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A HISTORY OF EDUCATION IN LIVE OAK COUNTY, TEXAS

By

Mary Maxine Henley

A Thesis

Presented in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1951



1950

A HISTORY OF THE UNIVERSITY OF THE SOUTH ALABAMA



THE UNIVERSITY OF THE SOUTH ALABAMA

1950

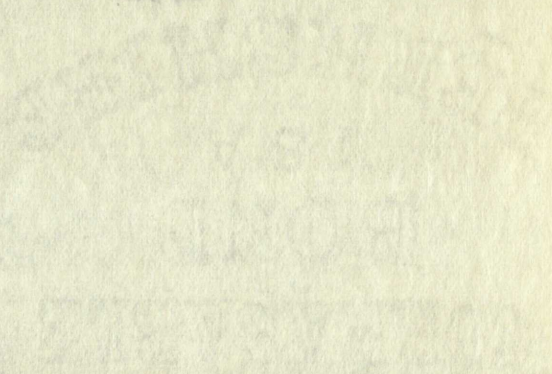
Presented in partial fulfillment of the

Requirements for the degree of

Master of Arts in Education

University of the South Alabama

1950



This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

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CHAPTER I

INTRODUCTION

Much has been written about the history of Texas. As a result of the time and effort that many have spent in historical research, a great number of accurate records of the colorful history of Texas have been made available to the public. An important part of this history is concerned with the development and growth of education in Texas.

Texans have always demanded education. The refusal of the Mexican Government to provide schools for their children was listed, in the Texas Declaration of Independence, as one reason for their revolt. As a result of this attitude Live Oak County, like the other counties of Texas, has been and is interested in the improvement of the Texas School System of which it is a part.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to trace the development and progress of public schools and their programs in Live Oak County, Texas, from the time of the earliest schools to the present. The events and movements that have influenced the educational system of Live Oak County have been selected as the vehicles for carrying through this effort.

INTRODUCTION

There has been a general feeling of interest in the history of Texas as a result of the fact that the state has been the scene of a great number of historical events, and the public is becoming more and more interested in the development and growth of the state. Texas has always been a state of great interest to the Mexican Government, and the Mexican Government has been interested in the development of the state. As one reason for this interest, the state has been the scene of a great number of historical events, and the public is becoming more and more interested in the development and growth of the state. Texas has always been a state of great interest to the Mexican Government, and the Mexican Government has been interested in the development of the state. As one reason for this interest, the state has been the scene of a great number of historical events, and the public is becoming more and more interested in the development and growth of the state. Texas has always been a state of great interest to the Mexican Government, and the Mexican Government has been interested in the development of the state. As one reason for this interest, the state has been the scene of a great number of historical events, and the public is becoming more and more interested in the development and growth of the state.

THE STATE

Statement of the people study to trace the development of the state and their progress in the state. of the earliest schools in the state. movements that have influenced the state. Live Oak County has been the scene of a great number of historical events, and the public is becoming more and more interested in the development and growth of the state. Texas has always been a state of great interest to the Mexican Government, and the Mexican Government has been interested in the development of the state. As one reason for this interest, the state has been the scene of a great number of historical events, and the public is becoming more and more interested in the development and growth of the state.

Importance of the study. No history of education in Live Oak County has been written. The need for interpretation and preservation of educational records as a part of the effort to select from the past the desirable things with which to guide future action has long been recognized by historians generally and by educational historians in particular. For example, Sutton, of the University of Texas, says,

Clear understanding of the educational problems that have already been solved inevitably leads the normal mind to attack other problems, the solution of which has not been attempted or, if attempted, only partially wrought out.¹

On the basis of statements of this nature a study such as this one is justified.

Also, the history of education in his own county is probably the best means of introducing the new teacher to the full appreciation of the actual status and conditions of the school system. It will enable him to aid in its progress and, at the same time, will be valuable in building a professional spirit. Because of reasons in this category, the study has value as a motivator and educator of teachers.

¹ W. S. Sutton, introduction to The Development of Education in Texas, Frederick Eby (New York: The Macmillan Company, 1925), p. xii.

Importance of the Study of the History of Education

Five Oak County has been witness to the growth of education and preservation of educational records for the purpose of the effort to select from the past the best and most valuable which to guide future action. The long past, however, by historians generally and by educational historians in particular. For example, history of education is a study of the past, says,

Clear understanding of the educational process that have already been achieved, and the normal and abnormal conditions of which have not been achieved, is only partially possible.

On the basis of education, a study of history is such as this one is justified.

Also, the history of education is the study of the history of the best means of instruction for the purpose of the full representation of the history of education and the school system. It will enable him to see the progress and, at the same time, will be valuable in building a professional spirit. Because of interest in this category, the study has value as a contribution to education of teachers.

I
W. A. Saxon, Introduction to the History of Education in Texas, Frederick R. (New York: The Century Company, 1925), p. xlii.

II. DEFINITIONS OF TERMS USED

School community. In the early days the school community consisted of several families living in close proximity who established a neighborhood school for their children. The school community, as defined here, has been abolished in Texas.

Public school system. The public school system includes all public elementary and secondary schools.

Common school district. The common school district was originally a rural school under the direction of the county superintendent. This designation of districts has been abolished in Live Oak County.

Consolidated school district. The consolidated school district consists of two or more common school districts which have been consolidated.

Independent school district. The independent school district is a common school district incorporated for free school purposes, and is under the control of the town or city school board instead of the county.

Consolidation. By consolidation is meant any form of amalgamation of small school districts into a single, larger, more economical, and efficient school administrative unit.

Latin-American. Latin-American, as used in this study, refers to anyone of Mexican or Spanish descent.

III. SOURCES OF THE DATA

Data for this study were obtained from (1) records and reports of the State Department of Education, (2) records in the county superintendent's office, (3) interviews with people possessing first-hand information about education in Live Oak County, (4) reports of the Live Oak Soil Conservation District, and from such secondary sources as books on the history of Texas, more general educational publications, and newspaper and periodical articles.

IV. METHODS OF PROCEDURE

All available sources that contained information concerning the development of education in Live Oak County, Texas, were read and analyzed. By studying, analyzing, classifying, and interpreting all data a continuous picture of educational progress was established. A combination of chronological and topical organization of the data was used.

V. REVIEW OF RELATED LITERATURE

Although nothing has been written that is directly concerned with the history of education in Live Oak County, brief mention is made of two studies dealing with the

Latin-American, Latin-American, as used in this report.

reference to anyone of Mexican or Latin descent.

III. SOURCES OF DATA

Data for this study were obtained from the following sources:

1. and reports of the State Department of Education, (2) records in the county health department's office, (3) Latin American people possessing first-hand information about conditions in Live Oak County, (4) reports of the Live Oak Health Conservation District, and from this research worker's books on the history of Texas, more general community publications, and newspaper and periodical articles.

IV. METHOD OF ANALYSIS

All available sources that furnished information concerning the development of education in Live Oak County, Texas, were read and analyzed. By studying and analyzing, and interpreting all data a comprehensive picture of educational progress was developed. A combination of chronological and topical organization was used in the study.

V. SUMMARY OF FINDINGS

Although nothing has been mentioned in this report connected with the state of affairs in the Live Oak County, brief mention is made of two similar conditions with the

history of education in Texas which have been used as background material for this study.

Eby² has set forth the development of Texas schools from the earliest period of Texas history to 1925. He has shown the changes in school laws that have affected the development and growth of schools in the state.

In 1935 the Texas State Board of Education conducted a survey on the adequacy of Texas schools.³ This survey was made with a view to the reorganization of the public schools of Texas on a more nearly adequate basis.

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of this study is divided into four chapters. Chapter II presents the geographic, historical, economic, and social backgrounds of Live Oak County. The early educational developments to the phase of consolidation of the schools are discussed in Chapter III. Chapter IV discusses the educational developments and reorganization from the phase of consolidation of the schools to the year 1951. Chapter V presents a summary and an analysis of future issues to be faced by the schools of Live Oak County.

² Frederick Eby, The Development of Education in Texas (New York: The Macmillan Company, 1925).

³ State Board of Education, Report of the Texas Statewide Adequacy Survey (Austin, Texas: 1937).

history of education in Texas which have been used as a
ground material for this study.

My² has set forth the development of Texas schools
from the earliest period of Texas history to 1900. It also
shows the changes in school law and practice which have
developed and growth of schools in this state.

In 1905 the Texas State Board of Education conducted
a survey on the adequacy of Texas schools. This survey
was made with a view to the reorganization of the public
schools of Texas on a more modern basis.

VI. ORGANIZATION OF THE REPORT

The remainder of this study is divided into
chapters. Chapter II presents the general history of
economic, and social development of Texas from the
early educational developments to the state of educational
tion of the schools and discussed in Chapter III. Chapter
IV discusses the educational development and organization
from the time of constitution of the state to the year
1901. Chapter V presents a summary and an analysis of
future issues to be faced by the schools of this state.

² Frederick W. The Development of Education in
Texas (New York: The Century Company, 1905).
³ State Board of Education, Report on the
Statewide Adequacy Survey (Austin: Texas: 1905).

CHAPTER II

GEOGRAPHIC, HISTORICAL, ECONOMIC, AND SOCIAL BACKGROUNDS OF LIVE OAK COUNTY

I. GEOGRAPHIC BACKGROUND

The terrain of Live Oak County varies from level to rolling, and includes an area of 1,072 square miles. Located on the coastal plain of South Texas, the area is drained by the Nueces, Frio, and Atascosa Rivers. It is bordered by Atascosa and Karnes Counties on the north, Bee and San Patricio Counties on the east, Jim Wells and Duval Counties on the south, and McMullen County on the west. The altitude is 150 feet; the annual rainfall is between twenty-five and twenty-six inches.

II. HISTORICAL BACKGROUND

The land which is now included in Live Oak County was originally part of a grant to two Irishmen, John McMullen and James McGloin, made by the government of Coahuila-Texas in 1828. McMullen and McGloin were commercial speculators. As such, they were given a contract to settle two hundred families in South Texas along the coast. By 1831 105 titles had been issued to settlers in the McMullen-McGloin colony. By 1834 two hundred families had located and McMullen secured a four-year extension of his

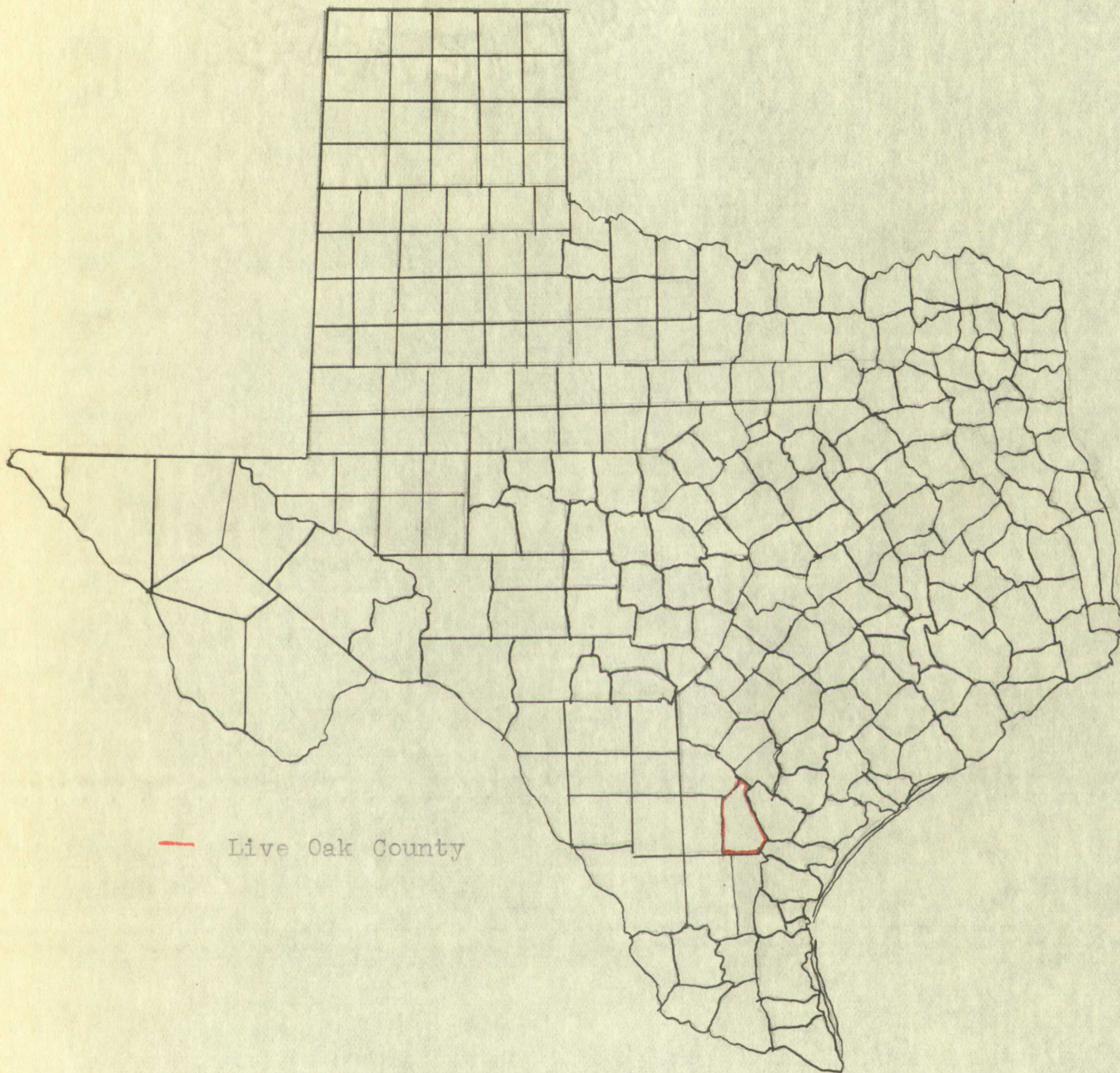
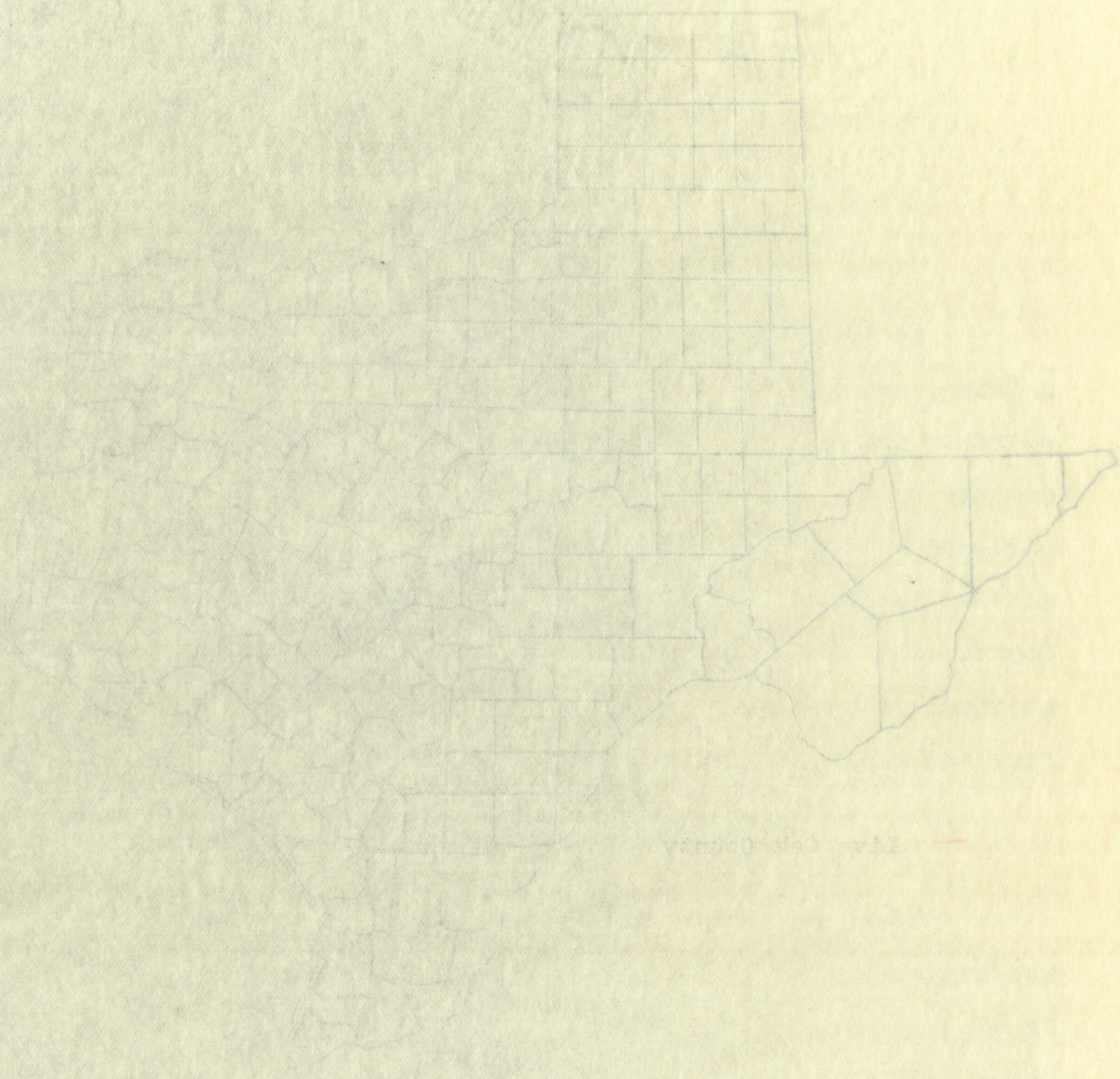


FIGURE 1

GEOGRAPHIC LOCATION OF LIVE OAK COUNTY



— Live Oak County

Geological Survey of Texas

contract. Before the extension expired the Texas Revolution had begun, and the Irish colonists, being in the path of the invading armies, suffered many hardships.

Possessing this background, Live Oak County was created from Nueces and San Patricio Counties on February 2, 1856. On August 4th of the same year it was organized by an act of the Legislature. The county was given its name because of the live oak trees which grew in the area.

Live Oak County is peculiar because its history is divided into two separate periods which are distinguished by the pre-eminence of different groups of towns. The first period was marked by the influence of Oakville, Lagarto, and Dinero; the second period by George West, Three Rivers, and Simmons. The groups of towns are as different in beginning, growth, and character as though they had been on separate continents. The history of the county can best be presented by giving the origin and history of the towns in each period.

When the county was organized, one of the first questions to be settled was the selection of a county seat. The people chose an oak grove on Sulphur Creek and the Nueces River. The place was named Oakville. The town was laid out around the square which contained the court house and grounds. Lots were sold for twenty-five dollars each. A dozen or more stores, two hotels, a livery stable, two

conflict. Before the conflict began the river
then had begun, and the river had begun
of the invading army. The river had begun
possessing this property. The river had begun
created from the river. The river had begun
1856. On August 1st the river had begun
an act of the river. The river had begun
because of the river. The river had begun
live the river. The river had begun
divided into two sections. The river had begun
by the pre-eminence of the river. The river had begun
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Lafayette, and the river. The river had begun
Three Rivers, and the river. The river had begun
different in beginning, growth, and end under the river
they had been on separate continents. The river had begun
county can best be represented by giving the origin and the
tory of the towns in each section.
When the county was organized, one of the first
questions to be settled was the location of a county seat.
The people chose as one place on Indian Creek and the
Knesses River. The place was named Carlisle. The town was
laid out around the square which contained the court house
and grounds. The square was laid out by the river
A dozen or more streets, two blocks in length, and the

or more saloons, a school house, and two churches were quickly built.

Many of the settlers were people who had stopped on their way to California during the Gold Rush. Horse racing was their favorite pastime. From the court house, justice seasoned with mercy was given. Outside the court house many received neither justice nor mercy. It is said that there were more murders committed in Oakville than in any ordinary town of its size. While Oakville served as the county seat, two hundred people died violent deaths.¹

The year 1913 marked the beginning of the downfall of Oakville; in that year the first railroad was built through Live Oak County and it missed Oakville. In the same year a petition requesting an election to move the county seat to a location on the railroad was circulated. The subsequent election failed to produce a two-thirds majority favoring the move, and as a result Oakville retained the center of business of Live Oak County for the next five years. In 1918 the county seat was moved to George West; Oakville rapidly declined.

At present there is a state highway through Oakville from San Antonio to Corpus Christi which offers some business opportunities to the town.

The second town of importance, Lagarto, is now a

¹ News item in the San Antonio Light, August 4, 1933.

of more serious, a second house, and the second house
chiefly built.

Many of the houses were built by the
on their way to California, during the gold rush. These
houses were built for the purpose of being sold to the
justice received with money was given. The houses and
houses many received better justice than money. It is said
that there were no houses built in California until
any ordinary town of the state. While this is true
the county seat, the houses built there were the best.
The year 1850 marked the beginning of the growth

of Oakville; in that year the first railroad was built
through live Oak town, and it was Oakville. In the
same year a petition was filed for election to move the
county seat to Oakville. In 1852 the petition was granted.
The subsequent election failed to remove a two-thirds
majority favoring the move, and so the county seat
remained the same. In 1854 the county seat was moved to
next live town. In 1855 the county seat was moved to
George West. Oakville remained the same.

At present there is a state of affairs in Oakville
from San Antonio to George West, which is the same as
the opportunity in the town.
The second town of importance, Oakville, is now a

I have been in the city since 1850.

ghost town. It was founded in 1858 in the extreme southern part of Live Oak County. The first settlers were Mexicans who lived in small huts covered with grass and with no floors. Lumber could not be bought any nearer than Corpus Christi. The first store was built in 1866.

The citizens of Lagarto showed an interest in the educational development of their community. One of the early teachers of the public schools in Lagarto, finding it necessary to supplement his salary, published the following notice in the Lagarto News, January 5, 1882.

SCHOOL NOTICE

Having been employed to teach Lagarto Free School for a term of four months beginning January 9, 1882, I hereby give notice that, assisted by Miss Adelle DeBerry, I will also undertake to teach all pupils over and under the scholastic age for whom the monthly rate of tuition shall be as follows:

The English branches including arithmetic, two dollars; algebra, geometry, trigonometry, surveying, each one-half dollar extra; Latin, Greek, and Spanish, each one dollar extra; piano music, five dollars extra. No reductions.

Frank Howard

About this same time the citizens of Lagarto decided to make their town the educational center of Southwest Texas by establishing a college in Lagarto. The Lagarto College Company was organized with a capital stock of five thousand dollars. There were enough shares sold at ten dollars each for the company to erect a two-story

building which opened in 1884 and was known as the Lagarto College. Several of the ranch families sent their children to board in the town that they might attend the four-teacher college.

The college town phase was, however, of short duration. As in the case of Oakville, the railroad through the county missed Lagarto. In 1888, just four years after the opening of the college, the San Antonio and Aransas Pass Railroad ran a branch line through Live Oak County to intersect the Texas-Mexican Railroad which ran from Corpus Christi to Laredo. Most of the townspeople moved to points on the railroad and as a result a one-teacher school was all that was needed at Lagarto. After eleven years the college building was sold to a ranchman for a home.

A third town belonging to the first period in Live Oak County is Dinero. The early settlers obtained land grants from the government of Texas soon after the independence was won from Mexico. For many years it was known as Barlowe's Ferry, after a man named Barlowe who operated a ferry on the Nueces River. In 1872 the name was changed to Dinero.

Dinero is a Spanish word meaning money. Just prior to the time of the change of the community's name, some Mexicans came into this part of Texas with maps and charts to locate hidden treasure. The treasure was supposed to

have been left by the retreating Mexican Army. There was much digging for dinero, but the only result was the changing of the name of the community.

In 1861 at the beginning of the Civil War an army camp, Fort Merrill, was established at Barlowe's Ferry. The site still goes by that name although nothing remains except an old rock oven. It is, or was, evident that there was some activity at the fort; for many years lead bullets were picked up about the place.

The change in name of the community was vindicated. Of late years Dinero has developed into an oil field center with gas flowing oil wells in and around the vicinity. When the railroad was built through Live Oak County, it missed Dinero by a mile. Consequently, the town moved from the river to the railroad.

A historical landmark belonging to this period is Fort Ramirez, or for its proper name, according to J. Frank Dobie, Rancho del Ojo de Agua Ramirena.² The walls are all torn down now, most of them having been destroyed by treasure hunters. The fort, in all probability, is one of a line of Spanish Missions extending all the way from Corpus Christi to San Antonio. As Dobie says,

Undoubtedly the ancient landmark was the first of any permanence to be erected within the confines

² J. Frank Dobie, Coronado's Children (Dallas, Texas: The Southwest Press, 1930), p. 99.

have been left by the Indians, and it is possible that they were used for some purpose.

of the name of the Indians.

In 1861 the Indians, who were then living in the

camp, Fort Hartsell, were killed by the soldiers.

The site still shows the remains of the Indian village, except an old rock wall. It is now a very quiet place, and there has been no activity at the fort. The only remains of the fort were picked up about the site.

The change in name of the settlement was explained

Of late years there has been a great deal of talk about the site, and it is now known as Fort Hartsell. When the railroad was built through the site, it was called Hartsell, and it was a mistake to call it Hartsell. It was a mistake to call it Hartsell from the river to the railroad.

A historical landmark is believed to have been the site of Fort Hartsell, or Fort Hartsell, and it is now known as Fort Hartsell. The site is now a very quiet place, and there has been no activity at the fort. The only remains of the fort were picked up about the site. The fort, in all probability, is one of a line of Indian villages, and it is now known as Fort Hartsell. It is now a very quiet place, and there has been no activity at the fort. The only remains of the fort were picked up about the site.

Unfortunately, the ancient Indians, who were then living in the

S. J. Hartsell, Hartsell's Indian Village, Hartsell, The Government, 1861.

of what is now Live Oak County, though when it was built no record tells.³

As has been indicated, the building of the railroad marked the decline of the old towns and the rise of the new. Each of the new towns had a patron responsible for it; Simmons, Dr. Simmons from St. Louis; Three Rivers, Charles Tips; and George West, George West.

It was quite natural that the people located their settlements close together in the early days of the county because of the Indian depredations. It was from these settlements that the old towns started. Because the new towns were established as retail or shipping centers taking advantage of new media of transportation and communication, or to satisfy the whim of some individual, their locations are widely separated and different from those of the earlier period.

Simmons was set up by Dr. Simmons as a "blue print" city. It was divided on paper first into lots, blocks, avenues, and parks representing a city. The lots were sold far and wide to people. Some of the purchasers came to the site to see it for what it was, a paper city, too far from trade centers and markets to support the people who planned to live in it.

Three Rivers got its name from its location at the junction of three rivers, the Nueces, Frío, and Atascosa.

³ Loc. cit.

of what is now live oak country, and the
built no more.

As has been said, the old town
marked the decline of the old town
Each of the new towns had a different
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Three Rivers belongs to the second period because of its rise to power in 1918 and not because of its founding. In 1918 a first gas well was brought in about ten miles west of the town. A field was rapidly developed and in 1922 the gas line which brings gas into the city was completed. Because of this cheap fuel supply a glass factory was established and later enlarged until it became one of the largest in the south. The works was closed in 1937 when many of the glass factories were amalgamated into a central plant located at Waco.

Today, with a population of 2,100 Three Rivers is a retail center dependent primarily on farming, ranching, and oil activities.

The influence of the early towns was definitely ended in 1918 when the county seat was moved to George West. In that year, Mr. West offered \$75,000 in cash toward building a court house if the county seat were moved to the town of George West. A subsequent vote on the proposal resulted in Oakville losing its position as county seat by a three-to-one ratio.

In addition to building the court house, George West donated cash for the building of roads and bridges. He built the school building now used for the elementary grades, the West Hotel, and donated lots on which all the churches in town are built.

Three Rivers belongs to the...
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The town George West became incorporated in 1946. During the past five years many improvements such as paved streets, street drainage, and street lights have been made. Many new buildings have been erected and new business concerns opened. With a population of 1,500, the town now serves as a retail and shipping point for the county.

III. ECONOMIC BACKGROUND

The resources of Live Oak County are black loam, black waxy, and gray sandy soils; live oak, mesquite, and pecan trees; oil; gas; glass sand; and clay.

The largest part of the population live in rural areas on farms and ranches. These vary in size from ten to 40,000 acres. Of these, 50 per cent range in size from fifty to 260 acres. Most of the units of one hundred acres or less are operated in connection with some other enterprise as a supplement to other income. The farms and ranches are operated according to four plans; 34 per cent are full owner-operated; 17 per cent are part owner-operated; 48 per cent tenant-operated; and 1 per cent manager-operated.⁴

The main crops are cotton, corn, grain, flax, peanuts, and truck vegetables. About 3,000 acres are irrigated.

⁴ Report of the Live Oak Soil Conservation District, August, 1946, p. 80.

the production of beef cattle for calves, feeders, stockers, and breeding cattle is the main live stock enterprise. Some dairy cattle, poultry, sheep, goats, hogs, and horses are raised.

A gradually increased production of oil and gas in the county has brought in many workers and their families and has increased the income of the county. However, the majority of the workers are not permanent residents because of frequent transfers. This presents a housing as well as social problem in the county. It also presents a problem to the schools because throughout the school year students are enrolling in and withdrawing from school.

There is also a group of even less permanent workers in the county. They follow the cotton picking and vegetable gathering. Almost all of these workers are Latin-Americans.

IV. SOCIAL BACKGROUND

The average size of farm and ranch families in the county is between four and five members. The gradual trend is toward smaller families, especially among the ranchers and landowners. Farm and ranch laborers, tenants, and share croppers of Mexican descent usually have the largest families.⁵

Health and sanitation conditions in the towns are

⁵ Ibid., p. 94.

good. In the rural areas these conditions vary from satisfactory to very unsatisfactory, depending on the productivity of the land, the family income, and the general level of education. Renters and laborers on farms and ranches have the lowest level of sanitation. They live in poor houses without screens, have inadequate diets, unsanitary water supplies, and unsanitary system of disposal of waste.⁶

Inadequate amounts of fruit and vegetables are grown for rural home use. Many farm families do not have a milk cow, hogs, or sufficient poultry for a home supply of meat and eggs. Because of these facts their diets are deficient in vitamins and minerals.⁷

The Latin-American renters and laborers and the low income families show the least concern about their health and sanitation facilities, which are relatively poorest. There is belief in the county that they need to be educated in regard to these things. The school lunch program seems to be a step in the right direction, because the program not only teaches the children to eat a better diet but also provides the diet for them. Army life has been credited with doing much for many of the young people by teaching them about health, diet, and sanitation.

In the past few years there has been much local

⁶ Ibid., p. 96.

⁷ Loc. cit.

Good. In the rural areas the conditions are generally
factory to very satisfactory, depending on the productivity
of the land, the quality of the labor, and the general level of
education. Health and hygiene are better in rural areas than
the lowest level of civilization. They live in better houses
without sewage, have electricity, and have better access
supplies, and generally are better off than the urban
population. In the rural areas the conditions are generally
for rural areas are better than for urban areas. They have
cow, goat, or other animals for a more ample supply of food
and eggs. Because of the better conditions in rural areas
in vitamins and minerals.
The Latin-American countries and the Caribbean area are the
income families show the least amount of rural population.
and sanitation facilities. The rural population is generally
There is belief in the rural areas that they are better off than
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not only families are better off than the urban population
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In the rural areas the conditions are generally better than in the urban areas.

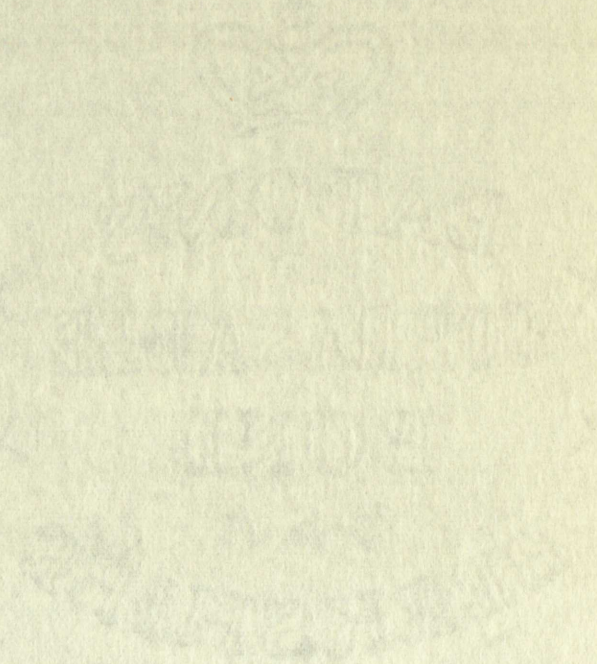
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talk in favor of a county health unit that would make available medical and dental care to all. Many of the civic organizations of both George West and Three Rivers are trying to develop this sentiment into action.

At least ten different religious bodies meet in Live Oak County. Most of these are represented by two or more congregations.

Both George West and Three Rivers have several active civic organizations such as Jaycees, Lions, Rotary Club, and Business and Professional Women. These organizations are working toward the improvement of social and economic conditions in their county.

talk in favor of a county hospital and that with
available medical and dental care is all that is
civil organizations to help meet the needs of the
are trying to solve this problem in a better way.
At least ten different public and private hospitals
live Oak County. Most of these are represented by two or
more organizations.
Both George and Mrs. Elmer have several
active civil organizations and are members of many.
Civil and business and professional groups. These organiza-
tions are working toward the improvement of social and
economic conditions in their county.



CHAPTER III

THE ESTABLISHMENT AND EARLY DEVELOPMENT OF SCHOOLS IN LIVE OAK COUNTY

The principle of state provision of free schools for the education of all the children living within its borders is well established. In a free country practically all men are voters; they must be educated in order to know how to vote intelligently and to discharge their other duties as citizens. This was well understood by the founders of Texas when they stated in their Declaration of Independence,

. . . it is an axiom in political science that unless a people are educated and enlightened, it is idle to expect the continuance of civil liberty, or the capacity for self-government.¹

The same sentiment was well expressed by Mirabeau B. Lamar, president of the Texas Republic, when he said,

Cultivated mind is the guardian genius of democracy. It is the only dictator that freemen acknowledge and the only security that freemen desire.²

I. THE FOUNDATION AND ORGANIZATION OF THE STATE EDUCATION SYSTEM

Education in Texas is considered to be a state

¹ Texas Declaration of Independence.

² Eugene C. Barker, Charles S. Potts, and Charles W. Ramsdell, A School History of Texas (Chicago: Row, Peterson and Company, 1912), p. 309.

function. Although much of the responsibility for the management of local schools has been delegated by statute to local school districts, the state is the controlling factor. To understand the development of education in the county, it is necessary, therefore, to have such information regarding the state educational system as will direct light on that development.

Pre-constitutional status. Educational effort in Texas began with the founding of the Spanish Missions. Along with spiritual instruction, the Indians were taught to speak, read, and write Spanish. They were also taught the arts of crop-growing and livestock-raising. Aside from these early mission schools, the first steps toward founding an educational system is revealed in the Constitution of the State of Coahuila-Texas, adopted in 1827, providing for the establishment of elementary schools and seminaries in the principal towns of the state. The Congress of Coahuila-Texas took action under this constitutional provision in 1829 to provide a plan for free instruction for pupils whose parents were unable to pay tuition. Again, in 1830 provision was made specifically for the founding of six primary schools.

Little or nothing was accomplished, however, and at the convention of Texas colonists, which met at San Felipe in 1832, the Mexican Government was petitioned for a grant of land to be utilized in the creation of a school fund.

Still nothing was effected and a few private schools served the educational needs of Texas at the time of the Revolution.³

In the Declaration of Independence signed at Washington, Texas, on March 2, 1836, the people charged the Mexican Government with neglecting education.⁴

In the Constitution drawn up in March, 1836, a month before the battle of San Jacinto, it was made the duty of the Congress of the Republic of Texas to provide by law for a system of public free schools.⁵ However, the new government was so hard pressed for money and was so beset with danger and difficulties on every side that it was unable to give much attention to the subject of education.⁶

Beyond these sparse details, study of the pre-republic days in Texas reveals nothing of substance in the history of education.

Constitutional provisions. The Constitution of the State, adopted in 1845, provided that the legislature should establish a system of free schools, but the sparseness of the population and the confusion caused by the Mexican War resulted in a long delay.

³ Texas Almanac, 1947-1948 (Dallas, Texas: A. H. Belo Corporation, 1857), p. 329.

⁴ Frederick Eby, The Development of Education in Texas (New York: The Macmillan Company, 1925), pp. 78-79.

⁵ Constitution of the Texas Republic.

⁶ Barker, op. cit., p. 157.

In 1870 Texas was, according to the National Bureau of Education, reported to be ". . . the darkest field educationally in the United States."⁷ The first step toward the correction of this condition was the enactment of a school law complying with the demands of the Constitution of 1869. This Constitution was written under the influence of a group of radical political adventurers. They set themselves the task of organizing a free school system for the first time in the history of Texas.⁸ The new Constitution provided for a ". . . uniform system of public free schools for the gratuitous instruction of all the inhabitants between the ages of six and eighteen."⁹ A specific plan for financing this instruction was provided at the same time.¹⁰

A state board of education was provided under the Constitution of 1869 consisting of the superintendent of public instruction, the governor, and the attorney-general. This board was empowered to act in place of the legislature in school affairs. Bitter opposition to the school system arose immediately. The most controversial factor was taxation. The people objected to taxing one man to educate the children of another. This taxation was regarded as

⁷ Eby, op. cit., p. 157.

⁸ Ibid., p. 158.

⁹ The Texas Constitution of 1869.

¹⁰ Eby, op. cit., p. 159.

In 1850, Texas was admitted to the Union as a state of education, to be known as the "Lone Star State" and to be nationally in the United States. This was the first time the correction of this position was the subject of a school law comprising the remainder of the Constitution of 1869. This Constitution was written with the influence of a group of radical political reformers. They had themselves the task of writing a new school system for the first time in the history of Texas. The new Constitution provided for a "... a system of public schools established for the provision of instruction in all the institutions between the ages of six and sixteen. A detailed plan for financing this instruction was provided in the same article. A state board of education was provided under the Constitution of 1869 consisting of the representatives of public instruction, the governor, and the attorney-general. This board was empowered to set in motion the legislation in school affairs. After the opening of the school year arose immediately. The new constitution was not action. The people objected to taking any more action the children of mother. This movement was regarded as

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- 7 For the Bill, 1850.
 - 8 For the Bill, 1850.
 - 9 The Texas Constitution of 1869.
 - 10 For the Bill, 1850.

nothing less than robbery and confiscation.¹¹

In 1876 the constitution was again rewritten. The Convention became the battleground for two political parties. At one extreme was the supporters of the School Law as it then existed. At the other extreme were people who did not believe in public education in any form. Their slogan was, "Away with free schools; let every man educate his own child."¹² The controversy resulted in a compromise which fell short of meeting the real needs of the time.

The new constitution abolished the office of state superintendent of public instruction. The free school age-range was established between eight and fourteen years. Local taxation for building schoolhouses and maintaining schools by public funds was prohibited. The proportion of the general revenue set apart for the support of schools was restricted to one-fourth or less of the occupational and ad valorem taxes.

Under the Constitution of 1876, Texas adopted the school community system. This system was simple and loose and provided no authority for dividing the counties into suitable school districts. Instead, the parents and guardians of school age children were permitted to unite and organize themselves into school communities.

¹¹ Ibid., p. 163.

¹² Ibid., p. 169.

nothing less than a revolution and a change of heart.
In 1938 the organization was again reorganized. The
Convention between the states and the federal government
at one extreme was the subject of the United States
then existed. At the other extreme was the state and the
believe in public education is now known. Their slogan was
"Away with free schools for every one" and the state
child. The controversy resulted in a compromise which
fell short of meeting the real needs of the state.
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superintendent of public instruction. The new school
age-range was established between eight and fourteen years.
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the general revenue set aside for the support of schools
was restricted to one-fourth of the total state revenue
and no other taxes.
Under the Constitution of 1938, the organization of
school community system. It was a new state and local
and provided no financial support for the schools. The
suitable school facilities. The report was that
dians of school-age children were estimated to be 1,000,000
organize themselves into local communities.

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Establishment of the State Department. The office of state superintendent of public instruction was created in 1866. The state superintendent was elected by the people for a term of two years.¹³ His duties have varied with the constitutional changes and amendments.

The first board of education was established by provisions of the Constitution of 1869. It consisted of three members, the superintendent of public instruction, the governor, and the attorney-general. This board was abolished by the Constitution of 1876 and was replaced by a state board of education composed of the governor, the state treasurer, and the state comptroller. In 1929, however, an amendment to the State Constitution provided for a board composed of nine members. The members were appointed by the governor and confirmed by the senate for a term of six years. The terms were arranged in such a manner that three of the members retired on the first day of January biennially.¹⁴ There were many overlapping duties of the state board and of the state superintendent. For example, the state superintendent had the power to purchase and distribute textbooks, but the state board controlled the funds for purchasing textbooks. Such confusion of authority and function made

¹³ Texas Almanac, op. cit., p. 329.

¹⁴ State Board of Education, Report of the Texas Statewide Adequacy Survey (Austin, Texas: 1937), p. 2.

it difficult to fix responsibility in educational matters.

Legislation. The writers of the Texas Constitution believed that democratic government could be safeguarded only by distributing authority in such a way as to make it impossible for any official to exert undue authority and by prescribing minute limitations on the agencies of government.¹⁵ There have been, consequently, numerous amendments to the constitution. Many changes have been made regarding the public schools, especially in the matter of financing them.

The Texas public school permanent fund has been accumulated from the funds accruing from sale of school lands and from rents and royalties derived from the land still owned by the state. When Texas entered the Union it was allowed to keep its public lands instead of giving them to the United States government as the other entering states had done. Later, the state gave these lands in large quantities to the public schools. Many parcels of these lands have been sold and the money invested in interest bearing bonds which are held by the State Treasurer as a part of the permanent school fund.¹⁶

Another addition to the permanent fund was made in 1854 when Governor Elisha M. Pease persuaded the legislature

¹⁵ Texas Almanac, op. cit., p. 51.

¹⁶ Barker, op. cit., p. 311.

is difficult to find responsibility for the situation.

Legislation. The writer of this paper cannot give

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The Texas Public School Government and the

accumulated from the funds received from the sale of school lands
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have been sold and the money received in payment of the
bonds which were held by the state. These bonds were
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Another addition to the permanent fund was made in

1854 when Governor Kitchin, by an act of the legislature,

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Texas Almanac, 1855-56, p. 100.
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Barber, op. cit., p. 101.

to set aside for the schools United States bonds worth two million dollars. Texas had received this sum in partial payment for her claim to the eastern helf of New Mexico.¹⁷

At the present time, Texas has a substantial permanent school fund. In the school year 1949-1950 the receipts from the permanent fund totaled \$3,345,850.¹⁸

By an amendment to the Constitution in 1883, a new system of revenue sources for schools was established. The school community system was abolished and provisions were made for creating permanent school districts.

In 1908 another amendment to Section 3 of Article VII of the Texas Constitution was adopted. This amendment increased the maximum tax in school districts to fifty cents per hundred dollar valuation.¹⁹ In 1920 the limit on the tax rates which communities might levy for school purposes was abolished.²⁰

The Rural Aid Law of 1915 provided for assistance to schools with not fewer than twenty and not more than four hundred pupils located in districts having not more than

¹⁷

Ibid., p. 310.

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Office of Education, Public School Finance Programs of the Forty-Eight States (Federal Security Agency, Circular No. 274. Washington: United States Government Printing Office, 1950), p. 110.

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Rupert N. Richardson, Texas, the Lone Star State (New York: Prentice Hall, Inc., 1943), p. 343.

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Texas Almanac, loc. cit.

to set aside for the schools United States bonds worth two million dollars. Texas had received this sum in payment for her claim in the Texas Gulf of Mexico.

At the present time, Texas has a permanent school fund. In the school year 1914-15 the permanent fund totaled \$1,250,000.

By an amendment to the constitution in 1890, a system of revenue sources for schools was established. The school community system was abolished and the following made for creating permanent school funds.

In 1908 another amendment to the constitution of the Texas Constitution was adopted. This amendment increased the maximum tax in school districts to fifty cents per hundred dollar valuation. In 1910 the state tax rates which communities might levy for school purposes was abolished.

The Rural Aid Law of 1915 provided for assistance to schools with not fewer than twenty and not more than thirty hundred pupils located in districts having not more than

- 17 Id., p. 210.
- 18 Office of Education, United States Department of the Interior, Bureau of Education, Office of the Director, Washington, United States Government Printing Office, 1920, p. 110.
- 19 Ernest W. Richardson, Texas, the Lone Star State (New York: Praeger, Inc., 1927), p. 110.
- 20 Texas Almanac, Inc., 1927.

four hundred pupils located in districts having not more than five hundred school-age children on the census roll. Aid was granted on the basis of a teacher salary schedule determined by the state superintendent, with the approval of the state board of education, for the exclusive purpose of extending the length of term. If state and county available funds together with local funds were insufficient to maintain a term not to exceed nine months and approximately eight months in duration, aid was granted.²¹

Curriculum provisions. The School Law of 1871 divided the schools into three classes according to the subjects taught.²² From the first, the trend has been to require English, mathematics, history, and some science, and then to permit a wide election of units to complete the number required for graduation. The number of units necessary for graduation has varied with the different school systems, but a minimum of fifteen has been required by the State. Three units in English, two in mathematics, two in science, one in history, and one in government are now required by the State Department of Education.

Influence of University of Texas. From its establishment in 1883, the University of Texas exerted a strong

²¹ State Board of Education, op. cit., p. 11.

²² Eby, op. cit., p. 162.

influence upon the growth of high schools and upon the composition of the secondary curriculum. Affiliation with the university set up the only objective standard of excellence by which the high schools might judge their merits.

The influence of the University upon the high schools was decreased when the State Department of Education took over the standardization and accrediting of the schools in 1916.²³ Most of this work is now done by the Southern Association of Colleges and Secondary Schools.

Teacher certification. There were no state requirements for teachers in the early schools; therefore, many of the teachers were not well prepared for the teaching profession.²⁴ The Law of 1893 provided for the certification of teachers. A second-class certificate, of elementary or secondary level, could be obtained by examination in certain prescribed subjects. Little attention was given to professional education. If a teacher had taught a subject ten years, he was excused from obtaining a certificate in that subject. A first-class certificate, elementary or secondary, was based on the amount of college preparation the teacher had. After one year of college work, a person could receive a certificate good for two years; after two years of work

²³ Ibid., p. 261.

²⁴ Ibid., p. 176.

influence upon the growth of high schools and upon the composition of the secondary curriculum. Affiliation with the university set up the only effective standard of quality by which the high schools might judge their results. The influence of the university upon the high schools

was increased when the first department of education took over the standardization and coordination of the schools in 1916. Most of this work is now done by the American Association of Colleges and Universities.

Teacher certification. This is another matter. Merits for teachers in the early schools; therefore, many of the teachers were not well prepared for the teaching profession. The law of 1907 provided for the certification of teachers. A second-class certificate of eligibility for a secondary level could be obtained by examination in prescribed subjects. Extra attention was given to professional education. If a teacher had not a college degree, he was excluded from obtaining a certificate in that subject. A first-class certificate, equivalent to a bachelor's degree, was based on the receipt of college graduation. The teacher had. After one year of college work, a woman could receive a certificate for two years after two years of work.

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the certificate was good for four years; and after three years of work it was good for six years. Upon receiving a bachelor's degree, with twenty-four hours in education, a person was issued a permanent certificate.²⁵

The lack of qualified teachers has been one of the outstanding needs of Texas education from the first. This need has been felt more in the rural schools than in the towns and cities.²⁶

Gilmer-Aiken Committee proposals. In July, 1947, a joint committee of the House and Senate of the Texas Legislature, known as the Gilmer-Aiken Committee, was appointed to study the educational conditions in Texas and to make recommendations for improving the conditions. After eighteen months of study they made certain proposals that were adopted by the Regular Session of the 50th Legislature.

One proposal was for a Central Education Agency. This agency is composed of the State Board of Education, the State Commissioner of Education, and the State Department of Education. The board consists of nine members elected by the people. The state is divided into nine districts; each district elects one member to the board. The State Board appoints the Commissioner of Education. The State

²⁵ State Department of Education, Public School Laws of Texas, Vol. IX, No. 6 (Austin, Texas), p. 94.

²⁶ Eby, op. cit., p. 308.

the card... years of work... bachelor's degree... person... The... outstanding... need... towns and cities.

Other... responsible...
joint... future... to study... recommendations... been... adopted by the... One... This... the State... of education... by the... and... Board...

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of Texas...
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Department is made up of the professional, technical, and clerical staff of the Central Education Agency.

Another proposal was for a minimum Foundation Program of education to be provided for all schools. Part of the finance of the Foundation Program must be provided by the district. The amount that the district provides is determined by the Central Agency based on the financial ability of the district. The remaining funds necessary for the Foundation program are provided from State and Federal subsidies. Every district has the right to raise funds over and beyond the minimum program.

Proposals were made and adopted for teacher qualification and teachers' salaries. Elementary teachers must have at least twelve hours of elementary education and high school teachers must have twelve hours of secondary education. Teachers are paid by a salary schedule providing a minimum for additional experience in teaching. For a teacher who holds a bachelor's degree the minimum salary is \$267 per month for nine months with six dollars per month added for each year of teaching experience not to exceed seventy-two dollars per month. For a teacher who holds a master's degree the base pay is \$292 per month for nine months with six dollars per month added for each year of teaching experience not to exceed \$156 per month. The number of teachers a district may employ is based on the average daily attendance of the pupils, the index being one classroom teacher

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a district may employ is based on the average ...
dance of the pupils, the index being one classroom

for each twenty-five pupils. In addition to classroom teachers provisions are made for vocational teachers, special service teachers, supervisors, and principals.²⁷

The Minimum Foundation Program is still short of the quality desirable, but it approaches adequacy. At the same time, the program is one which can be financed. The new organization for state management of education in Texas harmonizes with the thinking of well-known educators of today and compares favorably with other state departments of education.

Thus it can be seen that, as time has passed, education has been a constantly recurring concern of the people, passing through phases of Spanish control, Mexican sovereignty, an independent republic, and statehood. Most of the developments since 1876 have had direct implications for the development of public schools in Live Oak County, as will now be shown.

II. FOUNDING AND DEVELOPMENT OF THE COUNTY SYSTEM

The development of the schools in Live Oak County has been a slow process. One reason for this has been its close relation with the slow and unsteady progress of public education in Texas. The early history of Texas, as shown in the first part of this chapter, was marked by

for each twenty-five pupils. The minimum number of teachers providing for the normal school is special service teachers, supervisors, and principals. The minimum number of teachers in this school is the quality desirable, but it is not necessary to see time, the teacher is not paid on a salary, the new organization for each department of education is harmonized with the national system, and the day and content of the school is determined by the education.

There is also a need for a more organized system has been a considerable improvement of the system passing through phases of growth, and the system is eighty, an independent teacher, and a standard, but of the developments since 1920 have been a great deal of the development of public schools in the United States will now be shown.

II. PUBLIC AND INDEPENDENT SCHOOLS

The development of the schools in the United States has been a slow process, and there has been no close relation with the state and national government in public education in the United States. The early history of the United States is shown in the first part of this report, and is shown by

a series of changes and amendments to the school law. Many of the laws were contradictory; many of them were vague in their application.

Another reason for the slow development of the schools has been the physical conditions of the county. Live Oak County consists mainly of rural communities separated by large, sparsely settled ranching areas. In the early days of the county, roads were insufficient in both quantity and quality, and transportation was comparatively primitive. As a result many inefficient one-teacher schools were established.

Early schools. The records of the county yield little information concerning the early schools. In 1857 the County Commissioner's Court ordered a committee of three men to contact ". . . a suitable person . . ." to define the school lands to which the county was entitled.²⁸

The first school of which there is any record was held in Lagarto in 1871.²⁹ The school opened September 1, 1871, under the direction of Robert S. McCann. It was operated on a six-day week basis for approximately six and one-half months, but much of the time school was not in session.

²⁸ County Commissioner's Court Minutes, Live Oak County, Texas, Vol. I, p. 78.

²⁹ From notes in longhand by Robert S. McCann in his Teacher's Daily Register to be found in the Live Oak County Superintendent's office in Record No. 1.

a series of changes and amendments to the school law
of the law were made; many of these were in
their application.
Another reason for the slow development of the school
has been the original condition of the country. Little
County consists mainly of rural communities scattered by
large, generally sterile tracts. In the early days
of the county, roads were impracticable in both quantity and
quality, and transportation was correspondingly difficult.
As a result many teachers and teacher schools were
located.

Early schools. The records of the county show
the information concerning the early schools. In 1825 the
County Commissioners' Court ordered a committee of three
members to visit the schools in the county. The committee
the school for the year 1825 was visited.
The first school of which there is any record was
held in 1821. The school opened September
1821, under the direction of Robert A. Wilson. It was
held on a six-day week basis for approximately six and one-
half months. The school was held in the school house.

28
County, Texas, 1821.
29 From the foregoing it is seen that the school
operation of the early schools was
operation of the early schools was

1000
U.S.A.

Out of the 163 school days of the term, only seventy-five days had been taught at the close of the school on March 12, 1872.

Absences were estimated not only by the days of school a pupil missed, but by the hours out of the eight-hour school day missed. Any tardiness was charged to the pupil in minutes.

The first day of school Mr. McCann enrolled forty pupils and in December two more pupils entered, making it a forty-two pupil school. The oldest pupil was twenty years old; the youngest was six. There were twenty-two boys and twenty girls enrolled.

Mr. McCann's curriculum consisted of spelling, reading, writing, mental arithmetic, high arithmetic, and high geography. The textbooks used for these subjects were:

Readers and Spellers

Watson's Independent First Reader	
" " Second	"
" " Third	"
" " Fourth	"
" " Fifth	"

Elementary Speller

Geographies

Monteith's First Lessons in Geography
 Monteith's Manual of Geography
 McNally's Complete Geography
 Cornell's Physical Geography

Mathematics

Quackenbos' Primary Arithmetic

Quackenbos' Mental Arithmetic
 " Practical "
 Perkins' Elementary Algebra
 " " Geometry
 " Plane Trigonometry

Composition and Rhetoric

Quackenbos' First Lesson in Composition
 Quackenbos' Rhetoric

Grammars

Clark's First Lesson in Grammar
 Clark's Normal Grammar

Penmanship

Payson's Copybook
 Denton's "
 Scribner's "

The next schools for which there are records were the community schools established under the law of 1876.³⁰ With the adoption of this system of schools the parents submitted to the county judge, who was ex officio county superintendent, a list of children whom they wished to send to school. This officer was required to appoint three trustees to act for the term in which the school was to be in operation. This entire process had to be repeated yearly. The "community" had no boundaries and no means of controlling property. There was no designated location for the school; its site was determined anew each year. As a result of the latter provision, no permanent buildings could be constructed.

³⁰ Supra, p. 25.

The first year the county judge received petitions to establish five schools. The schools met at Oakville, Pugh's, Gussetville, Lagarto, and Pleasant Hill. In 1877 petitions were received from these same communities and from Echo, Lagarto Union, Gamble Gulley, McCampbells, and Walter's School House. In 1879 the original five schools and schools at Echo, McCampbells, and Lebenon were in session. In 1880 Barlowe's and Lapara were added as operating community schools.³¹

Districts. With the adoption of the district system in 1883, the State shifted the responsibility for educational progress to the county.³² This law placed schools under the immediate supervision of the county judge. He had the power to create and organize districts. Most of the school communities already established became school districts under the law. Table I shows the number of districts and the total enrollments in Live Oak County for a period of thirteen years between the school year 1884-1885 and that of 1896-1897.

At one time there were thirty-five common school districts in Live Oak County. Some of them were combined to form consolidated districts; some became independent districts.

³¹ Records of the County Judge, Live Oak County, Texas.

³² Supra, p. 28.

The first year the county high school was

to establish five schools. The schools are at

High's, Gannettville, Leno, and Leno

petitions were received from these same communities and

High, Leno, Leno, Leno, Leno, Leno, Leno, Leno

School House. In 1897 the original five schools and

at Leno, Gannettville, and Leno were in session. In 1898

Barlow's and Leno were added as other schools.

Schools.

State. The first year of the district

in 1885, the state entered the new era of

progress to the county. The law placed

immediate supervision of the county schools. It was

to create and organize schools. The law

enacted already established schools and

the law. The law placed the number of

total number of schools. The law

teen years between the school year 1897-1898 and

1897.

At one time the law placed the number of

schools in the county. The law

from consolidated schools. The law

the law. The law placed the number of

the law. The law placed the number of

the law. The law placed the number of

TABLE I

NUMBER OF DISTRICTS AND TOTAL ENROLLMENT
IN LIVE OAK COUNTY FOR
1884-85 to 1896-97*

Year	No. of districts	Enrollment
1884-85	9	340
1885-86	9	443
1886-87	9	465
1887-88	10	472
1888-89	10	463
1889-90	10	462
1890-91	10	522
1891-92	10	603
1892-93	10	638
1893-94	10	555
1894-95	10	622
1895-96	10	632
1896-97	10	703

*Records of County Judge, Live Oak County, Texas

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JAN 10 1907

TABLE 7
NUMBER OF DISTRICTS AND SMALL TOWNS
IN LIVE OIL COUNTRY
1887-88 to 1906-07

Year	No. of Districts	No. of Small Towns
1887-88	9	10
1888-89	9	10
1889-90	9	10
1890-91	10	10
1891-92	10	10
1892-93	10	10
1893-94	10	10
1894-95	10	10
1895-96	10	10
1896-97	10	10
1897-98	10	10
1898-99	10	10
1899-00	10	10
1900-01	10	10
1901-02	10	10
1902-03	10	10
1903-04	10	10
1904-05	10	10
1905-06	10	10
1906-07	10	10

*Records of County and Live Oil Company, Texas

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COMMISSIONER OF LANDS

The majority of schools were housed in two-room frame buildings. Few of them offered more than elementary work. Many of the pupils after completing such elementary work did not have the opportunity to attend a high school in one of the other districts.

Some of the districts existed for a short time only and were then abolished or became incorporated in other districts. In 1897 the existing districts were Pleasant Hill, Oakville, McMurray, Lebenon, Gussetville, Jarratt, Lagarto, Ramerina, Lyne, and Guildlea Hollow. Two schools were maintained in the Oakville and Ramerina districts; three met in the Lebenon district. In 1899 Oakville became an independent district. This was the first independent school district in Live Oak County.

Table II gives the name, type, and date of establishment of the school districts of Live Oak County. Figure 2 shows the location of the school districts of Live Oak County as they existed in 1940.

The story of a typical school. The Clegg school was typical of the country schools in Live Oak County. Clegg, a farm community located in the southwestern part of the county, had a general store, a cotton gin, and a Baptist Church. The first school was held in 1915. This was a one-teacher school offering seven grades. For the first year twenty-six pupils enrolled.

The majority of schools were closed in 1902-1903. The first of these was the school at ... of the pupils after the closing of the school was ... not have the opportunity to attend a high school in one of the other districts.

Some of the districts existed for a short time only and were then abolished or passed from one district to another. In 1902 the following districts were listed: Bill, Carville, ... were maintained in the Carville and ... three not in the ... came an independent district. This was the first independent school district in ...

Table II gives the name, type, and date of establishment of the school districts of ... shows the location of the school districts of ... County as they existed in 1902.

The story of a typical school ... typical of the common schools in the ... a farm community located in a ... county, had a general school, a cotton gin, and a ... one-teacher school offering seven grades. The ... year twenty-six pupils attended.



TABLE II
SCHOOL DISTRICTS OF LIVE OAK COUNTY

Name of District	Type of District	No. of District	Year Created
Pleasant Hill	Common	1	1883
Oakville ^a	Independent	1	1889
Lebenon	Common	4	1883
Gussetville	Common	5	1883
Jarratt	Common	6	1897
Lagarto	Common	7	1883
Ramerina	Common	8	1897
Guldea Hollow	Common	10	1883
Lapara ^b	Common	4	1900
Dinero ^c	Common	9	1900
Simmons ^d	Independent	4	1925
Votaw	Common	3	1911
Marbach	Common	10	1911
Gamble Gulley	Common	11	1912
Oakwood ^e	Consolidated	2	1925
Hyman	Common	13	1913
Mote	Common	14	1913
Whitsett ^f	Common	1	1914
Mahala ^g	Common	11	1914
Kittie	Common	16	1914
Salt Creek	Common	17	1914
Central	Common	18	1914
Spring Creek	Common	20	1914

^a Before 1889 Oakville was Common School District No. 2.

^b Lapara replaced Lebenon District No. 4.

^c Dinero replaced Guldea Hollow District No. 10.

^d Simmons Common School District No. 2 was created in 1908.

^e Oakwood Common School District No. 12 was created in 1913.

^f Whitsett replaced Pleasant Hill District No. 1.

^g Mahala replaced Gamble Gulley District No. 11.

TABLE II (Continued)

SCHOOL DISTRICTS OF LIVE OAK COUNTY

Name of District	Type of District	No. of District	Year Created
Leopard	Common	21	1914
Three Rivers	Independent	2	1914
Clegg	Common	15	1915
George West ^h	Independent	3	1916
Cornelia	Common	22	1915
Lyne	Common	23	1915
Mapes	Common	24	1915
Lewis	Common	25	1915
Fant City	Common	26	1915
Mikeska	Common	27	1915
Cardwell ¹	Consolidated	1	1920
Toms	Common	28	1916
North	Common	29	1916
Atascosa	Common	19	1917
Argental	Common	30	1917
Goodwin	Common	31	1923
Mountain View	Common	32	1923
Ray Point	Common	33	1924
Belle Kidd	Common	34	1924
Oakridge	Common	35	1924
Nell	Independent	5	1925
Booth ^j	Common	22	1927

^h George West Common School District No. 19 was created in 1915.

¹ Cardwell District was formed from Clegg and Mote districts.

^j Booth replaced Cornelia district.

Table II (continued)

Report of the Survey of the District of Columbia

Name of District	Area in Acres	Population	Year of Survey
Leopold	10.1	1,000	1901
Three Rivers	1.1	1,000	1901
Cliff	1.1	1,000	1901
George West	1.1	1,000	1901
Cornelia	1.1	1,000	1901
Lane	1.1	1,000	1901
Lodge	1.1	1,000	1901
Lewis	1.1	1,000	1901
East City	1.1	1,000	1901
Michigan	1.1	1,000	1901
Garfield	1.1	1,000	1901
Town	1.1	1,000	1901
North	1.1	1,000	1901
Adams	1.1	1,000	1901
Argentine	1.1	1,000	1901
Goodwin	1.1	1,000	1901
Mountain View	1.1	1,000	1901
Bay Point	1.1	1,000	1901
Bellevue	1.1	1,000	1901
College	1.1	1,000	1901
Neil	1.1	1,000	1901
Booth	1.1	1,000	1901

George West District was formed from Adams and Neil districts.

Garfield District was formed from Adams and Neil districts.

North Adams and Neil Districts.

In 1920 Clegg consolidated with Mote to form the Cardwell District. The school still met at Clegg. The enrollment was increased to forty, and ten grades were offered. The enrollment at Clegg gradually increased as more people settled in this district. By 1926 there were 102 students enrolled. The enrollment remained approximately the same until 1942 at which time the high school students were transferred to George West. During this period from 1926 to 1942 the school followed the same routine; little change was made.

With the increase in enrollment in 1926, four teachers were hired and eleven grades were offered. The first and second grades were taught by one teacher; the third, fourth, and fifth grades by another; and the sixth, seventh, and eighth by a third. The principal taught the ninth, tenth, and eleventh grades. The curriculum met the state requirements for state aid, but the school was not affiliated with the Southern Association. After graduating from Clegg, some of the students attended high school in George West. They were able to complete the work there in two years.

The enrollment was low and the attendance poor during the first six weeks of school. Many of the students were kept out of school to pick cotton. By the middle of October most of the cotton picking was over and

In 1929 Glegg consolidated with the other
Cardwell District. The school still had a high
enrollment was increased to forty, and the
offered. The enrollment at Glegg remained
more people settled in this district. In 1930 there were
102 students enrolled. The enrollment remained
nearly the same until 1942 at which time the high school
students were transferred to George West. During this period
from 1932 to 1942 the school followed the same pattern; the
the change was made.

With the increase in enrollment in 1930, four
there were hired and eleven grades were offered. The
first and second grades were taught by the teacher; the
third, fourth, and fifth grades by another; and the sixth,
seventh, and eighth by a third. The principal taught the
ninth, tenth, and eleventh grades. The enrollment at the
state representative for state and the school was
affiliated with the Southern Association. These grades
ing from Glegg, some of the students attended high school
in George West. They were able to complete the work there
in two years.

The enrollment was low and the school was
during the first six weeks of school. Many of the stu-
dents were kept out of school to help support the
middle of October most of the cotton-picking was over.

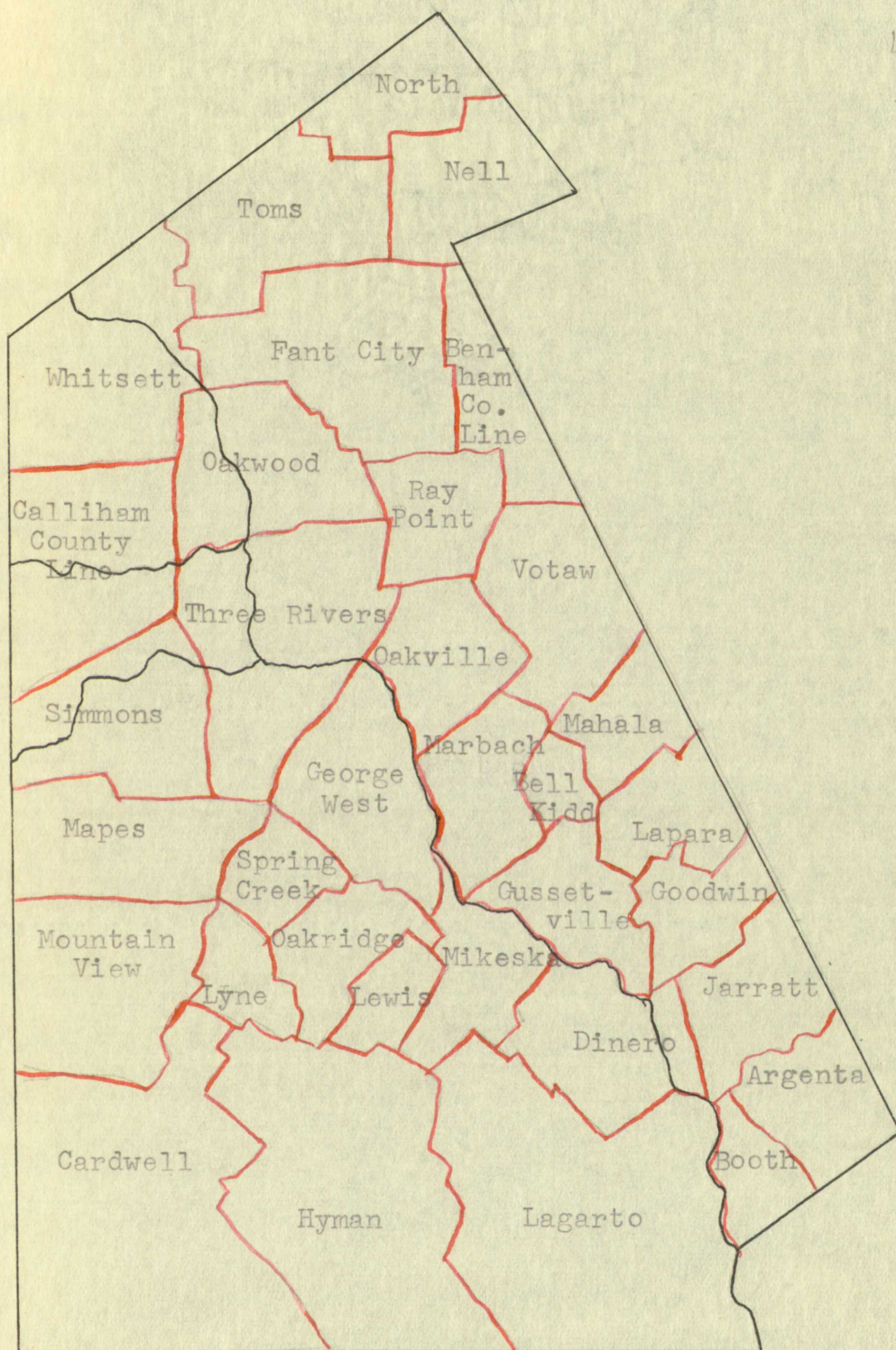
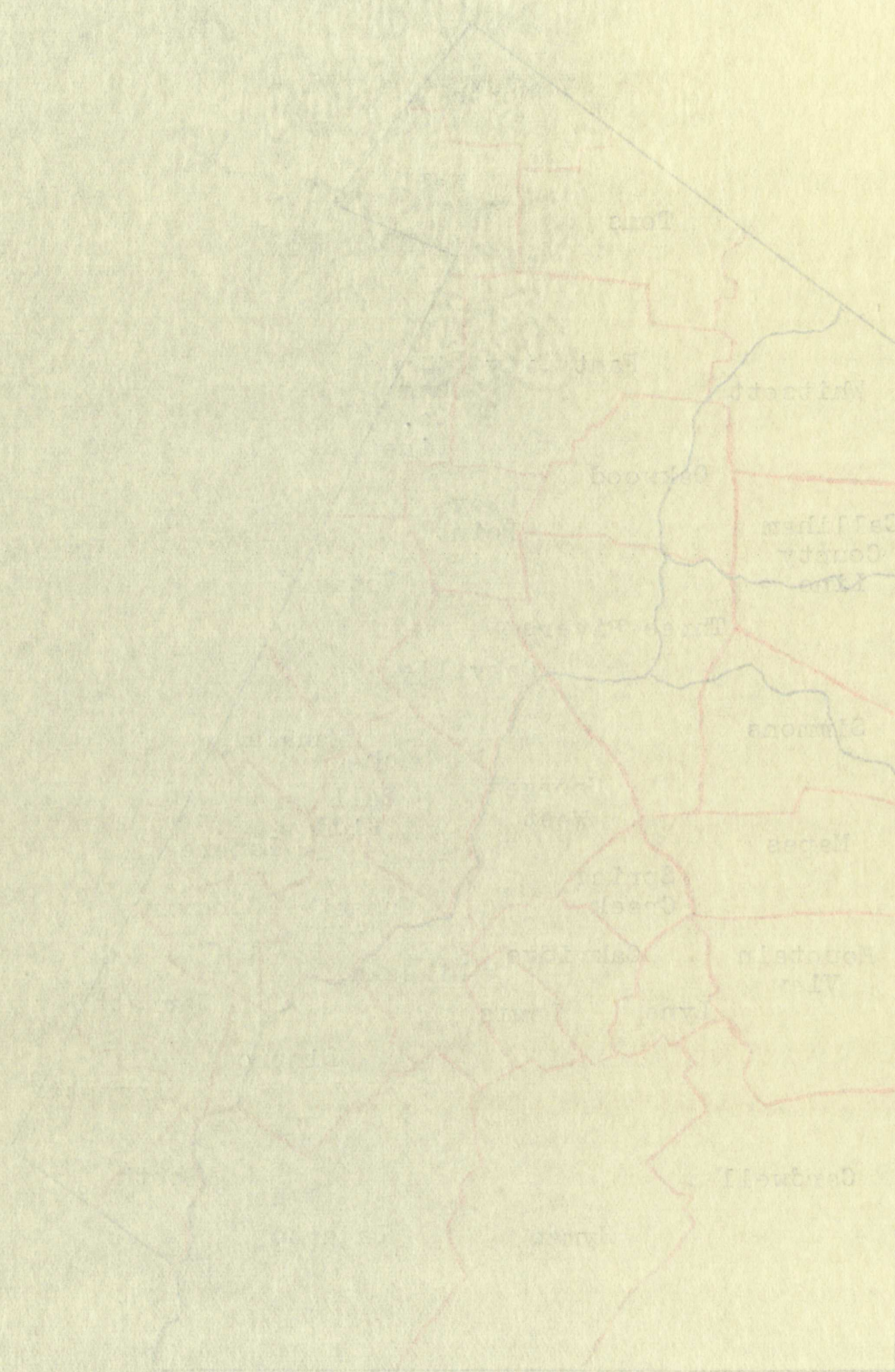


FIGURE 2

SCHOOL DISTRICTS OF LIVE OAK COUNTY, 1940-41



SCHOOL DISTRICTS OF THE STATE OF CALIFORNIA

the enrollment and attendance improved.

The big events of the school year were the Christmas program, County Meet, and the program at the close of school. The Christmas program, held at night, was a community affair. The program consisted of carols and readings by the pupils. Usually a one-act play or a pageant was presented. Weeks of preparation by the teachers and pupils were spent on the program. Every child had an opportunity to participate. The main attraction of the evening was the Christmas tree. The pupils dressed the tree with decorations they had made in class.

Preparation for County Meet made up the largest part of the student activity program. The County Meet, sponsored by the Interscholastic League, was held in March at one of the schools in the county. Clegg participated in both athletic and literary events. Both boys and girls entered in softball, volley ball, and tennis. The literary events entered were declamation, story telling, spelling, arithmetic, picture memory, and essay writing. Clegg won its share of trophies and blue ribbons.

The closing program was dual in its purpose. It was a commencement exercise for those who were graduating and it was an open house for the parents exhibiting art work, notebooks, and projects of the students.

Few of the teachers at Clegg held a college degree,

but most of them had some college training. In 1938 the average salary of the teachers was eighty-five dollars per month. This was slightly above average for the county.³³

For this meager salary the teachers were expected not only to teach classes but to also act as janitors. The building had to be opened in the morning, fires built, wood cut and carried in, floors swept, and trash burned. The teachers were responsible for these things. They could do them, or they could have the students do them. In addition to this, the people of the community expected the teachers to take part in church work and to participate in community affairs.

In 1942, due to the shortage of teachers, only three teachers were employed by the Clegg school. The high school students were transferred to George West. From 1945 until the school was consolidated only two teachers were employed.

The conditions presented here were typical of the country schools throughout the county. The enrollment, the number of teachers, and the number of grades offered may have varied, but the school program was essentially the same as that of Clegg.

Enrollment. The enrollment in the schools of Live Oak County gradually increased from 340 students in 1884-85

³³ Infra, p. 56.

to 2,058 in 1950-51. In 1934 in Live Oak County there were 3,081 children between the ages of six and seventeen. Only 2,415, or 78 per cent, of these were in school. In 1950, 86 per cent of all the school age children in the county were in schools. Although this has been a small increase and is still below the state average, it is a step toward improvement. Table III shows the enrollment of Live Oak County, by districts, for 1897-98 to 1899-1900 and at five year intervals to 1940.

Officers. In 1887 the office of county superintendent was created by law. Whether the office should be established and continued in a county was left to the decision of the County Commissioner's Court. Few counties adopted this officer in place of the county judge as supervisor of the schools. In 1907 the law was changed. A county superintendent was then required in every county with two thousand or more school-age children.³⁴ In 1927 E. L. Brice was appointed county superintendent by the Commissioner's Court.

In 1917 Live Oak County elected a county school board. The first meeting of the new board was held March 10, 1917 in the court house at Oakville. The board was composed of W. A. Hill, president, H. K. Martin, W. J. Armstrong, and

³⁴ Eby, op. cit., pp. 201-02.

to 2,058 in 1950-51. In 1951 in 1950-51, the number of
were 3,081 children between the ages of 5 and 14 years.
Only 2,415, or 78 per cent of those who are school age,
1950, 86 per cent of all the school age children in the
county were in schools. Although this has been a small
increase and is still below the state average, it is a
step toward improvement. Table 11 shows the enrollment
of Live Oak County, 1900-1950. The enrollment for 1900-
1909 and at five year intervals to 1949.

Office. In 1907 the office of county education
was created by Act 1, Chapter 1, Session 1907, and the
established and continued in a county office until 1917
creation of the State Department of Education. For some
time adopted this office in place of the county office as
superior of the schools. In 1907 the law was changed
A county superintendent was then elected in every county
with two trustees of each school-district. In 1907
E. J. Price was appointed county superintendent by the
Commissioners' Court.

In 1917 Live Oak County elected a county school
board. The first meeting of the new board was held in
1917 in the court house at Live Oak. The board was composed
of W. A. Hill, president; J. L. Smith, secretary; and

TABLE III (continued)

ENROLLMENT OF LIVE OAK COUNTY BY DISTRICTS FOR 1897-1900
AND FOR FIVE-YEAR INTERVALS TO 1940

District	No.	1897	1898	1899	1900	1904	1909	1914	1919	1924	1929	1934	1939
		1898	1899	1900	1905	1910	1915	1920	1925	1930	1935	1940	
Mapes	24	...	...	...	...	...	...	44	26	24	68	71	
Lewis	25	...	...	...	...	...	...	21	...	...	30	33	
Fant City	26	...	...	...	...	...	...	45	...	...	46	41	
Mikeska	27	...	...	...	...	...	...	56	72	56	31	29	
Toms	28	...	...	...	...	...	...	44	70	78	74	71	
North	29	...	...	...	...	...	...	18	38	61	53	63	
Argenta	30	...	...	...	...	...	...	46	82	52	42	38	
Goodwin	31	...	...	...	...	...	...	...	49	38	23	27	
Mountain View	32	...	...	...	...	...	...	...	21	50	32	35	
Ray Point	33	...	...	...	...	...	...	...	45	66	42	52	
Belle Kidd	34	...	...	...	...	...	...	...	29	41	32	29	
Oakridge	35	...	...	...	...	...	...	...	30	29	18	16	
Booth	22	...	...	...	...	...	...	...	...	22	37	41	
Cardwell	CC-1	...	...	...	...	...	...	40	74	90	104	98	
Oakwood	CC-2	...	...	...	...	...	...	38	31	22	19	21	
Oakville	I-1	122	97	103	127	115	161	131	101	97	122	104	
Three Rivers	I-2	...	...	...	...	...	71	100	...	...	469	...	
George West	I-3	...	...	...	...	...	...	115	121	...	333	...	
Simmons	I-4	...	...	...	...	52	45	29	84	103	119	121	
Nell	I-5	...	...	...	...	...	...	...	44	73	110	107	
Total		640	690	561	629	758	1147	1239	1417	1902	2415	2479	

W. W. Caves, secretary and ex officio county superintendent.³⁵

Classification. One duty of the Live Oak County School Board was to classify the schools in the county. Previous to this no classification had been attempted. The schools were classified as either elementary or first, second, or third-class high schools. A first-class high school offered four years of work above the seventh grade level, a second-class three years above the seventh grade, and a third-class two years.³⁶

Table IV shows the classification of the districts of Live Oak County, according to the number of grades taught, for a period from 1917-18 to 1919-20 and at five-year intervals thereafter to 1940. There was no classification of the schools prior to 1917.

Finance. The School Law of 1883 shifted the responsibility for educational progress to the county.³⁷ This amendment to the Law gave the local districts the right to levy an ad valorem tax up to twenty cents on the hundred dollar valuation. A two-thirds majority vote of the property owners in favor of the tax was necessary. With authority

³⁵ Minutes of the Live Oak County School Board, Book 1.

³⁶ Ibid., (pages not numbered).

³⁷ Supra, p. 28.

W. W. Caves, Secretary and ex officio county auditor.
dent. 35

Classification. One duty of the Live Oak County
School Board was to classify the schools in the county.
Previous to this no classification had been made. The
schools were classified as either elementary or high schools
or third-class high schools. First-class high schools
formed four years or more above the seventh grade level.
Second-class three years above the seventh grade level.
Third-class two years. 36

Table IV shows the classification of the schools
of Live Oak County, according to the number of grades taught,
for a period from 1917-18 to 1919-20 and at five-year inter-
vals thereafter to 1940. There was no classification of the
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Finance. The School Law of 1920 shifted the responsi-
bility for educational progress to the county. 37
amendment to the law gave the local districts the right
to levy an ad valorem tax up to twenty cents on the hundred
dollar valuation. A two-thirds majority vote of the property
owners in favor of the tax was necessary. With additional

35 Minutes of the Live Oak County School Board, Book 1.
36 Ibid., (pages not numbered).
37 Supra, p. 28.

TABLE IV

CLASSIFICATION OF SCHOOLS IN LIVE OAK COUNTY, TEXAS*
 FOR 1917-1918 TO 1919-1920 AND FOR FIVE-YEAR
 INTERVALS TO 1940

District	No. of district	1917 1918	1918 1919	1919 1920	1924 1925	1929 1930	1934 1935	1939 1940
George West	I. 3	11	11	11	11	11	11	11
Three Rivers	I. 2	11	11	11	11	11	11	11
Oakville	I. 1	11	11	11	10	10	10	10
Simmons	I. 4	10	10	10	10	10	10	10
Nell	I. 5				7	7	8	8
Cardwell	cc. 1			10	10	10	10	8
Oakwood	cc. 2			7	7	7	7	7
Whitsett	c. 1	10	10	10	10	10	10	8
Votaw	c. 3	10	10		8	8	8	8
Lapara	c. 4	10	10	7	7	7	7	7
Gussetville	5			10	10	10	8	7
Jarratt	6	10	10	7	7	7	8	8
Lagarto	7	10	10	10	10	10	8	7
Dinero	9	10	10	10	9	9	8	7
Marbach	10	10	10	17	7	7	7	7
Mahala	11	10	10	10	7	7	7	8
Hyman	13	7	10	7	7	7	7	8
Spring Creek	20			7	7	7	9	8
Boothe	22						8	7
Lyne	23						7	7
Mapes	24			9	9	9	10	7
Lewis	25	7	7	7	7	7	7	7
Fant City	26	7	7	10	7	7	8	9
Mikeska	27	11	11	10	10	7	7	7
Toms	28	7	7	7	7	9	10	8
North	29	7	7	7	7	7	8	8
Argenta	30	10	10	10	10	8	8	6
Goodwin	31	10	10	7	7	7	7	7
Mountain View	32				7	7	8	8
Ray Point	33						8	8
Belle Kidd	34						7	7
Oakridge	35				7	7	7	6

* Minutes of the County School Board, Book 1.

TABLE IV

CLASSIFICATION OF SCHOOLS IN ALABAMA COUNTY, TEXAS
FOR 1917-1918 BY TYPE AND BY DISTRICT
PERCENTAGE OF 1918

District	No. of Schoools	1917-18	1918-19	1919-20	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2037-38	2038-39	2039-40	2040-41	2041-42	2042-43	2043-44	2044-45	2045-46	2046-47	2047-48	2048-49	2049-50	2050-51	2051-52	2052-53	2053-54	2054-55	2055-56	2056-57	2057-58	2058-59	2059-60	2060-61	2061-62	2062-63	2063-64	2064-65	2065-66	2066-67	2067-68	2068-69	2069-70	2070-71	2071-72	2072-73	2073-74	2074-75	2075-76	2076-77	2077-78	2078-79	2079-80	2080-81	2081-82	2082-83	2083-84	2084-85	2085-86	2086-87	2087-88	2088-89	2089-90	2090-91	2091-92	2092-93	2093-94	2094-95	2095-96	2096-97	2097-98	2098-99	2099-00	2100-01	2101-02	2102-03	2103-04	2104-05	2105-06	2106-07	2107-08	2108-09	2109-10	2110-11	2111-12	2112-13	2113-14	2114-15	2115-16	2116-17	2117-18	2118-19	2119-20	2120-21	2121-22	2122-23	2123-24	2124-25	2125-26	2126-27	2127-28	2128-29	2129-30	2130-31	2131-32	2132-33	2133-34	2134-35	2135-36	2136-37	2137-38	2138-39	2139-40	2140-41	2141-42	2142-43	2143-44	2144-45	2145-46	2146-47	2147-48	2148-49	2149-50	2150-51	2151-52	2152-53	2153-54	2154-55	2155-56	2156-57	2157-58	2158-59	2159-60	2160-61	2161-62	2162-63	2163-64	2164-65	2165-66	2166-67	2167-68	2168-69	2169-70	2170-71	2171-72	2172-73	2173-74	2174-75	2175-76	2176-77	2177-78	2178-79	2179-80	2180-81	2181-82	2182-83	2183-84	2184-85	2185-86	2186-87	2187-88	2188-89	2189-90	2190-91	2191-92	2192-93	2193-94	2194-95	2195-96	2196-97	2197-98	2198-99	2199-00	2200-01	2201-02	2202-03	2203-04	2204-05	2205-06	2206-07	2207-08	2208-09	2209-10	2210-11	2211-12	2212-13	2213-14	2214-15	2215-16	2216-17	2217-18	2218-19	2219-20	2220-21	2221-22	2222-23	2223-24	2224-25	2225-26	2226-27	2227-28	2228-29	2229-30	2230-31	2231-32	2232-33	2233-34	2234-35	2235-36	2236-37	2237-38	2238-39	2239-40	2240-41	2241-42	2242-43	2243-44	2244-45	2245-46	2246-47	2247-48	2248-49	2249-50	2250-51	2251-52	2252-53	2253-54	2254-55	2255-56	2256-57	2257-58	2258-59	2259-60	2260-61	2261-62	2262-63	2263-64	2264-65	2265-66	2266-67	2267-68	2268-69	2269-70	2270-71	2271-72	2272-73	2273-74	2274-75	2275-76	2276-77	2277-78	2278-79	2279-80	2280-81	2281-82	2282-83	2283-84	2284-85	2285-86	2286-87	2287-88	2288-89	2289-90	2290-91	2291-92	2292-93	2293-94	2294-95	2295-96	2296-97	2297-98	2298-99	2299-00	2300-01	2301-02	2302-03	2303-04	2304-05	2305-06	2306-07	2307-08	2308-09	2309-10	2310-11	2311-12	2312-13	2313-14	2314-15	2315-16	2316-17	2317-18	2318-19	2319-20	2320-21	2321-22	2322-23	2323-24	2324-25	2325-26	2326-27	2327-28	2328-29	2329-30	2330-31	2331-32	2332-33	2333-34	2334-35	2335-36	2336-37	2337-38	2338-39	2339-40	2340-41	2341-42	2342-43	2343-44	2344-45	2345-46	2346-47	2347-48	2348-49	2349-50	2350-51	2351-52	2352-53	2353-54	2354-55	2355-56	2356-57	2357-58	2358-59	2359-60	2360-61	2361-62	2362-63	2363-64	2364-65	2365-66	2366-67	2367-68	2368-69	2369-70	2370-71	2371-72	2372-73	2373-74	2374-75	2375-76	2376-77	2377-78	2378-79	2379-80	2380-81	2381-82	2382-83	2383-84	2384-85	2385-86	2386-87	2387-88	2388-89	2389-90	2390-91	2391-92	2392-93	2393-94	2394-95	2395-96	2396-97	2397-98	2398-99	2399-00	2400-01	2401-02	2402-03	2403-04	2404-05	2405-06	2406-07	2407-08	2408-09	2409-10	2410-11	2411-12	2412-13	2413-14	2414-15	2415-16	2416-17	2417-18	2418-19	2419-20	2420-21	2421-22	2422-23	2423-24	2424-25	2425-26	2426-27	2427-28	2428-29	2429-30	2430-31	2431-32	2432-33	2433-34	2434-35	2435-36	2436-37	2437-38	2438-39	2439-40	2440-41	2441-42	2442-43	2443-44	2444-45	2445-46	2446-47	2447-48	2448-49	2449-50	2450-51	2451-52	2452-53	2453-54	2454-55	2455-56	2456-57	2457-58	2458-59	2459-60	2460-61	2461-62	2462-63	2463-64	2464-65	2465-66	2466-67	2467-68	2468-69	2469-70	2470-71	2471-72	2472-73	2473-74	2474-75	2475-76	2476-77	2477-78	2478-79	2479-80	2480-81	2481-82	2482-83	2483-84	2484-85	2485-86	2486-87	2487-88	2488-89	2489-90	2490-91	2491-92	2492-93	2493-94	2494-95	2495-96	2496-97	2497-98	2498-99	2499-00	2500-01	2501-02	2502-03	2503-04	2504-05	2505-06	2506-07	2507-08	2508-09	2509-10	2510-11	2511-12	2512-13	2513-14	2514-15	2515-16	2516-17	2517-18	2518-19	2519-20	2520-21	2521-22	2522-23	2523-24	2524-25	2525-26	2526-27	2527-28	2528-29	2529-30	2530-31	2531-32	2532-33	2533-34	2534-35	2535-36	2536-37	2537-38	2538-39	2539-40	2540-41	2541-42	2542-43	2543-44	2544-45	2545-46	2546-47	2547-48	2548-49	2549-50	2550-51	2551-52	2552-53	2553-54	2554-55	2555-56	2556-57	2557-58	2558-59	2559-60	2560-61	2561-62	2562-63	2563-64	2564-65	2565-66	2566-67	2567-68	2568-69	2569-70	2570-71	2571-72	2572-73	2573-74	2574-75	2575-76	2576-77	2577-78	2578-79	2579-80	2580-81	2581-82	2582-83	2583-84	2584-85	2585-86	2586-87	2587-88	2588-89	2589-90	2590-91	2591-92	2592-93	2593-94	2594-95	2595-96	2596-97	2597-98	2598-99	2599-00	2600-01	2601-02	2602-03	2603-04	2604-05	2605-06	2606-07	2607-08	2608-09	2609-10	2610-11	2611-12	2612-13	2613-14	2614-15	2615-16	2616-17	2617-18	2618-19	2619-20	2620-21	2621-22	2622-23	2623-24	2624-25	2625-26	2626-27	2627-28	2628-29	2629-30	2630-31	2631-32	2632-33	2633-34	2634-35	2635-36	2636-37	2637-38	2638-39	2639-40	2640-41	2641-42	2642-43	2643-44	2644-45	2645-46	2646-47	2647-48	2648-49	2649-50	2650-51	2651-52	2652-53	2653-54	2654-55	2655-56	2656-57	2657-58	2658-59	2659-60	2660-61	2661-62	2662-63	2663-64	2664-65	2665-66	2666-67	2667-68	2668-69	2669-70	2670-71	2671-72	2672-73	2673-74	2674-75	2675-76	2676-77	2677-78	2678-79	2679-80	2680-81	2681-82	2682-83	2683-84	2684-85	2685-86	2686-87	2687-88	2688-89	2689-90	2690-91	2691-92	2692-93	2693-94	2694-95	2695-96	2696-97	2697-98	2698-99	2699-00	2700-01	2701-02	2702-03	2703-04	2704-05	2705-06	2706-07	2707-08	2708-09	2709-10	2710-11	2711-12	2712-13	2713-14	2714-15	2715-16	2716-17	2717-18	2718-19	2719-20	2720-21	2721-22	2722-23	2723-24	2724-25	2725-26	2726-27	2727-28	2728-29	2729-30	2730-31	2731-32	2732-33	2733-34	2734-35	2735-36	2736-37	2737-38	2738-39	2739-40	2740-41	2741-42	2742-43	2743-44	2744-45	2745-46	2746-47	2747-48	2748-49	2749-50	2750-51	2751-52	2752-53	2753-54	2754-55	2755-56	2756-57	2757-58	2758-59	2759-60	2760-61	2761-62	2762-63	2763-64	2764-65	2765-66	2766-67	2767-68	2768-69	2769-70	2770-71	2771-72	2772-73	2773-74	2774-75	2775-76	2776-77	2777-78	2778-79	2779-80	2780-81	2781-82	2782-83	2783-84	2784-85	2785-86	2786-87	2787-88	2788-89	2789-90	2790-91	2791-92	2792-93	2793-94	2794-95	2795-96	2796-97	2797-98	2798-99	2799-00	2800-01	2801-02	2802-03	2803-04	2804-05	2805-06	2806-07	2807-08	2808-09	2809-10	2810-11	2811-12	2812-13	2813-14	2814-15	2815-16	2816-17	2817-18	2818-19	2819-20	2820-21	2821-22	2822-23	2823-24	2824-25	2825-26	2826-27	2827-28	2828-29	2829-30	2830-31	2831-32	2832-33	2833-34	2834-35	2835-36	2836-37	2837-38	2838-39	2839-40	2840-41	2841-42	2842-43	2843-44	2844-45	2845-46	2846-47	2847-48	2848-49	2849-50	2850-51	2851-52	2852-53	2853-54	2854-55	2855-56	2856-57	2857-58	2858-59	2859-60	2860-61	2861-62	2862-63	2863-64	2864-65	2865-66	2866-67	2867-68	2868-69	2869-70	2870-71	2871-72	2872-73	2873-74	2874-75	2875-76	2876-77	2877-78	2878-79	2879-80	2880-81	2881-82	2882-83	2883-84	2884-85	2885-86	2886-87	2887-88	2888-89	2889-90	2890-91	2891-92	2892-93	2893-94	2894-95	2895-96	2896-97	2897-98	2898-99	2899-00	2900-01	2901-02	2902-03	2903-04	2904-05	2905-06	2906-07	2907-08	2908-09	2909-10	2910-11	2911-12	2912-13	2913-14	2914-15	2915-16	2916-17	2917-18	2918-19	2919-20	2920-21	2921-22	2922-23	2923-24	2924-25	2925-26	2926-27	2927-28	2928-29	2929-30	2930-31	2931-32	2932-33	2933-34	2934-35	293
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to tax locally, the rural districts were expected to show great progress in education. The majority of the people of Live Oak County were country people. Many of them did not own the land they were farming. They could not vote a tax for school purposes even if they had wanted it. Few of them were interested in better schools for their children. This can be seen by reflection in the county per capita apportionments. The people were willing to let the state support the schools, but the state did not give adequate support. Table V shows the annual per capita apportionments for the state and county by five-year intervals from 1899-1900 to 1949-1950.

Teachers. In April, 1858, the Live Oak County Commissioner's Court created a Board of Examiners to certify teachers. No teacher in the county was paid from public funds prior to this.³⁸ There is no record of the Board of Examiners until 1874 when one certificate was renewed.³⁹ In 1877 only one teacher was issued a certificate.⁴⁰ In 1889 nine teachers taught in the county without certificates.⁴¹

³⁸ Commissioner's Court Minutes, Vol. I, op. cit., p. 87.

³⁹ County Superintendent ex officio Record No. 2, p. 102.

⁴⁰ County Superintendent ex officio Record No. 2, p. 46.

⁴¹ County Superintendent ex officio Record No. 7, p. 104.

to tax locally, the local district was organized by the
 great progress in other towns. The revenue of the local
 of Live Oak County, this country people. Many of them did
 not own the land they were farming. They had to rent
 tax for school purposes even if they had no school. The
 of them were interested in better schools for their children.
 given. This can be seen by looking at the school tax
 earlier approximations. The school tax was 10% in 1877
 the state support the schools. The school tax was 10% in 1877
 adjusted support. Table 1 shows the annual school
 appropriations for the state and county of Live Oak County
 from 1877 to 1900-1901.

Teacher. In 1877, the Live Oak County
 missioner's Court ordered a levy of 10% on the
 teacher. No teacher in the county was paid less than
 funds prior to 1877. There is no record of the board
 of Examiners until 1877 when the certificate was renewed.
 In 1877 only one teacher was issued a certificate.
 1889 nine teachers in the county although certified.

38	Donnell's County School, Vol. 1, p. 101.
p. 37.	
39	County School, Vol. 1, p. 102.
p. 102.	
40	County School, Vol. 1, p. 103.
p. 40.	
41	County School, Vol. 1, p. 104.
p. 41.	
p. 104.	

TABLE V
ANNUAL PER CAPITA APPORTIONMENTS FOR STATE AND
COUNTY FOR FIVE YEAR PERIODS FROM
1899-1900 to 1949-1950

Years	State per capita	County per capita
1899-1900	\$ 4.25	\$ 2.50
1904-1905	5.00	1.50
1909-1910	6.25	1.00
1914-1915	6.65	.27
1919-1920	7.50	1.00
1924-1925	14.00	.75
1929-1930	17.50	.50
1934-1935	16.50	.63
1939-1940	22.00	22.00
1944-1945	27.00	25.00
1949-1950	54.00	55.00

ANNUAL PER CAPITA MILK INTAKE BY AGE AND SEX
COUNTY FOR FIVE YEAR PERIODS
1899-1900 to 1949-1950

Years	Male	Female
1899-1900	4.35	4.70
1901-1905	5.00	5.10
1906-1910	4.30	4.60
1911-1915	4.65	4.75
1916-1920	5.30	5.40
1921-1925	5.30	5.75
1926-1930	5.91	6.00
1931-1935	6.50	6.60
1936-1940	6.90	7.00
1941-1945	7.00	7.00
1946-1950	7.00	7.00

The first certificate from a state normal school was registered in the county in 1888. In 1891 four teachers in the county had diplomas from normal schools and one had graduated from college.⁴² At the beginning of the new century the majority of the teachers in the county had some formal preparation; the women outnumbered the men three to one.⁴³ In 1893 provision was made for the first time for the issuance of State certificates.⁴⁴

The first teachers in the county were paid by tuition fees. The fee was seven and one-half cents per day per pupil. The county guaranteed payment of this tuition for ". . . orphans of widows. . . ." ⁴⁵

In Live Oak County, for the year 1877-1878, the average salary of teachers was twenty dollars per month. By 1940 the average salary was still less than ninety dollars per month. Table VI shows the average salaries of Live Oak County teachers for twenty-year intervals from 1877-1878 to 1937-1938, and for 1950-51.

On August 7, 1929, the Live Oak County School Board asked the bank not to cash vouchers out of the 1929-30 school

⁴² County Superintendent ex officio Record, No. 8, p. 110.

⁴³ County Superintendent ex officio Record, No. 10,

⁴⁴ Supra, p. 31.

⁴⁵ Commissioner's Court Minutes, Vol. I, op. cit., p. 92.

The first certificate from a state normal school was registered in the county in 1883. In 1891 four teachers in the county had diplomas from normal schools and one had graduated from college. At the beginning of the new century the majority of the teachers in the county had some formal preparation; the women outnumbered the men three to one. In 1893 provision was made for the first time for the issuance of State certificates.

The first teachers in the county were paid by tuition fees. The fee was seven and one-half cents per pupil. The county guaranteed payment of this tuition for "orphans of widows."

In Live Oak County, for the year 1877-1878, the average salary of teachers was twenty dollars per month. By 1900 the average salary was still less than ninety dollars per month. Table VI shows the average salaries of Live Oak County teachers for twenty-year intervals from 1877-1878 to 1927-1928, and for 1929-31.

On August 7, 1927, the Live Oak County School Board asked the bank not to cash vouchers out of the 1927-28 school

42 County Superintendent ex officio Record, No. 10.

p. 110.

43 County Superintendent ex officio Record, No. 10.

44

45 Quora, p. 21.

46 Commissioner's Court Minutes, Vol. I, p. 21.

p. 92.

TABLE VI
AVERAGE MONTHLY SALARIES OF
LIVE OAK COUNTY TEACHERS

Year	Average salary
1877-1878	\$ 20.00
1897-1898	35.31
1917-1918	53.44
1937-1938	81.50
1950-1951	297.00

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fund.⁴⁶ For the next several years the county did not have funds to pay the teachers. They were paid with vouchers that would be redeemable at a later date. The majority of the teachers, not being financially able to hold their vouchers until they could collect full value, cashed them at a discount. In some cases the discount was as high as 33 1/3 per cent.

By 1940 the condition of the school system in Live Oak County demanded improvement. There were 2,479 students enrolled in the thirty-two schools in the county. In that year the twelve-grade system became statewide.⁴⁷ In Live Oak County two schools offered twelve grades, one offered eleven grades, three offered ten grades, and two offered nine. The other twenty-four schools were of elementary level, with eleven offering only six grades. Many of the schools met for seven months only. The pupil-teacher load was too great in many of the schools; in others it was extremely light. There was a general lack of equipment. Talk of reorganization began to spread over the county.

⁴⁶ Minutes of Live Oak County School Board, Book 1.

⁴⁷ Richardson, op. cit., p. 520.

fund. For the next several years the county had not
have funds to pay the teachers. The county had
vouchers that would be cashed at a later date. The
majority of the teachers, however, had to wait for
hold their vouchers and it was not until 1900 that
cash was paid at a time. The county had a balance of
as high as \$2 1/2 per cent.
By 1900 the condition of the school system in the
Oak County remained unchanged. There were 2,070 students
enrolled in the thirty-two schools in the county. In 1900
year the twelve-grade system was established. In 1901
Oak County two schools offered twelve grades, one offering
eleven grades, three offering ten grades, and two offering
nine. The other twenty-four schools were all offering
level, with eleven offering only six grades. Most of the
schools not for twelve months only. The eight-grade level
was too great a step for the schools; and others it was too
greatly limited. There was a general lack of uniformity
lack of reorganization began to spread over the county.

46
History of Lake and Forest Counties, Michigan
47
Michigan, 1901, p. 250.

CHAPTER IV

REORGANIZATION OF THE SCHOOLS

Many reasons explain the development of the numerous small schools in Live Oak County. The widely separated rural communities were serviced by poor roads and primitive methods of transportation. As new communities were settled there was a demand for new schools. When the districts imposed school taxes there was a tendency on the part of some property owners to separate their property from the district by having the property organized into a new school district. The result was that by 1940 there were thirty-two school districts in the county. Eight of the districts maintained one-teacher schools; fourteen districts had two-teacher schools.

..... The opportunity of attending a well-organized high school was beyond the reach of most of the children of Live Oak County. The high school was an institution that the common school district could not maintain standing alone. There were many ambitious country children who had no means of transportation to the town high school. Their parents could not afford to let them board in town to attend school.

Because of their small and uneconomical size, inadequate resources, and low standards, the elementary schools likewise failed to provide the children of the county the opportunities and experiences that the town schools offered.

REPORT ON THE SCHOOLS

Many reasons exist for the existence of the small schools in the State. In the first place, the rural communities were scattered over a large area, and the method of transportation at the time was such that there was a demand for small schools. When the improved school plant came into use, and the property owners began to consolidate their property into a new school district by having the property divided into a new school district. The result was that in the State there were two school districts in the same area, and the two maintained one-handed schools; one with a single teacher and two teachers.

The opportunity of providing a well-organized school was beyond the reach of most of the children of the Oak County. The first school was in the town of Oak and the common school district could not maintain teaching alone. There were many children in the county who were in need of transportation to the town high school. These persons could not afford to pay when they went to the town school. Because of their small and unimproved homes, inadequate resources, and low standards, the financially weak families failed to provide the children of the county with opportunities and resources that the town schools offered.

One solution to the problem lay in the reorganization of the existing schools in the county. By decreasing the number of schools in the county and increasing their efficiency and effectiveness, every boy and girl would be given the opportunity of a high school education as well as a more satisfactory elementary preparation for it.

I. CONSOLIDATION

The first consolidation for the definite purpose of securing for the children better educational opportunities appears to have occurred in Montague, Massachusetts. . . in 1875. The second was probably established in Concord, Massachusetts in 1879. A central building was constructed to replace several one-teacher schools. Before the consolidation was effected there had been twelve teachers in the eleven school buildings.¹

About seventy years after this first consolidation, the people of Live Oak County began to consider the reorganization of the schools in the county. The program of consolidation was bitterly opposed by some of the people. Some parents objected to sending their children long distances to school. However, the main opposition was against increased taxation for support of these more costly schools. The tax rates of the independent districts were greater than in the common districts.

¹ A. C. Monahan, Consolidation of Rural Schools and Transportation of Pupils at Public Expense (Bureau of Education, Bulletin No. 30, 1914. Washington, D.C.: Bureau of Education, 1915), p. 8.

One solution to the problem is the reorganization of the existing schools in the country. By increasing the number of schools in the country the government could eliminate the overcrowding of the existing schools. This would be given the opportunity of a high school education as well as a more satisfactory standard of living for the people.

CONCLUSION

The first recommendation for the government is to increase the number of schools in the country. This would be given the opportunity of a high school education as well as a more satisfactory standard of living for the people. The second recommendation is to increase the number of schools in the country. This would be given the opportunity of a high school education as well as a more satisfactory standard of living for the people. The third recommendation is to increase the number of schools in the country. This would be given the opportunity of a high school education as well as a more satisfactory standard of living for the people. The fourth recommendation is to increase the number of schools in the country. This would be given the opportunity of a high school education as well as a more satisfactory standard of living for the people. The fifth recommendation is to increase the number of schools in the country. This would be given the opportunity of a high school education as well as a more satisfactory standard of living for the people.

The tax rates of the country are too high. The government should reduce the tax rates of the country. This would be given the opportunity of a high school education as well as a more satisfactory standard of living for the people. The government should also increase the number of schools in the country. This would be given the opportunity of a high school education as well as a more satisfactory standard of living for the people.

According to the Public School Laws of Texas, upon the petition of twenty citizens to consolidate one district with another the County Judge must issue an order for an election. If votes cast in each and all districts show a majority in each district in favor of consolidation, the court is to declare the districts consolidated.²

On July 17, 1943, an election was held to annex the Marbach, Mahala, Lapara, Belle Kidd, Votaw, and Oakville school districts to the George West Independent School District No. 3. The annexation passed but, upon receiving a petition from the citizens of Oakville, the District Court issued an order on July 16, 1943, restraining the annexation. The order was extended on July 23, and again on August 2. On August 10 the issue of annexation was tried by the District Court in George West. No reason was found for further obstruction of the annexation. Only high school students were brought into George West from Oakville. The elementary school was retained there until 1950.

On September 10, 1943, an election was held to annex Toms, Mountain View, Mapes, Ray Point, Fant City, and Oakwood to the Three Rivers Independent School District No. 2. The majority of the people voted in favor of the

² Public School Laws of the State of Texas, 1933 (State Department of Education, Bulletin, No. 321, 1933, Vol. IX, No. 6. Austin, Texas: State Department of Education, 1933), p. 64.

annexation. Mountain View and Mapes districts maintained an elementary school until 1945.

Another election was held in the county on September 10, 1943, to annex Spring Creek, Lyne, Oakridge, Lewis, Mikeska, and Gussetville districts to the George West district.

On October 14, 1943, Whitsett, North, and Nell districts were annexed to Three Rivers. Nell and North did not consolidate the elementary grades until 1945. Simmons Independent School District No. 4 was consolidated with Three Rivers on November 19, 1943.

An election was held October 18, 1947, following which Hyman, Goodwin, and Cardwell districts were annexed to George West. In April, 1947, Jarratt district was annexed to George West.

In March, 1947, Argenta and Booth districts were consolidated with Mathis Independent School District in San Patricio County.

Lagarto and Dinero districts were annexed to George West in July, 1949. On June 26, 1950, the Cadiz County Line District, which had been in the Beeville Independent School District in Bee County, was declared consolidated with the George West District.³

With these annexations to the George West and Three

³ Minutes of the Live Oak County School Board, Books 1 and 2.

Rivers districts, Live Oak County was divided into two districts in place of thirty-two. Two districts, Argenta and Booth, are in the Mathis district in San Patricio County. One district, Calliham County Line, is in the Calliham district in McMullen County. Figure 3 shows the school districts of Live Oak County after consolidation.

Transportation. The school districts in Live Oak County are now faced with the problem of transportation. Each of the two districts contains approximately five hundred square miles of territory. Some of the students have to come twenty-five miles or more to school. Transportation is furnished to all students living more than two miles from school. At first some of the districts that had been annexed ran their own buses, but now the two schools, George West and Three Rivers, own all the buses operated. For the year 1950-51 George West ran eleven buses and Three Rivers ran nine.

II. OUTCOMES OF REORGANIZATION

Through consolidation and reorganization the schools secured better buildings and equipment than was possible in the communities that maintained one-teacher schools. Facilities or opportunities for libraries, a wider range of subject matter, commercial subjects, science, vocational subjects and participation in student activities became

Rivers district, which was established in 1911, and
district in 1912. The district was established in 1911
and 1912, and the district was established in 1911 and 1912.
County. The district was established in 1911 and 1912.
California district in 1911 and 1912. The district was
the school district of the county. The district was
established in 1911 and 1912. The district was
County was now placed under the control of the
Board of the district. The district was established in
hundred square miles of territory. The district was
have to some twenty-five miles square to be made. The
portion is limited to the district. The district was
two miles from school. The district was established in
that had been placed in the district. The district was
two schools. The district was established in 1911 and 1912.
buses operated. The district was established in 1911 and 1912.
buses and three miles and five.

II. OUTLOOK OF THE DISTRICT

The district is now in a position to
secure better buildings and equipment. The district is
the community that maintained the district. The district
lies on the opposite side of the district. The district
subject matter. The district was established in 1911 and 1912.
subjected and maintained the district. The district was

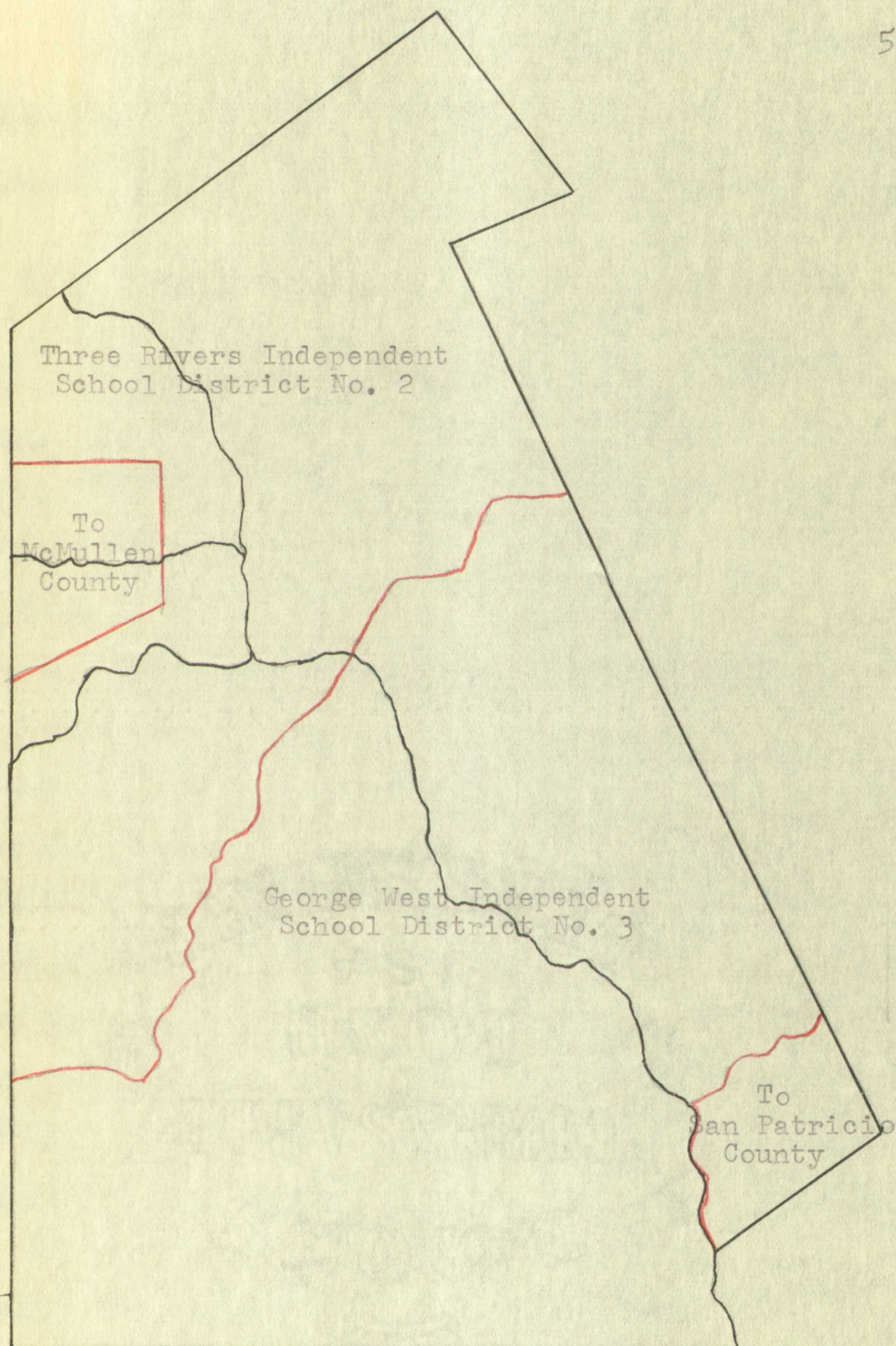
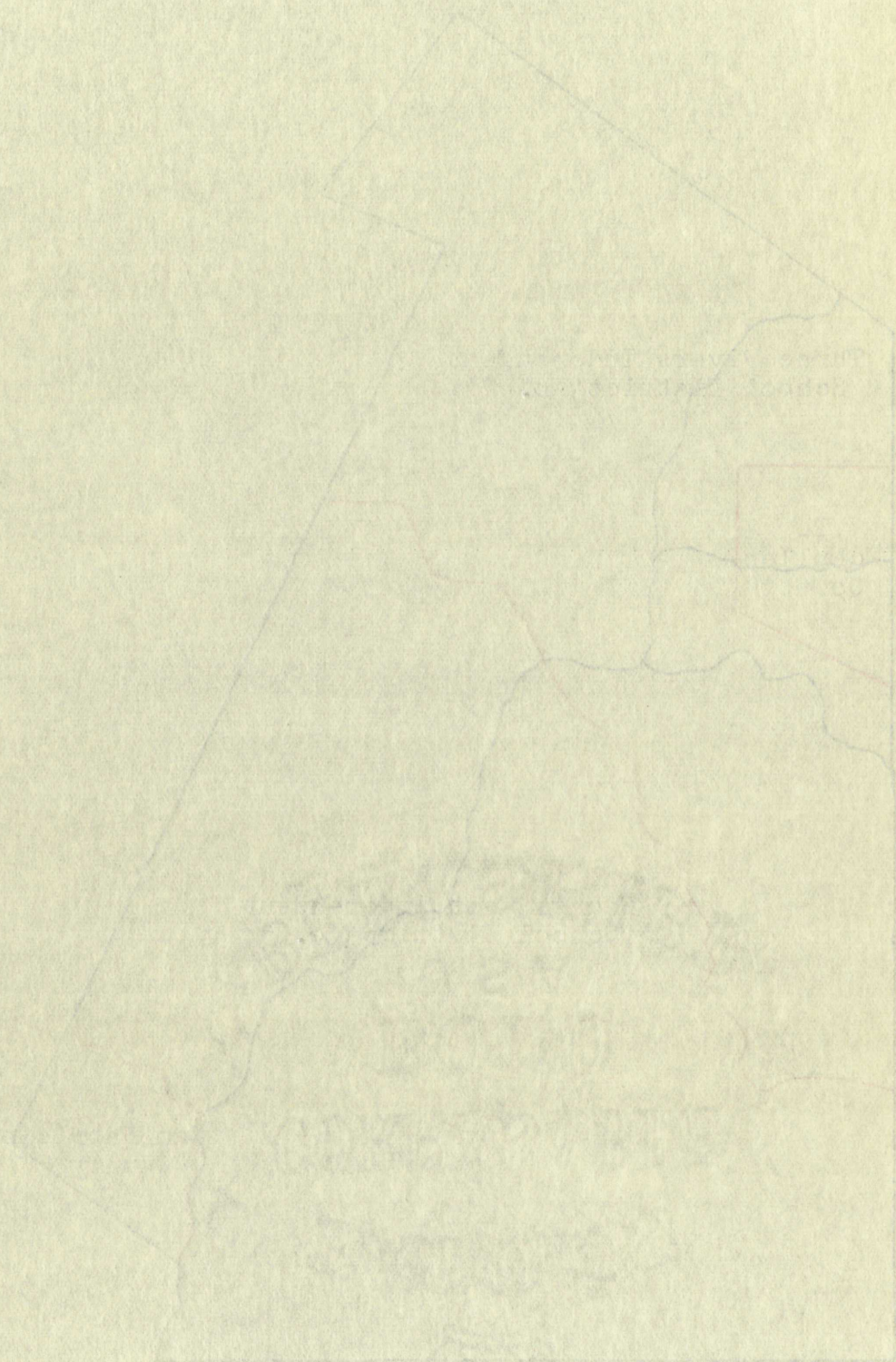


FIGURE 3

SCHOOL DISTRICTS OF LIVE OAK COUNTY, 1950-51



possible with consolidation; their provision was part of other phases of the reorganization movement.

Student activities. Consolidation made it possible for the students to participate in many activities that did not exist in the smaller districts. Although athletics were limited in the common districts due to lack of facilities and equipment, the student in the consolidated school has a choice of many athletics. The boys may choose between football, basketball, baseball, track, or tennis, or they may participate in several of them. The girls have basketball, volley ball, softball, and tennis. These activities are offered to junior high students as well as high school students. Both schools had new gymnasiums for the year 1950-51. This was the first year that physical education was a regular part of the curriculum. Athletics play an important part in the lives of the boys and girls in Live Oak County today. Many boys have completed high school because of athletics who otherwise would have quit at the elementary level.

Besides athletics, the high school student may take part in the band or pep squad. If they are interested they may work on the paper staff or annual staff. The Future Farmers of America and the Future Homemakers of America are the two largest organizations in the high schools. In the lower grades the students may also

possible with consideration of the conditions and the
other classes of the community.

Physical Education

for the students to participate in any activities that
did not exist in the earlier days. Physical educa-
tion was limited in the early days to the school
facilities and equipment. The school in the early days
school had a gymnasium and a playground. The school
chose between football, basketball, baseball, track, or
tennis, or they had a combination of some of these. The
girls have basketball, volleyball, tennis, and tennis.
These activities are offered to the girls in the school as
well as high school. Both schools had no
gymnasium for the year 1930-31. This was the first year
that physical education was a regular part of the curricu-
lum. Although they are important parts of the lives of
the boys and girls in the high school, they have
have completed high school without attending the school
who would have been at the elementary level.

Physical education, for high school, is not only
take part in the game and the school. It is the school
they are not as the school staff as a whole. The
future patterns of behavior and the future of education of
America and the two largest organizations in the U.S.
schools. In the future, the school staff and the students

participate in the band. There is an organization of the 4-H Club and of the Junior Red Cross. In the primary grades there is more and better playground equipment. These activities offer educational outcomes to the student that were denied in the smaller schools.

Vocational subjects. Commercial subjects have been taught in the George West and Three Rivers High Schools since 1935. Both schools offer courses in typewriting, shorthand, and bookkeeping. In 1940 vocational agriculture and home economics were added to the curriculum of both schools. This is under the Smith-Hughes Law passed in 1917. Under this law both State and Federal aid is given to the school for vocational work. Each of the schools in the county has a separate Agriculture Building and Home Economics Cottage. Three courses of each are offered, with a unit of shop work included in the third year of agriculture. Since 1949 the George West school has had its own farm where the boys experiment with raising and breeding cattle, poultry, and hogs.

Since most of the students in Live Oak County are from rural communities and relatively few of them attend college, the vocational work probably benefits them more than any other part of the high school curriculum.

Lunch room. In 1943 the school lunch program was

participate in the work. There is no regular school of the
4-H Club and the Junior High School. In the summer months
there is more and better equipped equipment. These are
given other educational purposes to the school that were
denied in the regular schools.

Vocational Education

taught in the County and the Junior High School
since 1922. Both schools offer courses in agriculture,
home economics, and bookkeeping. In 1925 vocational courses
were and have continued to be offered in the schools of both
schools. This is under the State Board of Education in 1927.
Under this law both schools have received the right to the
school for vocational work. Each of the schools in the
county has a separate vocational building and home econ-
omics building. These courses of study are offered with a
unit of shop work included in the school year of agricul-
ture. Since 1925 the County Board of Education has been
farm where the boys experiment with raising and breeding
cattle, poultry, and hogs.

Since most of the students in this county are
from rural communities and have only a few of them attend
college, the vocational work is more important than any
than any other kind of the high school curriculum.

Lunch Room

introduced in Live Oak County. Lunch rooms were installed in four schools; George West, Three Rivers, Cardwell, and Oakville. This program was under the direction of the State Department of Education. Federal assistance was given, under Public Law 320, by means of agricultural products and cash allotments.⁴

In 1946 the National School Lunch Program was approved by Congress. This program was to help "... safeguard health and well-being of the nation's children and to encourage the domestic consumption of nutritious agricultural commodities."⁵

Federal assistance for school lunches constitutes the largest amount of Federal aid being allocated for any feature of the educational program in the elementary and secondary schools.⁶

The school lunch program is operated on a non-profit basis. Meals are served at reduced cost or without cost to all children who are unable to pay the full cost of the lunch. All funds accruing from the operation of the program are used only in reducing the price of the meals to

⁴ Clayton D. Hutchins and Myrtis Keels, Federal Government Funds For Education (Federal Security Agency, Office of Education, Bulletin No. 3, 1950. Washington, D.C.: United States Government Printing Office, 1951), p. 43.

⁵ Ibid., p. 44.

⁶ Ibid., p. 45.

paying children, in improving the quality of the meals, and for the purchase and maintenance of supplies, services, and equipment used in preparing or serving the meals.⁷

Segregation. A large percentage of the school-age children in Live Oak County are Latin-Americans. Some of the school districts have always maintained separate schools for the Latin-Americans. Lagarto, Dinero, and Toms districts maintained separate schools until they were consolidated. George West and Three Rivers maintained separate elementary schools but only one high school.

In 1948 the Latin-Americans in Live Oak County protested against segregation. This protest was backed by the League of Latin-American Citizens. A writ of mandamus was issued against the state superintendent to enforce the previous decision of the courts that segregation of Latin-Americans in Texas was illegal. The schools of Live Oak County circumvented this order on the grounds that with overcrowded conditions of the schools it was impossible to take in the Latin-Americans and that both districts were working to end segregation.

In the spring of 1949 a bond issue was voted in the George West district to erect two new buildings and to remodel the old. It was not until September, 1950, that the

⁷ Contract between the National Lunch Program and George West Independent District No. 3.

paying children, in lowering the quality of the meals, and
for the purchase and maintenance of equipment, and
equipment used in preparing or serving the meals.

Segregation - A large percentage of the school-age
children in live oak county are living in the
the school districts have a large number of negro children
for the live oak county. The live oak district
maintained separate schools until they were consolidated.
George West and live oak district maintained separate schools
schools but only one school.

In 1908 the live oak district in live oak county was
tested against segregation. This project was tested by the
league of live oak district. A report of the project was
issued against the state superintendent to enforce the law.
Virus isolation of the county was a project of live oak
Americans in Texas was issued. The school of live oak
County (presently) is in the live oak district with over
crowded conditions at the school live oak district to some
in the live oak district and live oak district was working
to end segregation.

In the year 1908 a new live oak school was built in live
George West district to serve the live oak district and live oak
model the old. It was until September 1908, when the

Contract between the National and live oak district
George West live oak district was signed.

Latin-American school was abolished in the George West district.

In Three Rivers in 1948-49 only the first four grades were separated. In 1949-50 the Latin-Americans were given the choice of which school they would attend. In 1950-51 only the one elementary school was maintained.

Thus the past eight years have been a period of progress and change in the schools of Live Oak County. The program now is nearer to the desired quality of education in Texas.

Latin-American school was established in the District of Columbia

in 1902.

In 1903 there were 1,100 pupils in the Latin American school.

At that time the Latin American school was the only one of its kind in the District of Columbia.

The school was established in 1902 and has since that time been the only one of its kind in the District of Columbia.

Only the one elementary school was maintained.

Thus the Latin American school has been the only one of its kind in the District of Columbia.

There are now several Latin American schools in the District of Columbia.

There are now several Latin American schools in the District of Columbia.

in Texas.

CHAPTER V

SUMMARY

The development of Live Oak County schools can be divided into two periods: the establishment of the schools and the reorganization of the schools. The establishment and early development of the schools depended on the state laws regarding education, the physical growth of the county into areas containing enough population to merit the establishment of school districts, the amount of money available to the schools, and the quality of the teachers.

The early state school laws were a series of changes and amendments. They were often contradictory and were vague in their application. As a result, educational progress throughout the state was retarded.

The financial support of Live Oak County schools was derived from the state per capita apportionments, the county available fund, local taxes, and in the earlier days, tuition charges. The major source of income has been the state apportionments. This has increased from sixty-two cents in 1856 to sixty dollars in 1950.

Formal teacher preparation was largely non-existent in the early history of the schools, the first normal school certificate being registered in 1888. Thereafter the number of normal-trained teachers increased yearly. In 1893 the

THE SCHOOLS

The development of the public school system in the United States has been a process of continuous evolution. It has been shaped by the needs of a changing society, by the influence of foreign education, and by the efforts of progressive educators. The early years of the Republic saw the establishment of the first public schools, which were primarily concerned with the basic education of the children of the citizenry. As the country grew, the scope of the school system expanded to include higher education and vocational training.

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The financial support of the public schools has been a constant concern of the government. In the early years, the schools were supported by local taxes and donations. As the population grew, the government began to take a more active role in financing the schools. This led to the establishment of the Department of Education in 1849, which was responsible for the general supervision of the public schools.

Formal public education was largely non-existent in the early history of the United States. The first formal school was established in 1633 in Boston, Massachusetts. This was followed by the establishment of the first public school in 1789 in New York City. The growth of the public school system was rapid, and by the mid-19th century, it had become a major feature of the American educational landscape.

state took over the certification of teachers. By 1950 a large majority of the teachers held college degrees. All of them had some college training. At least twelve hours of education in the appropriate level is now required of all teachers in Texas.

As would be expected, not much progress was made in securing better prepared teachers until the salaries had been increased. The lowest recorded salary was \$6.20 per month for three months taught in 1859. The average monthly salary was increased from twenty dollars in 1877 to almost ninety dollars in 1940. The salaries today are based on a schedule provided by the state. The salary for a teacher with a bachelor's degree is \$267 per month, for nine months, with increments for additional teaching experience. For a teacher with a master's degree the base pay is \$292 per month, for nine months, plus increments.

There are no early records of dividing the county into districts. In 1876 the community system was adopted. Under this system schools were established each year by petitions from the citizens of the community. If the citizens did not petition, no school was established. Thus the number of schools varied from year to year. Beginning in 1884 districts were organized on a more nearly permanent basis by the Commissioner's Court. The first year nine districts were organized. A new district was organized in

1887 and another in 1900. The organization of the districts remained the same until 1911. In the next five years twenty-one new districts were created. There were thirty-two districts in the county. The enrollment increased from 749 to 1449

In 1917 a process of reorganization began which in five years reduced the number of districts to twenty-five. There were then three independent school districts, two consolidated common school districts, and twenty common school districts.

In 1923 the district organization took a final spurt of growth before it settled down into a pattern which lasted until 1943. From 1923 to 1928 seven new districts were organized. As had been the case in 1916, the county again had thirty-two districts.

Within six months time, beginning in July, 1943, the thirty-two districts which had existed since 1928 were reduced to ten. Twelve districts were annexed to George West Independent District No. 3 and ten to Three Rivers Independent District No. 2. In 1947 four more districts were consolidated with the George West district. Two were annexed to the Mathis district in San Patricio County. In 1949 and 1950 three more districts were consolidated with George West. With these annexations to George West and Three Rivers districts, Live Oak County is now divided into two districts.

Through consolidation the schools have secured better buildings and equipment than were possible in the communities maintaining one and two-teacher schools. There is a wider range of subject matter, commercial subjects, science, vocational subjects, and more opportunities for participation in student activities.

School lunch rooms are maintained in both George West and Three Rivers as part of the National Lunch Program. In 1950 Live Oak County did away with all segregation.

Much progress has been made in education in Live Oak County in the past eight years, but there are still many issues that must be faced in the near future if that progress is to continue. Within five years or less both George West and Three Rivers will face a building problem. Three years ago in George West two first-grade teachers were hired. Last year there were five first-grade classes. According to the census a large first-grade enrollment can be expected for the next several years. As these children grow up conditions in the schools will be over-crowded. The school system will have to expand. This same condition exists in Three Rivers.

During the past few years much has been done in Live Oak County Schools toward broadening the curriculum, securing better equipment, and increasing the activity program. There is one feature, however, that has been sadly neglected.

Little progress has been made in the libraries. Neither school has a regular librarian. The work is left to several of the teachers with student assistants. A well-planned and well-organized library is an essential part of every school, and it is important to every subject taught.

Another issue to be met is the condition of the roads in the county. This is of great concern to the schools. The Minimum Foundation Program in education, as set up by the Gilmer-Aiken Committee, is largely based on the average daily attendance. As conditions are now, during bad weather many of the school buses cannot traverse their route. Each day that the buses do not run the average daily attendance is lowered. This lowers the funds received from the state and the number of teachers that can be employed.

The people of Live Oak County must be made to realize the importance of a modern, well-organized, well-supervised educational system. Some progress has been made in this respect in the past, or the reorganization of the schools would never have taken place. There are still many people in the county, however, who cannot see why the "little red school house" did not serve the educational needs of the county. Until they are willing to work with the rest of the people toward improving the school system, the desired progress cannot be made.

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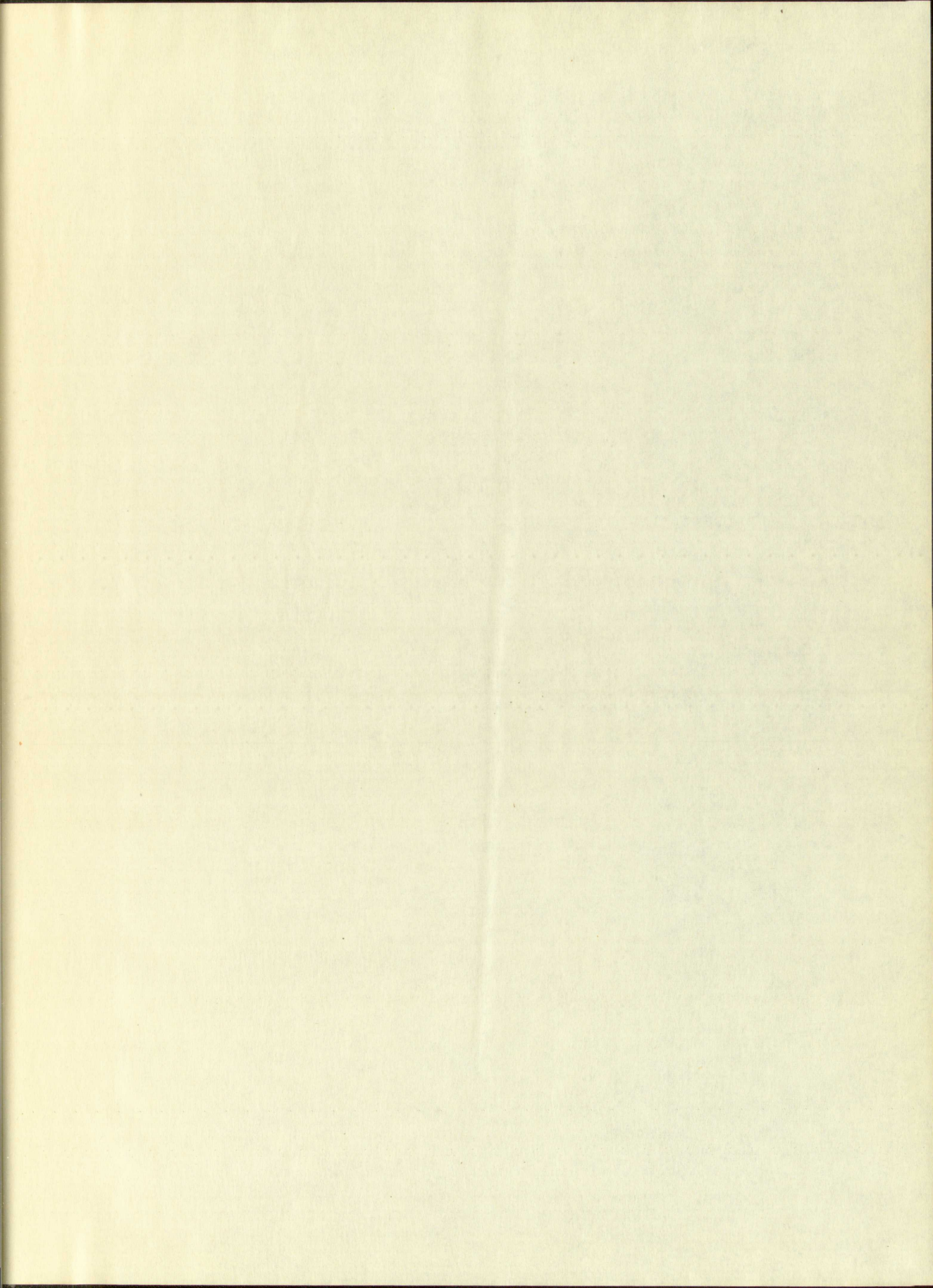
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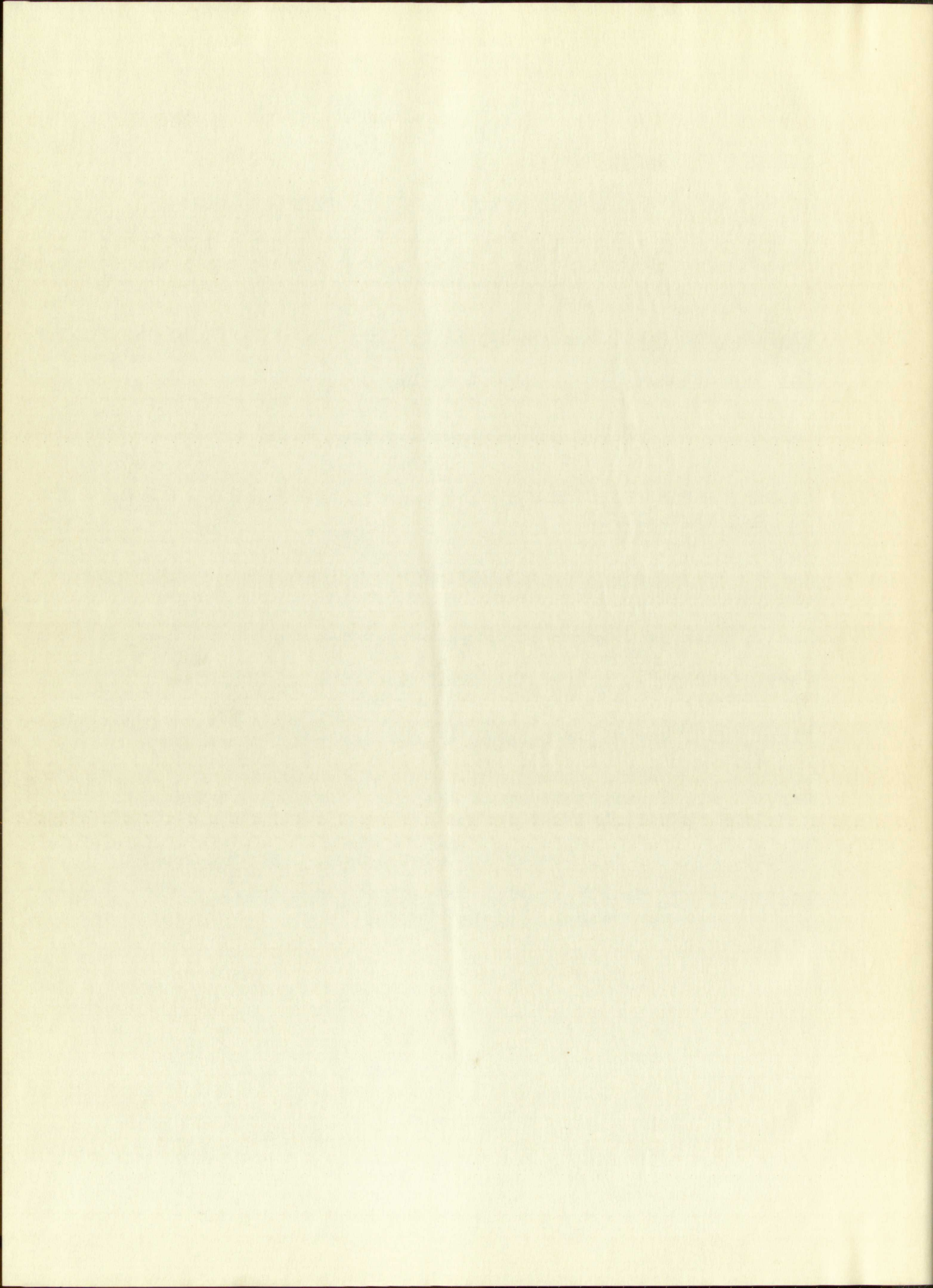
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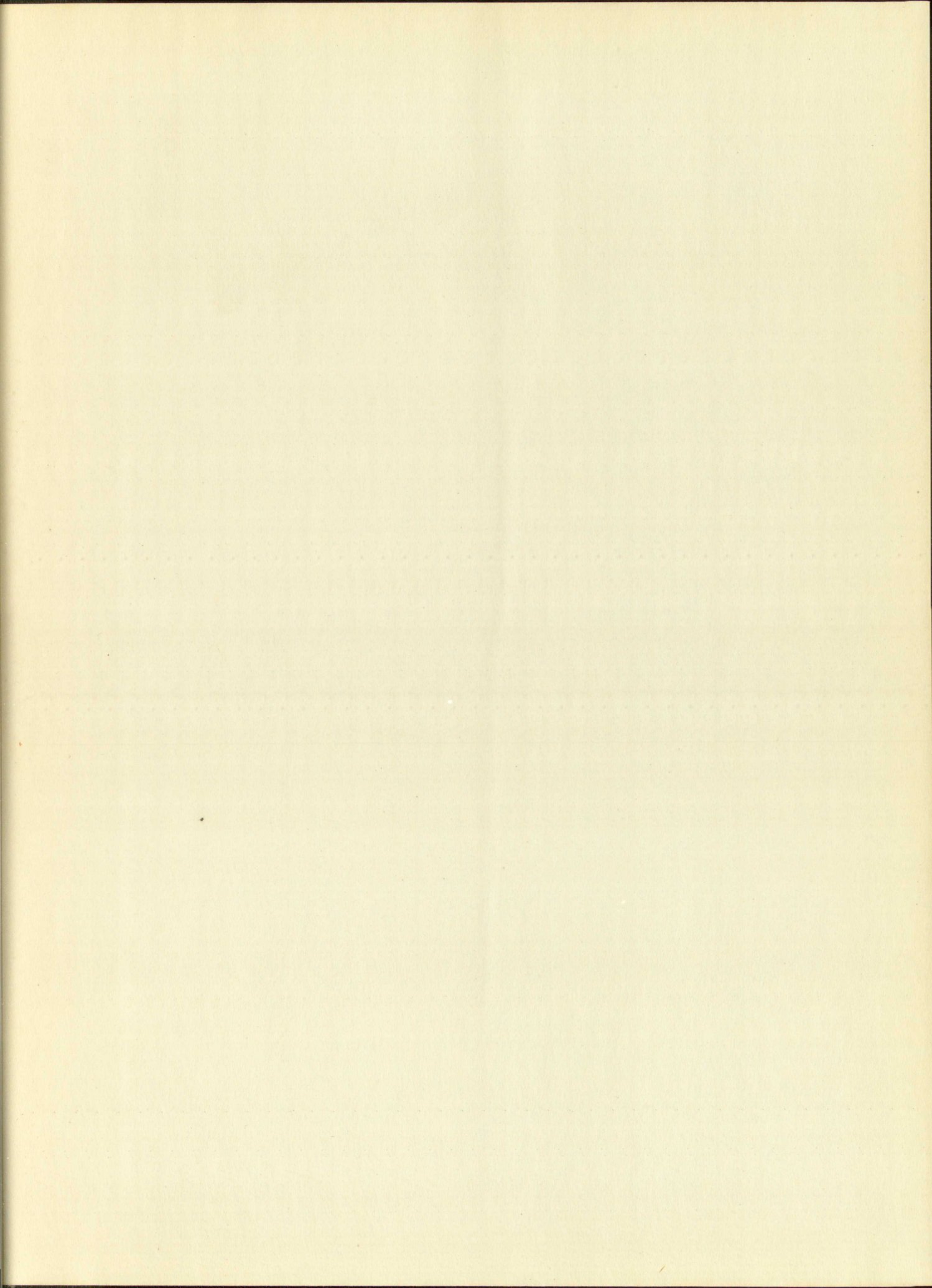
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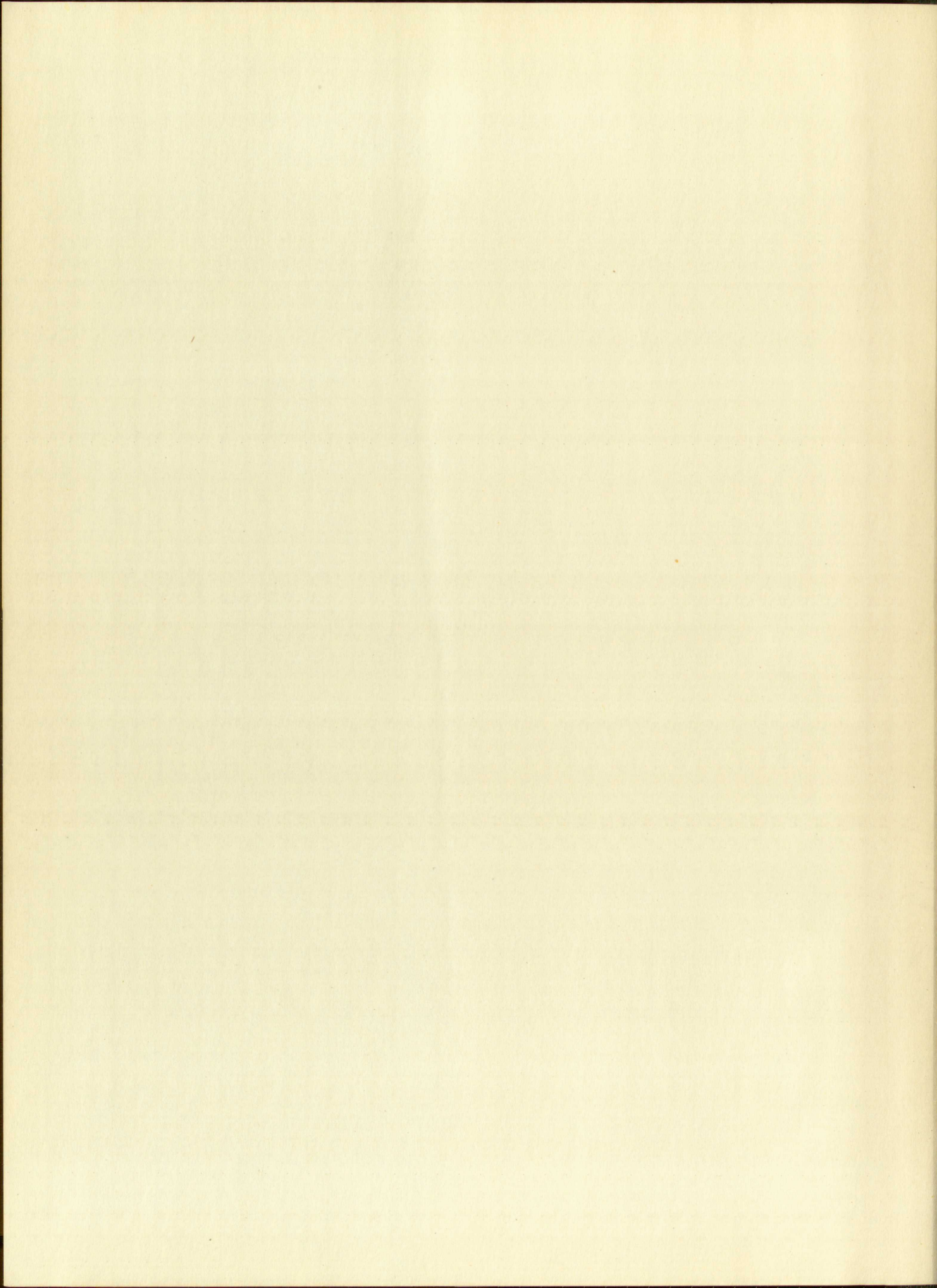
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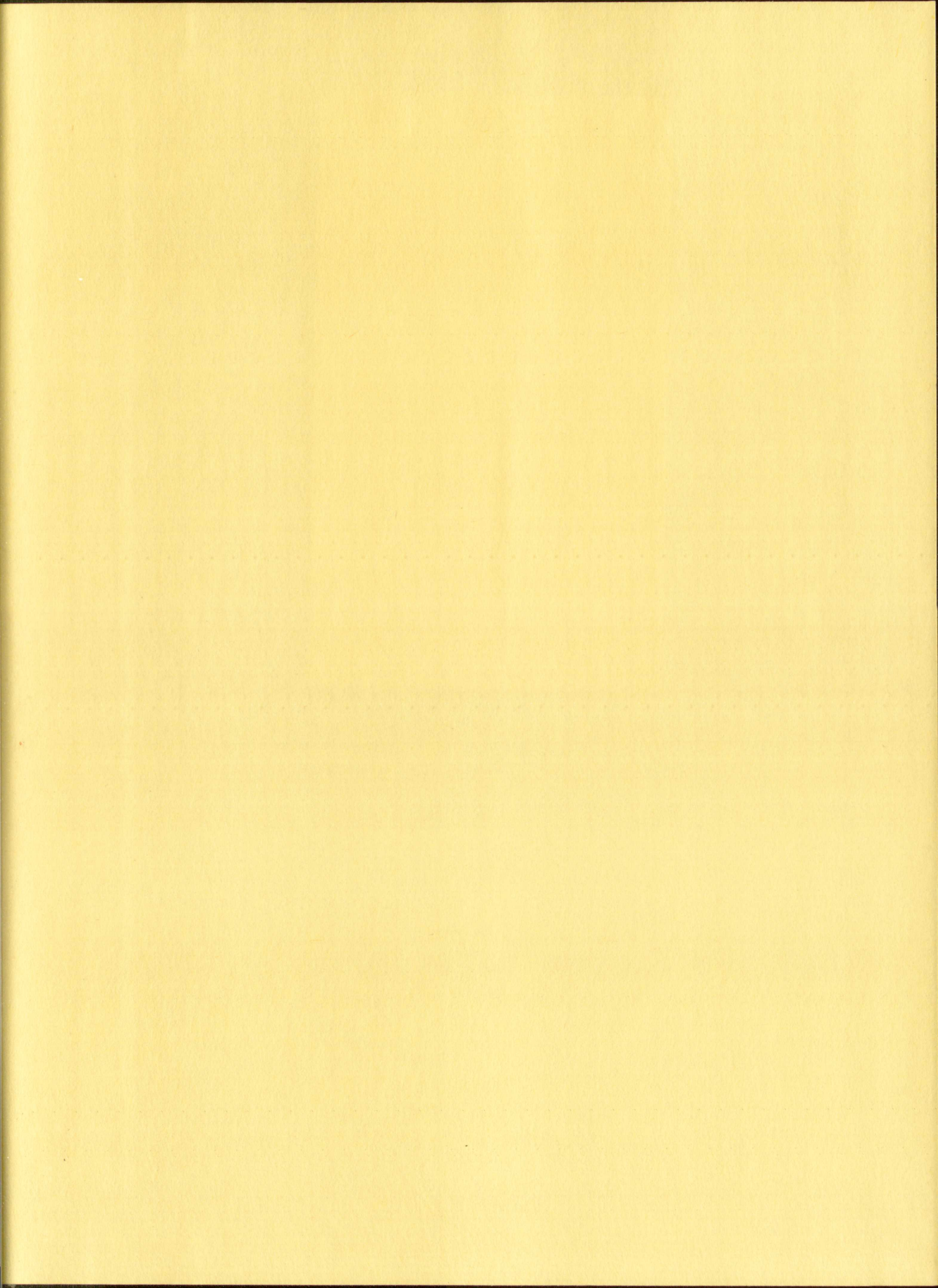
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