September 22, 1960).

In an October 1960 meeting, board members agreed that a Citizen's Advisory Committee should be established to study various phases of the Georgetown Public Schools. The areas of study of the committee were to be: (1) School Plant Facilities; (2) School Curriculum; and (3) School Finance. It was tentatively agreed that committee representation would be selected from sixteen organizations in the community with a total of thirty-two members. The school board gave the committee extensive details about how they were to organize. The committee members would organize into three different subcommittees. Each subcommittee selected a chair and the entire group selected a general chair. The general chair, along with the subcommittee chairs, would form the steering committee. Each subcommittee was to study all three focus areas and write a report on each area. The three subcommittee reports on each area were to be combined, approved by the total committee membership, and submitted to the school board. The school board decided that the committee representation would be that shown in Table 7.2.

Table 7.2. Representation on Citizen's Advisory Committee

	Organization	Members
1	Elementary PTA	5
2	Carver PTA	5
3	Farm Bureau	3
4	Williamson Co. Livestock Association	3
5	Chamber of Commerce	1
6	Optimist Club	1
7	Lions Club	1
8	Music Club	1
9	Study Club	1
10	12 O'Clock Club	1
11	American Association of University Women (AAUW)	1
12	Sheriff's Posse	1
13	Business Women's League	1
14	Band Booster's Club	1
15	Home Demonstration Club	1
16	School board Appointees	6

(GISD Minutes, October 13, 1960; November 9, 1960)

In November 1960, the school board met with over 100 PTA members in a special joint session. Reference was made to the deficiencies found by the recent TEA

school plant survey. Board members explained that a potential $750,000 bond issue would be needed for Georgetown school plant modernization and expansion. They pointed out that Carver needed to be built from the ground up, that the High School needed to be modernized and converted into a Junior High School facility, and that a new high school building was necessary. The board also noted that the Elementary School was overcrowded by 15 percent as it was designed for 600 students and had 691 enrolled. The High School was overcrowded by 60 percent because it was designed for 350 students and had an enrollment of 541, resulting in inadequate science, home economics, and library space. The need for new science facilities in particular made the school board feel that building a new high school would be the most economically feasible. However, by the end of the integration years, the board had changed its mind, and GISD would have a new separate Junior High School facility and a renovated High School building. Of the anticipated $750,000 bond, it was anticipated that $150,000 would be needed for Carver. One school board member, Dr. Gamble, brought "the integration question officially into the open for the first time." He said that the Carver plant was "disgraceful" to Georgetown, but that plans must be tentative "until this integration problem settles down one way or the other." Another school board member, Steenken, similarly described the Carver School as "deplorable." The school board emphasized that it was not taking action immediately due to the recent establishment of the "Advisory Citizens Committee" that was working with the board to address various issues related to building new schools (The Sun, November 17, 1960).

The school board met with the "Advisory Citizens Committee" and asked for investigations and reports on curriculum, plant facilities, and school finance. The committee was asked to canvas the community as part of its effort. In August 1961, the school board received the final reports and recommendations for the Georgetown public

schools from the committee. Twenty members attended, with each sub-committee bringing their own reports for a single recommendation to the school board. The committee was unable to combine their views into a single recommendation, as the school board had requested, and instead gave the school board the benefit of three proposals. The reports dealt with the High School, the Elementary School, and Carver School plants as well as their individual operation and curriculum. The subject of integration and segregation was dealt with "and integration [was] recommended in various forms and degrees." The committee recommended construction of a new high school, junior high school, and new school for black students (The Sun, March 30, 1961; August 3, 1961).

The school board met again in September 1961 and made a study of the Citizen's Advisory Committee report. The school board noted that the Advisory Committee reports identified many inadequacies in the physical plant and the curriculum, many of which had been identified in the report of the Texas Accreditation Committee in the previous year. The school board noted the accreditation committee was set to visit again in a month. Carver School was the main topic of discussion, and many problems were listed. These included lack of a library, no foreign language, no gymnasium, no auditorium, no laboratory, insufficient lighting and heating, no lockers, no music, among others. The board discussed the many accreditation issues that Carver School presented, and also discussed other suggestions of the Advisory Committee, including adding industrial arts in junior high, an enlarged library, and making other school plant and curriculum improvements. The school board disagreed about whether to build a new junior high or a new high school, but finally agreed that whichever one was built, the existing combined junior/senior high would be renovated to accommodate the other students. After lengthy consideration of these issues, the school board passed a motion to

proceed with a building program on the basis of constructing a new Carver School and a new Senior or Junior High School, with the existing building to be renovated to accommodate whichever was not built (GISD Minutes, September 21, 1961; September 28, 1961; October 5, 1961).

The school board's building program decision prompted a reaction from the public, with many letters being written to the local paper regarding the decision to build a separate black school. The Sun published eight letters, some from prominent families, all stating that the school board's plan to raise bond money for a separate black school reflected short range planning. All eight letters noted that integration was inexorable, and that while black families in Georgetown were not pushing for integration, forces larger than Georgetown were at work and would cause it to happen. The letters noted that strong segregation strongholds like Dallas and Houston had since integrated, generally peaceably, and that Georgetown would inevitably have to do the same. They felt it made no sense to spend the money on a segregated school, when the money could be better spent on a better integrated school. The letters urged the school board to reconsider its building program (The Sun, October 5, 1961; October 12, 1961).

The Sun then provided its own view of the issue through an editorial that began by acknowledging the difficult job faced by the school board, "Georgetown's problem is more difficult than some." It noted that, "a continued segregated school program, uplifted to meet State agency requirements, would be costly. Extra teachers alone, which would have to be paid from local sources, would run tens of thousands of dollars. A building to be used for segregated purposes might not be useful after the district later became integrated." The editorial further stated,

> Georgetown's Negroes have indicated that they are not particularly interested in going to school with white students and that is entirely understandable. Many of their parents feel that their preparation has not qualified them to continue through

> the high school grades successfully and graduate, as they would among children who had received the same type of training and preparation. Gradual integration beginning with the first grade and moving up to a grade each year appears to be the least objectionable method of integration, from both sides of the fence. There is the possibility that this might be considered if integration is seriously considered here. There is this background, somber to non-integrationists and pleasing to those who seek to put the white and Negro children under a single roof, which is that integration appears to be a sure thing. It may not come to Georgetown for ten, fifteen, or twenty-five years, but it will probably come. And, it is the very uncertainness of when it will come that complicates the school building program. At present stage, Georgetown is not capable of integrating many children. All our schools are jam-packed and running over. A ballot, outlining the different programs, and how they will affect the future of Georgetown public schools and the taxpayer himself, which the School board currently seems to favor, might go a long way toward helping the school people move along (The Sun, October 19, 1961).

The editor's reference to the school board's seeming preference for a ballot that outlined the alternatives came from the events of the October school board meeting. In that meeting, three citizens asked the board whether they were close-minded on reconsidering their decision to seek bond money for a segregated school. The Sun reported that the school board member's responses were varied, from no to yes, with most being equivocal (The Sun, October 19,1961).

One school board member said he did not really know how the majority felt, that he had been amazed to find he was not the only parent in favor of an integrated system. Several suggested posing the bond issue in the alternative, to illustrate how much more a segregated system would cost. One cost pointed out was that of paying $65 per month for private car service for black children living on one route, while the white school bus drove right past them (The Sun, October 19, 1961).

Conversely, one school board member pointed out that he had been by a Dallas black school recently and that it was full of black students even though Dallas had integrated, perhaps by the free choice method. The school board member expressed an

underlying sentiment that "forced integration" was not desirable. Several school board members indicated on several occasions a desire for a vote on the issue. Superintendent Barnes pointed out that under State law, a vote could not be taken without a petition signed by 20 percent of the qualified voters (The Sun, October 19, 1961).

The school board decided, however, to proceed with the building plan and discussed architects' fees, building costs, bond issues, and related matters. The school board agreed to hire architects to begin drawing plans for building options (GISD Minutes, October 4, 1961; The Sun, October 19, 1961).

Thereafter, the school board met twice weekly from October to December 1961 to consider the building project. Among other things, they considered: what physical facilities should be included if a new junior high school was built; what should be planned for if a new high school was constructed;, and what should be included if there was a new Carver school. After all options were considered fully, the school board intended to ask the architects to give cost estimates for each option "and the public will be asked to make judgment on the best plan for Georgetown schools" (The Sun, November 30, 1961).

In February, the school board received the report from the architects on the projected cost of the building plans it had outlined in its October through December meetings. The report included a proposal for a new Carver School, a new high school, renovation of the existing Junior/Senior High School to convert it to a junior high school, and revisions to the Elementary School. The estimated total cost was $1.1 million. The school board noted that they had asked initially for the cost of an "ideal" system, with the expectation of needing to cut it back. However, after some discussion, the school board was only able to pare the costs back to $930,000 for the full plan, and $830,000 for the desegregated plan, the main savings coming from not having to build a separate

gymnasium for Carver High School. The school board suggested reductions to attempt to meet a goal of a $750,000 bond issue, and asked the architects to consider the matter further. The school board at the same time was having some difficulty in identifying suitable sites for the new black school, and the possible new Junior High. In 1962 the school board met and considered numerous tracts of land for potential building sites including one offered by school board member Jay Wolf of twenty-five acres situated on at the intersection of Highway 81 and I-35, the site where Wolf Ranch Shopping Center was built in 2005. The school board toured several nearby school districts, and found most were situated on fifty acre sites to allow for expansion (GISD Minutes, January 11,1962; January 25, 1962; February 8, 1962; February 15, 1962; March 8, 1962; The Sun, February 22, 1962).

The architects, as requested, returned with a revised plan, estimated to cost $800,000. The school board insisted it was still $50,000 more than they could get a bond passed for, and asked the architects to look for further reductions. They considered such things as using the gymnasium as a band hall, and combining the cafeteria and the auditorium. A significant discussion took place over the controversial issue of air conditioning. The architects said costs of construction would be the same, and that while operating costs would be higher, there would be savings from reduced cleaning, maintenance, and there would be a better climate for teachers and students. The school board again directed a reduction in cost and subsequently, air conditioning was removed for the Carver School, among other reductions (GISD Minutes, February 27, 1962; The Sun, March 1, 1962).

In March, the school board met again and concluded that the architects' revised plans at a cost of about $750,000 were getting close to what they were comfortable submitting to the voters. Some of the savings included having a library and cafetorium as

a combined space. The school board instructed architects to increase the seating for the white gymnasium, and to consider the option of adding space to the Carver facility for teaching industrial art courses (GISD Minutes March 15, 1962; The Sun, March 22, 1962).

The financial difference in having an integrated school system and a segregated system was about $100,000, the difference between $900,000 and $800,000; the cost difference was primarily a separate gym for Carver. Some school board members continued to insist that the board had agreed they only had about $200,000 to spend on Carver, and $400,000 to spend on a new high school, and that the building plans should be reduced accordingly (The Sun, February 22, 1962).

In a March 1962 meeting, the school board was polled by the Chair, who asked if they would like the community's view on the possible building plans. They agreed 6-1 they would like to know the community's views, but the superintendent indicated that State law prevented having a community vote without a petition signed by 20% of the qualified voters. After this meeting, a citizen group began immediately to circulate a petition on whether to have an integrated school system. The petition explained that the Supreme Court had ruled segregated schools unconstitutional, but the Texas constitution required segregated schools unless the community voted otherwise, and it provided that desegregation of a district could only occur after election upon petition of 20 percent of qualified voters (The Sun, March 22, 1962; April 5, 1962; GISD Minutes, March 15, 1962).

At the April 12, 1962, school board meeting, Reverend Richard Smith presented a petition with 453 signatures calling for an election on integration, and asked the school board to consider the petition. School Board President Doering thanked Reverend Smith, read the Texas law concerning school integration, and had the issue placed on the agenda

for the next meeting. The school board agreed to accept and check the list of signatures (GISD Minutes, April 12, 1962; April 19, 1962; The Sun, April 19, 1962).

In May, the school board rejected the petition on legal grounds. The minutes reflect that: "Mr. Wolf reported on the integration petition which had been presented at the April meeting by Reverend Smith. The petition was not legal due to the fact that the wording on each copy was not identical. Also, extra sheets of names had been stapled to the copies and names appeared on the reverse sides of some sheets. Wolf verified these facts with the Attorney General's office. Dr. Gaddy made a motion the petition be turned down due to legality, Wolf seconded. Motion carried." While not reflected in the minutes, the school board was apparently also informed that deficiencies of this type had caused courts to reject petitions before (GISD Minutes, May 10, 1962; The Sun, May 15, 1962).

The school board's rejection led a group of Southwestern University students to meet at the home of biology professor Ed Girvin on May 4, 1962. The group discussed strategies to oppose the school board plan to build a separate black school and avoid integration. The result of that meeting was the formation of a Committee for Better schools (CBS). The group created a charter, nominated a slate of officers, and two days later met at the United Methodist Church to plan. On Friday May 18, the group met again at the Church, and discussed moral issues with segregation. The County School Superintendent, Gilbert Conoley, attended the meeting and discussed educational problems with segregation. Mr. Harvey Miller, a leader in the black community, attended and spoke on his observations and made it clear he and his daughter would join any federal suit as plaintiffs (Spellman, 1962, video transcript).

While their real goal was integration for its own sake, they used as their main argument the more current politically palatable argument that it was not cost-effective for

the taxpayers to build the segregated system, and that the extra money spent on the segregated school could be better spent on additions to the new high school planned for the white children (Spellman, 1962, video).

In addition to sparking the formation of an opposition citizen's group, the school board's rejection of the petition caused the board to receive numerous complaints. As a result, Doering initiated a request to the State Attorney General as to whether the petitions were properly rejected. By this time, the formation of the CBS was publicly known. The local paper reported that the CBS might take steps to have the petitions nullified, because Federal courts had ruled such petitions unnecessary, and that the Georgetown petitions had expired in any event. The Sun also noted that the CBS had been organized by many of the persons who originally signed the petitions, and that after the school board denied the petition, the CBS was formed to decide what further action could or should be taken. "It is known that the action they contemplate, with the advice of legal counsel, is to integrate the Georgetown public school system. In addition, the Committee questions the economic feasibility of building a complete 12-grade system on the West side for Negro students" (The Sun, June 14, 1962).

In the same April 12, 1962, meeting in which the school board had received the election petition for consideration, only to later reject it, the board spent most of its time in a lengthy discussion of the building program. The board concluded it needed to substantially revise its building plans. Doering asked each school board member to write on a slip of paper the amount of bond he or she thought the community would accept. The numbers were $500,000; $400,000; $700,000; $750,000; $450,000; $500,000 and $400,000. The school board noted their current building plan called for spending $754,000 and, after discussion, decided the acceptable amount was between $500,000 and $750,000. The school board concluded they would likely put a choice in a bond

election, either (1) $750,000 for construction of a new High School and Carver School, (2) an issue of something over $400,000 for construction of a Junior High School, twelve-grade Carver School and remodeling of the present High School building for a high school facility. The school board also noted that a third alternative, an integrated system, would, they felt, be decided by a vote in accordance with the petition-called election. This last thought is interesting, because it at least indicates that at the time some of the school board members were not contemplating rejecting the petition (The Sun, April 19, 1962; GISD Minutes, April 12, 1962).

In a subsequent meeting in April, called by President Doering, school board members met to discuss the building program without the architects present. President Doering presented an outline he designed for a building program along with a diagram of the High School campus. They also considered a number of issues regarding the bond issue and how to save costs. These ideas included submitting alternative bond options to the voters or presenting the bond issue as a referendum. Other options were to save money by using white teachers to teach Band, Choral, Industrial Arts, and Agriculture at the proposed Westside School for black students. The board also considered cutting costs by permitting black students to use the white high school field, gym and track and eliminate the construction of a Westside School gym. The school board minutes also recorded "[t]he school board will try to keep extremists from dividing our community" and that "it cannot solve all problems alone – will try to give all children equal education opportunities and urge city and churches to do the same in their field." As is typical when opposing views exist, many community members thought some board members were extreme in their views to avoid integration, and some school board members viewed the CBS members as extremist (GISD Minutes, April 26, 1962).

The school board decided to call for a bond election on a reduced plan for a twelve-grade campus for black students at a West Georgetown location, a separate Junior High School building, and renovations to the Elementary School. The issue of integration was raised, and it was proposed that the Westside school be built from the beginning so that it would accommodate a junior high system in case of integration. But the school board rejected that idea, saying that, "in case of integration, either by election or court order, a system of zoning will be instituted, with a twelve grade system in each zone." The zoning system the school board proposed could create an attendance zone that would keep black students in a separate school. Transfer from one zone to another would be allowed under integrated conditions, but both twelve-grade systems would be maintained. All other transfer students paid tuition causing one to wonder if the school board considered the possibility of charging tuition to those who wanted to transfer to a different zone, obviously the black students into the white schools (The Sun, May 3, 1962: GISD Minutes, April 30, 1962)

Later in May, the school board met and heard a presentation from the architects for potential additions to the Elementary School, construction of a new Junior High and Westside School, and renovation of the High School. The total cost of this reduced program was projected to be $515,000. Shortly thereafter, the school board met again to approve the plan presented by the architects as a basis to begin work and planning for a bond election. The school board set up timetable for a bond election and tentatively approved a $515,000 building program, which included a new twelve-grade Westside school, a new Junior High School, and improvements to the present High School, including a band hall, and improvements to the Elementary School (The Sun, June 7, 1962; June 14, 1962; June 21, 1962; GISD Minutes, May 31, 1962; June 7, 1962).

In its June meeting, the school board was advised of a number of requirements regarding bond elections and notice. The school board received and approved a petition by J. Wolf and sixty-two other persons asking for an election regarding the bonds, seeking approval for $525,000. The school board approved having the election and urged community members to vote "Yes." The board issued a signed statement saying that they felt the $525,000 proposed bond was practical and provided the essentials without frills, and was more acceptable than the initial $1.2 million architects' proposal. On July 12, 1962, the school board received the results of the vote showing 387 voting for the bonds and 92 voting against. They entered an order of the minutes declaring the result (The Sun, July 5, 1962; GISD Minutes, June 14, 1962; July 12, 1962).

After the approval of the bond election, the school board met with the architects to begin finalizing plans, and with bond sellers. One member, Dr. Gaddy, said he had heard that it was very likely that a lawsuit would be filed against GISD to prevent building a new segregated black school. The school board was aware of the lawsuit that CBS planned to file, and the bond-sellers told them a lawsuit would make it difficult or impossible to sell the bonds. The board contacted the CBS's attorney, Price Ashton, and he told them his client, the CBS, was "very determined" and that three actions were planned: first, a state taxpayer's injunction on whether it is economically feasible to build a duplicate school system; second, a Federal lawsuit to test integration; and third, to test whether the State law prohibiting integration without a petitioned-election was unconstitutional under the Federal Constitution (The Sun, July 19, 1962).

The Sun noted separately that those who had been eagerly anticipating the new schools would be disappointed by the lawsuits, as any lawsuit related to building the new black school would also prevent building the new Junior High School because the bonds could not be sold. Additionally, the school board Chair made it clear the board would not

authorize a program different than the one the voters had passed in the bond election. It concluded: "So apparently the issue of integration in Georgetown will not sleep. Two sides are firmly dedicated to their perspective ideas on the subject and will make it a 'finish fight'. In the meantime the children, and especially the Negro children, will be the losers. Most of them, it appears, will be going to school in Carver for a long time yet when they might have had a fine new school of their own" (The Sun, July 19, 1962).

The school board responded to the controversy, with the Chair Doering issuing a statement saying that he had impressed upon the school board members the importance of being agreeable even when they disagreed and that they had largely done that. He said the school board had considered all possible solutions and had spent "many, many" hours before arriving at present plans which were in the best interest of all concerned. He also said "it would only be fair to state" that under present State law, the school board cannot itself integrate the schools without being subjected to personal fines, and the school losing some State aid. He said the plaintiffs, CBS, gave the school board only two choices: stop the construction on Westside, the new black school, or stop construction on Westside and order total integration. The plaintiffs rejected a compromise offered by the school board whereby they would continue the construction as planned, and allow free transfer. He further stated he felt the litigation that followed was regrettable (The Sun, July 26, 1962).

THE CITIZENS FOR BETTER SCHOOLS FILE TWO LAWSUITS AGAINST GISD

The CBS, formed in May 1962, had hired an attorney from Austin, Mr. Ashton. He had advised the group that it should file two lawsuits. One would be a State court lawsuit, with the CBS being the lead plaintiff as taxpayers, challenging the school board's right to spend bond money on segregated schools. The second would be a

Federal lawsuit, in which black students and parents would have to be the plaintiff. That lawsuit would challenge two points. One would be the State law that prevented a school board from calling for an election on desegregation without a petition. The second would directly challenge GISD's right to have a segregated school system under the U.S. Constitution (Spellman, 1962, video).

THE STATE LAWSUIT

The first of these lawsuits was filed in State court in July 1962. Eighteen resident taxpayers filed suit to enjoin spending funds on the new Carver School. The lawsuit named all the plaintiffs, with the first-named being C. J. Kreger, and others including Norman Spellman and Harvey Miller. Their petition argued that to spend funds on a new black school would "perpetuate segregation, and misappropriate public funds and put an unnecessary burden on taxpayers." The day prior to the filing of the lawsuit, a meeting was held between members of the school board and members of the CBS, but neither group could arrive at a counter-proposal acceptable to the other. The State Court injunction hearing was scheduled for August 15, 1962 (The Sun, July 26, 1962; August 9, 1962).

At the injunction hearing, CBS asked the court to stop construction of any GISD buildings, but the injunction was denied on the grounds that the plaintiffs, CBS, had not exhausted their administrative remedies, and a trial was set for October. Five black families were allowed to perform an "intervention" for GISD by supporting the construction of a new black segregated school. Even with the injunction denied, the lawsuit effectively stopped construction because the bonds were not saleable until the lawsuit ended. Ed Harris, as spokesman for the CBS, was questioned extensively during the hearing regarding the Committee's formation, function, aims, and objectives. Chair Doering testified about the school board's efforts in planning for the construction

program. Judge D. B. Wood said the CBS puzzled him, because they did not seem to be pushing for integration, but instead merely for not building a new Westside school, which would hurt black students. The Judge noted the school board was taking the unusual step of building them a quality school. Chair Doering testified the construction of the Westside School was being done with an understanding that integration might come, and the school could then be used for integrated classes. The plaintiffs, CBS, argued that if integration came, Westside would not be needed at all, and the savings could be used to build better buildings for the other schools. Judge Wood denied the preliminary injunction and later recused himself on the grounds that he was a taxpayer in the district. Judge Thurman Roberts of Hamilton was appointed visiting judge, and he held a hearing on October 11, 1962. Judge Roberts summarized the case by noting the school board's position was that under State statute they had to build a segregated school, and yet plaintiffs were saying such an expenditure would be a misappropriation of funds. He asked both attorneys to provide written briefs for him to review each side and promised a decision in mid-November (The Sun, August 16, 1962; August 23, 1962; October 4, 1962; October 18, 1962; October 25, 1962).

Judge Roberts did issue his ruling in November, and ruled in favor of the school board. The Judge believed that testimony showed the planned buildings were needed whether the system was segregated or integrated. This marked the second decision which the CBS had lost (The Sun, November 29, 1962).

The school board then stated it would not act on the Judge's ruling, by selling the bonds, until the time for appeal had passed and the decision was final. An appeal was filed by CBS, which continued to prevent any bond sales. The local paper commented about the school board's dilemma, in that under State law it could not integrate the district itself. The risks of doing so were highlighted by recent events, the paper noted,

where State funds were recently withheld from Benavides ISD in Duval County for admitting two black students (The Sun, November 29, 1962; December 6, 1962; GISD Minutes, November 8, 1962).

Therefore, at the close of 1962, the school board had defeated in State court the CBS lawsuit to prevent the bond money from being spent on a segregated school system. But the issue was on hold, by the school board's decision, pending the outcome of the CBS's appeal. There was also pending at this time a Federal court case focused directly on the question of integration, and it too played a key role in the subsequent events in 1963 regarding integration.

THE FEDERAL LAWSUIT

The CBS also worked in the summer of 1962 to prepare a Federal case challenging integration. However, before the Federal lawsuit could be filed, the black students needed to be able to show that the school board had refused them admittance to the white school. Attorney Ashton told the Austin American Statesman, and the report was carried by The Sun, that several black students would attempt to register at the white GISD schools, and if rejected, would bring a Federal lawsuit to force integration. The Sun predicted rejection of the applicants, as the school board members would otherwise be fined under State law (The Sun, July 26, 1962).

So, twenty-nine black children applied to enroll in the white schools. Twenty-six students were Georgetown residents and three were transfer students into GISD from Florence Independent School District. At its September 3, 1962, meeting, the school board took note of the petitions, and President Doering called for comments. Most members felt the request should be denied. The school board's attorney, Lott, stated under 2900A Law, the board could take no other action but to deny. The school board did agree that the transferred Florence ISD students would be accepted back into the

Carver School, if they withdrew their request to enter the white school, which they did. The school board voted 5 to 1 to deny the students' request for admittance into the white schools and approved the following formal reply:

> The school board of Trustees of Georgetown Independent School District has no alternative but to deny the applications of the 26 Negro children for enrollment in the white schools, for the reasons herein after stated. We have long been aware of the serious inadequacies of the scholastic facilities presently provided for colored students in Georgetown, and we intend to correct these as much as possible when permitted to do so. At this time there are crippling deficiencies in the Georgetown Elementary, Junior High and Senior High Schools for a number of reasons one of the main ones being space as they are now overcrowded.
>
> Our building program would solve virtually all the inadequacies in the Negro school as well as in the white schools, but this program is currently handicapped by an untimely suit seeking to enjoin the construction of Westside School brought by a minority group known as the "Committee for Better Schools." This suit attempts to evade the expressed will of the majority of voters in the District, and it also is discriminatory against the colored people in that it deprives them of these needed facilities.
>
> We do not blame these students for attempting to seek a better school, but we request them to be patient until the injunction suit is disposed of and the building program completed.
>
> Because of the severe crowding of all facilities in Georgetown at this time, and other valid reasons, the School board feels compelled to deny the applications at this time (GISD Minutes, September 3, 1962; The Sun, August 30, 1962; September 6, 1962).

The Federal complaint was filed September 5, 1962. The plaintiffs were a group of fifteen black parents and their children who were GISD students. Originally there were sixteen, but one later was dropped when it was determined the student was a transferee who did not reside within the district. The lead plaintiff was Harvey Miller, and his three children, Crystal Ann, Linda Susan, and Mittie Kathryn. The suit also asked that the named plaintiffs be designated as part of a class, the class being all black students attending GISD, and that the lawsuit be declared a class action seeking relief on

behalf of all such students, not only the named plaintiffs. The named defendants were Georgetown Independent School District, its School Board of Trustees, each individual trustee, Carl Doering, the Chairman of the School Board of Trustees, and Joe Barnes, the Superintendent of the Georgetown Independent School District (Crystal Miller et al v Joe Barnes et al, Civil Action No. 1311; The Sun, September 6, 1962).

The lawsuit included four distinct but related claims:

1. That the policies, rules and customs of GISD in requiring minor plaintiffs, on account of race and color, to attend racially segregated schools violate their rights under the 14th Amendment and federal laws.

2. That the policies, rules, regulations and customs of GISD in requiring its schools to be operated on a racially segregated basis deprives minor plaintiffs, on account of race and color, rights secured to minor plaintiffs under the 14th Amendment and federal laws.

3. That action of defendants in their official capacity in compelling minor plaintiffs to attend a racially segregated school, on account of race and color, violates rights secured to the minor plaintiffs under the 14th Amendment and federal laws.

4. That action of defendants in permitting the schools under their supervision and operated by GISD on a racially segregated basis, on account of race and color, violates rights secured to the minor plaintiffs under the 14th Amendment and federal laws.

The complaint set forth the undeniable fact that GISD did have racially segregated schools, and that the school board of trustees and the superintendent had taken the steps necessary to implement and maintain the segregated nature of the schools. As relief, the lawsuit sought speedy preliminary and ultimately permanent injunctive relief from the segregated policies. Specifically, the complaint sought that GISD, and its school board and superintendent be enjoined, or prevented, from refusing the minor plaintiffs the right and privilege to attend classes in the public schools of GISD on a non-racial, non-segregated basis, from assigning any student to any of the minor plaintiffs to a school on

the basis of race or color, and from operating the GISD schools on a segregated basis (Crystal Miller et al v Joe Barnes et al, Civil Case No. 1311).

The attorneys for the plaintiffs were Ashton, Allen and Smith, with Price R. Ashton as the lead counsel. The attorneys for GISD included William S. Lott of Georgetown, Texas, and Joe H. Reynolds, of Bracewell, Reynolds & Patterson of Houston, Texas (Crystal Miller et al v Joe Barnes et al, Civil Case No. 1311).

The defendants' first response was to challenge the plaintiffs' contention that they in fact represented a class of minority students with the same grievances that was too large to practically name. This was an important issue, because unless the lawsuit was declared to be a class action, the Court's ruling would apply only to the named plaintiffs. But defendants strongly challenged the plaintiffs' assertions regarding class. Defendants claimed that not only was the class not too large to individually name, but that the majority of black students were "antagonistic" to the suit, and did not want integrated schools. Defendants sought by filing a "Plea in Abatement" to have the lawsuit set aside on the grounds that plaintiffs could not prove that any black students other than the ones named wanted integrated schools or that it would be impractical to name those that did seek to attend white schools (Crystal Miller et al v Joe Barnes et al, Civil Case No. 1311).

Interestingly, the defendants went out of their way in answering the suit to reference "Brown vs. the Board of Education," and said "Defendants make no objection to the principles stated by the Supreme Court in its decision." But the defendants then noted that they were bound by both the U.S. Constitution and the Texas Constitution, that they had done their best to abide by both, and that in their view they had taken all steps to provide, and did provide, the minor plaintiffs an education that was "second to none" (Crystal Miller et al v Joe Barnes et al, Civil Case No. 1311).

The school board considered its options in responding to the Federal lawsuit, concluding it should let its lawyers put together an answer and then review it. The school board met on September 23, 1962, and agreed with the recommendation of their attorney, Lott, to hire Joe Reynolds from Houston to represent the school board "in the Federal Court" for an estimated fee of $1,500. Reynolds was considered an expert in Federal District Court matters (The Sun, September 20, 1962; September 27, 1962; GISD Minutes, September 23, 1962).

An answer was filed in the lawsuit by the school board, and in it the school board claimed that it had provided a "first class" education to all students, white and Negro, and noted that the school board was bound by both Texas and Federal Constitutions. The answer also challenged the black students' attempt to sue as a class. The school board designated school board members Thomas and Ihms responsible for handling minor details in the Federal lawsuit at the request of the attorneys (The Sun, October 4, 1962; GISD Minutes, October 11, 1962; Crystal Miller et al v Joe Barnes et al, Civil Case No. 1311).

Therefore, in the Federal case, at the end of 1962, both parties of the lawsuit had prepared their positions, but nothing of substance had yet happened. That changed early in 1963.

DEVELOPMENTS IN THE LAWSUITS IN 1963

The first half of 1963 saw a tumultuous collage of events that, by July, set Georgetown's building program on its new course. This period also saw the school board agree to implement a plan to result in a "free choice" integration system. However, the details of this plan's implementation, and in particular the time over which it would be implemented, were still hotly contested during 1963.

INITIAL FEDERAL CASE HEARING AND AGREEMENT TO NEGOTIATE

On January 29, 1963, there was a hearing before U.S. District Judge Ben Rice, of the Federal District Court, known as the Western District of Texas, in Austin. Prior to the hearing, each party's respective counsel had agreed to six fact disputes that the Court needed to decide. They are listed below:

1. Whether or not plaintiff's constitutional rights have been violated.
2. Whether or not the defendants conspired to deprive plaintiffs of their constitutional rights.
3. Whether or not plaintiffs are entitled to equitable relief in the light of filing a state action to enjoin construction of new buildings to alleviate crowded conditions.
4. Whether or not a class action exists.
5. Whether or not plaintiffs can represent a class.
6. What length of time is required to promulgate a plan of desegregation and put such plan in effect with all deliberate speed – in light of all attendant problems (Crystal Miller et al v Joe Barnes et al, Civil Action No. 1311; The Sun, January 17, 1963; January 24,1963).

At the hearing, the Judge asked the parties to attend an "in chambers" meeting where they met in the Judge's office. There the plaintiffs' counsel and the school board's counsel agreed to attempt to work out an acceptable "out-of-court" settlement. Both sides called it a rational approach. The school board's attorney said plaintiffs recognized "that time is necessary to put integration into effect," and for the school board's part, he acknowledged "that the rules, regulations and customs requiring segregation were unconstitutional" (The Sun, January 31, 1963).

FEBRUARY 1963 NEGOTIATIONS WITH CBS AND THE SUBSEQUENT HEARING IN FEDERAL COURT

On February 11, 1963, the CBS wrote a letter to the school board, requesting a meeting, and expressing interest in reaching a negotiated settlement. The CBS letter included a detailed proposal. Among other things, the CBS asked that any agreement be

entered as part of a Federal court order, and threatened that if agreement was not reached, the CBS was prepared to seek a court order implementing the plan outlined in their letter "by a full-scale trial before the Federal Court." Doering, in the school board's February 14 school board meeting, read a letter he had drafted as a reply to George Nelson, who had written the letter on behalf of the CBS, "inviting his group to meet with the school board" on Monday night, February 18, 1963 (GISD Minutes, February 14, 1963; February 18, 1963: The Sun, February 11, 1963).

Then, on February 18, 1963, the school board, along with the superintendent and attorney Lott, met with representatives of the CBS and a large number of CBS supporters. The local press and the Austin press were present. More than fifty people attended, including some members of the CBS, some persons who were pro-integration but not members of the CBS, and a few non-committed persons. Doering stated that the main reason for the meeting was to read a letter from George Nelson. The letter was read by Doering and included in the minutes. The plan, referred to in the letter, was read later by Mr. Nelson. CBS, in its proposal, first said the proposal included the assumption that a federal court order regarding integration would be in place, and that every student would be entitled to attend any school in the district effective September 1963. This was the so-called "free choice" form of integration. In that event, the CBS proposed that the school board could build a new Junior High as currently proposed; that it be built only in certain specified areas, and specifically not in the location of Carver; and the school board could proceed with renovations and expansions planned for the Elementary School and High School. Then, the CBS proposed that the black students in grades 9-12 be absorbed into the present white school facilities, not under "free choice," by September 1963; that grades 2-8 be permitted to have free choice, and that those black students wishing to remain temporarily segregated be housed temporarily in the new Junior High; and that

the black students entering the first grade be integrated, not under "free choice," in the renovated Elementary School. The CBS proposed that an additional grade be integrated for each year of the next four years in the Elementary School, at which point all grades would be integrated except grades 6-8, which would still be in the Junior High; at this point the Junior High would be integrated, thus effectively terminating any separate black school. The CBS commented that with the certainty of GISD becoming an integrated school system, it was felt this plan would be both a practical approach to achieving that result, as well as one that would address the accreditation issues currently posed by the Carver school. The CBS closed by saying this agreement would resolve both the State and the Federal lawsuits, and suggested that the money saved should be put to use for vocational training and enrichment of college preparatory curriculum (GISD Minutes, February 18, 1963; The Sun, February 11, 1963).

As the school board's response, Doering read the letter he had sent back to Mr. Nelson, the Chair of the CBS. In that letter, he first disagreed that the Court had yet ordered the school board to provide a plan for integration. He then took issue with the CBS' insistence that the school board add the fifty black high school students from Carver into the white high school in September 1963. He observed "from our studies and needs we need and plan to take out 228 students from this building instead of adding fifty students and making conditions even worse." He indicated that if the school board could get the building program started, they could have the buildings ready by September 1964. But he observed that this was stymied by the state lawsuit. "As you know we have a State suit against the district which prevents the school board from doing any intelligent planning, and we do not know the outcome of this appeal." He added that when the school board was in a position to sell the bonds and complete the building program, he

believed the school board could offer the court "an intelligent and sensible plan" (GISD Minutes, February 18, 1963).

Apparently no discussion was held between the parties, as it was reported that the entire meeting lasted fifteen minutes. The school board minutes do not reflect any discussion, either between the school board members themselves, or with any of the many attendees representing CBS. The minutes reflect only that the school board would be pleased to keep the proposed plan on file, and then reflected a vote to adjourn (GISD Minutes, February 18, 1963; The Sun, February 21, 1963).

The following day, February 19, the parties were back in Court, as the CBS attorneys had requested a hearing with the Judge, presumably to complain of the school board's dismissive treatment of the CBS proposal. However, the hearing did not go as CBS expected. Doering testified that if construction could begin in March 1963, the buildings would be ready by September 1964. The school board's attorneys told the judge that they could not do anything about integration until the building program was completed because overcrowded conditions controlled the issue, and that the pro-integration group was holding up the building program with the State lawsuit (The Sun, February 21, 1963).

The Judge sided with the school board. He accused the CBS, and the plaintiffs, of "holding a club" over the school board's heads by pressing both the integration lawsuit and the building lawsuit, and said he felt the pro-integration forces in Georgetown were trying to "act as dictators in the matter." The Judge said the CBS was trying to come at the school board from both sides, and had the school board in a bind where they could not do anything. Dealing a blow to the CBS's plans, the judge ruled that he would not hear the integration case until the State lawsuit was decided, and the school board was able to put a building program in place. As the local paper put it, the hearing had "boomeranged"

on CBS, because the Federal case, being placed on hold, was now likely to delay further any potential integration of the schools (The Sun, February 21, 1963).

At the February 14 school board meeting, Dr. Gaddy presented a motion to renew Superintendent Barnes contract and was surprised to find resistance to the motion. In fact, the school board voted not extend Superintendent Barnes' contract by a 4 to 3 vote. Doering read from a prepared letter explaining his vote and stating the tie he had to break had been anticipated by him eight months before, and that while he liked the superintendent, he felt it was in the best interest of the school to vote this way, particularly given the "general mixed feelings and unrest among our people." Some school board members complained that he played too much golf; that it was time for a change; that new ideas were needed; that he had certain undisclosed shortcomings; that broken light globes and water fountains that were pulled loose from the wall at the High School were evidence of his lack of discipline; and finally, that it was not a good policy to keep a man until retirement age. More official complaints included charges of undisclosed "bad business practices" which reflected "inadequacies" in administration. Barnes attributed the school board disenchantment with him to his recommendation for property tax reevaluation. A contributing factor may have been that he signed the petition supporting the call for an election on the issue of integration of black students into the white schools (GISD Minutes, February 8, 1962; February 14, 1963; June 10, 1963; July 11, 1963; The Sun, February 15, 1962; June 27, 1963; Allen, 1992, Joe Barnes interview).

With the Federal case stalled, the CBS once again approached the school board at its April 11, 1963, meeting to propose a compromise. Ed Harris and Dr. Eb Girvin presented a letter from the CBS indicating that CBS wanted to see if "differences could be resolved at the local level." In the letter, the CBS took a conciliatory tone, and

indicated that mistakes of timing, judgment, or approach should be put in the past, and that they wanted to reach an agreement. The new and revised CBS proposal was to permit the school board to build a new twelve-grade black school, with the proviso that the building be located other than in the confines of "the Negro district," and if "free transfer of Negro students" is allowed. President Doering thanked them, and there was a sense that the school board was generally agreeable to this framework for a possible resolution. Doering stated the board would respond formally at a later time. However, the board did vote to ask the CBS to suggest a site that would be acceptable to it, one which would also be suitable in terms of the criteria for cost, size, and location. The school board noted that some of its members felt the site of the currently planned black school fit these criteria (GISD Minutes, April 11, 1963; The Sun, April 18, 1963).

While it appeared for the moment as if the parties might reach agreement along the lines of the new CBS proposal, the potential resolution of the lawsuits soon fell apart over one specific issue. Subsequent to the school board meeting, Doering received a call from a CBS representative, who indicated a letter would follow, stating that CBS had decided to add one additional condition to their compromise proposal. The additional condition they added was that they required that the school board also assure them "within eight, ten or twelve years there would be no segregation in Georgetown and there would be no school which would be designated as a Negro school." Doering talked to the press and declared, somewhat indignantly, that such a move "would eliminate 'freedom of choice' altogether." He said he thought the issue had been resolved by moving the Westside school to a different location, but that apparently was no longer the case. Doering said this request put the parties right back to the issue of "forced integration." He said: "This is just terrible – so close to coming to an agreement and

now this. I have feared this sort of thing for quite some time. Our community is to be kept apart regardless, it seems" (The Sun, April 18, 1963).

The conciliatory resolution dissolved over the difference between "free choice" integration, and "forced integration." While all sides sometimes used the term "integration" to refer to either type, they were plainly different concepts. The Federal case sought only an order that students could freely transfer within the district without regard to race. Thus, GISD might build a school primarily intended for black students, as long as those students could attend the white school if they chose. On the other hand, the State case sought an injunction against building any "segregated" school. While a school system that permitted "free choice" was not considered "segregated," the State court plaintiffs sought more than just to prevent use of building funds unless the school board agreed to free choice. Instead, they wanted to force the school board to spend the money only on schools in which all races would attend. In other words, there would be no school built for which the attendance would be expected to be primarily black students.

Contrary to what one might think today, this was not an uncontroversial idea. Indeed, by April 1963, about the time the potential deal between the school board and CBS fell through, a group of more than fifty black parents sought to intervene in the State court action and to make it clear that they wanted a school built for black students, even if free choice might permit some black students to attend the white school if they chose (The Sun, April 18, 1963).

BLACK PARENTS INTERVENE IN LAWSUIT TO PERMIT "FREE CHOICE" INTEGRATION IN GISD

In April 1963, more than fifty black parents, over twice as many as those bringing the federal integration suit, joined the intervention in the State suit against CBS' attempt to enjoin the building of Westside as a segregated campus. By intervening, or joining,

the case, they hoped to make their position heard. They issued "an earnest plea" for CBS to drop the State court suit. They explained how deplorable the old Carver School was, and said they wanted the new Westside school the voters had twice approved. They said they believed they were expressing the views of a majority of the black parents. Charles Miller, the spokesman for the black parent group, said integration is the law of the land, but it should not be forced. He said, "If the students don't choose to go the white school they should not be forced to go just because they have no other school to attend. Many of us in Georgetown are very opposed to the forced integration which will take place unless we have our own schools and our students have freedom of choice. Under the freedom of choice system, I believe that most Negro students will want to remain in their own school, if we can just get it built." He added, "With all due respect to the Committee for Better Schools and for all other Georgetown citizens, we would like to say that we feel that the Negroes here have sacrificed enough for the "cause" of just a few people. . . . Surely these few people could drop their case long enough to let the Negroes themselves have a voice in the matter which concerns the Negro most vitally" (The Sun, April 18, 1963).

While this request for intervention was pending, the appeal of the State court case was heard in Austin by the State Appellate Court. In the hearing, the court asked if the Westside building was intended for segregated schools. The school board's attorney answered that while the board did intend to build a segregated school, it understood that integration was likely inevitable and the building could be used then as well. He maintained that the school board did not intend to "perpetuate segregation." It did not take the court long to decide. Two weeks later, in a unanimous decision, the State Court of Civil Appeals ruled against the school board in the State suit. It held that the school district could not build any segregated building. The court ruled as follows:

> The Judgment of Trial Court is reversed, and Judgment is here rendered enjoining defendants from expending any funds belonging to Georgetown Independent School District for the purpose of constructing any building or other facility which is designed, planned, or calculated to provide segregated schools within Georgetown Independent School District, where such segregation is based solely upon race or color of the students segregated (The Sun, May 9, 1963; May 16, 1963; May 30, 1963).

The impact of the case was felt state-wide, as it was the first holding by a State Appellate Court squarely deciding that bond money raised by school districts could not be spent on segregated facilities. The school board formally received the news of the loss from its attorney, Lott, and voted to appeal the decision to the State Supreme Court (The Sun, June 6, 1963; GISD Minutes, May 30, 1963).

RESUMPTION OF THE FEDERAL CASE AND THE ENTRY OF AN INTEGRATION ORDER

On June 10, 1963, Federal Judge Rice held a hearing and again asked the parties to reach an agreement on an integration plan. On June 13, the parties met with the Judge again and reported they could not reach agreement. In that hearing, the Judge ordered each party to submit an integration proposal, set the parties for trial on June 24, and indicated he would enter his own integration plan that might or might not be patterned after one of the submitted proposals.

During the school board consideration of a response to Judge Rice's demand for an integration plan, Superintendent Barnes, after being superintendent for fifteen years, and principal one year before that, submitted his resignation, as did his wife, a teacher in the district. This followed the school board's surprise move to let him know that it would not renew his three-year contract when it expired the next year. He announced he was taking a superintendent position in Aransas Pass. He told The Sun that he believed the school board had not renewed his contract as a result of his recommendation for the reevaluation program, which generally raised taxes on most taxpayers in the district. He

believed, and events seemed to prove him correct, that the reevaluation was a necessity in order to cause sufficient local revenue to operate the school system (The Sun, June 13, 1963).

The school board submitted its integration plan to the Court on June 17. The trial was to be held on June 24 when the Federal court would decide which plan to adopt, the school board's or CBS'. The school board plan called for first grade to be subject to "free choice" in September 1964, and a subsequent grade to be subject to free choice in each year thereafter. In effect it was a twelve-year integration plan. The plaintiffs' plan was much different. It proposed a three-year plan, beginning in September 1963, where four grades would become integrated in each of the next three years (The Sun, June 13, 1963; June 20, 1963).

The school board, in deciding upon the twelve-year plan, had approved a resolution regarding integration that was published in The Sun. The resolution stated that the school board had taken into account the local problems, "including the facts that all of the schools in the District are now overcrowded and that efforts to remedy such situation by erecting additional buildings have been stymied, even though a bond issue for the necessary funds was approved almost a year ago by the voters, as a result of a lawsuit seeking to enjoin the use of the funds to erect such buildings," and announced the following plan of desegregation to be filed with the Federal court. The plan provided that the first grade in each school in the district would be desegregated in December 1964, and that second grade through twelfth grade would be desegregated on a grade-per-year basis during the next 11 years (GISD Minutes, June 19, 1963).

At the trial, Doering testified that if the twelve-year, or grade-a-year, plan were adopted, the school board would still build Westside to accommodate black scholastics. He noted that under the plan, each student would have freedom-of-choice as to which

school to attend. He also indicated that he hoped to accelerate the integration if space permitted. Harvey Miller testified that he did not want the Westside school built if it was to be segregated because he did not think the segregated school would be as good as the white schools. Mrs. Norman Spellman testified that she had been on an earlier inspection team and that the Carver plant was inferior, and that she did not feel the school board would have integrated unless ordered to do so (The Sun, June 27, 1963).

Following the short trial, the Federal Judge approved the school board's twelve-year plan and entered an order to that effect. The Sun noted the irony that no plaintiff would benefit from the staggered integration plan. The court's order also declared the school district "integrated," because they had an integration plan in place, apparently to free the school to begin building without violating state court order. The school board formally received news of the decision, along with plaintiffs' immediate appeal. It noted that the State lawsuit was still pending in the State Supreme Court (The Sun, June 27, 1963; GISD Minutes, July 11, 1963).

The State court case had been pending in the State Supreme Court in June while the Federal Court was considering and entering its decision. The injunction against expenditure of funds for segregated buildings from the Appellate Court was still in effect during this time, and this led to a dispute between the school board and CBS. In April, the school board addressed severe overcrowding in the Elementary School by voting to build a new classroom that could later be converted to a library if the building program was implemented. The school board felt the decision to build was easy, but the "crying need" for space was so severe that choosing what to use it for was the difficulty. The school board considered using it for an ungraded classroom, a special education classroom, or regular fifth or eighth grade classrooms. In May, the school board

approved preliminary plans for the Elementary School addition and indicated plans to set a date for bids (GISD Minutes, April 23, 1963; May 9, 1963).

In May, after the State court appeals decision, the school board's attorney answered a question as to the effect of the decision on the construction of the classroom, and expressed his opinion that it could go forward because the original State lawsuit dealt only with bond money, and the district was not building the classroom using bond money (The Sun, May 30,1963).

In June, President Doering made the following report from attorney Lott: "Attorney Ashton called, stating if the school board begins construction on the Library Building, that contempt of court charges would be filed. The school board's feeling was to wait until Thursday, June 13, giving Lott more time to check further into this matter." At its June 13, 1963, meeting, the school board was informed that "counsel had advised that he believes the building program can continue." Based on this information, the school board approved accepting a bid and beginning construction (GISD Minutes, June 10, 1963; June 13, 1963; The Sun, June 20, 1963).

Ed Harris and Norman Spellman of CBS were present at the June 25, 1963, school board meeting, and read a letter stating that CBS viewed the library construction underway at the white Elementary School to be a violation of the State court injunction because it was "spending funds…on a racially segregated facility." They noted that, "We are however, aware of and sympathetic to the problems of space and overcrowding that face this school board." They stated they did not intend to press contempt charges, but urged the school board to seek opinion of the court on legality of the construction. No motion to stop construction followed the statement. The school board did not directly comment on this letter, but instead approved a resolution that noted that the federal judge had approved the school board's twelve-year desegregation plan, and declared the

integration issue resolved. All school buildings would be classified as desegregated in accordance with the order that approved the twelve-year desegregation plan (GISD Minutes, June 25, 1963; The Sun, June 27, 1963).

The State court case on which the CBS complaint in June was based did not last much longer. On July 24, 1963, a month after entry of the Federal court order, the Texas Supreme Court vacated the lower court injunction preventing use of school funds for building of segregated schools on grounds that the entry of the desegregation order by the Federal District Court on June 25, 1963, put the district under a court-ordered plan, thus making it an "integrated" system, for which expenditure in accordance with that plan would necessarily be lawful (The Sun, July 25, 1963).

At its August meeting, the school board approved adding to the minutes excerpts from the Supreme Court's "Percurium Opinion" which included the phrases that "we declare this case moot" and "the judgment of the Court of Civil Appeals is vacated and, without further proceedings, the case is ordered dismissed. No motion for rehearing will be entertained" (GISD Minutes, August 6, 1963).

GISD BUILDING PROGRAM AFTER DISMISSAL OF STATE LAWSUIT

Upon being formally notified of the State Supreme Court case on July 24, the school board moved with alacrity, yet with deliberate speed. The school board immediately set the wheels into motion for the building program by also announcing on July 24 that the school district financial advisor could begin the necessary procedures required to sell school bonds. At the July 30, 1963, school board meeting the board considered details of the bond sale (GISD Minutes, July 24, 1963; July 30,1963; The Sun, July 25, 1963; August 1, 1963).

By August 20, the school board had accepted a low bid for the bonds at an interest rate of 3.6%. The bond issue, according to the original plan, was intended to raise $525,000, which was to cover building a new Junior High School, a new Westside School, remodeling the High School, and putting in a new band hall, play areas, parking areas, buying band equipment, and paying professional fees (GISD Minutes, August 22, 1963; The Sun, October 3, 1963).

The school board met several times in September and October to finalize the building plans and put the project up for bid. One deadline they were operating against was the Federal court order requiring that the grade-a-year integration begin by September 1964. Several final changes were made to the plans to adjust for costs and to account for the new integration order. For instance, the school board eliminated a covered play area for the Elementary School and used the money on enclosed covered play areas for the Westside School and the Junior High School. The school board also decided to not air-condition the band hall, even though it would have few windows to reduce noise. Instead, it opted to increase insulation, and put in ducting for heat, and defer the air conditioning decision (GISD Minutes, 1964).

The school board also had some difficulty in selecting acceptable sites for both the new Junior High School and Westside School, but finally selected the locations by October. The board noted it had received an offer of fifteen acres for the Junior High School. Board member Wolf also made an offer of fifteen acres for a Junior High School building west of Interregional 35 on the south side of Highway 29 West, the location in 2005 of the Wolf Ranch Shopping Center. In its September 16, 1963, meeting, school board decided to accept the Russell Parker property joining Andice Road and Interregional Highway 35 (GISD Minutes, August 20, 1963; September 16, 1963; The Sun, September 12, 1963; September 19, 1963; September 26, 1963; October 17,1963).

The project was then put up for bid in November 1963. The school board received eleven bids. On January 7, 1964, the school board opened the bids for the school construction and it was noted that "a large number of contractors and other interested parties were present at the opening of bids." The school board agreed to hire the lowest bidder. The bid was $378,366 to build a 12-unit Westside school, a 15-unit Junior High school, and a band hall with completion expected by September 1, 1964 (The Sun, October 3, 1963; January 9, 1964; January 16, 1964; GISD Minutes, January 7, 1964).

The school board directed the builder to build the classrooms first, and gymnasiums last, hoping to be able to use the classrooms by September 1, 1964. Including the cost of the renovation to the High School and other items, the total cost for construction was estimated to be $523,000, which was within the $525,000 bond issue that had passed (The Sun, January 9, 1964).

Later that year, in May, the school board approved official names for the two new schools: Georgetown Westside School and Georgetown Junior High School. A plaque was to be put on the Junior High school noting that its fifteen-acre site had been donated by a local family (The Sun, May 7, 1964).

By January 1964, the State court case was over, the school board had been freed to sell the bonds and had done so, and the school board had received bids and hired a contractor to build the long-delayed school buildings. Only the Federal case remained, pending in the 5th Circuit, with the issue only being whether the district would have to integrate in twelve years, as ruled by the trial judge, or three years, as sought by the plaintiffs and the CBS. However, 1964 brought other changes on the question of integration that would ultimately change and supersede much that had gone on before.

1964: MAJOR DESEGREGATION BEGINS IN GISD

In 1964, the school board met its building timeline goals. While there remained a few items to finish, such as the cafeteria, classes were able to be held in the new Junior High School, in Westside School, and in the renovated Elementary and High Schools. One negative observation was that the band hall was already too small for the 100 members of the Eagle band (The Sun, August 13, 1964).

Part of the 1964-65 GISD student body was a "free-choice" integrated first and second grade. In January 1964, the CBS' appeal of the Federal court twelve-year integration plan was heard by the 5th Circuit Court of Appeals in Houston. At the hearing, the school board's attorney noted that the school board had not set up other blocks to integration, such as transfer rules, intelligence tests, or zones, as other schools had tried. However, transfer issues and zones had been discussed by some school board members as means to delay integration. The attorney added that school board President Doering had promised that if the present plan of integration "'works', he will be in favor of accelerating the rate of integration to faster than one grade a year" (The Sun, January 9, 1964).

The holding was initially delayed because of a similar case that was pending in Georgia, but in June, the 5th Circuit decided the case in favor of the school board. They approved Judge Rice's twelve-year integration plan. The only change they made was that, because of the time lost during the litigation, they ordered that the first two grades should be integrated for the fall of 1964 (GISD Minutes March 3, 1964; The Sun, June 11, 1964).

As a result of this decision, September 1964 saw the momentous beginning of integration in the Georgetown school system. The local paper recorded the event: "Another item of historic note for Georgetown was the quiet and orderly registration this

week of a dozen Negro children in the first and second grades of the previously all-white Elementary School. Their enrollment there had been pre-determined by lawful proceedings; and it was without incident, as it must be" (The Sun, August 27, 1964).

In December 1964, the school board noted it had received a letter from the TEA reporting on its recent accreditation visit. The TEA noted that it had not visited the school in 1962 or 1963 because of legal proceedings against the district. In 1960-61, the TEA had given the GISD a warning of potential probation and potential loss of accreditation, primarily based upon gross deficiencies with the Carver physical plant and staffing. The TEA noted that with the new buildings these problems had been rectified, and it complimented the "community, school board, and staff" for the significant improvements (The Sun, December 10, 1964).

Thus at this point, the matter appeared settled. In the subsequent 1965-66 school year, the first three grades would be "free-choice" integrated, with an additional grade being added each year until the entire twelve-grade system was integrated in the 1974-75 school year. Then, another major event occurred that altered the integration plan in Georgetown.

THE CIVIL RIGHTS ACT OF 1964 AND GEORGETOWN'S SCHOOLS

The United States Congress passed the sweeping Civil Rights Act of 1964, and in July 1964, President Johnson signed it into law. That Act was to have a widespread impact on segregation, not only in the schools but throughout society. When the Act went into effect in July 1964, The Sun reported that "several Negroes went into a local café on Sunday with some white people, and they were served without incident." Also, it reported that, "several Negroes were observed swimming in the lake above the dam at San Gabriel Park, from all appearances no-one even noticed that this was an innovation."

The Sun then observed that "[t]here seemed to be a general relief on the part of business men and others that Georgetown is taking the integration movement calmly. It appears that the white community is willing to try to accept the new situations as they arise and that local Negroes are likewise willing to work for a harmonious adjustment" (The Sun, July 16, 1964).

The impact of the 1964 Civil Rights Act, however, was felt not only in local cafes and swimming holes, but also in the schools. The Act mandated that no Federal funds could go to school districts that were not fully integrated by September 1967, and not by "free choice" integration. The U.S. Department of Health, Education and Welfare was given responsibility to administer the Act, and in the 1964-65 school year, the superintendent and school board worked on plans to comply with the Act.

ACCELERATED INTEGRATION AS COMPLIANCE WITH 1964 CIVIL RIGHTS ACT

The community was generally aware by early 1965 that the requirements of the Civil Rights Act were going to significantly affect the integration issue and the plan that had been ordered by the Federal courts. In February, the local paper summed up this feeling by thanking outgoing school board member Gaddy for his service during the years of the integration dispute, and noting that "the emotion-ridden integration problem" had been "taken care of' by the Civil Rights Act (The Sun, February 11, 1965).

The impact of the 1964 Civil Rights Act on GISD's plans became apparent to the school board, and the larger community, in May 1965 when the school board considered the Civil Rights Act further and the directives of the U.S. Department of Health, Education and Welfare (HEW). Under these directives, it was clear the school must be "free choice" integrated by the start of the 1967-68 school year. Further, four grades had to be integrated for the 1965-66 school year (The Sun, May 20, 1965).

Georgetown, because it was operating under a Federal court order, came under an exception to this "four grade" requirement. The directives specified that if a district was operating in compliance with a Federal court order, and provided a plan for full compliance by fall 1967, it could have less than four grades integrated for 1965. Georgetown was one of fourteen public school districts out of 1,400 in the state of Texas to which this exception applied. So it was able to integrate only three classes (The Sun, May 20, 1967; May 27, 1965).

In its May 10 meeting, the school board did receive information that the HEW had approved Georgetown's integration plan for the 1965-66 school year given that the district was operating under a court order. The school board authorized the superintendent to attend an HEW meeting in Dallas with the U.S. Commissioner of Education to receive further explanation of the federal requirements. It was agreed that the school board wanted to comply, because the Federal money that would otherwise be lost was important to the district for vocation instruction in agriculture courses and homemaking, for the science department, and for food for the lunch room (The Sun, May 13, 1965; May 20, 1965; GISD Minutes, May 11, 1965).

In July 1965, the school board was approached by some black parents complaining that integrating only grades one through three was too slow, particularly since the Federal law now required full integration by 1967. Reverend James Shanklin and Mr. and Mrs. Harvey Miller appeared before the school board at its July meeting and read the following statement. They explained that they considered the school board's "recent decision on school integration" to be "unjust to our children" and that "the school board is depriving students from the fourth through the twelfth grades of the opportunity to attend the school of their choice, and to exercise [their] rights." The letter noted that, "Federal authorities are recommending a minimum integration of four grades each year,

with total integration by September 1967. As you well know, failure to comply with the rulings of the Federal Authorities will result in the loss of much needed federal aid." The letter urged the school board to consider freedom of choice for all students. It indicated a belief that "if free transfer is allowed, those students who do attend the previously segregated grades will help make integration more gradual, and will open a way for total integration in 1967 with a minimum of inconvenience." It concluded by saying that "it appears to us that since the integration of our schools has been made inevitable, the immediate response of the Georgetown school board would indicate a spirit of progress, and an acceptance of the principals of Christian Brotherhood. Such action would be in accordance with the concepts which many thinking people of the ideal community, one controlled by people who lead in moving forward instead of being driven." Reverend Shanklin asked a few questions and stated his position on the question of integration. The school board agreed to consider the matter further (GISD Minutes, July 13, 1965; July 14, 1965; The Sun, July 15, 1965).

In August, the school board did consider the integration matter further and decided to accelerate their integration plan beyond grades one, two, and three. They explained that they did so in part because they had to be fully integrated by the start of 1967, and wanted to do it more gradually that to integrate a large number of grades in the last year as they otherwise would have been permitted to do under the HEW approved court order. The school board had a series of meetings in which they considered which grades to integrate. On August 5, 1965, they discussed at length the overall issue of integration, and the personnel at the Westside School. A motion was passed that grades six, eleven, and twelve be desegregated by permitting "free choice" in all schools beginning September 1965, in addition to the first, second, and third grades that were already scheduled to be integrated pursuant to the Federal Court order. The school board

reported that additional grades would be opened to "free choice" in 1966, leaving only two grades to be integrated in 1967, the deadline established by the Civil Rights Act (GISD Minutes, August 5, 1965; The Sun, August 12, 1965).

The school board published a "Notice to Patrons of Georgetown Independent School District." In it, the school board noted that to abide by the Civil Rights Compliance Act which calls for total integration in the fall of 1967, it was submitting the following plan for desegregation beginning August 30, 1965: Grades one, two, three, six, eleven, and twelve would be desegregated on the basis of "free choice." The school board recognized that the Civil Rights Act would require full integration by 1967, and deemed it better to phase in integration over three years rather than doing it all at once in 1967. It was reported that this meant that eight seniors, sixteen juniors, and twenty-two sixth-graders from the Westside School would be eligible to "choose" the "white school." The Sun also noted that the white students could also choose to go to Westside School, although clearly no one expected that to occur. It was reported that one senior, five juniors, and an unknown number of sixth-graders from the Westside School were expected to choose to attend the white school. To help administer the process, the school board voted to require mandatory pre-registration. It was noted that the HEW had the "monetary leverage" to cause compliance with the Civil Rights Act. Both the HEW and the TEA were notified of the school board's "free choice" decision by letter from Superintendent Bell. The newspaper noted that questions remained about how many transfers into the white schools there would be, and how many teachers from the Westside School would still be needed (The Sun, August 12, 1965).

Then, in a subsequent meeting on August 23, the school board approved integrating the ninth grade "on a free choice basis" beginning August 30, 1965, at both schools. The decision to add the ninth grade to the group of integrated grades for the

1965-66 school year was made after the school board received a recommendation from the Attorney General's office that the first grade of each level of schooling be integrated, to best comply with the HEW regulations regarding the 1964 Civil Rights Act. For Georgetown, this would mean integrating grades one, six, and nine. The school board had previously announced that grades one and six would be integrated for the 1965-66 school year, and it decided to follow the Attorney General's recommendation immediately. Accordingly, the school board issued an official notice that in order to fully comply with the Civil Rights requirements of the HEW, it was integrating the ninth grade effective immediately for the 1965-66 school year (The Sun, September 9,1965; GISD Minutes, August 23, 1965).

As of August 26, 1965, 379 students had enrolled in GHS, a number that included six black students from the Westside School and one black student from El Paso. Four of the Westside School transfers were trying out for the football team, which was commented upon in the local paper. It was anticipated the number of transfers would increase (The Sun, August 26,1965).

Then, at the September 14, 1965, school board meeting, board members were informed that TEA planned to inspect the district that fall. The school board decided that with only the tenth grade not subject to free choice, and with many of the black students in the other high school grades electing to transfer, that it would close the Westside School for grades nine through twelve effective September 28, 1965. All black high school students would be integrated into the white high school, thus eliminating "free choice" in the high school system. The school board cited personnel problems and curriculum problems as the major factors. The board recognized that the partial segregation condition at the Westside School would almost certainly have caused the entire district to be placed on probation by the TEA accreditation team, and that this

could lead to the loss of Federal funds. Also, class size was a problem. The Westside School had as few as three students per class, where GHS had as many as 57 in chemistry, 36 in one Algebra section, 42 in an English II section with not less than 36 in any English II group, and 79 students in two classes in Spanish. This prompted the decision to integrate the High School right away, rather than in fall of 1966 as had been discussed in August. It was not anticipated that this would cause any significant crowding problems, and that some of the overcrowding problems at GHS could actually be helped by having the additional teacher units available to reduce teacher-student ratios. Integration brought GHS enrollment to 437. It was also noted that four black students who currently played on the B team, because they were considered transfers, would now be eligible for varsity football. Finally, the school board observed that closing the black high school would not significantly affect the faculty, because at that time most of the teachers at the Westside School campus were temporary or substitute teachers who did not plan to stay in the district in any event (GISD Minutes, September 14,1965; The Sun, September 15, 1965).

The following year, in spring 1966, the school board voted to fully integrate. This was caused in part by overcrowding problems in the school, the cost of having extra teachers for small classes of black students, and a concern over keeping Federal money, including the new Title I money. In April, the school board approved a grade division plan for the school system to have kindergarten and grades one through three at the Elementary School; grades four and five at the Westside School campus; grades six through eight at the Junior High School campus; and grades nine through twelve at the High School campus. In June, the school board passed a motion that "the office of Health Education & Welfare be notified that the Georgetown schools will be totally

integrated as of September 1, 1966." They directed Superintendent Bell to notify HEW (GISD Minutes, April 12, 1966; June 14, 1964; The Sun, April 14, 1966; June 16, 1966).

Thus the 1966-67 school year saw the Georgetown Independent School district fully integrated, and the "free choice" system obsolete. The major issues of integration were over. There were, however, additional issues that would be addressed in future years. For instance, at its May 22, 1967, meeting, the school board received a report "on integration, setting out the need to double the number of our colored teachers in order to comply with the federal law," and agreed that the superintendent should comply. The board approved in the same meeting a motion to rename the schools as follows: Primary School, Intermediate School, Junior High School, and Georgetown High School (GISD Minutes, May 22, 1967; May 22, 1967).

GISD had survived in reasonable form the tumultuous historic period between 1954-1966 when the integration issue was broached, discussed, fought over, and finally resolved. At long last, the black students in GISD were able to receive the education they deserved, albeit at the cost of losing the neighborhood quality of their school. Aided by intervention from the Federal government, GISD continued to promote the progress of education, as originally promulgated in 1850 by the community's founding fathers, for all of Georgetown's children, regardless of ethnicity or race.

EPILOGUE

During the course of this research, several concepts related to the study of the evolution and history of schooling in Georgetown, Texas, emerged. Chiefly, I noted that individuals and groups of individuals can indeed make a significant contribution to the promotion of progress of education within a school district and a community. The educational value gained by Georgetown when early community leaders established the prestigious Georgetown Male and Female Academy in 1866, the Georgetown College in 1870, and then successfully secured the establishment of Southwestern University in Georgetown in 1873 is immense. Many times ordinary citizens and community leaders express desires for promoting the progress of education but few actually push those ideas forward toward fruition like this group of influential community leaders did in Georgetown. From this early beginning, other leaders in the community appeared on the Georgetown educational horizon in each historic period represented in this study that were willing to carry the mantle of their forefathers and to take active steps to promote the progress of education.

A second concept that emerged from my reflection was the unique relationship of the public school system and American society. When something affected America, it also affected the pubic schools. In fact, the public school system was often viewed as a vehicle to effect desired changes in society. For example, when America entered World War I and became aware that soldiers were not physically fit for the rigors of war, the remedy was to implement a physical fitness program in the public school system. This created a more physically fit pool of candidates for wartime service. During the interwar years, the public schools responded to the need of American society to create more vocational trade employees and established vocational trade departments across the

nation and in Georgetown. During the Cold War, after the Russian launch of the Sputnik satellite, the nation responded to this perceived threat by adding additional rigorous math and science courses in the public schools. And, in 1954, the public schools were at the center of one of the most sweeping changes in American society when the Brown v. Board of Education ruling from the U. S. Supreme Court ushered racial desegregation into the public schools and society. Today, responding to the suggestion of some influential state leaders, school districts are contemplating addressing the growing concern in American society about childhood obesity by implementing additional health courses for overweight students. Once again, the public school system is considered as a viable conduit to facilitate social change in American society.

The development of the Georgetown school system was described metaphorically as a river in this study to provide a visual image of the evolution of GISD. In Chapter One, the river was no more than a meandering stream, little more than a trickle. There was no established riverbed, no clear course charted for its direction, and it was largely viewed as unimportant and unreliable. Constant changes to the public school system prior to, during, and after the Civil War rendered the river ineffective and not navigable. Chapter Two revealed the transformation of public schooling in Texas, and the metaphorical river developed an established riverbed of core curriculum. The river deepened with the strength it gained from community support and became more navigable and powerful when changes were implemented that firmly established the public school system as a permanent part of the government. The river was now a substantial and viable presence in the educational landscape in Georgetown and Texas.

During the time period covered in Chapter Three, the metaphorical river had to widen to accommodate changes in curriculum and war-related programs implemented during the national crisis presented by World War I. In the postwar period detailed in

Chapter Four, a bend developed in the river as GISD curriculum shifted its focus toward vocational education while still maintaining its previous course of college preparatory courses. The river also widened with the inception of many practices now common, such as standardized testing, school busing, and the introduction of school cafeterias. The establishment of the Georgetown Mexican School also widened the river as it expanded to educate an additional group of students living in Georgetown.

World War II intervened in Chapter Five's narrative and caused the river to widen once again to accommodate war-related curriculum and programs. By this time, the river was strong and was able to continue to function as an effective educational institution regardless of a national crisis. During the postwar years described in Chapter Six the river had to enlarge its borders once again as GISD began organized counseling programs, fully integrated the Mexican School into the white Grammar School, and joined a district-wide cooperative allowing the district to hire special services teachers to meet the needs of more students. The expansion of math and science curriculum offerings after the Russian launch of the Sputnik satellite deepened the river. This new shift in curriculum created yet another bend in the river as the focus turned once again to college preparatory courses.

The final chapter revealed a turbulent time for the metaphorical river when the river was forced to change its course as GISD become racially desegregated. For many years, the GISD school board resisted this change but when the federal government threatened to withhold funding to schools that were not desegregated, GISD trustees relented, and the river changed course and became fully racially integrated. A new course was charted that provided equal academic standing for all of Georgetown's students regardless of ethnicity.

Over time, the public school system has evolved into an integral part of American society; it is an entity that both reflects change from its local and larger community and is utilized as a vehicle to facilitate change in society. Therefore, it seems plausible that the evolution of schooling in Georgetown is perhaps also a reflection of the evolution of the local community, the state of Texas, and even the nation. I find it promising for the future that the public school system was able to undergo a complete transformation in the early 1900s and develop into a viable and respected educational entity in the local community, and in Texas. Today, in 2007, the public schools often find themselves criticized and perhaps in need of another transformation. As American society continues to change and evolve, it may be time to once again look closely at the public school system and, like Annie Purl, not be afraid to make changes that benefit children and to promote the progress of education for all students. It may be time to stand together with other influential individuals like the Citizens for Better Schools in Georgetown during the 1950s who fought to end racial desegregation and, for example, find a way today to reduce the dropout rate for our Hispanic male students in Texas. Perhaps, we too can make a difference.

APPENDICES

APPENDIX A
JOURNALS OF LIZZIE CLAMP MCMURRAY
1867-1875

1867 Journal Entries

January 26, 1867: I'll tell you what! we have all been busiest set of folks, for the past week, that ever was seen any where, preparing for Rev. McMurray whom we all look for at any time. Pa thinks he will come about the middle of next week; he preaches here tomorrow week. we have repapered our little north bed room and fixed it up for him to occupy. some how I am glad he is coming , but still dread him, dread his piercing Eyes. school begins the 1st Monday in Feb. just one more week of freedom is all I have, then comes the time of dread for us bashful girls.

February 2, 1867: Oh! me I have so much to do now. Mr McMurray arrived her Wednesday. we have had a great deal of Company all the week. a young man staid all night here last night, that is going to school to Mr. McMuray, an old pupil of his. Ah! me how I do dread Monday. Mr McMurray is going to have different rules from any teacher I have ever went to, and is going to have different books – new books entirely. I don't see what I will do. I went to Mrs Knight's a few minutes the other morning. Oh! me how Lide and Nanie does dread it also. I expect we will be a pretty Set of "Young Ladies"; there are several Young men going I understand… well once more I repeat: I dread Monday; Monday is the day I dread.

February 8, 1867: It is dreadful cold today; sleeted right smart this morning. the ground was covered all over with sleet and snow. there was no school of consequence today. well the dreadful Monday is past, and so is the week. Mr McMurray put us all back some in our studis; all the Books have not arrived yet. he put all in new Serris of Books entirely. Mrs. Sansom is the only Assistance chosen yet. There is 60 some odd scholars all ready, and I have heard of a great many more that are going to start soon. all the grown girls have started, and several Young men. well I'm so cold I must quite and to to the fire. Pa and Mr McMurray are playing Chess – as it was too cold for either to go up town.

February 11, 1867: … Miss Doxy departed this life yesterday, was buried today at Ten Oclock; Mr McMurray preached the funeral at the Graveyard – there was a large Crowd out; more than attended Church this evening. That same gentleman preached this afternoon. It is so terrible windy I don't blame the people much for not turning ot, but I myself would walk twice as far and it twice as windy to hear a Sermon like was delivered this evening. La! me I dread tomorrow again; in fact I live in dread all the time nearly any how. There is such terrible strict rules in school.

February 16, 1867: Well well! I'm so tired tonight; have been steadily Ironing ever since dinner. I tell you! I have to <u>jump</u> around on Saturday. I have got on tolerably well at school this week considering – that is what time I have gone. I was sick today and a half. we all have been nearly sick with bad colds and coughs. …

February 23, 1867: I have got along tolerably well at school so far'; only tolerably well though, for I have never passed a day yet and had all perfect lessons. but I believe that will be almost impossible for Mr Murray gives all of us such long lessons all in new different books to what we have ever studied before one thing is sure I try to do the best I can, and that is all of course I can do. There are 71 Scholars; a good portion of them grown. we have right smart fun if we are dealt with strictly. it will soon be a Month since school took up. … the Tonkeyway Indians passed through town today… Mr McMurray and the boys went fishing this evening… Mr McMurray preaches tomorrow. well I must quite and study some more of my long lessons tonight.
March 2, 1867: I got along at school tolerably well, considering, this week. had about as many bad lessons as good. large Crowd of us grown girls went to the printing Office yesterday to behold the mysterious operations of printing. I liked it fine.

March 13, 1867: well I have a great deal to say about the school. we have got along tolerably well so far, but what easy days we might have had, are past now, for who would believe it – I for one have to read in public next Friday evening and the young men have to Declaim. Oh! me what will I do. just think of it, I have to rise up before 80 Pupils and no telling how many outsiders, (for I understand there will be a Crowd) and walk up on the Pulpit and read off a piece from our Reader. Mr McMurray has the school divided one 3rd at a time to speak and read. Law! me it can't be imagend how I do dread it. I expect I will "break down completely." I think it will be a good place to have plenty of water handy, so if we should "faint" there could be assistance rendered immediately. I tell you what we have some hard times at the school house – such hard lessons to get. Miss Annie Harper and Lucy started to school this week. it seams strange that Annie the oldest is the school girl and Hattie the married woman. Hattie was up at the school yesterday. we laughed at her about comeing to school. she says she prefers to stay at home and "parch coffee" and "cook." there is a newly married man going to start Monday – a Mr Henderson. their will soon be a 100 pupils…

March 15, 1867: the cold weather continued so there has been no school. I was so glad – got rid of reading my piece I dreaded so much, but had to read it after all here at home tonight. was almost as much embarrassed as if the house had been full.

March 29, 1867: has been drizzling rain all day nearly – quite cold. all the scholars not out today. had some exercising in reading and Speaking this evening. all not there tho' that had to perform. Oh! me [it is] dreadful to think of. next week will be my time to read. I never dreaded any thing so bad in my life before as I do that reading. We get along tolerably at school considering. we have to Cipher on the Black board, which is right dreadful itself, that is to some of us. when we sit we have to walk clear up the "Isle" to get to the Blackboard – walk up one at a time from our seats. Mr McMurray stands, back at the other end of the room, and reads out the Example for us to work. this

evening It was so far to walk I thought once, when I started, I would just sit down on the Pulpit and rest awhile…

April 5, 1867: Well I will talk or write about the school now, but I almost dread to, for I have not got along very well with my lessons. We have had some considerable exercise upon the Blackboard this week, and what was worst of all, today was the dreadful day of the reading and Declaiming exercise. I had to read. I was very much frightened, so much so, that I do not now remember what I did do, but I'm glad its over with for awhile any way.

May 2, 1867: All tolerably well tonight. I have got about well, have been pretty sick. Well the greatest news I believe I have is the Picnic that is to be tomorrow: A Picnic for the School. I expect it will be a right grand affair. we (the scholars) are to meet at the school house tomorrow morning at the usual hour, and are to march down to the big bottom where we go. Mr McMurray had a Bannur made for the occation; one of the young men are to carry it. I dread tomorrow. I believe I had rather stay at home, for there will be such a Crowd and bustle and I care but little about that. I will be glad when the day is over. We are getting along tolerably at school, considering. the Examination is fast approaching. Oh! how I dread that.

May 4, 1867: It is right cloudy and misting rain this morning, but quite warm. Well I must say something about our Picnic we had yesterday. all got along I believe very well, or rather admirably. all enjoyed themselves fine. I enjoyed myself very well, a great deal better than I expected. there were a great many there. They had a real nice dinner. we all marched down there. Mr Joe Knight was elected to carry the bannur. Miss Dora Hinds and myself elected by vote to walk on each side of Joe, to bear the Streamers. I was very much surprised when I was one elected.

June 14, 1867: perhaps, my Journal you may think strange of me here, about the middle of this Friday evening, but I will just say to you that the reason I'm not at school is because Mr. McMuray has gone to Austin. He went since dinner today. this has been the longest and most lonesome evening to me that I ever passed over… Oh! me, just think, next Monday week is the day of Examination. I can't near find words to express my thoughts upon the Subject. Suffice it to say I dread it most terribly. I hear of so many that are comeing. I expect the Church will be crowded. We have to do some very hard studying now. I expect I will make a complete failure. I'm afraid it will be a hot disagreeable day, or days – for it will last several days. I have been very buisy – have a great deal to do. La! me just think, next week is my last school week. I don't expect to go next Session. I will say more about that at some future time perhaps.

June 28, 1867: Good evening my dear journal – Well I'm at a loss how to begin, for I have a great deal to tell you: my secret…to come to the point – Mr McMurray was gone to Austin and I was lonesome. He has gone to Austin now, and I'm very lonesome. He

will be back Monday, if nothing prevents, and We are to be married next Wednesday night. What? the Rev McMurray to marry a poor ignorant schoolgirl. how strange' but so it is…he has my whole heart…I have been very buisy ever since school was out, that was only last Tuesday. perhaps this will be the last time I'll have time to write any till we get back. I will try though, to write some, Sunday. We will be gone about Four weeks… I forgot to say – We all got along very well at the Examination. I got along very well considering, I had to much else on my mind. I think I did. [author's note: they were married July 3, 1867.]

August 10, 1867: the School began on the 8th inst. I went with Mr McMurray up to the school house for the first morning. I could not help but feel singular. I expect to be a frequent Visitor when I get right well rested, fur I am so lonesome when He is gone so long as all day. today is my birthday. who would believe it – only Sixteen years old am I today…

September 23, 1867: Mrs Waddle, Ma and myself talk of going up to visit the School tomorrow. I had better be going to school myself instead of visiting it. How strange! How strange!

November 22, 1867: Miss Aarington left for Ark. last Wednesday. that makes more in the school for Mr McMurray to attend to. it will be pretty hard on him, but school will be out in four weeks. [author's note: Miss Annette Arrington was listed as his first assistant in the August 24, 1867, advertisement for the Academy published in the Watchman.]

December 21, 1867: School will be out Tuesday. Oh! I will be so glad, for then Mr McMuray will be at home more of the time. The Parents of the Pupils are going to have a Christmas tree for the children, on Tuesday I believe. I hope they will. it will please the children so much. They will have it at the school house.

December 25, 1867: The Pupils had quite a nice time up at the school house last night. The Parents had them quite a nice Christmas tree, several little nice presents apiece for each pupil on it. There was a large Crowd out to see the tree and the presents distributed out to the Children. Every thing passed very pleasantly I believe. I am so glad that school is closed. Mr McMurray will give about Five weeks vacation only.

1868 Journal Entries

January 2, 1868: … Pa is buisy fixing the house convenient to take Boarders for the school next session…

February 2, 1868: School begins tomorrow week. Only one more weeks rest for Mr McMurray, then begins a long tour of five months hard labor for him…

February 3, 1868: School opened today not withstanding the snow. There were thirty pupils, some more than I expected for such a day…

March 26, 1868: Mr McMurray did not get home for dinner neither yesterday or today. Had to stay there with some of the scholars that did not know their lessons. I think it is pretty hard that he have to work so hard all day, then not get to come home for his dinner. I think I should whip some of those that do not study as they ought./ I guess tho' I would do wonders sure enough if I were the teacher. The days are so long when he is gone from eight Oclock in the morning, till late in the evening.

April 30, 1868: There has been several "stir ups" in school lately. It surely does seem to me that Mr McMurray has a great deal to contend with, and every thing and every body almost, works against him here. But I hope I shall not be too ready to complain, when he, so dear and Christian like bears it all so patiently. In the first place, a week or too ago, a man called at the school house for Nancy Clark. (one of the pupils) He was a stranger to Mr McMurray, Nancy said it was her Uncle, so Mr McMurray let her go with him. After school was out, and Nancy did not go home, her brother being I suppose her lawful Guardian (There Parents are dead) went to see about it, and come to find out her Uncle had stolen her, wanting to have charge of her himself. They went to Law aobut it,so there was several days "stir up" in the school, fr Mr McMurray had to be at the Courthouse. The Uncle was charged with the crime of kidnapping, and was bound over till next court, a bond of $2000. Tomorrow as ever body knows will be the first day of May. Mr McMurray is going to give the scholars a picnic, somewhat like they had last Spring. The Sunday school is invited to take a part, so it will be general. Expect every one that possible can, will be there. Hear of considerable preparations being made for the occasion. Hope every one will turn out and enjoy themselves. All are going from here except Ma, the three little ones and myself. last spring I was there as a pupil. This spring I stay at home "old married folks."
[author's note- the rest of Lizzie's April 30, 1868 journal entry concerns a student, Andrew Jackson Houston, bringing a revolver to school and was previous discussed in this chapter under the heading "Brochure."]

May 4, 1868: Last Friday was the day for the picnic, but it rained, or rather drizzled so all the morning, they had to have it at the school house instead of in the woods. There

were a great many there, and they said all seemed to enjoy themselves nicely. The girls were considerably disappointed tho' about not getting to go in the woods…[author's note: an additional mention of the incident with Andrew Jackson Houston is made here]

May 8, 1868: The colored school began last Monday. Miss O'Connor from New Orleans is the teacher.

May 19, 1868: We heard Miss O'Connor singing with her scholars this morning. She is getting along finely with her school I believe.

June 4, 1868: School will be out in too weeks after this then I won't get so lonesome when some body will be at home more.

June 11, 1868: School will be out next week. Oh I will be so glad. It is so hot now. think it will be well for all the children, as well as for Mr McM to get a little rest from the schoolroom. There will be to days Examination. The same as last year. It will be on Monday and Tuesday.

July 3, 1868: Well I have great news to put on record now. How strange! On the 12th of June our dear baby girl was born. Yes, this is the anniversary of our marriage and our dear little Vara is just three weeks old.

August 9, 1868: Miss Liby Talbot has a little school in town now.

September 4, 1868: Well school opened on Monday with 35 pupils, and has increased to 41 now. There are several more that we know of that are going. There is a brighter prospect for the schools progression now, than there has been for some time. Mr McMurray has employed Miss Callie Bealle for assistant teacher.

September 11, 1868: The school is getting along very well – near 50 pupils. Ma will have another boarder come in tomorrow, Miss Laura Haynes, from on brushy I believe. Her sister Maggie who is married now, went to school I did.

September 16, 1868: There are 95 scholars now. Milty likes Miss Callie very much for a teacher. [author's note: Milty is one of Lizzie's little brothers.]

December 18, 1868: Well this is the last day of school. The pupils that will receive prizes this evening is Fannie Talbot and Izora Scott.

1869 Journal Entries

January 8, 1869: School opened on Monday, with only 20 pupils, and has only increased to 22 as yet. Quite a smaller number, but I guess there will be some more in the spring. Don't know tho' for who would believe it that there is four schools now in Georgetown. Hope there will be much learning going on. Hurrah for Mrs Baker over here, she is one of the teachers.

January 10, 1869: There were a good many at the Prayer meeting last Wednesday evening. My old school – and classmate, Carrie Eubank from Circleville, was there. It was the first time I had seen her since she quit school. She quit before the examination when I was going. I like her very much.

January 11, 1869: There was five new scholars this morning. Laura is back again. She is boarding at Mrs. Stubblefields.

January 19, 1869: I and Vara visited Mrs. Baker and her school yesterday evening. "What na' school," "No many children, but the morish Larnen." She has four little ones besides her own two. Little Dedy does as he please I believe; judgeing from his actions yesterday. Hurrah for Georgetown, Three schools, and the fourth one under headway, so I heard.

March 13, 1869: There is to be another wedding next Thursday. Mr McMurray is to officiate. I think of all the weddings yet, this one beats all. Mr Edward Anderson is to be married to Miss Libbie Talbot. Nobody I guess had begun to think of calling Ed Mr. He is about 19 years old, a perfect lad in appearance and ways. Miss Libbie they say is inher 24th year. She has been teaching school for some time, is a very finished lady, graduated at a Northern Boarding school. I think she will have to finish raising her husband. Hope she may train him from now on, better than he has been trained. Why La, we only looked upon him as a schoolboy yet. He is not very far along in his education.

June 18, 1869: Ant I glad this is the last day of school for awhile? The Weather has turned off so hot and oppressive Mr McMurray thought the children were wearing out, and he also was very much fatigued, so he thought best to close today, instead of next Friday.

August 31, 1869: School opened yesterday with 19 scholars – more than we expected. We think the school will prosper very well – hope so at least. If it were not for hope we would be in a drear world indeed… These hard times are not just happening so it is wisely ordered so. We may not be able to see now, what good it is for us to be in such a push. Can't even get money to keep entirely out of debt – plenty coming to Mr

McMurray but ever person seems to be in a tight, for it is very little that he can collect. Well it is all for the best – be patient, and hopeful, trusting in Providence and all will work out perfectly right.

September 29, 1869: Mr McMurray has a chance now to sell our place…tis true if he had all that is coming to him he could get along nicely, but we know a great deal of it he never will get.

November 10, 1869: The school has been getting along just tolerably well. There is a dancing school in town now. Several of Mr McMurray's scholars are going. He does not like it much.

December 21, 1869: Very cold, been sleeting and every thing is frozen over. There has been no school. It looks now like would be too cold for school this week. Just next week will be Christmas.

1870 Journal Entries

February 4, 1870: Mr. McMurray's seventh session opened on last Monday with 20 pupils – has now increased to 23. Just one month ago today we moved.

February 7, 1870: There was three new scholars this morning. The school is getting along very well, considering the opposition that is going on nowadays against it.

February 23, 1870: The school is getting along very well. Lide Knight talks of starting school soon.

May 1, 1870: We had quite a nice time at the picnic on Friday. Mr McM gave the scholars permission, to ask their parents to prepare for them. Mr McMurrary gavethe invitation to all the people in Georgetown. There were a good many there. Mrs. Bealle kindly gave me a seat in her buggy, so I got to go.

May 27, 1870: Will be glad when school is out. Mr McMurray has serious notions of not teaching anymore for awhile. I will be glad if he can arrange it so that he can get a spell of rest from the schoolroom.

June 8, 1870: I will be so glad when school is out. Mr McMurray thinks he may not teach anymore. I do hope he may be able to get a support from the Board so he can get a little rest from the schoolroom, for I think he is tired out of teaching. I know I am tired out for him.

June 23, 1870: School will close next week. I will be so glad. It is getting to hot for teaching. Hope Mr McMurray will not have to teach for awhile… Mr McMurray thinks of taking Vara with him to the school house this evening. He took her once before; it pleased her so much. She wanted to go all the time afterwards.

July 13, 1870: Mr McMurray received his receipt from the Board today, to the effect that they grant him $800, that was asked for our support. I am glad that Mr McMurray will get to rest from teaching awhile now. That amt. is for <u>one year</u> dating from July 1st 70 to July 1st 71. We hear of big preparations being made for the grand barbecue and laying of the College [cornerstone]. I expect there will be more people in town on next Friday and Saturday than ever was in Georgetown.

1873 Journal Entries

January 9, 1873: Will & Milty started to the Independent school yesterday. The free school has not started yet here this year. Pa wanted Neel to go to the Independent school this six months session, but he got it into his head not to go, and no persuasion of any of us could get him to change his mind. The Principle, Mr. Robins is a good teacher they think.

May 1, 1873: There are two picnics today – The Band of Hope & school constitute one – the Musical Club & its friends the other. I suppose every one that is able will or has gone to one or the other.

June 10, 1873: Mr. McM has appointed a church meeting here tomorrow at 2. P.M. to transact important business. He begins seriously to think of changing his field of labor. Thinks he can do more good some where else. It will be very hard for me to leave Georgetown – don't know whether I can bear to go so far from Ma and be sick all the time.

June 15, 1873: The church meeting was tolerably well attended. Mr McMurray resigned his office both as financial Committee & as Stated Supply for this church. He thinks he can do better and accomplish more good some other place than here. He thinks it necessary to make a change. He has not any definite point in view as yet.

July 9, 1873: Mr. McM has made up his mind to teach a session or so. In fact he is compelled too, before we can get out of debt, to make any change of residence. If he can he will get up a school here, if not, somewhere else.

August 24, 1873: … Mr. McMurray does not feel settled here permanently, and he is not able to go right away so he thought of teaching untill he could go, but now the school arrangements will all be revised and in the Institutions control & there seems to be not much certainty in the free school system as yet here. Mr. McMurray feels that he has not much more time to wait for an opening here for him to do something, because we are in debt and no income at all…

August 30, 1873: Well I am thankful to record that there is now an opening made for Mr. McMurray to teach. On last Monday Mr. Peay and others came to Mr. McMurray to request him to take up school for the girls. The University only provides for boys – so he tried and found the opening a very good one for a girls school so he has made arrangements to open a girls school next Monday in the church… Mr. Russell took dinner with us. I expected Mrs. R. but she was sick he said and could not come. There is

an effort now being made to get the Austin College here. It seems as if Georgetown is to become renowned at once for its educational facilities.

September 5, 1873: Mr. McMurray opened school last Monday in the new church building. He has sixteen girls. He may conclude to take a few boys – mostly brothers of the girls, as there is not hardly enough girls alone to pay him as well as he would like to be paid. He has gotten along very will with them so far. His object in teaching this school is to make all he can. We are in debt, and trying to get out, so we have to economise very closely, and make all we can. It is only for a spell that he is going to teach, if he can possibly avoid it. He does not like the business as well as he used too.

September 21, 1873: Mr. McMurray has concluded to take some boys in the school, there not being enough girls to justify sufficiently. The University will open the 1st Monday in Oct. …

October 5, 1873: The University school opens tomorrow. There is a good deal of dissatisfaction about their rates which are high. Several men have spoken about starting their children to Mr McMurray. He has 20 scholars now.

November 18, 1873: A few days ago Mr. McMurray received a letter from Mr. Crockett at Manor in which he asked inquiries as to whether there was any possibility of securing him to take charge of the school there … He requested Mr. Crockett to write him whatthe Trustees propose to offer…As Mr. McMurray has been compelled to go to teaching again (we hope for the present only tho') in order to try to get out of debt he will teach where he can make the most profit…

December 31, 1873: Mr. McMurray calculates on opening another session next Monday. Of course we'll not go to Manor.

1874 Journal Entries

January 8, 1874: Well school prospects are rather more discourageing so far this term than last. Don't know what will open for Mr. McMurray in the future. It seems as if Methodism must be upermost here now.

January 16, 1874: … There has been little accomplished at school this week.

March 17, 1874: … Mr. McMurray has prospect for several new scholars next month. Do wish the school would increase more, for it scarcely pays at present.

May 7, 1874: … Well – we have let Vara start to school in good earnest now. She was so anxious to go and [since] Mr. McMurray has an number of small children he thought he would let her go. His school has increased to 34 this week. I feel quite Matronly to think my little daughter is large enough to be in school. My boys and I we have the premises all to ourselves most of the day. We get along splendidly.

June 7, 1874: Mr. McM school prospect is not very flattering. Wish he could do better – a more congenial opening would present itself for us.

June 25, 1874: Today school closes. Mr. McMurray's prospect for another session here is tolerably good. He is making inquiries tho' as to other points to see where he can do the best.

August 2, 1874: Mr. McMurray has in contemplation opening school here in the basement of the church on the 1st of September.

August 29, 1874: Mr. McMurray has gone about 3 or 4 miles in the country to preach today. His school opens tomorrow. The prospect is tolerably good for a pretty full school this term. The first four months will be free school.

September 6, 1874: School opened on Tuesday the 1st. Mr. Hanna is going to bring his son down to go to school and is very anxious for us to board him. May conclude to do so, if we can succeed in getting any help at all.

September 15, 1874: Well we have one Student boarding with us. Thomas Hanna. He is about grown. I have a little Colored girl Jullia Rentfro staying here to help me with the work. Don't know how I'm to stand it, but concluded to give in and try it; so far have done pretty well.

October 10, 1874: Mr McMurray's school numbers 40 this month, not quite that last.

October 17, 1874: Yesterday afternoon Mrs. Burlew and I, visited Mr. McMurray's school; enjoyed the performances very well. Some of the scholars spoke, others read essays. Mr. McMurray has such exercises every Friday afternoon. Think I will go over again some time. I always loved to visit schools.

December 9,1874: Well Christmas will soon be here. School will close the day before Christmas.

December 21, 1874: Chilly south wind, cold. Not much Christmas I don't believe – at least have not heard of it yet. I feel quite poorly – hardly able to go about. School will close on Thursday, if no Providential interference to close it before. Tommy (the boarder) is calculating on going home Thursday afternoon.

December 25, 1874: School closed on Wednesday. Tommy got off the same afternoon. The teacher's are being paid tolerably well.

December 30, 1874: Mr. McMurray is succeeding tolerable well in getting his pay as Public Teacher.

1875 Journal Entries

March 19, 1875: Mr. McMurray has not been teaching since Christmas. He has been Surveying a part of the time this year. He was away from home Surveying before I was able to get out of bed.

July 12, 1875: …Times seem so hard that the school prospect is not very promising any where as yet. Don't know what is in the future for us; but as yet the prospect seems rather poor.

July 29, 1875: Mr. McMurray got home well on Friday after last writing. Don't know as yet whether his trip will accomplish any thing or not. A pretty good school presents itself at Coreyelle, but has some disadvantages; so there is an opening at Bagdad, but it also [has] some drawback, but every place will have some discouraging features, as well as some encourageing. I expect from what we now can tell, that it will suit Mr. McMurray to take the Bagdad school for the present; for he can hardly get his business wound-up satisfactorily to go as far as Coreyelle for awhile yet. He thinks tho' that eventually he [will] go up either there or in some other place farther north. Bagdad is only 13 miles from this place. He will have to decide pretty soon for time is passing. Sept. will soon be here.

August 10, 1875: Well we have concluded today where we will be settled for the present. Mr. McMurray is going to take charge of the "Gillend [sic] Creek Academy" situated 18 miles couth of here on Gillends Creek. The Trustees furnish the Academy building and dwelling free of rent. And any improvment Mr. McMurray thinks necessary about the dwelling for our comfort They bear the expense of hav[ing] made. There was an opening for a school that Mr. McMurray could get both at Bagdad and at Coryell' but the Gillend Creek school promises the most advantageous to us. He will not buy until he becomes more settled. It will be a long time before any other place will seem like home to me. This place we are going is entirely in the country – It is 4 miles to Manor the nearest town and the Post Office; but the dwelling is not far from the school house. Well I'm glad this suspense is over, for it has worried me so much – not knowing where we would go.

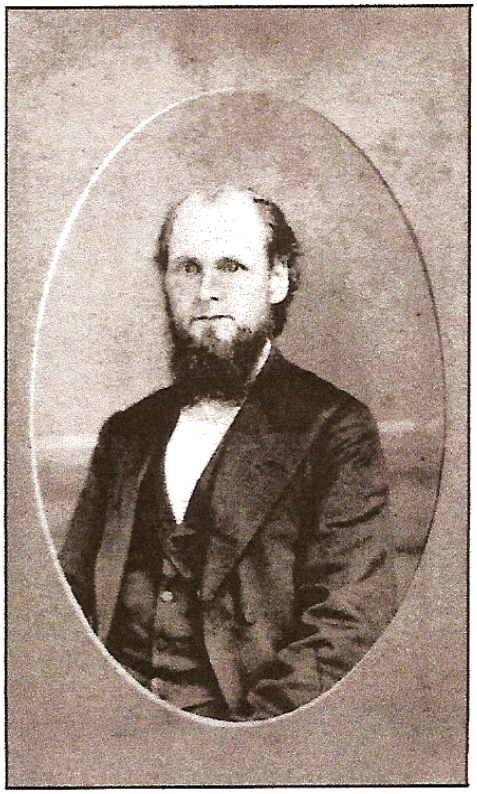
August 21, 1875: All is about usual. We will move on the 31st inst. Since the school does not take up until the first of Nov. we thought to have stayed here a few weeks longer, if we could get permission from Mr Johnson, but his business was arranged so that he could not defer his move longer than the specified time, which was Sept. 1st, so we will leave dear old Georgetown if there is n o Providential interference on the 31st…

September 26, 1875: Here we are at our new home, getting along very well. On the 31st of Aug. we gave possession of our home. The man that was living [here] could not get out by that time; so we rented the Page place and staid there till the 20 inst, when this house was vacated. We moved down here, last Monday the 20th.

APPENDIX B
PHOTOGRAPHS

Lizzie Clamp McMurray and Rev. John McMurray

Lizzzie Clamp McMurray



Rev. John McMurray

(Roberts, 2004, A History of the First Presbyterian Church, Georgetown, Texas, p. 24)

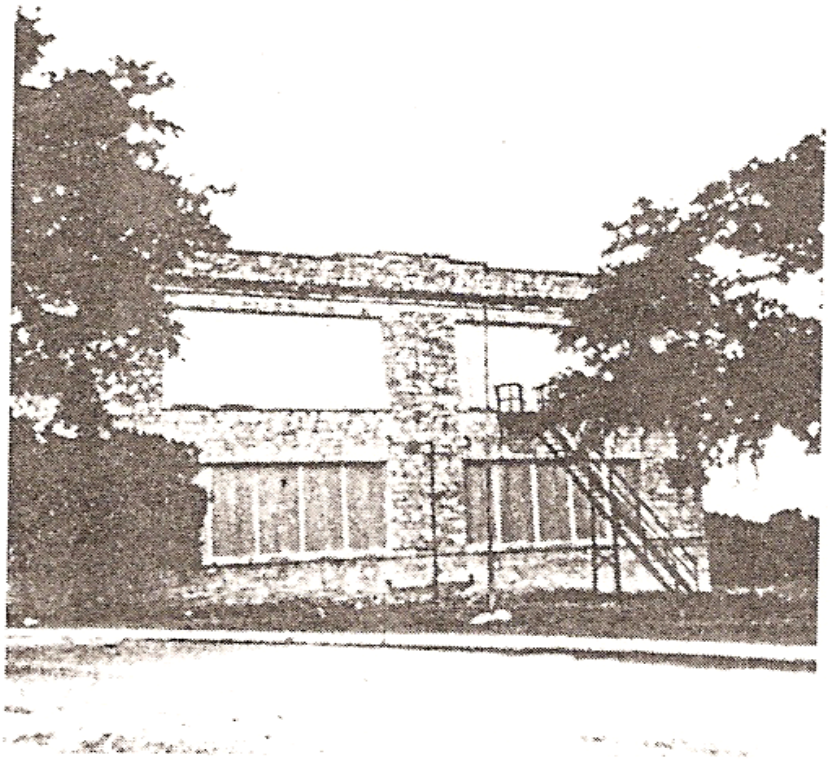
Georgetown's Carver High School Football Team

Estimated date: early 1960s

(Williamson County Historical Museum)

Georgetown Colored School

Two story rock structure with six classrooms
Built in 1923



(Stratton, 1993, Histories of Pride, p. 19).

Georgetown High School Graduation Class of 1897

(GISD Administration Office)

Georgetown Male and Female Academy Brochure

MALE AND FEMALE ACADAMY,

GEORGETOWN, TEXAS.

THE Sessions are two in each year:—The first commenees on the 1st Monday of January, and continues twenty four weeks. The second begins the Monday nearest the 1st day of September, and continues sixteen weeks—closing just before Christmas. From the 21st of March till the 21st of September, School opens each day at 8 A. M., and from the 21st of September till the 21st of March at 8½ A. M.

The tuition, which is lower than that of many places, is made payable—one-half at the begining and the other half at the middle of each session, and if the first half be not settled by the middle and the second half by the close of the session, the pupil, who is entered for half of a session, will not be longer received.

RULES.

—:o:—

1ST. No pupil will be allowed, without permission from the Principal, to communicate with any other pupil, or with any person inside or outside the room during school hours, by talking, writing gesturing, or any other means calculated to attract attention.

2ND. No Pupil will be allowed, without permission from the Principal to move from his or her seat during school hours.

3RD. Pupils are forbidden to deface, or in any way injure any property belonging to the Academy or used for academical purposes.

4TH. Every Pupil is required to remain on the school premises during the time for recreation, excepting those who go to their homes or boarding houses for dinner, and such shall go and return directly, without any unnecessary delay.

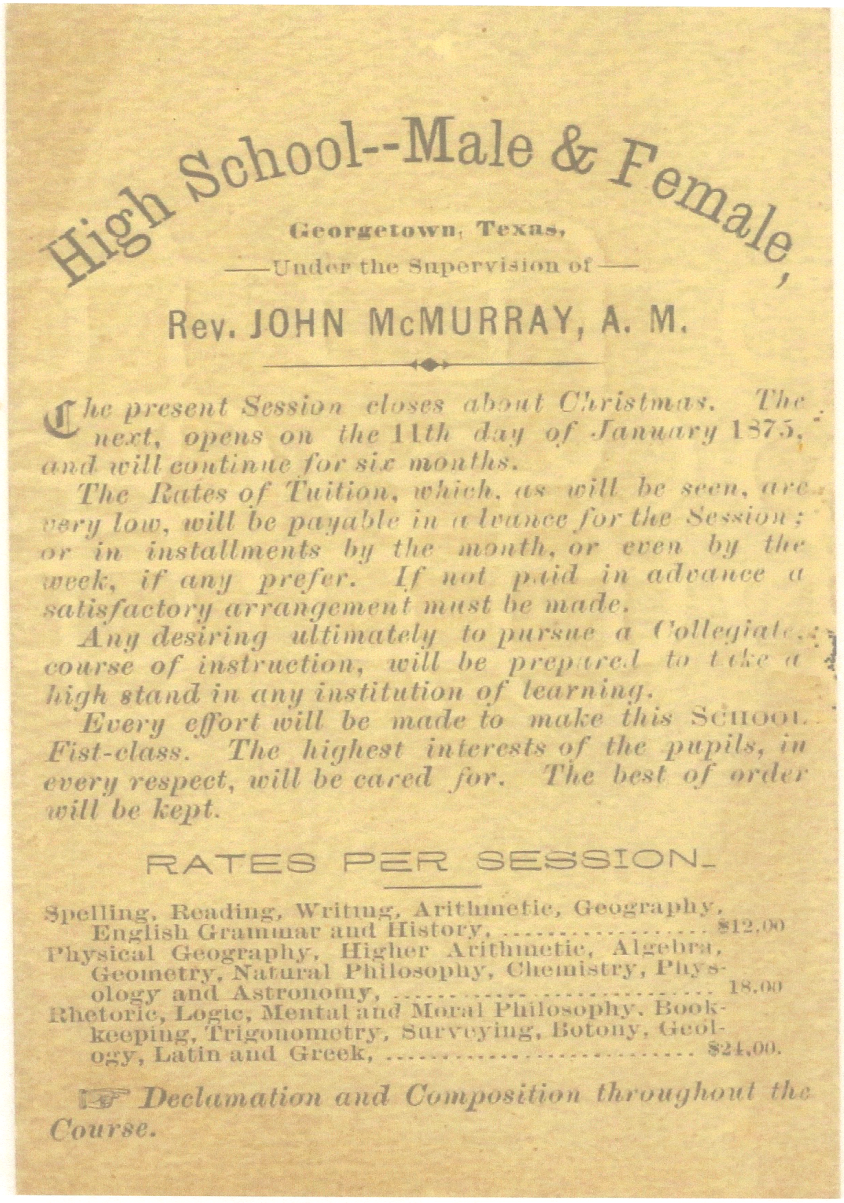
5TH. Pupils are required at all times to be kind and respectful to each other.

6TH. Pupils are forbidden to use *at any time*, profane or indecorous language, to use intoxicating liqurs, to frequent or lounge about the streets or public places, or to be out at night from their homes or boarding houses.

7TH. Pupils are required at all times to be respectful in refrence to and towards each member of the Faculty.

(J.C. Johnson papers, Georgetown Male and Female Academy ephemera collection)

1874 Georgetown Male and Female Academy Postcard



High School--Male & Female,

Georgetown, Texas,

—Under the Supervision of—

Rev. JOHN McMURRAY, A. M.

The present Session closes about Christmas. The next, opens on the 11th day of January 1875, and will continue for six months.

The Rates of Tuition, which, as will be seen, are very low, will be payable in advance for the Session; or in installments by the month, or even by the week, if any prefer. If not paid in advance a satisfactory arrangement must be made.

Any desiring ultimately to pursue a Collegiate course of instruction, will be prepared to take a high stand in any institution of learning.

Every effort will be made to make this SCHOOL *Fist-class. The highest interests of the pupils, in every respect, will be cared for. The best of order will be kept.*

RATES PER SESSION.

Spelling, Reading, Writing, Arithmetic, Geography, English Grammar and History, ... $12,00

Physical Geography, Higher Arithmetic, Algebra, Geometry, Natural Philosophy, Chemistry, Physology and Astronomy, ... 18,00

Rhetoric, Logic, Mental and Moral Philosophy, Book-keeping, Trigonometry, Surveying, Botony, Geology, Latin and Greek, ... $24,00.

☞ *Declamation and Composition throughout the Course.*

(J.C. Johnson papers, Georgetown Male and Female Academy ephemera collection)

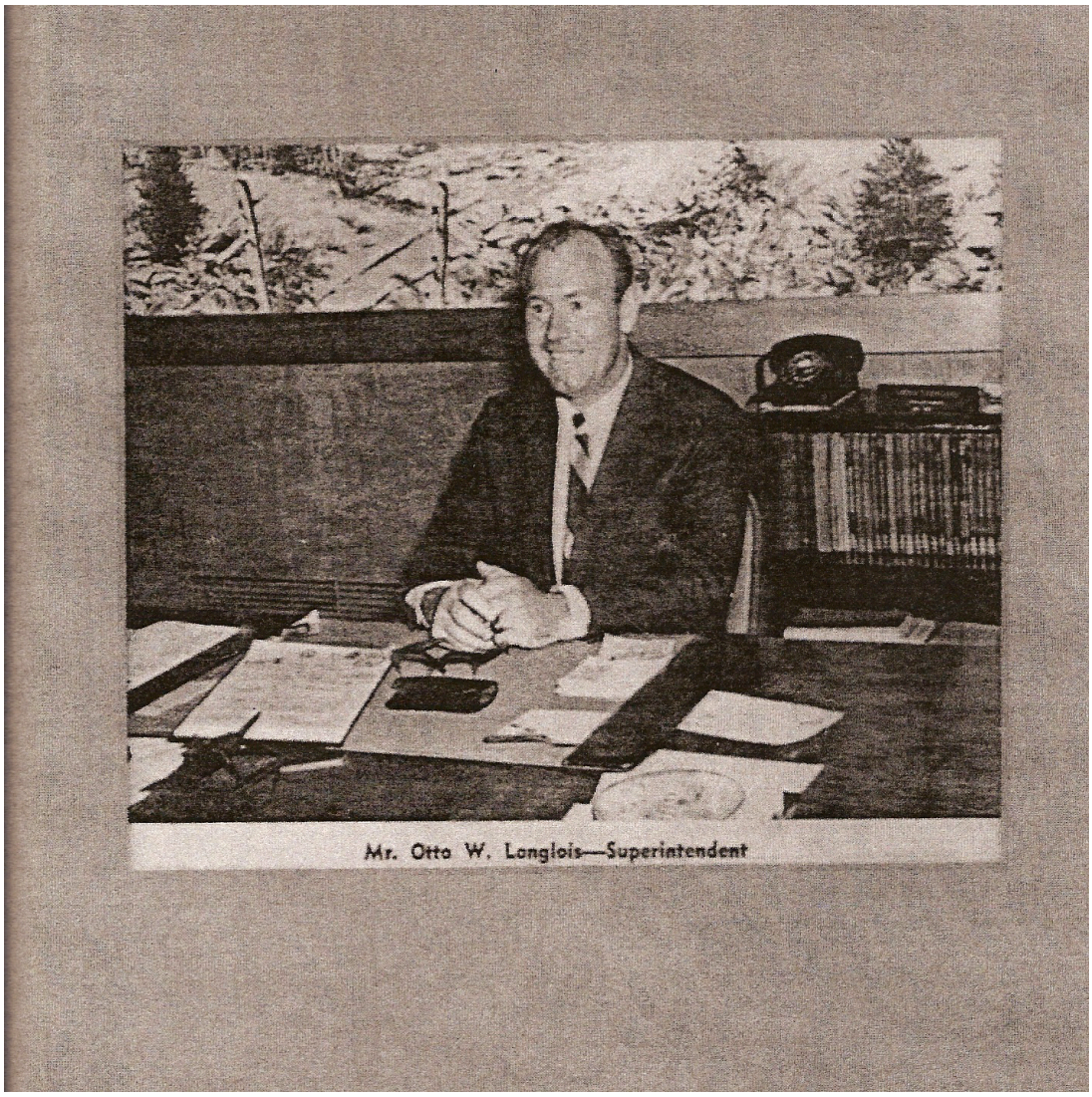
GISD Superintendent L.W. St. Clair
1942 – 1948

(GISD Administrative Office)

GISD Superintendent Joe Barnes
1948 – 1963

(GISD Administrative Office)

GISD Superintendent Otto W. Longlois
1966 – 1969



(GISD Administrative Office)

Georgetown Mexican School

(author's note: The Georgetown Mexican Mission was founded by Dr. D. W. Carter in 1922. The first documentation of a Mexican School was found in a 1923 advertisement in The Sun by Mrs. Othelia Giron soliciting students for moderate fees. The GISD Minutes first mention of the Georgetown Mexican School was in 1924 when the school board instructed Superintendent Lee to install water in the Mexican School. The date listed on this photograph indicates that perhaps this was a actually a picture of the Mexican Mission with children and parents in attendance. There is no record that Dr. Carter participated in the Mexican School except to aid in its conception. Mrs. Giron was the first teacher.)

La Escuela Mexicana in 1922

Pictured, left to right ***front row;*** *Jesse Zavala, Unknown, Unknown, Unknown, Unknown, 'LaMuca', Manuel Zavala, Ponciano Zavala, Unknown;* ***second row;*** *Concha Frias Tafoya, unknown, Emma Zamora, Maige Vasquez, unknown, Santos Vasquez, Lupe Zavala, Anita Zamora Diaz, Herminia Flores Riojas, unknown, Javita Zamora, Maria "Chuia" Flores, unkown, unkown, Matilde Zamora, Gerardo?;* ***third (short) row;*** *Pedro Martinez, unkown, unknown;* ***back row;*** *Inez Valadez Lopez, Marta Martinez, Eva Davila, unknown, unknown, Concha Davila, unknown, Otela Vasquez, Sra. Otila Jiron, Southwestern Professor Dr. Carter, Juanita Vasquez, Richard Vasquez, Sr., Vicente Hurtado, Procoro Ochoa. (Courtesy of Petra Lopez Bracamontez)*

(Stratton, 1991, Recuerdos Mexicanos, p. 19).

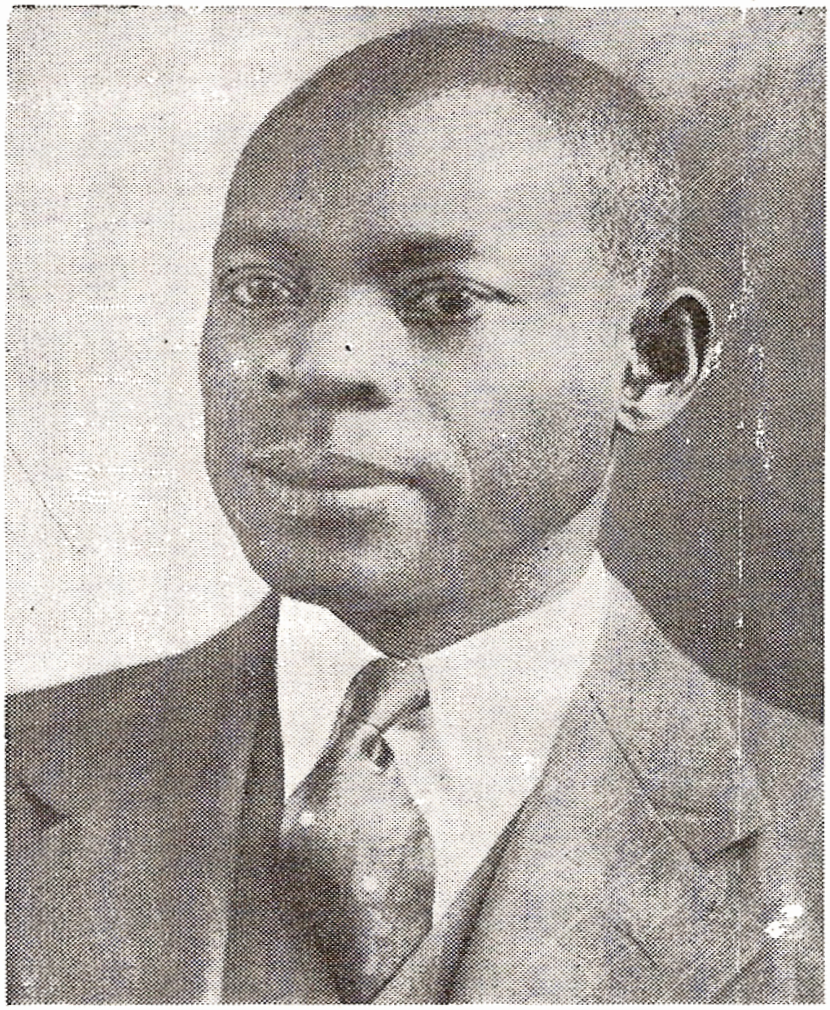
Georgetown Public School

(Authors note: The Georgetown Public School later became the Grammar School and then was renamed The Annie Purl Elementary School in 1948. This building was demolished in 1957 and a gasoline station was built on the site.)

(Williamson County Historical Museum)

Professor S. C. Marshall

Principal of Georgetown Carver School
1910 - 1938



GLOSSARY

AAUW	American Association of University Women
AME	African Methodist Episcopal
ARC	American Red Cross
CBS	Citizens for Better Schools
CHS	Central High School
CND	Council for National Defense
CPI	Committee on Public Information
DE	Distributive Education
DOE	Department of Education
FBI	Federal Bureau of Investigation
FFA	Future Farmers of America
FHA	Future Homemakers of America
GHS	Georgetown High School
GISD	Georgetown Independent School District
H.R.	House of Representatives
HEW	Health, Education and Welfare
ICT	Industrial Cooperative Training
ISD	Independent School District
JRC	Junior Red Cross
KKK	Ku Klux Klan
NDEA	National Defense Education Act
NEA	National Educational Agency

NFAS	Negro Fine Arts School
NYA	National Youth Administration
PASF	Pan American Student Forum
PTA	Parent Teacher Association
SBOE	State Board of Education
SDOE	State Department of Education
SWU	Southwestern University
TEA	Texas Education Agency
TSTA	Texas State Teachers Association
UIL	University Interscholastic League
USO	United Service Organization
UT	University of Texas
WCCTI	Williamson County Colored Teachers Institute
WCEA	Williamson County Educational Association
WCNTA	Williamson County Negro Teacher Association
WCTI	Williamson County Teachers Institute
WPA	Works Progress Administration
WWI	World War One
WWII	World War Two

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VITA

Marsha Lane Farney was born in Dallas, Texas, on December 15, 1958, the daughter of Shirley and Hurshell Hatley. She graduated from North Mesquite High School in 1976. While raising two children, she enrolled in Texas A & M University, Commerce, and received her Bachelor of Science degree in 1991. She earned her Master of Science degree in 1996, her Counseling certification in 1996, and her Mid-Management certification in 1998 from Texas A & M University, Commerce. She was a teacher at North Lamar Independent School District, a teacher and counselor at Paris Independent School District and a counselor at the Pflugerville Independent School District. She has also worked as a clinical faculty member at Texas A & M University, Commerce, where she taught in the Elementary Education Department and served as a student teacher supervisor and liaison to the North Lamar Independent School District and the Paris Independent School District. After beginning her doctoral work at The University of Texas, Austin, she accepted a position with an educational consulting firm as a presenter until she resigned to work full time on her doctorate.

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