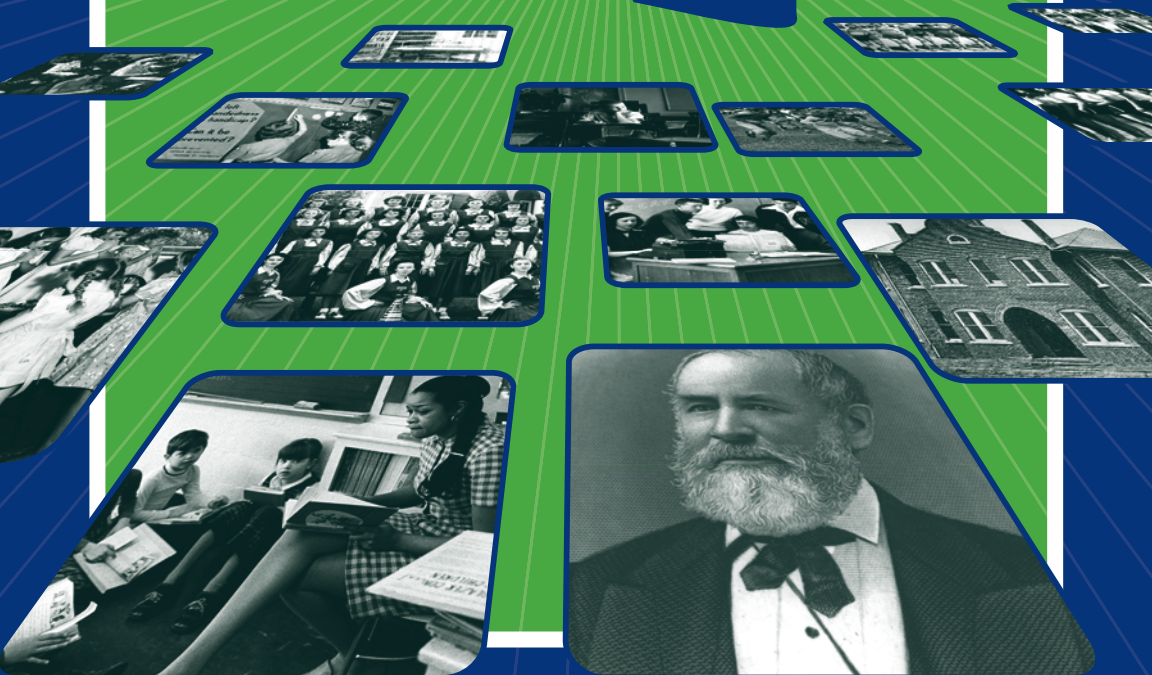


Texas Public Schools

150
Years

SESQUICENTENNIAL HANDBOOK • 1854-2004



Sesquicentennial Handbook

Texas Public Schools



1854-2004



Texas Education Agency

Acknowledgements

The following individuals or entities provided photographs for this publication:

A.M. Aikin Archives

Allen Independent School District

Baylor University

Professional Development Library of the Austin Independent School District

Frieda Brady

East Central Independent School District

Billy W. Sills Center for Archives of the Fort Worth Independent School District

Marshall Independent School District

Millsap Independent School District

Peabody Institute of Johns Hopkins University

Sam Houston State University

St. Mary's University, San Antonio

Texas State Library and Archives Commission

Texas Classroom Teachers Association (TCTA)

Texas State Teachers Association (TSTA)

University of Texas System

Table of Contents

Suggestions for using this handbook	page 3
Letter from the Commissioner of Education	page 4
Proclamation from the Governor	page 5
Suggested anniversary projects & activities	page 6
Timeline of historic events	page 18
The First Century of Public Education in Texas	page 35
Education reforms from Gilmer-Aikin to today	page 60
Care and preservation of your school's treasures	page 72

Suggestions for Using This Handbook

This handbook is designed for use by educators and community groups who plan to hold local observances of the Texas public schools' sesquicentennial anniversary throughout 2004.

Many statewide education associations are taking leadership roles in promoting the anniversary, which celebrates the State of Texas' 150-year commitment to fund and support the public schools.

It is suggested that members of the school community review activities proposed in this book and use these ideas or other activities to publicly remind their citizens of the important roles public schools have played in their city. It is likely that no community will want to do all activities proposed, but we hope this handbook offers ideas to help you celebrate the success of your public schools.

While the anniversary can be celebrated throughout the year, key times for celebrations include:

- January, which is the anniversary of the law that first provided state funding;
- March, during which schools districts may select one week in which to celebrate Texas Public Schools Week;
- May and June during commencement ceremonies;
- August as part of back-to-school activities.



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

January 2004

This year, 2004, marks an important milestone for our public schools. It is the 150th anniversary of the creation of the Texas public school system. At the urging of Gov. Elisha Pease, the Texas Legislature passed the Common School Law of 1854, which, for the first time, provided state support for schools and created an endowment that today is known as the Permanent School Fund.

The Texas Education Agency and many education associations are planning events to mark the sesquicentennial throughout calendar year 2004. Information about events can be found at www.texed150.com. We invite you to find ways to celebrate this important anniversary in your local community. This *Texas Public School Sesquicentennial Handbook* offers helpful suggestions for planning events or recognition in your area. It also provides you with a history of the public school system in Texas.

During this special year, we also encourage you to take time to preserve the precious history of your district. The handbook includes information about how to maintain your historical documents for generations to come.

This 150th anniversary offers a unique opportunity to recall the impact public schools have had on this state and to plan for the future. It is through public support that our schools can grow better and stronger.

Sincerely,

A handwritten signature in black ink that reads "Shirley J. Neeley". The signature is written in a cursive style.

Shirley J. Neeley, Ed.D
Commissioner of Education



**STATE OF TEXAS
OFFICE OF THE GOVERNOR**

Public education is an integral component of a free society and is fundamental to democracy. An educated public ensures the capacity for self-government and the continuance of civil liberties as we know them.

Public schools of the Lone Star State have produced motivated and determined young Texans since our legislature established the Permanent School Fund in 1854. Over the course of 150 years, Texas' schools have nurtured and developed the fertile minds of millions of youths across this great state. Texas public schools provide a robust, well-rounded curriculum, helping students to maximize their potential. Moreover, these schools continue to be recognized throughout the country for their commitment to higher academic achievement.

January 2004 marks the 150th anniversary of Texas' public school system. In support of this significant anniversary, educational organizations across Texas will conduct events highlighting the contributions of public schools to the greatness of the Lone Star State. To that end, I encourage all Texans to recognize the importance of our public school system and our educators in ensuring that children receive a quality education.

Therefore, I, Rick Perry, Governor of Texas, do hereby proclaim 2004 as a year to celebrate the continuous support for and improvement of

Texas Public Education



and urge the appropriate recognition whereof.

In official recognition whereof,
I hereby affix my signature this the
31st day of December, 2003.

Rick Perry
Governor of Texas

Suggested Anniversary Projects & Activities

LOCAL PROJECT LEADER

Project **1**

Learning Your School's History

Teachers may wish to have students research the history of their school. For whom is the school named? When was it built? What have been some of the high points of the school's history?



Project **2**

LOCAL PROJECT LEADER

Plan a Tour of Historic Buildings with Local Representatives



Plan a tour of your historic schools. Provide a school bus for transportation to the sites and offer tours led by students who have researched the schools' history, or by a person who is familiar with the history of the building. Personal anecdotes from those who attended may add amusement. Be sure to include your oldest operating school, as well as your newest school in the tour. Representatives of the media and real estate community should be included on the guest list. After the tour is over, host a reception.

LOCAL PROJECT LEADER

Project **3**

Preserve School History Through Scrapbooking

Publish a book or create a scrapbook that contains a short history of each of your schools and the school district. Be sure and donate at least one copy to your local public library.

Project

4

LOCAL PROJECT LEADER

Celebrate 150 Years with a Commemorative Yearbook

Compile a commemorative newspaper or yearbook to celebrate the 150th anniversary. English teachers or journalism/yearbook teachers can have students research the history of their school/district on various topics such as architecture, superintendents, school boards, principals, sports (both girls and boys), demographics, service or academic organizations, etc. You may wish to have graduates from various eras write recollections of their school years that could be included in the annual or newspaper. One commemorative yearbook produced to celebrate the 100th birthday of a city high school featured local buildings that were in their community in the 1800s to give today's students a sense of what yesteryear looked like in their town.



LOCAL PROJECT LEADER

Project

5

Approve a Resolution Commemorating 150 Years

Encourage your local school board to approve a resolution commemorating the 150th anniversary of the Texas public school system and noting the contributions your schools have made to your community.

Project

6

LOCAL PROJECT LEADER

Host a School Event & Invite Community Leaders

When hosting a school event, such as a student concert, it is a great time to invite community members, such as those who don't have children or whose children are grown. Let them see first hand what a 21st century school and its students are like.

Contrast “Old” with “New”

Set up an area that features an “old classroom” and a “modern classroom.” Desks, globes, textbooks or other items used in classrooms can set the scene. Display the items prominently and provide a handout or caption that describes the differences in the classrooms of the two eras featured.

*Project* **8****Acknowledge Community Leaders**

Recognize those in your community who have given of their time to advance educational opportunities for all students. These can be teachers, principals, administrators, school board members, parents or others.

Put on a Fashion Show with Period Clothing Created by Students

Family and Consumer Science teachers can have students either sew or sketch the attire/accessories for a particular time period covering the celebration (1854-present). The students could put on a fashion show for the school or district.

Project **10****Demonstrate Your School's Capabilities to Your Community**

Take the school to town. Hold demonstration classes in shopping malls, local grocery stores and area businesses. You may want to consider showing classrooms in action such as students working on computers, learning to read and high schools students debating national issues.

Host a Reception for Former Graduates

Student Council members can find the oldest living graduates from the district and host a reception for them at either a home football game, perhaps Homecoming, or a school board meeting. Be sure to have the current school board create a resolution in their honor.

Project **12**

LOCAL PROJECT LEADER

Create a Team to Speak with Community Groups

Create a speakers bureau made up of people who are available to speak to community groups, such as the Rotary, the Lions Club and the Chamber of Commerce, about the history of your school district and of public education in Texas. They could also discuss the future of education in this state.

Preserve School History Today

Take the yearly class photo outside so that the school building is in the background. Generations from now, people will be interested in viewing a photo of your students and your school building.

*Project* **14**

LOCAL PROJECT LEADER

Make Texas Public School Week an Event

Celebrate Texas Public School Week in March. Activity packets are available for a modest price from the Texas Public School Relations Association, at TSPRA, 1801 N. Lamar Blvd., #222, Austin, Texas 78701-1050, (512) 474-9107, www.tspra.org.

Collect an Oral History

Locate the oldest teacher in your community and record and photograph her recollections of your schools and the people who shaped them. Collect oral histories from other veteran educators from your school district. Their stories are valuable and merit attention. Make sure the tapes/transcripts or videos are properly stored and documented for future research. Your local library has tips and information about collecting oral history from individuals.

Project **16****Create a Competition Based on Period Clothing**

Cheerleaders/drill team/pep squad could create a competition between classes for a pep rally, having each class dress in a particular era to represent what students would have worn to school during the particular time period.

**Spotlight District Initiatives**

School districts can use this opportunity to explain why the initiatives were created and what the district hopes to accomplish with them. This information could be relayed in meetings or district newsletters.

*Project* **18****Commemorate 150 Years During Homecoming**

The theme for the Homecoming parade could incorporate the past 150 years by having floats that represent various eras.

Learning Accountability Day

Hold an “accountability day.” Demonstrate that your students are learning the basics: reading, writing and arithmetic. Show how your students are also learning critical thinking skills, problem solving and other skills necessary for future success.

Project **20**

LOCAL PROJECT LEADER

Conduct Parenting Meetings

Hold a series of parenting meetings. Plan a series of meetings that address concerns of parents, such as state testing requirements, No Child Left Behind requirements, bullying, grading policies and other topics of local interest.

Recruit Teachers

Turn your community’s interest in education to some of the issues facing the teaching profession. There has been, and continues to be, a shortage of teachers, especially in certain subject areas such as math, science, foreign languages, special education and bilingual education. Plan a grow-your-own program to recruit local students into the teaching profession.

Project **22**

LOCAL PROJECT LEADER

Collect Memorabilia to Display in Schools

Invite retired teachers and administrators to add to the collection of education memorabilia for your school or school district. Items from dusty attics could be put to work and admired by displaying artifacts, photos or other historical memorabilia.



Encourage Participation of Higher Education

Invite your local institution of higher education to participate in your historical exhibit. They have resources and may have artifacts to lend your school or school district for a display. Invite them to your activities.

Project **24**

LOCAL PROJECT LEADER

Hands-on Display of Technology in Schools

Display a collection of textbooks ranging from oldest to the newest. Also show how technology used in the classroom has changed over time. Invite parents to explore the materials and then invite them to sit down at a keyboard and see firsthand what students today are learning.



Support School Art Programs

Organize student art exhibits or portfolio review days. It is a wonderful way to show off the work of your students and provide encouragement to budding artists.

Project **26**

LOCAL PROJECT LEADER

Write a Tribute to a Favorite Teacher

Use high school reunions to celebrate the success of students. Invite alumni to write a story about a favorite teacher or administrator in an album. Ask them to bring something to add to the historical collection of your school.

Mentor a Student

This is one of the most lasting benefits you can provide during this year or any school year. Read with a student. Participate in career day. Contact your local principal who will be able to offer you many volunteer opportunities.

Project **28** ————— LOCAL PROJECT LEADER

Celebrate Cultural Diversity

Celebrate cultural diversity in schools throughout the year. Certain holidays throughout the year also offer strong opportunities to discuss contributions made by the many ethnic groups that have contributed to this state.

LOCAL PROJECT LEADER ————— *Project* **29**

Promote the Sesquicentennial

Add sesquicentennial features to your back-to-school activities. Many of the activities listed in this handbook could be incorporated into the back-to-school activities.

Project **30** ————— LOCAL PROJECT LEADER

Thank You Notes from Students

Have students write thank you notes to someone who contributes to the success of public schools, such as teachers, counselors, administrators, school board members or the superintendent.

LOCAL PROJECT LEADER ————— *Project* **31**

Alumni Reunion

Hold a reunion day, inviting alumni to school to visit with each other, talk with today's students and see what school is like in the 21st century. Compile these memories in a book or web site and use as needed in venues where they would add personal anecdotes and inspiration.

Project **32** ————— LOCAL PROJECT LEADER

Collaborate with Local PTA/PTO

Work with your Parent Teacher Association/Parent Teacher Organization. These organizations often have a historian and can add interesting themes, photos or other resources to your celebration. These groups may also want to feature historic remembrances at their meetings throughout the year.

Discuss How Our Lives are Different from 150 Years Ago

Compare and contrast life in 1854 and life in 2004. How are children's lives different today than they were 150 years ago? This could provide an interesting topic for a classroom discussion or a school exhibit.

Project **34**

LOCAL PROJECT LEADER

Start a Clothing Drive to Benefit Students

Photographs from the early 20th century show many barefoot students. Work with local charitable organizations to ensure that students in your school have adequate clothing or conduct a clothing drive of your own.



Support School History Campaign

Distribute bumper stickers, brochures or other promotional material that promote your school and the 150th anniversary of state support for public schools.

Project **36**

LOCAL PROJECT LEADER

Add the 150th Logo to Your Projects

Use the 150th anniversary logo on materials produced by the district. The logo is available free at www.texed150.com/media.htm, thanks to the generosity of the Texas School Public Relations Association.



Name Your School

If your community has a new school that is about to open, consider naming the school after a well-loved educator from your community. You may also wish to consider naming a school for Gov. Elisha Pease who campaigned for and successfully passed the Common School Law of 1854, which created state-level financial support for Texas public schools.

Project **38****Contact Media Regarding Specific School News**

Your local media may be interested in interviewing people who have personal knowledge of the history of your district. This could include: the oldest school trustee; the oldest public school teacher, active or retired; the teacher having the most years of active public school service; or the oldest former student of your public schools.

**Publicize School News Locally**

Consider running articles in your district or school newspapers/newsletters that discuss significant historical events in the life of your school district. Encourage your local media to do the same.

Project **40****Visit Historical Exhibits**

Visit the public school history exhibit at the Texas Education Agency, which will be on display of the first floor of the William B. Travis Building at 1701 N. Congress Ave. in Austin, from Jan. 26 through April 16. The exhibit is open from 7 a.m. to 6 p.m. Monday through Friday.

Catch the Traveling Exhibit

View the traveling historical education exhibit that will be on display at many state education conferences throughout 2004. The schedule for the traveling exhibit will be posted at www.texed150.com

Collaborate with Your Library in Celebration

Ask your local public library to display historical items it may have about education or area schools.

Ask Shops to Display Exhibits

In small towns, local retailers may be willing to place sesquicentennial exhibits in their store windows.

Advertise in the Newspaper

Ask your yearbook and school newspaper advertisers to include a sesquicentennial element in their advertisements.

Create Certificates to Recognize Individuals

Some individuals or groups may want to give recognition of the 150th anniversary in a tangible way. Provide a special certificate or memento to recognize those who give gifts of needed school equipment or who make contributions to your education foundation this year.



Learn About Texas History

Visit historical sites or museums to learn more about Texas history. Field trips to the Alamo, the Bob Bullock Texas History Museum or many other sites create memorable excursions for students. Remember that the siege of the Alamo occurred only 18 short years before the state began providing funding for public schools and created the fund that is today known as the Permanent School Fund.

Project **47**

LOCAL PROJECT LEADER

Hold a Children's Summit

Invite business and community leaders, parents and non-parents to address education reform, changes taking place in the schools and steps needed to prepare students for the 21st century. Invite participants to sign-up to serve on special committees to implement suggestions made at the summit.

Survey your community

Find out what your community thinks is working well with your schools and discover the areas that they believe need improvement.

Project **49**

LOCAL PROJECT LEADER

Develop a Visual Timeline of Events

Create a poster that shows important events that have occurred in your town over the past 150 years.

Add Links to Your Site

Link your webpage to www.texed150.com, the official website of the public education sesquicentennial and create a special local history section for your own website.

Timeline of Historic Events

1854

- The Common School Law of 1854 provided for the first state public school system in Texas (Centennial Handbook - Texas Public Schools 1854–1954, p. 1, Texas Education Agency).
- As a result of receiving \$10 million from the United States government in exchange for giving up claims to western lands claimed by the former Republic of Texas, Texas was able to retire the public debt of the Republic, and \$2 million was left over which the School Law of 1854 used to create a special fund for schools, which is known today as the Texas Permanent School Fund (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 41, TASB).

1854–1855

- In 1854–1855, the first annual per capita distribution from the newly created Texas Permanent School Fund was made in the amount of 62 cents (Centennial Handbook - Texas Public Schools 1854–1954, p. 1, Texas Education Agency).

1861

- State per capita payments were suspended due to the Civil War. The Permanent School Fund was depleted by loan defaults by the railroads, collapse of the confederate monetary system, and eventual loan of the fund to the war effort. Schooling, both public and private, virtually closed during the 1860s as the state suffered the effects of the Civil War and its aftermath (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 42, TASB).

1865

- The U.S. government institutes the Freedmen's Bureau to supervise the education of African-Americans after the Civil War. Operating in the South, the bureau offers classes from the elementary to college levels in traditional subject areas as well as civics, home economics and vocational training. By July 1886, Texas has 90 Freedmen's Bureau-operated schools.

1866

- In 1866, the Texas Constitution took two advanced steps in education: it legalized the appointment of a state superintendent of public instruction and required public school teachers to obtain certificates (Centennial Handbook - Texas Public Schools 1854–1954, p. 41, Texas Education Agency).

1867

- In 1867, George Peabody, the first great American educational philanthropist, set up the Peabody Education Fund and gave it \$2 million “to promote education in Southern States.” Gifts from the Peabody fund to local boards for the establishment of model schools did much to revive the public school system of Texas from 1874 to 1900 (Hall of Remembrance, The Heroes and Heroines of Texas Education, p. 42, The 1954 Selections, Sponsored by The Texas Heritage Foundation, Inc.).
- Ann Whitney, a true heroine of the frontier, saved the lives of all her pupils at the cost of her own life during a Comanche raid of her log cabin frontier school in the Leon Valley (Hall of Remembrance, The Heroes and Heroines of Texas Education, p. 51, The 1954 Selections, Sponsored by The Texas Heritage Foundation, Inc.).
- Bureau of Education, which later became the Office of Education, was established (Self-Evaluation Report Texas Education Agency, November 2003, p. II-1).

1869

- The Constitution of 1869, the reconstruction instrument, provided the framework for the most highly centralized public school system ever imposed in Texas, vesting statewide power in a state superintendent appointed by the governor and in a State Board of Education composed of the governor, comptroller, and state superintendent (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 43, TASB).
- The Constitution of 1869, among other matters, made provisions for: (1) the districting of counties, (2) local taxation, up to \$1 per \$100, as necessary to build schoolhouses and to maintain the districts’ schools, (3) compulsory attendance for children ages 8 to 14 for a four-month school year, and (4) permissive attendance by children ages 6 to 8. This so-called Carpetbag Constitution of 1869 was abolished in 1876 (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 43, TASB and Education in the States: Historical Development and Outlook).

1873

- Reconstruction ends and the Special School Fund becomes the Permanent School Fund, established specifically to assist public education.

1875

- In 1875, the independent school district was created, based on an act which authorized any incorporated city “to provide for the gratuitous education of all the children of scholastic age, within its limits” (Centennial Handbook - Texas Public Schools 1854–1954, p. 44, Texas Education Agency).

1876

- In 1876, after the Civil War and Reconstruction, the new state constitution set aside 45 million acres of public domain for school support and directed that the income from the new Permanent School Fund be invested in bonds (TEA Web site – History of Public Education in Texas, www.tea.state.tx.us/tea/history.html).
- In the Constitution of 1876, the state superintendency of public instruction in Texas was abolished entirely (Centennial Handbook - Texas Public Schools 1854–1954, p. 57, Texas Education Agency).

1876–1883

- Rufus C. Burleson, a leading educator and former president of Waco and Baylor universities, was employed as a state agent to visit every part of Texas and exhort the people to support the cause of public education. He overcame opposition to public schools, partly by proposing ways to improve teaching (Centennial Handbook - Texas Public Schools 1854–1954, pp. 40 and 46, Texas Education Agency; The Texas State Historical Association, Handbook of Texas Online: www.tsha.utexas.edu/handbook/online/articles/view/MM/fmc6.html).

1879

- Certification law establishes three classes of teaching certificates. The highest level, a “first-class certificate,” requires examination in “school discipline and methods of teaching.”

1883

- O.M. Roberts, former chief justice of the Texas Supreme Court (1864) and later governor (1879–1883), has been called the Thomas Jefferson of Texas education and credited with accomplishing more for public education in Texas than any other individual. He provided the impetus that led to the Constitutional Amendment in 1883, which finally brought about the districting of Texas schools. He led in the establishment of The University of Texas in 1881 and its opening in 1883 (Centennial Handbook - Texas Public Schools 1854–1954, p. 47, Texas Education Agency; Hall of Remembrance, The Heroes and Heroines of Texas Education, p. 45, The 1954 Selections, Sponsored by The Texas Heritage Foundation, Inc.).

1884

- In 1884, the state superintendency of public instruction, which was abolished in Texas in 1876, was restored but only as an elective functionary with a term of two years (Centennial Handbook - Texas Public Schools 1854–1954, p. 57, Texas Education Agency).

1885

- In 1885, a system of accreditation was created whereby high schools sent selected test papers for examination by the faculty of The University of Texas, and if found satisfactory, the school was considered to be affiliated with the university and its graduates were admitted without examination (TEA Web site – History of Public Education in Texas, www.tea.state.tx.us/tea/history.html).

1886

- Oscar H. Cooper became state superintendent of public instruction (1886–1890). He later served as the superintendent of public schools of Galveston and as president of Baylor University and Simmons College (Hall of Remembrance, The Heroes and Heroines of Texas Education, p. 22, The 1954 Selections, Sponsored by The Texas Heritage Foundation, Inc.).
- N.H. Hunsdon of Washington University initiated the first regular manual training program in the public school system of Texas. His program was developed in the Austin public schools and was widely copied throughout the South (The Texas State Historical Association, Handbook of Texas Online: www.tsha.utexas.edu/handbook/online/articles/view/MM/fmc6.html).

1887

- R.T. Milner, a teacher in Rusk County for 15 years, became a member of the legislature (1887–1892) and as chairman of the Committee on Education wrote the law that required the teaching of Texas history in the public schools (Hall of Remembrance, The Heroes and Heroines of Texas Education, p. 40, The 1954 Selections, Sponsored by The Texas Heritage Foundation, Inc.).

1893

- Olga Kohlberg persuades the El Paso Board of Education to open the state's first public kindergarten.

1894

- In 1894, Gregory School (or Gregorytown School) in Austin was renamed Blackshear Elementary after Edward Lavernia Blackshear, first administrator of African-American schools in Austin who later served as head of today's Prairie View A&M for 20 years (The Austin Chronicle Politics: Loving and Fighting, www.austinchronicle.com/issues/dispatch/2002-06-28/pols_feature.html).

1900

- In 1900, there were 526 independent school districts in Texas in which the high school replaced the earlier academy; in 2003, there are 1,037 (TEA Web site – History of Public Education in Texas, www.tea.state.tx.us/tea/history.html).

1903

- In 1903, the legislature created a state textbook selection board to approve state-adopted texts; however, financing of the textbooks remained a responsibility of individual parents. For many decades, students had merely brought to school such books as were available in the home or could be borrowed; the lack of uniformity became a concern of the state (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 49, TASB).

1904

- Paul Whitfield Horn, superintendent of Sherman schools from 1897 to 1904, left Sherman to head the Houston schools, which under his leadership achieved national recognition, including the introduction of the junior high school plan. In 1922, he became president of Southwestern University and in 1924 became the first president of Texas Technological College (The Texas State Historical Association, Handbook of Texas Online, www.tsha.utexas.edu/handbook/online/articles/view/HH/fho59.html).

1907

- The Conference for Education in Texas was created through the leadership of W.S. Sutton, professor of education, The University of Texas, and other notable leaders, which in five years of activity brought about a transformation in the rural schools of the state (Centennial Handbook - Texas Public Schools 1854–1954, p. 50, Texas Education Agency).

1909

- Ella Caruthers Porter served as the first president of the Texas Congress of Parents and Teachers (Texas PTA), which was organized as the Texas Congress of Mothers and Parent-Teacher Associations in Dallas on October 19, 1909. The headquarters moved from Dallas to Austin in 1921, and the name of the organization was changed in 1931 to the Texas Congress of Parents and Teachers (The Texas State Historical Association, Handbook of Texas Online, www.tsha.utexas.edu/handbook/online/articles/view/TT/kat2.html).

1910

- The Biennial Report of the State Department of Education issued by F.M. Brawley placed the spotlight on rural schools as follows: “The seating capacity of the rural schools was only 373,027 for 598,618 children. If all had attended school on the same day, 225,591 would have no seats or desks” (Centennial Handbook - Texas Public Schools 1854–1954, p. 51, Texas Education Agency).

1911

- In an effort to make common or rural schools equal with those in the independent or urban districts, a rural high school law was passed which established county boards of education and permitted creation of rural high schools

and the consolidation of common school districts (TEA Web site – History of Public Education in Texas, www.tea.state.tx.us/tea/history.html).

- A law was passed permitting local school boards to expend state-derived monies for textbooks on the approved lists, which previously had remained a responsibility of individual parents (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 49, TASB).

1912

- The University of Texas Interscholastic League was founded, which brought about the sensational development of high school sports in Texas (Centennial Handbook - Texas Public Schools 1854–1954, p. 20, Texas Education Agency).

1913

- More than 75 percent of the schools were one-teacher schools, and more than 2,000 ran less than three months during the year. In addition, more than 46 percent of the students were absent every day, and more than 50,000 white students did not enroll in any school (Centennial Handbook - Texas Public Schools 1854–1954, p. 51, Texas Education Agency).

1914

- Texas was one of five states that did not have a comprehensive compulsory attendance law. Gov. James E. Ferguson recommended the passage of this important measure and the law was enacted in 1915 (Centennial Handbook - Texas Public Schools 1854–1954, p. 52, Texas Education Agency).

1915

- The Texas Legislature expanded rural high school aid, eventually leading to a proliferation of rural high school districts (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 49, TASB).
- Texas enacts its first compulsory attendance law. Students were required to attend school for 60 days in 1916-1917; 80 days in school year 1917-1918; and 100 days beginning in 1918-1919 (The Story of Texas Schools, p. 406).

1918

- Annie Webb Blanton, first woman president of the Texas State Teachers Association, was elected as state superintendent of public instruction and became the first Texas woman elected to statewide office. Under her leadership, The Better Schools Campaign passes a Constitutional amendment that raised the ad valorem state tax for school purposes to provide for free textbooks (Centennial Handbook - Texas Public Schools 1854–1954, pp. 51–52, Texas Education Agency; The Texas State Historical Association, The Handbook of Texas Online, www.tsha.utexas.edu/handbook/online/articles/view/WW/khwku.html).

1923

- In 1923, the legislature authorized Texas' first school survey, which brought in out-of-state experts to examine the public school system (Centennial Handbook - Texas Public Schools 1854–1954, p. 53, Texas Education Agency).
- Starlin Marion Newberry Marrs, state superintendent of public instruction from 1923 to 1932, was instrumental in a 35 percent increase in per capita support for the public school population, induced the legislature to establish an appointed State Board of Education composed of laymen, and brought about a reduction of the age for entering school by one year (Hall of Remembrance, The Heroes and Heroines of Texas Education, p. 37, The 1954 Selections, Sponsored by The Texas Heritage Foundation, Inc.; The Texas State Historical Association, Handbook of Texas Online, www.tsha.utexas.edu/handbook/online/articles/view/MM/fma51.html).

1928

- A constitutional amendment was passed that changed the composition of the State Board of Education to a State School Board of nine members to be appointed by the governor with the approval of the Senate (Centennial Handbook - Texas Public Schools 1854–1954, p. 53, Texas Education Agency).
- Lyndon Baines Johnson earns his elementary teaching certificate and serves as principal and teacher for one year at the Welhausen School in Cotulla.

1929

- In 1929, the legislature was finally induced to make provisions for kindergarten in public schools (Centennial Handbook - Texas Public Schools 1854–1954, p. 57, Texas Education Agency).

1935–1936

- In 1935–1936, there were 6,953 school districts, including 5,938 common school districts, enrolling an average of 65 students. The 1,015 independent districts had an average enrollment of 800+ students. The State Board of Education commissioned a thorough study of school district consolidation with the financial support of the Works Progress Administration [WPA] (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 51, TASB).

1936

- Department of Agriculture begins providing schools with surplus farm commodities for school lunches.
- The State Board of Education authorizes a statewide adequacy survey to assess conditions in schools across the state in an effort to reorganize and consolidate school districts.

1938

- In 1938, the State Board of Education issued its “Report of the Results of the Texas Statewide School Adequacy Survey,” the result of a three-year study. The massive report proposed the most radical and detailed school district consolidation plan ever formulated in the state’s history. However, the plan was resisted by conservative elements and was not implemented on a systematic basis (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 51, TASB).

1947

- In 1947, the Gilmer-Aikin Committee was formed by the Texas Legislature and charged with the responsibility of developing major education reforms, particularly in the area of public school finance. By necessity the committee studied the efficiency of the district structure (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 51, TASB).

1948

- In 1948, the Gilmer-Aikin Committee issued a report, “To Have What We Must,” setting forth proposals for school district reorganization (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 51, TASB).
- A district judge rules against the segregation of Mexican-American children in the public schools in *Delgado vs. Bastrop ISD*.

1949

- State Sen. A.M. Aikin, Jr. and state Rep. Claud Gilmer helped to enact the Gilmer-Aikin Law of 1949, which established the Texas Education Agency; changed the existing State Board of Education from a nine-member body appointed by the governor to a board of 21 members elected by popular vote; abolished the elected office of state superintendent of public instruction and created the office of commissioner of education who is appointed to a four-year term by the State Board of Education; abolished the traditional per capita system of distributing education funds and adopted in its place a funding plan based on an economic index and established the state’s first minimum salary schedule for teachers (The New Handbook of Texas, Volume 2, p. 789, The Texas State Historical Association, 1996; Centennial Handbook - Texas Public Schools 1854–1954, p. 58, Texas Education Agency).

1950

- In March 1950, J. W. Edgar was sworn in as the first Texas Commissioner of Education. He served as commissioner until 1974 (Texas School Administrator, TASA Milestones, p. 7, June 2000).

1954

- Supreme Court in *Brown vs. Board of Education in Topeka* bans racial segregation in public schools.
- U.S. Congress bestows Texas clear title to its submerged coastal lands to a distance of 10.35 miles. All land within that limit became the Texas Permanent School Fund lands. All of the proceeds from the sale or rental of those lands become the corpus of the Fund (Self-Evaluation Report Texas Education Agency, November 2003, p. II-1).

1958

- In 1958, the Hale-Aikin Committee again studied the prospects for consolidation of school districts into more efficient units, but again without results (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 51, TASB).
- The National Defense Education Act (NDEA) was passed in response to the new Soviet threat after the launching of Sputnik I, and its funds were to be used for the areas of science, mathematics, and modern foreign languages (Texas School Administrator, TASA Milestones, p. 7, June 2000).

1961

- The State Board of Education is authorized to invest the Permanent School Fund in corporate securities, including corporate bonds and common stock (Self-Evaluation Report Texas Education Agency, November 2003, p. II-1).

1963

- In 1963, the Vocational Education Act provided for expansion of vocational training opportunities to include office and health occupation programs, along with the current training in agriculture, homemaking, distribution, and industrial education (Texas School Administrator, TASA Milestones, p. 7, July/August 2000).
- Supreme Court in *Abington vs. Schempp* bans public school prayer.

1964

- Head Start, the U.S. educational program for disadvantaged preschool children, is established.
- The Laredo United Consolidated School District begins Texas' first bilingual education program.

1965

- Congress passed what was then the largest-ever appropriation to education—The Elementary and Secondary Education Act (ESEA). It provided aid to public schools through five categories or titles of funding: Title I—Underprivileged children; Title II—Libraries, textbooks, and media support;

Title III—Supplementary education center; Title IV—Education research; and Title V—State Department of Education (Texas School Administrator, TASA Milestones, p. 7, July/August 2000).

1967

- In 1967, 20 regional education service centers were founded to act as state-supported regional media lending libraries and resource centers for instructional materials (Texas School Administrator, TASA Milestones, p. 7, July/August 2000).
- The Prairie View Interscholastic League, the governing body for interscholastic competition among Texas' public high schools for African-American students, begins to integrate into the UIL.

1968

- An Edgewood ISD parent Demetrio Rodriguez files a class action lawsuit in federal court challenging the Texas school finance system. The state lost the lawsuit at the district court level, but the U.S. Supreme Court reversed the lower court ruling and found the Texas funding system to be constitutional (Texas School Administrator, TASA Milestones, p. 7, July/August 2000 and *The Edgewood Drama: An Epic Quest for Education Equity*, pp.621-624).
- The Governor's Committee on Public School Education, appointed by Gov. John Connally in 1965 to develop a long-range plan to bring Texas into national leadership in public education, issues its report, "The Challenge and the Chance," in which it recommended sweeping changes in all areas of public education (Journal of Texas Public Education, Vol. 1, Winter 1993, p. 52, TASB).

1970

- In 1970–1971, a minimum of 180 days of actual classroom instruction was mandated by the State Board of Education (Texas School Administrator, TASA Milestones, p. 7, September 2000).
- Supreme Court in *Serrano vs. Priest* rules that the quality of a child's education cannot be dependent on the wealth of a local school district.
- In *United States v. Texas*, a U.S. district court in East Texas orders the Texas Education Agency to assume responsibility for desegregating Texas public schools. All public schools are prohibited from assigning students to schools based on race, from discrimination in extracurricular activities and personnel practices, and from operating segregated bus routes. *Cisneros v. Corpus Christi Independent School District* extends the U.S. Supreme Court's decision in *Brown v. the Board of Education* to Mexican-Americans, recognizing them as a minority group that could be and was discriminated against, and ruling that such discrimination and segregation is unconstitutional.

1971

- Supreme Court rules unanimously that busing of students may be ordered to achieve racial desegregation.

1973

- Senate Bill 803 provided for regional day school programs for the deaf with the state divided into five areas for administrative purposes (Texas Education Agency Biennial Report 1980–1982, Highlights from a Decade of Change, p. 1).
- Senate Bill 121 required bilingual programs in schools with 20 or more limited English speaking children in the same grade, beginning with the first grade in 1974 and increasing one grade each year to the sixth grade (Texas Education Agency Biennial Report 1980–1982, Highlights from a Decade of Change, p. 1).
- Gov. Dolph Briscoe signs the Bilingual Education and Training Act. It requires Texas elementary schools enrolling 20 or more students of limited English ability in a given grade level to provide bilingual instruction, therefore abolishing English-only teaching requirements dating back to 1918. This ends decades of “no-Spanish rules” under which students who were overheard speaking Spanish were subject to fines (a penny for every Spanish word), forced to stand on a “black square” or made to write “I must not speak Spanish” (www.txed150.com).

1975

- House Bill 1126 provides the first state compensatory funds; increased the Foundation School Program; provides state equalization aid to poor districts; allowed school district contributions to the Foundation School Program to be determined by market value of taxable property; amended bilingual education requirements to include kindergarten in the mandated program; continued the mandated bilingual program through the third grade; and authorizes school districts to offer bilingual education in the fourth and fifth grades with state support for these two years of local option programs (Texas Education Agency Biennial Report 1980–1982, Highlights from a Decade of Change, p. 1).
- The School Tax Assessment Practices Board is created during a special session of the 65th Texas Legislature to determine, on a statewide basis, the property wealth of school districts.

1977

- Senate Bill 1 provided increases in school district funding, state equalization for poor districts, new standards for local tax administration and the Tax Assessment Practices Board, requires workbooks, fees, and other mandatory course costs to be paid by the districts; reduces in-service and preparation time from 10 days to eight; and set up the Legislative Commission of Public School Finance to report to the governor and 66th Texas Legislature in January 1979 (Texas Education Agency Biennial Report 1980–1982, Highlights from a Decade of Change, p. 1).

1979

- Senate Bill 350 provides major increases in state funding; requires criterion-referenced tests to assess minimum skills in reading, writing, and mathematics for third, fifth, and ninth grade students; provides for gifted/talented demonstration programs; provides state aid for rapid growth districts; set up a balanced cycle system for adopting textbooks; and provides minimum staffing for school districts with 1,000 or fewer students. The test mandated in this bill became known as the Texas Assessment of Basic Skills (TABS), which was given from 1980 to 1984 (Texas Education Agency Biennial Report 1980–1982, Highlights from a Decade of Change, p. 1).
- House Bill 1060 provides reimbursement money to replace ad valorem tax revenues lost by school districts because of mandated exemptions, enabling legislation for the tax relief amendment of 1978 (Texas Education Agency Biennial Report 1980–1982, Highlights from a Decade of Change, p. 1).
- Senate Bill 621 establishes central tax appraisal districts (Texas Education Agency Biennial Report 1980–1982, Highlights from a Decade of Change, p. 1).
- Congress establishes U.S. Department of Education.

1981

- House Bill 246 mandates that a statewide curriculum be created, which results in the Essential Elements curriculum.

1984

- The Texas Legislature passes House Bill 72, a sweeping education reform that created a 22:1 student-teacher cap on enrollment in kindergarten through fourth grade; a career ladder pay plan for educators; a “no pass-no play” rule that prohibits students from participating in extra-curricular activities if they fail any classes; and temporarily created a 15-member appointed State Board of Education, replacing a 27-member elected board.
- A group of property-poor school districts file a lawsuit alleging that the state’s school finance system discriminates against students in low-wealth school districts. This lawsuit, then called *Edgewood v. Bynum*, ultimately results in the Texas Supreme Court declaring the funding system unconstitutional.

1985

- The Texas Educational Assessment of Minimum Skills (TEAMS) replaces the Texas Assessment of Basic Skills (TABS) exam. Along with this change comes a requirement that students must pass the exit-level TEAMS test, beginning with the Class of 1987, in order to receive a high school diploma.

1987

- State District Judge Harley Clark of Travis County declares the state’s school finance system unconstitutional and orders the Texas Legislature to restructure it.
- Texas voters support the reinstatement of an elected State Board of Education and new board members are elected in November 1988.

- Data are collected for the first time through the Public Education Information Management System (PEIMS) (Self-Evaluation Report Texas Education Agency, November 2003, p. II-1).

1989

- The Texas Supreme Court unanimously strikes down the school finance system.

1990

- In June 1990, the Texas Legislature revised the public school funding system to attempt to address a court mandate to equalize funding, but a Travis County district court later that year rules that the system is still inequitable and unconstitutional.
- A more rigorous state test called the Texas Assessment of Academic Skills (TAAS) is introduced, replacing the Texas Educational Assessment of Minimum Skills (TEAMS). TAAS will be the yardstick by which student performance is measured for the next 12 years.

1991

- In January 1991, the Texas Supreme Court rules that the Senate Bill 1 funding system was unconstitutional (Field Trip Statistics, Intercultural Development Research Association, www.idra.org/Newsletters/Fieldtrip/2000/statsmar.htm).
- In May 1991, the Texas Legislature adopted Senate Bill 351 creating a County Education District-based funding system (Field Trip Statistics, Intercultural Development Research Association, www.idra.org/Newsletters/Fieldtrip/2000/statsmar.htm).
- The governor, for the first time, appoints the commissioner of education. Gov. Ann Richards appoints Lionel “Skip” Meno to the commissioner’s post.

1992

- In March 1992, nearly 500 Texas superintendents attended a Superintendent Summit (the first of its kind to address the school finance issue) held by the chairman of the Senate Education Committee.
- The Texas Supreme Court rejects the school finance plan adopted in Senate Bill 351, ruling that it created an unconstitutional statewide tax and levies an ad valorem tax without an election.

1993

- In May 1993, the legislature adopted Senate Bill 7 revising the state funding system; wealthy districts were provided five options to reduce wealth; criteria are established to create ratings for an accountability system, including district performance on the Texas Assessment of Academic Skills (TAAS), attendance, dropouts, and other criteria; and procedures were outlined for the removal of students to alternative education centers (Field Trip Statistics, Intercultural Development Research Association, www.idra.org/Newsletters/Fieldtrip/2000/statsmar.htm).

1995

- The Texas legislature passes a major rewrite of Texas public education laws. This bill (Senate Bill 1) increased local control and provided opportunities for local ownership in the education process by the legislation's provisions for charter school and home rule education. The bill also granted teachers the authority to remove disruptive students from class and—subject to review by a campus committee—to veto their return to class (Texas Public Schools Week Kit, TSPRA, March 2003).
- As a result of Senate Bill 1, student suspension time was decreased under the no-pass/no-play rule from six weeks to three weeks (Texas Public Schools Week Kit, TSPRA, March 2003).
- In May 1995, the Texas Supreme Court upholds the constitutionality of the school funding system created by Senate Bill 7, which includes a share-the-wealth provision (Field Trip Statistics, Intercultural Development Research Association, www.idra.org/Newsltr/Fieldtrp/2000/statsmar.htm).
- In May 1995, limited funding is provided to help equalize facilities funding (Field Trip Statistics, Intercultural Development Research Association, www.idra.org/Newsltr/Fieldtrp/2000/statsmar.htm).
- In May 1995, the State Board for Educator Certification is created (Field Trip Statistics, Intercultural Development Research Association, www.idra.org/Newsltr/Fieldtrp/2000/statsmar.htm).

1996

- The State Board of Education authorizes the creation of the state's first 20 charter schools.

1997

- The legislature authorizes the State Board of Education to award an additional 100 open enrollment charter school slots and an unlimited number of charter schools for at-risk students (Texas Public Schools Week Kit, TSPRA, March 2003).
- After several years of work and study, new curriculum standards called the Texas Essential Knowledge and Skills (TEKS) are approved by the State Board of Education. Those standards replaced the Essential Elements curriculum.

1999

- The legislature increases state funding for public education by \$3.89 billion, the largest funding increase in the state's history. Included in that amount is funding to provide a \$3,000 salary increase for teachers, counselors, librarians, and school nurses. The basic per-pupil allotments sent from the state's Foundation School Program to local school districts also was increased from \$2,396 per pupil to \$2,537 per pupil. In addition, lawmakers provide \$500 million in equalized state funds to help school districts pay off bonds issued for construction of school facilities and earmarked \$300 million for kindergarten, pre-kindergarten, Head Start, and ninth grade dropout intervention/prevention programs (Texas Public Schools Week Kit, TSPRA, March 2003).

- Continuing education credits are required to renew Texas teaching certificates issued after September 1, 1999.
- The Texas Legislature enacts House Bill 4, establishing the Student Success Initiative, which will ultimately require students to pass state tests at certain grade levels in order to be promoted to the next grade (Measuring Up: Explanation of Overview, Texas Business and Education Coalition, www.tbec.org/PEPrecommendations.htm).

2001

- In 2001, lawmakers toughen testing and promotion requirements, beginning with the 2002–2003 school year. The more rigorous assessments are aligned with the student learning standards, the Texas Essential Knowledge and Skills (TEKS), adopted by the State Board of Education in 1997 (Measuring Up: Explanation of Overview, Texas Business and Education Coalition, <http://www.tbec.org/PEPrecommendations.htm>).
- In June 2001, the Texas Education Agency announces that the new student assessment instruments scheduled to replace those administered under the Texas Assessment of Academic Skills (TAAS) in 2003 will be named the Texas Assessment of Knowledge and Skills or TAKS (TASA XPress News, June 28, 2001).
- Senate Bill 430 establishes the Texas School Safety Center as a permanent entity. The center was created in 1999 following the shooting at Columbine High School and is designed to serve as a resource to districts that are developing and implementing policies and programs for safe learning environments (TASA XPress News, June 28, 2001).
- In July 2001, Travis County District Court Judge Scott McCown dismisses a lawsuit filed by property wealthy school districts asking him to declare the state-imposed \$1.50 Maintenance and Operation ad valorem tax cap an unconstitutional state property tax (TASA XPress News, July 12, 2001).
- In September 2001, Lieutenant Gov. Bill Ratliff and House Speaker Pete Laney announce membership of the Joint Select Committee on Public School Finance, which is charged with “conducting a comprehensive review of the structure of the Texas public school finance system, including facilities and transportation issues; the method used to fund public schools; and the criteria used to determine state payment to school districts” (TASA XPress News, September 5, 2001).
- After the 2001 Legislative Session, Gov. Rick Perry signed Senate Bill 218 that established the nation’s first public school fiscal accountability system, beginning with the 2003–04 school year (Measuring Up: Explanation of Overview, Texas Business and Education Coalition, www.tbec.org/PEPrecommendations.htm).
- The legislature created a cap of 215 open-enrollment charter schools, with no “at-risk” distinction. The legislature also passes a law prohibiting a school district from beginning instruction before the week in which August 21 falls unless it receives a waiver from the Texas Education Agency (Texas Public Schools Week Kit, TSPRA, March 2003).

2002

- In January 2002, the No Child Left Behind Act (NCLB) is signed into law, which authorized appropriations through fiscal 2007 (school year 2007–2008). This law represents perhaps the most sweeping federal reform in education since the original Elementary and Secondary Education Act of 1965 (TASA XPress News, November 7, 2002).
- Felipe Alanis, in March 2002 becomes the first Hispanic Texan to be appointed commissioner of education.
- Annual accountability ratings show that a record 1,908 schools earned the highest accolade, exemplary accountability rating, up from 1,571 the previous year (TASA XPress News, August 1, 2002).
- The state implements health insurance plan for Texas teachers.

2002–2003

- The Texas Assessment of Knowledge and Skills (TAKS) test is administered for the first time to students in grades 3 through 11. This test, designed specifically to assess students' understanding of the Texas Essential Knowledge and Skills (TEKS), has an additional requirement for students in the area of promotion—the Student Success Initiative (SSI). Students enrolled in the 3rd grade must pass the reading section of the TAKS test in order to be promoted to the 4th grade. They have a total of three chances to pass the reading exam. If promotion is denied, an appeal process is available. In future years, there will be additional promotion requirements for students in the 5th and 8th grades. The exit-level exam, which students must pass to graduate, along with their coursework, moves from 10th grade to 11th grade (Texas Public Schools Week Kit, TSPRA, March 2003).

2003

- Senate Bill 83 requires that schools provide for the observance of one minute of silence each day following recitation of the pledges of allegiance to the United States and Texas flags. During the minute of silence, students may pray, meditate, reflect, or engage in any other silent activity that is not likely to interfere with or distract another student (TASA XPress News, May 29, 2003).
- The 78th Legislature votes to sunset the current school funding system and replace it by 2005. A state committee conducts a study to define an “adequate education.”
- Voters narrowly approve a constitutional amendment to allow distribution of a portion of the Permanent School Fund's market value. Previously, only the interest could be spent; any capital gains had to be reinvested.
- As part of the No Child Left Behind requirements, schools are evaluated to determine whether they are making “Adequate Yearly Progress” and whether they are “persistently dangerous.”

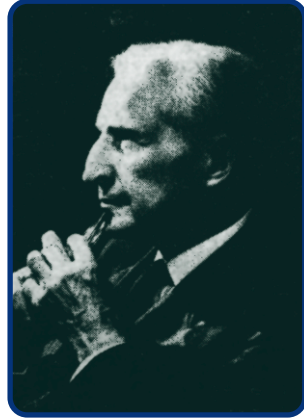
2004–05

- Shirley J. Neeley becomes the first appointed female commissioner of education.
- Beginning with the Class of 2005, Texas students must pass the 11th grade exit-level Texas Assessment of Knowledge and Skills (TAKS), along with their classes, in order to receive a high school diploma. This new higher graduation standard is part of Senate Bill 103 enacted in 1999 (Measuring Up: Explanation of Overview, Texas Business and Education Coalition, www.tbec.org/PEPrecommendations.htm).
- Beginning with the entering 9th grade class of 2004–05, students will be required to begin high school with a plan to complete the state's Recommended High School Program. This requirement is part of House Bill 1144 enacted in 2001, that also established the Texas Math Initiative that supports improved instruction in grades 5 through 8 (Measuring Up: Explanation of Overview, Texas Business and Education Coalition, www.tbec.org/PEPrecommendations.htm).

THE FIRST CENTURY OF PUBLIC EDUCATION IN TEXAS

EDITOR'S NOTE

Highlights of Texas' educational history are described in the following sketch written in 1954 by Dr. Frederick Eby, noted Texas philosopher and educational historian. It was Dr. Frederick Eby's suggestion and inspiration that led to the formal designation of 1954 as the Centennial Year of the founding of our public school system.



*Dr. Frederick Eby
The University of Texas*

BY FREDERICK EBY

The 100th birthday of our public school system, on January 31, 1954, will be a time for celebration. It will mark the Centennial of what was perhaps the most significant event in our State's educational history.

Many other important events have occurred, in the unique, rugged, and often dramatic development of public education in Texas. To appreciate fully our great educational heritage, it is necessary to trace some of the important developments that preceded January 31, 1854.

The first school on Texas soil, other than a mission or parish school, was established at Laredo in 1783 for the purpose of civilizing and Christianizing the American Indians. The Spanish Missions, such as the Alamo, had education programs particularly in view. Texas was an outpost of Spanish American civilization from the 17th to the 19th century, and the Church benevolently persuaded the Spanish king that schools for the Indians were necessary. Spain's feeble colonization efforts produced merely the beginning of elementary education.

The Mexican Government having authority over Texas from 1821 until 1836 authorized a municipal system of education which had some good features. It was inspired by several new educational movements in the Old World. However, the

Mexican population in Texas was too poor to join in the pursuit of culture and the Anglo-Americans who settled here brought along their own ideas of education. Little use was made, therefore, of the educational provisions in the laws of the State of Coahuila-Texas. A school survey by Almonte in 1834 records schools at San Antonio, Brazoria, Nacogdoches, San Augustine, and Johnsburg.*

Spanish, French, Mexican, and German influences were intermingled in the evolution of public education in Texas, but above all, the development provided a battleground for conflicting Anglo-American cultural patterns.

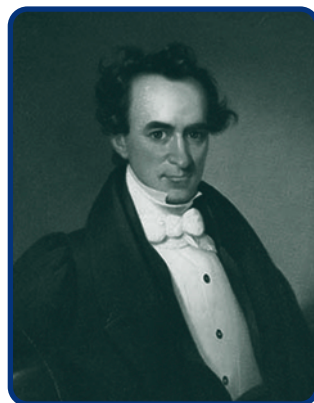
EDUCATION DURING THE REPUBLIC

The Texas Declaration of Independence of March 1836, contained this ringing proclamation and charge against the Mexican government:

It has failed to establish any public system of education, although possessed of almost boundless resources, (the public domain), and although 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.

No other state in all history had been established with such a clear cut philosophy of government and such a resounding educational aim. These few words epitomized the result of the long struggle of the British and French peoples for liberty, and the deep conviction that continued liberty is impossible apart from the enlightenment of the human mind.

The age was ripe with plans to improve humanity. The German philosopher Kant set forth the sublime doctrine of the dignity of the human personality. The equalitarian doctrine of the American Constitution and the British abolition of slavery were leading to dramatic consequences. Pestalozzi, the impassioned Swiss school teacher, convinced the world that universal elementary education was the only means for the betterment of mankind.



Stephen F. Austin,
Father of Texas, 1821

*See p. 92 of Eby's *EDUCATION IN TEXAS: SOURCE MATERIALS*. San Antonio had a school from 1826 to 1834 (pp. 55-83), Nacogdoches from 1828 to 1834 (pp. 41 -50); Goliad, (pp. 50-55); Gonzales, (pp. 83-85); San Felipe de Austin from 1828 to 1831 (P. 118).

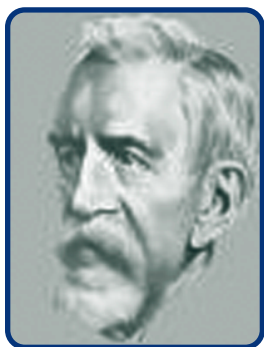
To Texas pioneers, the accepted method of founding educational institutions was to endow them with large tracts of land. The founders of Texas were inspired by the vision of an empire where every child would receive a general education on the bounty of their state – the greatest, richest unoccupied territory an earth. Not only its soil but also “its forests and minerals,” according to Ezekiel W. Cullen,* depended for their discovery and utilization upon the intellectual and moral cultivation of the people. Thus the early settlers realized that the physical resources of Texas were tied up with the boundless undeveloped mental and spiritual capabilities of her people.



Mirabeau B. Lamar,
President, Republic of Texas,
Father of Education in Texas, 1839

The vast territory of rich soil open to colonization and the salubrious climate appealed to many idealistic spirits. Robert Owen, motivated by Pestalozzian ideas, asked the Mexican government to give him Texas for an experiment in social reform by means of education. Northern and Southern preachers and teachers were engaged in a great Christian missionary movement that swept over the United States (1815-1840). They looked upon Texas as their greatest challenge, both because of the size of the state and because Texas was the gateway to the Latin-American world. Social conditions would be pliable, thus furnishing the choicest opportunity in all the world for effective achievements for humanity. Others less altruistic saw the chance for making a fortune, or for rearing a family in a new land.

Stephen F. Austin, wise colonizer, was an ardent advocate of schools. Sam Houston, colossal spirit in so many ways, was too busy to become deeply interested in founding a public system of education. Mirabeau B. Lamar, dreaming of a vast new Empire, was eager to do for Texas what Jefferson had done for Virginia. George C. Childress, author of the Texas Declaration of Independence, evidenced a strong belief in state-controlled education. A. J. Yates, a former government professor in a New York college, was possibly the wealthiest and certainly the best informed of the Texas pioneers interested in a system of public schools. Among the leaders of the Republic of Texas were a remarkably high proportion of college graduates.



Ashbel Smith, leader
in Texas Education for half
a century

**Cullen was chairman of the House Committee on Education for the Republic of Texas in 1839. This Committee on January 4, 1839, declared “it is one of the first and paramount duties of congress to provide a system of general education where every class can like receive the benefits and blessings of education.”*

Many of them were social and cultural reformers burning with missionary zeal to build a new and better civilization.

Fabulously rich in unoccupied land but lacking in coin, the great-hearted Texans proposed to found a school system, from the primary grade through the university, entirely on the bounty of the state. The “boundless resources” dedicated to the education of oncoming generations would, they believed, make the imposition of fees or taxes forever unnecessary. What a glorious prospect! Only gradually did these empire-builders re-awaken to the sad fact that schools cannot subsist on land alone, especially when the land brings ten cents or less per acre. The only school established by the land grant policy adopted by the Texas Congress of 1839-40 was the semi-public San Augustine University. Nacogdoches University was financed from the sale of four leagues of land endowed by the Mexican regime in 1833. The first elementary schools established on the state’s bounty were opened in San Antonio (1853) on means provided by the same Mexican regime.

In the 1840’s many discordant views of education alternately simmered and bubbled in Texas.

1. Christian educators, the earliest on the scene, began to establish local universities, colleges, and academies. Many people believed in schools conducted by the churches, but endowed and paid for by the state. This policy was tried, but resulted in tragic consequences and had to be abandoned because of sectarian rivalry.
2. Most early cities and towns wrote into their charters provision for the establishment of schools. Among these were San Antonio (1837), Austin (1839), Goliad (1838), and Gonzales (1839), but none of them established a municipal school.
3. Private teachers and local groups eager to build their communities promoted many schools.
4. The Masonic Order was the most aggressive factor of all in establishing local schools, and in working for a general state system of schools.
5. Thousands of Germans settled in south and middle Texas from 1832 onward. Having been educated in the state schools and universities of the Fatherland, they eagerly supported the movement for public schools, and were among the first to provide instruction facilities for their children.
6. By far the largest proportion of Anglo-Americans who came to Texas adhered to the doctrine that education is entirely a family prerogative; intervention by the state they considered an affront to personal dignity, and admissible only as a charity. They stoutly opposed school taxes except to pay tuition for the indigent and orphaned.

7. Another group, not so large in numbers, was eager for a genuine system of public schools, state supported and state controlled.
8. Many of the poorer immigrants were indifferent to the education of their children.
9. Finally there were those who were wholly opposed to utilizing the State's wealth for the support of schools.

Universities and Schools



Marshall University, 1851

During the Republic, 19 institutions were chartered and all but two were put into operation. The most aggressive of these were Independence Academy (near Brenham), the University of San Augustine, Rutgersville College (near La Grange), McKenzie Institute (Clarksville), Marshall University, Baylor University, and Nacogdoches University.

Probably hundreds of unchartered private schools were in operation. Music teachers were active, but little is recorded about efforts to supply literacy and the fine arts to the children of the Republic of Texas.

II. Developments from 1845 to 1854

The article on education in the State Constitution of 1845 was a perfect model of expedient compromise. It had none of that undaunted enthusiasm for state education that characterized the men of 1836. A few definite steps were taken, however, toward a system of public schools. Ten percent of the state's annual revenue was

designated by law as “a perpetual fund” to be used to educate children of indigent parents. This was a charity and was generally accepted without opposition.

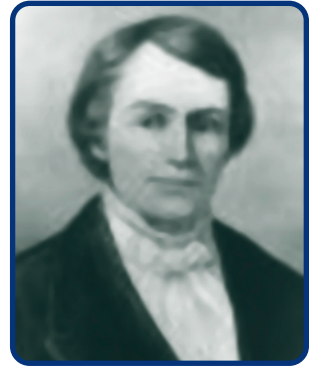
Special acts were passed by the legislature authorizing the following cities and counties to levy taxes for the support of free schools: Galveston (1846); Corpus Christi (1846); and the County of Galveston (1848). Galveston launched the first municipal school supported by taxation. The superintendent and corps of teachers were from the New Orleans schools. The system lasted no more than two or three years. Every governor of the state during this period insisted that the Legislature should establish a system of schools, but nothing was done until 1854.

III. The Establishing of the First Public School System

The two problems that aggravated the rapidly expanding Southwest in 1850 were transportation and schools. Although unrelated, as social needs the two came to be closely associated in their solutions.

In 1847 the population of Texas (estimated at 142,000) was scattered in centers widely separated from each other. The early colonists settled along the rivers, both for ease of transportation and because it was very important to be near a sure supply of water for man and beast. The Red, Sabine, and Brazos rivers, the Bayou at Houston, and the Gulf Coast appealed to the first settlers.

The ending of the war with Mexico in 1848, three years after Texas joined the Union, placed Texas securely under the protecting wing of the United States Government. American citizens began to pour into the newly annexed State.



Judge R.E.B. Baylor, co-founder of Baylor University

They entered from Louisiana and through the Gulf ports, chief of which was busy Galveston. By 1850 Texas' population had vaulted to 212,592, an increase of about 70,000 in two years. By 1860 it had soared to 604,215 an increase of 184.2 percent. The great majority of these new citizens of Texas came from the Southern states. They brought Southern ideals of industry, farming, social life, government, religion, and education. Friction mounted between the former Northern ideals and the dominant Southern conceptions.

East Texas soil was red like that of Georgia and the Carolinas. Settlers were attracted to this familiar terrain in great numbers. Some Central Texas counties, including Bell, McLennan, and Travis, also grew rapidly. Settlements began to move up the smaller streams and to the inland water holes.



St. Mary's College at San Antonio

A succession of favorable seasons swelled the production of cotton, corn and cattle. Farm surpluses became a pressing problem. River navigation was uncertain, and the wagon trails wholly inadequate for transportation. The only hope of exporting the farm surpluses lay in building railroads to link the isolated centers of population with the ports on the gulf, and the industrial centers of the North.

The Constitution forbade the legislature to engage in commercial enterprises, and private capital would not risk the expense of building railroads where the distances were so great. Some plan to provide public subvention had to be found.

Well-to-do pioneers who were most deeply interested in the education of their children sent them to the colleges of the East. This was expensive and an economic loss to Texas. Most Texans could not afford this, and they wanted some schooling for their sons. The churches also needed ministers. Moreover, every town aimed to have at least one college, if not to be the Athens of Texas. Finally, many Texans were set on providing the best cultural opportunities for their daughters, and they did not relish sending girls away from home.

The Anglo-Americans were split into two irreconcilable parties holding divergent philosophies of government and education. The one represented the Puritan tradition; the other adhered to the English aristocratic ideal of culture. Puritans looked upon the church-state organism as prior to and having authority over the family. Under this view, church and state have the right to direct the education of the young and to dictate even to the parents how and what they must teach their children. The Southern group believed that the family brings the child into the world and has authority to determine what his education shall be. The State, the southern aristocrats believed, is an interloper so far as education is concerned.

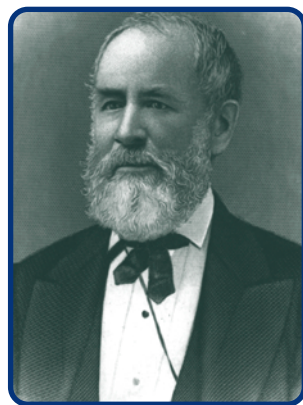
These two ideologies were rapidly heading toward a devastating conflict on the national level, the Civil War. On the state level in Texas a "cold war" over educational policy was waged bitterly for many years.

The earliest Anglo-American leaders in Texas held the New England ideal and policy concerning education. Among them were Thomas J. Pilgrim, pioneer school teacher and Andrew J. Yates, college professor of government from New York. Yates in 1839 formulated the first definite plan of an educational system for the Republic of Texas. He advocated a highly centralized system similar to that of New York. Another great leader was Ashbel Smith, M.D., graduate of Yale and lifelong friend of Henry Barnard. Smith's influence was powerful for sixty years. The Rev. James Huckins, a graduate of Brown University, came from Vermont and served as head of the Galveston Public Schools in the late 1840's. He came to Texas to superintend Baptist Missions. Anson Jones, M.D., who introduced the first memorial in Congress to establish a system of public education in Texas (1838) was educated in Massachusetts. Jones was the last president of the Republic. Gov. Elisha M. Pease, who led in giving Texas its first system of public schools in 1854, was a New Jersey product. Not only the majority of the leaders in educational thought, but many of the early school teachers came from New England, New York and Pennsylvania.

Many of the Southern people who settled in Texas were inspired by the educational views of the great Thomas Jefferson. This was the case especially of Lamar, father of education in the Republic and of O. M. Roberts, who in later years did more than any other individual to set the educational system on the right path. Jefferson's conviction that education should be under local control became firmly fixed as the permanent policy of the great majority of Texans.

The mass of Southern people, however, differed with Jefferson in that they believed in Christian schools and colleges rather than state installations. Any help from the state was regarded only as a charitable intervention. Consequently, the growth of state interest in public education in Texas matured slowly and passed through a number of sudden and dramatic transformations.

In the election of 1853, the need for schools and railroads was the paramount issue. Elisha M. Pease's gubernatorial platform called on the legislature to set apart \$2,000,000 of United States Bonds for a "Special School Fund;" and that this be loaned for the building of railroads. Pease's election by an overwhelming vote insured action. The law establishing the first public school system in Texas was enacted January 31, 1854.



Elisha M. Pease was Governor when the State's public school system was established in Texas, 1854.

The Common School Law of 1854 was drawn with the utmost diplomacy, in an attempt to satisfy many conflicting groups. The law provided for an annual distribution, on a per capita scholastic basis, of the interest on the School "Special Fund." Every county was to be divided into a suitable number of school districts, each of which would elect trustees to set up and supervise the system. Each district was to provide a school building, but no method of financing the buildings was stipulated. Churches, fraternal lodges, and private schools and buildings were commonly used. The law provided for payment by the State of the entire tuition for children of

paupers. This provision won the support of the insistent group who believed that only orphans and the children of indigent parents should be offered free instruction.

The last paragraph of the law permitted the trustees of any district to convert the primary department of any college or academy “into a common school for such district.” This resulted in a “common school” being conducted under the aegis of the State at every university, college, academy, and institute in Texas, regardless of their sponsors. Most existing schools conducted by religious bodies, local groups and individuals would have been destroyed had the new system been initiated on any other basis. A large number of new academies came into existence as a result of the 1854 law.

Weaknesses of the system soon became glaring:

1. No central control or supervision or even guidance was provided.
2. The population was widely scattered and no real roads existed. The district organization, the heart of a public system of schools, was soon declared unworkable and was discarded after less than two years trial.
3. Teachers were virtually untrained in state school organization; and many parents were generally indifferent to the education of their children.
4. The conception that the State should provide free education only for the children of paupers was the source of an incurable malignancy. Its advocates, despite defeat, continued to seek control of public education by new laws.
5. Local autonomy, the policy insisted upon by Thomas Jefferson, did not prove to be the basis in Texas for the “efficient” conduct of schools. Local officers and the public would not cooperate with state officials. In 1861 only 12 out of 124 county courts made their reports as required by law. Except for the tuition of orphans and pauper children, the state provided only 62 cents for the education of each child for the year.
6. The population of Texas, consisting generally of poor pioneers, had been promised a school system without fees or taxes, wholly supported by the bounty of the state. Many felt the state was not making good on this high ideal.
7. The two popular ideologies of government and social life which divided the nation, likewise divided the people of Texas, most particularly in their educational philosophy. The grim prospect of an inevitable armed conflict began to divert attention from schools.

Despite these grave weaknesses, however, a foundation of public education was laid in 1854 which was to outlast war, devastation, tyranny, and reaction.

New institutions arose to fill the need for instruction. Five new universities were chartered, but all were ephemeral with the exception of the University of St. Mary's in San Antonio. Twenty colleges, 14 academies, 14 institutes and three private high schools also were chartered. Note that the trend was now distinctly in the direction of the secondary level of education, although only primary education was within the intention of the 1854 law.

IV. Period of the Civil War and Reconstruction

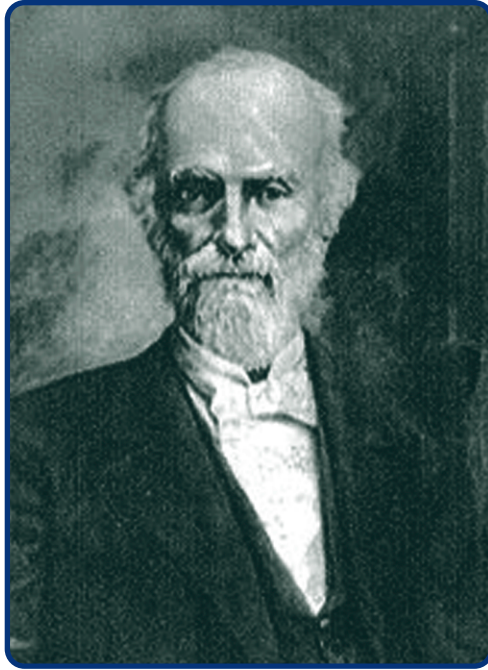
The Civil War was devastating to public education; it threw everything into confusion and uncertainty. The struggling colleges lost most of their young men, who marched to the defense of the Confederacy. Many of the leading educators had come from the North and had no taste for the struggle. The railroads went to rack and could not meet the interest payments on the school funds loaned to them. Some tried to pay with Confederate greenbacks, which were worthless and unacceptable. Texas was impoverished economically and the state treasury could not keep up the payments to the schools, meager as they had been. The freeing of the slaves also added to the worsening of the economic situation.

The article on education in the Texas Constitution of 1861 was merely a repetition of the educational provisions in the Constitution of 1845. The Constitution of 1866 followed the same pattern, except that it took two advanced steps: it legalized the appointment of a State Superintendent of Public Instruction, and required public school teachers to obtain certificates. The Constitution also stated that all taxes collected from Negroes should be utilized to finance schools for children of African descent. But this generosity was based on the knowledge that they owned nothing that could be taxed. No provision was made for any scholastic census or for a school system for children of African descent. Moreover, there were no buildings they could use and no provisions for any.

The Federal Government nullified the 1866 Constitution. The legislature could do nothing until a new Constitution acceptable to Washington could be adopted.

The Civil War and Reconstruction Period, however, was not utterly destitute of advance. Among the new institutions established were two universities, Waco (now Baylor) and Trinity (began as Larissa College, subsequently moved to Tehuacana, Waxahachie and finally to San Antonio), 10 colleges, 8 academies, 6 "institutes" for girls and 2 that were co-educational, 2 seminaries and 1 high school. Public schools were conducted in all these institutions.

"Female" education flourished. Twenty of the newly chartered institutions had separate male and female departments; 6 were for females only, against 3 for males only. In 1856 Waco University took the first step toward co-education. Young women were accepted as students, taught by the same professors in the same buildings, but in classes separate from the young men. But the women did not receive the B. A. and Master's degrees. They had to be content with the "Maid of Arts," "Maid of Philosophy," "Mistress of Humanistic Literature," and other such degrees.



*Rufus C. Burleson, a leading educator,
1851-1897, President of Waco and
Baylor Universities.*

Upon emancipation, the Negroes in Texas were animated by a notion that it was their inability to read that branded them as inferior to the whites. To do away with this mark of degradation many of them flocked to the groves at night and were taught to read. Before emancipation they had worshiped in the churches of the whites. Now, despite their destitution, they were obliged to build shanties of their own for worship. Fortunately benevolent whites from both the Northern States and Texas assisted them in their struggles. Not all Texans had that much grace of God in their hearts, and a number of ugly incidents occurred.

It will be recalled that the Declaration of Independence accused the Mexican government of failing to establish "any public system of education." Ironically, one generation later the acting Republican Superintendent of Public Instruction in Texas made the following stinging accusations against the Confederate States: "No insurgent state had a practical free school system, and no loyal one was without it. The line of Free Schools divided the faithful and the rebel communities as sharp as the contending camps. From that war we have emerged with changed purposes and altered destiny. We are not the same people that we were; we can never be the same."

The U. S. Commissioner of Education, the Honorable John Eaton, Jr., stated in 1870 that Texas was "the darkest field, educationally, in the United States," and

DeGress, the State Superintendent of Public Instruction, charged that “the population had been permitted to grow up in ignorance for thirty-five years.” Animated by such bitterness of feeling, the Republican regime that came into power in Texas in 1869 proceeded to establish a state system of schools on the prevailing Northern model.

V. Evolution by Revolution

The fifth Constitution for Texas in 33 years (1869) contained a most idealistic article on education. A new school law followed in 1870, but little attention was paid to its exacting requirements by a recalcitrant people who knew little of the discipline which is necessary to operate an efficient public school system. This law was followed the next year by a revised statute with teeth that were intended to bite and a sting intended to bring immediate action. The appointment of a Northern Army officer, as State Superintendent, empowered with ample authority but little knowledge of education, was an ominous warning to the democracy of Texas.

A drastic and financially ruinous system of free public schools was suddenly and arbitrarily imposed upon Texas people in a manner no other American state has ever known. Systems of culture grow by the slow process of accretion, like a plant or one's personal habits; certainly not by the sudden imposition of a foreign will. The new system was based on a philosophy of government utterly obnoxious and foreign to most Texans.

The only schools Texans had known were always instituted through local and voluntary action. This liberty was now abridged. The new law required districts and taxation, for school purposes. These ideas were not only repugnant to Texans, but they were regarded as contrary to the sacred promise of the fathers of Texas, that Texas citizens would never need to pay taxes for the support of schools. Every district was required forthwith to raise money to build a schoolhouse; and, no installment plan was provided to ease the burden. Supervising officers were employed to help the State Superintendent to set up and administer the system. In case any district defaulted, these officials could act without the consent of the local population, who had nevertheless to pay the expense incurred.

Northern teachers were employed. Northern textbooks were purchased. And, greatest insult and bondage of all, school attendance was made compulsory, with a stiff penalty for its infraction. Compulsion was galling. It violated not only the parent's natural right to bring up his children as he saw fit, but also the divinely sanctioned commandment of God written in the Mosaic Law. This radical system of education practicing the philosophy of stateism was the ultimate of tyranny. Furthermore it proved outrageously extravagant. In four years it heaped up a debt of over a million dollars, which was ruinous to a state so recently impoverished by war.

Galling as the system was, physical violence was fortunately averted. In 1873 the Democratic party came back into power in the Texas Legislature. The rigorous



Sam Houston State University, originally Austin College

school laws were moderated. A new State Superintendent, a native Texan educated at the University of Virginia and having teaching experience in Texas, was elected. Even more important, a new Constitutional Convention was called.

The one most consequential advance introduced by the tyrannical Republican system of education was the act which authorized any incorporated city “to provide for the gratuitous education of all the children of scholastic age, within its limits.” This act, enacted in 1875, created “the independent school district,” with far-reaching consequences. It divided the people of the state into two groups, city folk who, under certain restrictions, were trusted to provide for and manage educational installations for their children; and country folk, who could not be so entrusted. The consequence was that the urban communities began to make educational progress, while the rural areas remained backward for another generation.

VI. Educational Reversion

It is doubtful that any body of men ever debated the aspects of public education so long, so thoroughly, and with such bitter animosity as did the men who framed the Constitution of 1875. The items considered were numerous, and the differences of view were sharp and irreconcilable. The new article on education was cyclonic in its devastations and restrictive in its intent. Every improvement made in twenty years was eliminated with ruthless disregard, and Texas reverted to the educational conditions of the 1850's.

It is strange today to note that every measure that the Republican Reconstructionist regime enacted into law and which was so angrily resisted and rejected by Texas democracy, has since been restored and is now quietly and universally accepted. There is a wide difference between a philosophy and system of education suddenly imposed by others and one gradually worked out and ratified by the choice of the people. This is the difference between evolution by authority and evolution by the democratic process.

VII. Texas Education Begins to Find the Right Way

The years between 1876 and 1884 under the new Constitution were years of confusion and indecision. Neither the private nor the public schools knew what to do. Paradoxically, Northern influences and assistance were the persuasive causes of new and clearer purposes, but the spirit was wholly different.

In 1876, the Agricultural and Mechanical College of Texas was established in accordance with the Morrill Act of 1862. This carried out the policy of the Federal government to promote agriculture and the technical arts in every state in the Union. As was to be expected, the public schools languished under the new constitution. Finances were pitifully inadequate, and central guidance was made impossible by the Legislature. The Secretaryship which replaced the State Superintendency, was allowed no funds for traveling over the vast areas of the state, nor even sufficient postage to answer the mail. The schools were even less efficient than those before the Civil War. Even the private schools had been gravely weakened for two decades.

Another influence from outside the state, and all things considered, the most salutary and potent, was Dr. Barnas Sears, agent for the Peabody Education Fund.

Born in Massachusetts, Sears became Secretary of the celebrated Massachusetts School Board, and thus a successor of Horace Mann, the great leader of the "Common School Revival." Sears gave up the presidency of his alma mater, Brown University, to be the first executive director of the Peabody Board. This benevolent fund of several million dollars (the first of its kind) was setup by the New England merchant prince, George Peabody, to assist in the educational reorganization of war-stricken, financially bankrupt Southland.

Sears proved his dedication to the task by transferring his citizenship to Richmond, Virginia, in order to identify himself in every respect with the fortunes of the Southern States. His early visits to Texas proved fruitless because of the turmoil of Reconstruction. Finally Mr. Peabody, on his dying bed, pleaded with Dr. Sears to go to Texas once again and take every possible measure to get the state out of the ditch and on its feet educationally.

The plan of operation followed by Dr. Sears included four lines of attack:

1. Dr. R.C. Burlison, president of Waco University, was employed as state agent to visit every part of Texas, and exhort the people to support the cause of public education.
2. As the people of Texas had no clear concept of what an efficient public school was like, a number of districts in different parts of the state were selected to be demonstration centers. Financial assistance was provided by the Peabody Fund for these model school systems. This plan proved highly successful. The

local boards of school systems participating as “models” agreed to three obligations:

- (a) A competent school superintendent had to be appointed.
- (b) The school had to be graded for primary, elementary and secondary instruction; and
- (c) In-service training of teachers had to be undertaken by the superintendent.



George Peabody

- 3. It was generally agreed that the weakest factors in Texas education were the lack of classification by grades and good methods of teaching. The only method the teachers knew was to hear pupils recite their lessons individually. Simultaneous classroom instruction was still an innovation and grading was unknown.

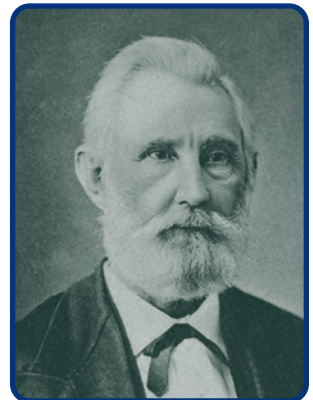
To secure qualified teachers the in-service method of training in selected city schools was used; summer normal institutes were also conducted. These measures were only temporary makeshifts. The paramount problem was how to provide a normal school for the training of teachers.

The Crisis and the new beginning: The Constitutional Revolution left Texas education in a condition of shock followed by almost total paralysis. Whether the future should see a system of private or of public schools hung in the balance. The crisis was reached in 1879.

Most fortunately a new man, superbly qualified to handle the situation, was right at hand. Only a few times in the history of any people is an opportunity given to a single Paul Bunyan to perform such great miracles as were performed by Oran M. Roberts, the premier of Texas education.

Born in South Carolina (1815), Roberts was graduated from the University of Alabama, where he studied under Dr. Tutweller, who had been on the faculty of the University of Virginia and was an ardent disciple of Thomas Jefferson, whom he knew personally.

Roberts derived his educational philosophy and lifelong interest in education from this inspiring source. Coming to Texas, Roberts settled at San Augustine where he



O.M. Roberts

farmed and practiced law. He soon became chairman of the Board of Trustees of San Augustine University, in which he took great interest. He was elected Chief Justice of the Texas Supreme Court(1864) and later Governor (1879). Before this he taught school and practiced law in several places in East Texas. He was President of the Constitutional Convention of 1861, and a member of the Constitutional Convention of the year 1866. His contributions to Texas education were the following:

1. He led in organizing the Texas State Teachers Association (1879).
2. He reorganized the Agricultural and Mechanical College (1879).
3. He established the Sam Houston Normal Institute (1879).
4. He led in the final establishment and opening of the University of Texas (1881-1883).
5. He reinvigorated the confidence of Texans in a system of free public schools.
6. He provided the impetus that led to the Constitutional Amendment in 1883, which finally brought about the districting of Texas schools.

Despite these unparalleled achievements, Roberts had no fanatic zeal for general education. His impending objective was to provide every child an educational opportunity only so far as it is necessary to train him to become a good citizen.

VIII. PERIOD OF SLOW PROGRESS

Education progressed slowly during the last two decades of the the 19th century in Texas. These years did bring, however, the increasing impact of Northern life and cultural ideals. Northern people settled here in great numbers. Harvard, Yale, and especially the University of Chicago exerted dominant influences on the faculties of Texas colleges and universities. Many Texas professors and school teachers spent their summers studying at these Northern institutions. Moreover, Northern educators were in great demand as speakers for conventions of the women's clubs, the State Teachers Association, and other organizations.

IX. THE 20TH CENTURY BRINGS PROSPERITY AND PROGRESS

Education and society interact upon one another: The first produces progress; the other in its turn requires an ever new and better education. With the dawning of the century Texas experienced an era of unparalleled expansion in every line. Phenomenal increase took place on the economic-commercial front. Railroads linked the state with the settling of the Western plains and the Panhandle area. This discovery of the immense resources of oil and gas in so many portions of the state enriched the state beyond the wildest dreams of the imagination. Sulphur and other mineral resources added to the mounting productivity; nor must the common agricultural products be omitted. A new industrial movement began to appear. Added to the railroads was an increase in maritime transportation. New ports were created and one of them, Houston, became the second largest in the United States in volume of shipments. The advent of the automobile necessitated good roads, and

soon wagon wheels began to give way to rubber tires. To all this prosperity was added the opening up and irrigation of Southwest Texas (the Magic Valley) with its production of cotton, vegetables and fruits.

Meanwhile electric installations for light and power and improved farming apparatus began to transform industrial and agricultural processes. Texas cities and towns increased rapidly in population and became dominant in culture and education. Texas emerged from its long cultural isolation and its pioneering status and was geared to the progress of the nation. Standards of living reached new levels. From being predominantly the Western fringe of Southern democracy, Texas emerged from its wild west stage to become the far flung Empire of the Southwest.

One of the chief factors in the cultural renaissance of Texas was the emergence of woman on the state of public action. For the first time, Texas women found leisure for literary clubs, educational groups, and chautauqua assemblies. They soon rose to prominence in national organizations such as the Federation of Women's Clubs, the Congress of Mothers and Parent Teachers Association, and the Women's Suffrage Movement. These gave Texas women new and broader outlets for expressing their personalities and abilities. Wealth in the hands of women added to their growing influence.

Without the cooperation of the press in all these movements, the rapidity of social progress in Texas would have been impossible. Rapid communication, along with freedom of expression and impartiality in the chronicling of information, distinguishes our era from the slow moving life of the past.

Comparisons Stir Self-Examination

Just after the turn of the century several studies were published showing the standing of Texas schools in comparison with those of other states. The bulletin by Dr. W. S. Sutton, "Some Wholesome Educational Statistics," in 1904 especially blasted the complacent belief that its educational facilities showed that Texas ranked 37th in the list of states per capital expenditure of the population for schools; 38th in the enrollment of the scholastic population in schools; 42nd in the number of days of instruction (the overall average of Texas was 101 days); and 37th in expenditure per child. In one word Texas schools were woefully backward and close to the bottom in efficiency.

This exposé of the discreditable state of Texas schools shamed educators to improve conditions. The State's higher institutions although not too aggressive, were functioning creditably; the city schools were on the upgrade. The sorest spot was the rural school situation.

Meanwhile the Old South, whose schools were at the bottom of the list, was undergoing an educational rebirth initiated chiefly by the generous cooperation of northern philanthropists. The instrument created for this purpose was *The Conference for Education in the South*. This movement introduced a new and dynamic idea into American education, namely that business and production, prosperity and social

betterment depend upon the development of the intelligence and diffusion of knowledge. It was also realized that educational leaders and school teachers, however great their enthusiasm for culture, can effect little reformation in the schools without the prestige and assistance of the financial and industrial tycoons and the power of the press actively on their side. A new Southland began to emerge as a consequence of the agitation for better schools.

Most unfortunately Texas was not within the orbit of the regenerating movement. Northern benefactors declined to extend a Samaritan hand to Texas on the ground that our State was wealthy and resourceful enough to effect its own transformation. As a matter of fact its problems were of a different character.

Through the leadership of Dr. W. S. Sutton, professor of Education in the University of Texas, H. Carr Pritchett, principal of the Sam Houston Teachers Institute, Dr. O.H. Cooper, the nestor of Texas education for half a century, and other notable leaders, *The Conference for Education in Texas* was created in 1907. Fortunately the presidency was accepted by Clarence N. Ousley, editor of the Fort Worth Record, a man of dynamic personality and public leadership. In five years of its activity, the Conference brought about a transformation in the rural schools of the state.

The revision of the Constitution imperative. As the weaknesses of the schools were exposed to public view, it became obvious that the great impediment to progress lay in the restrictions imposed by the Constitution. It will be recalled that the Constitution of 1876 was not so much a constructive directive to the Legislature to establish "an efficient system of public free schools." It was rather intended to be a restrictive instrument, preventing the establishment of an elaborate and expensive system such as that in existence under the hated Republican regime. It limited freedom of action so sharply as to render "an efficient system" impossible. Liberalization was essential before progress could take place.

Furthermore the 1875 law creating independent districts placed the control of the schools in the hands of the city councils, but it directed that a "majority of two-thirds of the taxpayers" was necessary to vote a tax for school purposes. The provisions proved in the end to be barriers to progress. They subjected the schools to political interest and the cupidity of property owners. A prolonged struggle was essential in each independent district to separate the school from the city administration and lodge responsibility in an elected board responsive to the people's will. After 75 years only a few municipalities still maintain this outmoded tie with local affairs.

The laws discriminated in favor of the city schools and operated to the immense disadvantage of the vast majority of Texas children, over 70 percent of whom lived in rural areas. Poor roads, the scattered population and absentee landlordism aggravated the situation. Progressive citizens, instead of tilling their own soil and building a wholesome countryside as in most states, migrated to the towns and cities to educate their families. In 1880 only 37.6 percent of the farms were worked by tenants; by 1920 the percentage was 53.3. But in a number of rich counties it was well

over 70 percent. As a consequence both the country churches and schools deteriorated for lack of financial support. Tenants did not have funds to keep them up, and the farm owners voted against adequate taxes for school purposes.

The Conference for Education in Texas waged several intensive campaigns and was successful in passing four salutary amendments to the Constitution by large majorities. In 1908 three major changes were effected, all pertaining to the rural schools. One permitted the use of funds from taxation to be used for the equipment of school buildings in common school districts. Second, the rule requiring a two-thirds majority of the qualified taxpaying voters of the district to carry a tax was abolished. Third, the limit of the tax to 20 cents on \$100 evaluation was changed to 50 cents. In 1909, a further amendment was carried that permitted the forming of school districts that lay in two or more counties. Furthermore, the counties that still were on the ineffective community system were compelled to comply with the law governing districting. Be assured, though these mechanics of school organization seem trivial, they mark a difference as great as that between a pioneer shooting iron and a precision rifle.

Progress During the Second Decade

The second decade of the 20th century brought new revelations of deplorable conditions in the schools of Texas. The Biennial Report of the State Department of Education issued by F. M. Brawley in 1910 placed the spotlight on rural schools as follows:

“The seating capacity of the rural schools was only 373,027 for 598,618 children. If all had attended school on the same day, 225,591 would have no seats or desks.”

In 1913 over 75 percent of the schools were one-teacher schools, and over 2,000 ran less than three months during the year. More than 46 percent of the scholastics were absent every day. More than 50,000 white scholastics did not enroll in any school.

Buildings in many cases were in shocking condition, teachers generally were poorly trained and underpaid, and the equipment for instruction was sadly inadequate. In 1914, Texas was one of the five states that did not have a compulsory attendance law. This deficiency caused widespread discussion and many organizations favored the movement. Gov. James E. Ferguson represented that group of citizens who favored common schools but were not interested in higher education. In his first message to the legislature he recommended the passage of this important measure and the law was enacted in 1915. He took the initiative, likewise, in the rural aid fund which greatly stimulated the country schools.



*Annie Webb Blanton led
'Better Schools Campaign' in
1918.*

In 1918, under the leadership of Miss Annie Webb Blanton, “The Better Schools Campaign” put across a Constitutional amendment that raised the ad valorem state tax for school purposes to provide for free textbooks. This amendment was carried by a very large majority.

X. PERIOD OF BOOM, DEPRESSION AND WAR 1920 – 1949

The overall problem of the first two decades of the 20th century was to unshackle the Texas school system from Constitutional restrictions. Since the adoption of the Constitution (1876), 21 amendments to the educational provisions of the Constitution have been submitted to the voters and 15 were concerned with taxation, funds or bonds; two had to do with legalizing school districts; one with the selection of members of the State Board, and the other with the length of the term of certain school officers.

Since 1920 the need has been to adjust the schools to changing economic and social conditions and to improve the system internally. The prosperity of the 1920's, the depression of the 1930's, and the Second World War of the 1940's each brought internal adjustment problems. The method employed to discover the most pressing school needs was the “survey.”

Outstanding problems of education. The Texas Legislature in 1921 established a “Committee on the Survey of the State Institutions of Higher Education.” Dr. O. H. Cooper was named chairman of a committee of nine, including private citizens and legislators, who were selected to prepare recommendations to the Legislature. The committee reported that the higher institutions were so vitally bound up with the public schools that no study of the one could be effective without the other. A “complete, thorough, and impartial survey of the system of public education” was recommended. Many organizations enthusiastically endorsed this proposal.

The next legislature authorized in 1923 the first school survey to be made in Texas, and appropriated \$50,000 for the purpose.

1. The first Public School Survey. A creditable investigation by competent out-of-the-state professional men was reported in six small volumes. Among numerous other recommendations it urged that a change be made in the composition of the State Board of Education. By the Constitution, the governor, comptroller, and the secretary of state composed ex-officio the board. Obviously these officiates could not constitute an effective body for the conduct and progress of a modern school system. Their best contribution aimed at the protection and investment of the school endowment funds. In line with the advice of the surveyors, a Constitutional amendment was passed in 1928, which established a State School Board of nine members to be appointed by the Governor with the approval of the Senate.

2. Difficulties of the State System of Higher Education. Institutions of higher learning stem from a different origin than popular education and pursue a very different philosophy. The situation as to higher institutions in Texas had been rather muddled from their beginning. The huge size of the State was a disturbing factor, so that the first law in 1839 made provision for either “one or two Universities or Colleges.” Presumably one was for East, the other for West Texas.

Many opposing views were held as to what should be done. They varied from those of men like Yates who desired a central university embracing all cultural agencies to those of critics who looked upon all colleges and universities as instruments of the Devil. Most determined opposition to the establishment of a State University came from those who favored Church Colleges, and those who believed that the State discharged its entire obligation by the establishment of Common Schools. Finally the notion, deeply rooted and widely disseminated, that education is a local concern and not a state controlled affair, affected higher as well as lower installations. The great majority of people at that time thought of schools as serving specific purposes. Accordingly the various professional schools for medicine, theology, agriculture and mechanical arts, and then the normal for the training of elementary teachers arose. When the University was opened in 1883, no one could foresee that it would expand its range of instruction and other services so extensively. Nor could any one predict the evolution of the normal schools into state colleges with numerous departments other than those needed for training teachers for elementary instruction; and finally for graduate work for master's degrees.

The troubles of Texas higher education arose from a number of causes which may be listed as follows:

1. The great size of the State and the complexity of its varied terrains;
2. The sudden increase in population in different areas;
3. The unusually large proportion of young Texans who go to college;
4. The lack of a central state agency to coordinate the various institutions;
5. The unwise location of higher institutions because of temporary expediency rather than long time service to the greatest numbers;
6. The mixing of general with professional education on the college level.

As a consequence of these conditions, most Texas institutions, although established for specific ends became colleges of general education for their particular areas. Rivalry for students led to duplication of work and in many cases this was wasteful. Practically all the friction and waste could have been avoided had Texas at the beginning of the century placed all higher schools under one administrative board.

For twelve years (1920-1932) an effort had been made to bring about a thorough study of the higher state institutions. The situation was increased in complexity by the establishment of a number of new institutions and the expansion and upward extension of those already in existence. Finally, having failed to bring about a study of the situation by other means, the legislature authorized “*The Joint Legislative Committee on Organization and Economy.*” This Committee employed the “Staff of Griffenhagen and Associates,” Specialists in Public Administration and Finance, to

make a survey. Their report in 1933 in some 13 volumes recommended a great number of changes, many of which showed little understanding of the educational situation in Texas.

During this same period another development arose to complicate still further the installations for higher education – this was the municipal junior college movement. At the beginning of the century high school graduation was becoming the accepted completion point for general training in our country. Preparation for professional study, the needs of business, and the standard of social life set high school as the upper level of general education. Child labor laws made the employment of the youth illegal, and, in any case, they were no longer needed for the production of goods. The machine age rendered the toil of children and youth unnecessary. Soon it was discovered that bright students were graduating from the high schools at a very early age. Many of them returned to the high school to take courses they were unable to get in their regular curriculum for graduation; others returned because their parents could not afford to send them to college, or because they were too immature to be exposed to the free environment of the college campus. The answer to these needs was the establishment of local junior colleges. Between 1920 and 1928 no less than 18 of the municipalities of Texas added a junior college to their public school systems.

The rapid increase in the birth of these institutions caused some alarm, and the legislature enacted a law defining the conditions under which a junior college may be established. Before a new institution could be established, the proposal had to be submitted to the voters of the district and also to receive the approval of the State Board of Education. The popularity of these new installations continued. Their number still further increased so that in 1941 the legislature began to give State financial support to these junior colleges which met the approval of the standardizing agencies.

The municipal junior college has been the outstanding new feature in Texas public education during the past thirty years. The latest reports (1952) record 34 such institutions with a total attendance of 44,161 students. About one half of these are listed as “Special” and “Adults.” Next to California, Texas has today the largest number of municipal junior colleges. The headquarters for the movement for the nation as a whole is now located at the University of Texas.

3. The School District Muddle. From the days of the Republic two philosophies of education have been in constant conflict in Texas. The struggle has been between the policy of complete local autonomy on the one hand and authorized school districts on the other. Naturally involved in this hassle was the touchy matter of taxation for constructing buildings and for the maintenance of the schools. This war was bitter, prolonged and uniquely Texan. No other state has suffered so greatly from this difficulty.

The first school law in 1839, authorized the “County Unit System.” The next year local districts were required; but not a single county took action and carried out

the law. In 1854 the district system was again required, two years later it was abolished and the local or "Community System" adopted. In 1870 the "County Unit" was readopted by law, and the next year the district system. In 1876 the "Community System," despite its deadly inefficiency, was reinstated. In 1884 both the community and the district systems were legalized; they were made optional and counties oscillated from one system to the other. Since 1909 only the district system has been legal.

After the district system finally prevailed for the entire state some half dozen different kinds of districts were set up. By this time that monster "The Great Depression" appeared and the financial needs of the schools became more desperate than ever. A wild scramble ensued between the various school districts to annex the most valuable revenue-bearing properties. By long tinkering with the annexation of territory, the district system produced a congeries of bizarre plots gerrymandered to produce the most revenue possible.

The consolidation movement had helped greatly but was slow and unreliable. To correct this sorry muddle the first essential was to expose it. This was done by the *Texas Statewide Adequacy Survey* in 1936-1937, which was authorized by the State Board of Education. In graphic form the report showed the absurd conditions found in many counties. It likewise drew maps indicating a better system of districting in each county. This method of attacking one of the most serious problems was timely and wise. But reorganization of the district system remained a major problem.

4. Big business and education. Two mighty trends underlie the evolution of the institutions of every historic era; the first is that all factors constituting civilization are definitely related to one another, however antagonistic they may be; the other is that all institutions of any era tend to follow the same pattern of organization. Education is no exception. Ours is an age of organization on the plan of big business.

The interest of business in education has increased markedly during the past fifty years. Several causes were operative:

1. The threat of diversive cults, such as socialism, communism and statism to take over in schools in order to "build a new social order."
2. The various enemies of free and universal education, quiescent for a time, began anew to destroy the American public school system.
3. The increasing burden of taxation led to the question of waste in the conducting of schools.

The most powerful inducement for large scale business to take an interest in public education was the discovery that our entire economic welfare is definitely geared to the school. Investigation disclosed these facts:

- (a) Trained and intelligent people are the most efficient producers of goods.
- (b) The organization of industry and of commerce requires trained personnel.
- (c) Prosperity depends on the consumption of goods and services; and the con-

sumption varies directly with the education of the people.

(d) Big business is now fully alert to the relation of the scientific laboratory and research to the production of new and better products.

5. Weakness inherent in the selection of the State Superintendent. The early experience with the office of the State Superintendency of Public Instruction in Texas determined Texas democracy at all costs to keep control of the public school system in their own hands. The first appointment to this office embittered the people against any further toleration, and the office was abolished entirely in the Constitution of 1876. In 1884 the office was restored but only as an elective functionary with a term of two years. It was, henceforth, a political office rather than a professional function.

By 1920 the weakness of the election of the State Superintendent was apparent. In 35 years, 10 individuals had occupied the office. On an average each had held the position slightly more than three years. By the unwritten law of political tenure no one dared to perpetuate himself in office. Most of them secured more permanent and lucrative positions and resigned before the expiration of their second term. Without assurance of tenure beyond two years no administration could set up a long-range plan for the improvement of the school system. It was not that the superintendents were inefficient, but that the conditions of the office made leadership temporary. When the superintendent did attempt to perpetuate his tenure beyond the usual time he was obliged by the very nature of the case to bow continuously to political expediency; long-range planning for the improvement of the school system was impossible.

6. Insufficiency of school funds. Despite the early generous land endowment of the schools of Texas, funds have never been adequate to support a first class system of education. During the first decades of this century the situation worsened. School buildings deteriorated, compulsory attendance brought more children to school; the great depression increased the attendance phenomenally in the high school; more teachers were needed. The older sources of revenue were found inadequate, and new sources had to be found. It was necessary to tax intangibles, natural resources (oil, gas, sulphur), and liquor and tobacco. As a consequence the Legislature was continuously harassed with the problem of finding more revenue.

7. The fiasco of pre-school education. For a long time pre-school education was encouraged in the cities by private groups. Women's organizations were most active in the field because of the close relation with the home. They finally induced the Legislature in 1929, to make provisions for the kindergarten in public schools. Evidently the depression and the lack of funds destroyed the zeal for training at this level.

The state reported only 8,028 children in public kindergartens, when 200,343 children enrolled in the first grade in 1950. Texas stood far down the list of states. This is unfortunate in view of the fact that children who are not six years of age when the session opens in the fall of the year are debarred from entering school for the entire year.

The Reformation. The Second World War intensified the need for reform in various parts of the education organization and in many of its practices. It was acutely realized that a new and crucial change had begun in civilization; and despite, or perhaps because of, the grave international situation the time had ripened for public education in Texas to streamline its entire set-up and discard its more frustrating features. The Texas Public School System enters its second century equipped with the most efficient up-to-date organization in its history. It has moreover a spirit of progress and inner unity it has never before possessed. Problems are still numerous, to be sure, but the method of handling them and the determination to forge ahead have never been so well coordinated.

EDUCATION REFORMS FROM GILMER-AIKIN TO TODAY

BY MARILYN KUEHLEM

There has been a sea change in Texas education in the past 50 years. Wave after wave of education reform occurred as Texas pressed for more accountability in student achievement and school efficiency. One of the primary education reform efforts in Texas can be traced back to 1949, when Texans became serious about accountability with the passage of the Gilmer-Aikin legislation.

The 1949 Gilmer-Aikin Law

The Great Depression and world wars had devastating consequences on Texas public education. Numerous schools were in bad physical condition due to a shortage of money in the depression era. During the war period, there was a shortage of materials and teachers, many of whom had entered military service or left for jobs in government or industry. In the post-war world, it was acutely realized that a new and crucial change had begun in civilization and perhaps because of the grave international situation, the time was ripe for public education in Texas to be modernized. Those who survived the wars realized the demands for a sophisticated and technological literate populace to meet the demands of the future. The mounting costs of the system and the inequalities in the costs of educating children called for a re-evaluation of school support.



A.M. Aikin, Jr., sponsored the Gilmer-Aikin Law in 1949

In a spirit of progress, Texas and the nation turned their efforts to rebuilding their communities and their schools during a post-war economic boon. A major demographic shift emerged in an unprecedented rise in the U.S. birth rate. The Baby Boom Generation began as birth rates soared, making it the single largest demographic group, with some 76 million individuals nationwide. The need and demand for first-rate schools was obvious with more and more children to be served. In 1947, the Gilmer-Aikin Committee was formed by the Texas Legislature to scrutinize public schools and recommend major education reforms, particularly in the areas of public school finance and efficiency of school districts. In 1948, the Gilmer-Aikin Committee issued a report, "To Have What We Must," calling for a new public school system model to improve education.

A. M. Aikin, Jr., who served as an elected official in the House of Representatives and the Texas Senate between 1933 and 1979, guided every piece of school legislation that was passed while he served at the capitol. Aikin once said, "I came here thinking a child ought to get an equal educational opportunity whether he was born

in the middle of an oil field or in the middle of a cotton field.” His belief in those words is imprinted on the landmark 1949 Gilmer-Aikin law.

New legislation put muscle behind the reforms and the milestone Gilmer-Aikin Law enacted the following crucial changes:

1. The State Department of Education was transformed into the Texas Education Agency (TEA). The new arrangement enabled the state to guide the development of education to a more effective program, which was to be balanced with the local control school districts wanted.
2. The State School Board of nine members, who were appointed by the governor with the approval of the Senate, became a board of 21 members who were elected by popular vote. The law also replaced several boards which had special functions.
3. The state Superintendent of Public Instruction, a statewide elected position, became the State Commissioner of Education, who was appointed by the State Board of Education for a term of four years.
4. The financial viability of Texas public school districts varied greatly and the new system abolished the traditional “per capita” system of distributing state funds and in its place adopted a plan based on the “economic index.” For equity, it was assumed that each district’s percentage of the county tax roll would be a fair measure of the ability of each county and district to raise revenue for school support. The new Minimum Foundation Program assisted the low economic areas to maintain a higher standard of school services. Another refinement based monetary benefits on Average Daily Attendance (ADA), as an incentive for school attendance. Its open-end state financing guarantee of state matching support for schools, called for the Foundation Program to be one of the top spending priorities on the General Fund.
5. For the first time in the state’s history, a minimum salary for teachers was adopted.

The report and subsequent passage of the Gilmer-Aikin Act in 1949 were a genesis for change in Texas public school education under the leadership of Commissioner of Education J. W. Edgar (1950 – 1974). The agency hired expert administrators from school districts to provide leadership and regulation to the schools and immediately they started working on plans to improve achievement and financial support for the schools as they began to move from an agricultural and technical emphasis to better preparation in specific subject areas.

The Gilmer-Aikin Act also reflected the early stirrings of the civil rights movement and brought equity in the first teachers’ salary schedule that paid “Black” teachers the same as “White” teachers.

Commissioner Edgar, a former teacher and superintendent, believed the first major move into the future was a better plan for teacher education and certification standards. Before 1955, a permanent high school teaching certificate, which mentioned

Texas Commissioner of Education Terms of Appointment

<i>Dr. J.W. Edgar</i>	<i>1950 – June 30, 1974</i>
<i>Dr. M.L. Brockette</i>	<i>July 1, 1974 – August 31, 1979</i>
<i>Alton O. Bowen</i>	<i>September 1, 1979 – May 31, 1981</i>
<i>Raymon L. Bynum</i>	<i>June 1, 1981 – October 31, 1984</i>
<i>Dr. William N. Kirby</i>	<i>Interim—November 1, 1984 – April 12, 1985 April 13, 1985 – January 31, 1991</i>
<i>Dr. Tom Anderson</i>	<i>Interim—February 1, 1991 – June 30, 1991</i>
<i>Dr. Lionel “Skip” Meno</i>	<i>July 1, 1991 – March 1, 1995</i>
<i>Dr. Michael Moses</i>	<i>March 9, 1995 – September 3, 1999</i>
<i>James Nelson</i>	<i>September 9, 1999 – March 31, 2002</i>
<i>Dr. Felipe T. Alanis</i>	<i>April 1, 2002 – July 31, 2003</i>
<i>Robert Scott</i>	<i>Interim— Aug.1, 2003 thru Jan. 12, 2004</i>
<i>Dr. Shirley J. Neeley</i>	<i>January 13, 2004 - Present</i>

Note: Prior to 1950, the position of Commissioner of Education was titled State Superintendent of Public Instruction.

nothing about subject areas, could be issued to anyone who graduated from high school. In 1955, new legislation required a baccalaureate degree to be a minimum requirement for educators. The legislature reinforced the desire for well-prepared teachers with an upgrade in the basic teacher salary schedule in hopes of attracting more to the profession.

In addition to requiring more rigorous teaching standards, the agency reexamined school accreditation to determine what standards and principles should be used in

evaluating schools. For months in 1954, agency staff traveled throughout the state seeking input and deliberation on how schools should reflect on their practices. In 1958, Texas reform efforts were coupled with the National Defense Education Act, which was passed in response to the perceived Soviet threat after the launching of Sputnik I. It provided funds for science, mathematics, and modern foreign languages. In Texas that same year, massive input (appointed curriculum committees, staff from 300 public schools, plus 20 institutions of higher education) was sought regarding curricula and other areas. The 1960 report modernized public education instruction.

The Era of Desegregation

As did the nation in the 1950s, Texas experienced social, economic, political, and educational changes. In Texas, there were significant shifts in population as people flocked to the cities from the farms and oil fields to seek a better education. In a monumental decision in 1954, the U.S. Supreme Court, in *Brown v. Board of Education of Topeka*, banned racial segregation in public schools. The mandate of the court's decision was an intentional call for major focused and planned social change in American schools.

In Texas, the Supreme Court's decision required the removal of all state laws that supported racial segregation in the public schools. Statewide, school boards began to look at ways to desegregate schools, although no specific date was set by law. There was resistance to integrating schools and desegregation efforts were sporadic. Ultimately, the U.S. Department of Justice filed a lawsuit against the State of Texas to force the integration of the state's public schools. In 1970, Judge William Wayne Justice, chief judge of the U.S. District Court for the Eastern District in Tyler, issued a decision in *United States v. Texas* that ordered TEA to assume responsibility for desegregating Texas public schools. The court's order, commonly known as Civil Action 5281, gave the court authority to oversee the state's implementation of desegregating the public schools of Texas. The order, to quickly integrate the schools, was controversial and captured national attention. Judge Justice ordered the consolidation of the all-black school districts originally involved in the litigation "with adjoining all-white districts." He also prohibited the state's schools from assigning students to schools based on their race. The Fifth Circuit Court of Appeals upheld his decision. Texas remains under this federal court order. *Cisneros v. Corpus Christi Independent School District* extended the U.S. Supreme Court's decision in *Brown v. the Board of Education* to Mexican-Americans, recognizing them as a minority group that was discriminated against, and ruled that such discrimination and segregation of Mexican-American students was unconstitutional.

In Texas, school districts have spent years adjusting school attendance boundaries and busing patterns. Integration is among many factors leading to dramatic progress in closing the achievement gap among ethnic groups.

For practical and principled reasons, Texas curricula, statewide testing, and reform efforts have made a serious commitment to equity in educational achievement and funding. From state assessment gains to improved achievement demonstrated on the National Assessment of Educational Progress (NAEP), Texas students are excelling, often outpacing their peers in other parts of the United States. A 2001 report by the Education Trust, “Real Results, Remaining Challenges: The Story of Texas Education Reform,” noted that “Texas reforms have made a positive difference for students overall, and particularly for low-income and minority children.”

Other Developments in the 1960s and 1970s

Lyndon B. Johnson’s presidency (1963-1969) also impacted Texas public school education. During Johnson’s administration, Congress passed the Vocational Act of 1963, which increased funding for vocational education, as well as the Economic Opportunity Act of 1964, which created the first Adult Basic Education program to help adults who had not completed high school.

Johnson’s experience as a teacher in Cotulla helped shape his vision of “The Great Society” for Americans, which became part of his 1965 agenda for Congress that passed the then largest-ever appropriation to education—the Elementary and Secondary Education Act (ESEA). It provided aid to public schools for underprivileged children; libraries, textbooks, and media support; supplementary education; education research; and state departments of education. The legislation was a turning point that resulted in more federal education funding and federal regulation of the schools.

In Texas, Gov. John Connally appointed a Committee on Public School Education in 1965 to prepare a viable long-range plan for national educational leadership. The committee’s report, “To Make Texas A National Leader in Public Education: The Challenge and the Change,” made recommendations to the governor and the legislature in 1969 that would serve as a practical blueprint for Texas to “attain national leadership in educational achievement.” Committee Chair Leon Jaworski said in the report, “We propose the operating units of the system be strengthened, given the resources and authority to make and implement broad educational policy decisions, and be held accountable for the results of those decisions through a continuing State program of evaluation. We believe this is the only practical way to stay abreast of the educational revolution now in progress.” The recommendations for a quality education in Texas called for a broader role for public schools in order to impede social problems such as delinquency, unemployment, and soaring welfare costs.



Gov. John Connally

In 1970, Title VI was separated from ESEA and expanded, forming a separate Education of the Handicapped Act (later known as the Individuals with Disabilities

Education Act or IDEA), which resulted in new requirements including placing students in “the least restrictive environment.” In 1973, the Texas Legislature enacted the Bilingual Education and Training Act, which mandated bilingual instruction for elementary schools with 20 or more children with limited English skills.

In response to the San Antonio Independent School District v. Rodriguez court case on school equity, the state legislature in 1975 passed major school finance reform under House Bill 1126. That legislation shifted school support from a Minimum Foundation Program to a Foundation School Program with an increase in state funding and equalization aid to poor districts. It also provided the first state compensatory funds. In 1977-78, school finance legislation (Senate Bill 1) added about \$315 million to the Foundation School Program. That increase modified the teacher salary schedule by adding three steps to the existing 10-step teacher pay-scale schedule, improved funding for transportation and provided more state funds for equalization aid. The legislation created the School Tax Assessment Practices Board, which would eventually determine district property values. In an important move, the law also provided for the continuing study of public school finance with the establishment of the Legislative Commission on Public School Finance.

In 1979, the legislature passed Senate Bill 350 to accommodate the diverse needs of Texas schools in a more cost effective and equitable manner. The result narrowed the gap between rich and poor, urban and rural, large and small districts. The legislation expanded the Foundation Program Aid and adjusted the local fund assignments, set up the Texas Assessment of Basic Skills (TABS), began a pilot program for gifted and talented students, established a fast growth formula, increased equalization aid, set up a balanced cycle for textbook adoptions, and added minimum aid protection.

Significant progress in reform efforts continued with the initiation of the TABS, Texas’ first statewide student testing program. The first exam, the Texas Assessment of Basic Skills (TABS), tested students in Grades 3, 5, and 9 in 1980. It remained the statewide assessment until 1984.

Education Code Rewrite under House Bill 72

Throughout the 1980s, Texas lawmakers pushed for further education reforms and dealt with pressing school finance and equity issues.

In 1981 Gov. William Clements signed House Bill 246, which resulted in the state’s first statewide curriculum. The legislation established 12 subject areas which constituted a well-balanced curriculum through Grade 12. The State Board of Education also designated the essential elements of each subject listed and required each district to provide instruction in those elements in order to be accredited.

In 1983, the National Commission on Excellence in Education reported in “A Nation at Risk” that U.S. students lagged far behind students in many other nations. The report prompted Gov. Mark White to take action.

He appointed a Select Committee on Public Education, headed by Dallas billionaire businessman H. Ross Perot, which spent the better part of a year studying public education and issued a report detailing its findings, along with recommendations for improvement.

Most of those recommendations were enacted into state law in a landmark piece of legislation known as House Bill 72. In July 1984, Gov. Mark White signed “The Educational Opportunity Act of 1984,” which enacted the following sweeping reforms:

1. Set academic achievement as a priority, including adoption of the no-pass, no-play rule for students involved in athletics and extracurricular activities.
2. Required students in odd-numbered grades to take an annual test covering English language arts and mathematics. Additionally, every student was obliged take and pass an exit-level test to receive a high school diploma. Members of the Class of 1987 were the first students required to meet this challenge.
3. Provided a pay raise for teachers, provisions for a planning period during the school day, lower pupil-teacher ratios for the early grades, and a short-lived career ladder.
4. Required teachers and administrators to pass the Texas Examination of Current Administrators and Teachers (TECAT) exam, a basic competency test in reading and writing, to be recertified.
5. Revamped the system of public school finance to funnel more money to property-poor school districts.
6. Instituted accountability measures for the educational community. District performance reports were required through the Public Education Information Management System (PEIMS) to obtain information to meet higher standards.
7. Required dropout reduction programs.
8. Obligated local school boards to receive training.
9. Temporarily made the State Board of Education, which had grown to a 27-member elected body, into a 15-member appointed body.

Other Developments in the 1980s and Early 1990s

In 1984, the amended Vocation Education Act was renamed the Carl D. Perkins Vocational Education Act. A new state assessment, the Texas Educational Assessment of Minimum Skills (TEAMS), was implemented for the first time in 1985 and remained the state test until 1990. Students in odd-numbered grades were tested in reading, writing, and math. The same year, schools put into practice the essential elements of instruction.

Commissioner W. N. Kirby (1985-1991), reorganized the Texas Education Agency and created the Department of Research and Information and developed a plan to implement the Database for Accountability in 1985. The Public Education

Information Management System (PEIMS) Division collected data for the first time in 1987-88. Today, PEIMS is believed to be the world's largest repository of educational data.

In 1989, the Texas Education Agency, the commissioner of education, regional education service centers, and the State Board of Education underwent a sunset review. That same year, the State Board of Education changed from a 15-member appointed board to a 15-member elected board.

The Central Education Agency (TEA staff, the commissioner of education, regional education service centers, and the State Board of Education) was reauthorized under Senate Bill 417 in 1990. The bill included provisions for an audit of the Texas Education Agency, a process for approving innovative educational programs, performance indicators for each campus and an annual review of school districts to determine if they meet accreditation criteria. Monitoring provisions as well as waivers were also included in the bill.

Also in 1990, a new, more difficult state assessment, the Texas Assessment of Academic Skills (TAAS), was implemented, and the Academic Excellence Indicator System (AEIS) district and campus reports replaced the annual performance reports that had been published since 1985-86. The TAAS would be used to measure educational performance for the next 12 years.

A change in the state law allowed the commissioner of education for the first time to be appointed by a governor. Gov. Ann Richards appointed New York educator Lionel "Skip" Meno (1991-1995) as commissioner and a new law granted the commissioner rulemaking authority.

In 1993, legislation revamped the Texas Education Code pulling together laws for assessment, accreditation, performance reporting, and accountability. In a major move, legislators also mandated the creation of the Texas public school accountability system to accredit school districts and rate schools. The first district and campus accountability ratings were assigned in 1993-94. Over the years, the ratings were based on the Texas Assessment of Academic Skills (TAAS) test in reading, writing, and math, as well as annual dropout and attendance rates.

Since the inception of the state's accountability system in 1993, performance ratings have steadily improved, while standards have toughened.

In response to the Texas Supreme Court's third school finance decision, which found that Texas system of funding education was unconstitutional, the state legislature in 1993 enacted Senate Bill 7. That law established an equalized wealth level of \$280,000 per student in weighted average daily attendance (WADA). School districts above that amount were given five options to reduce their wealth to that level. In subsequent years, that law became known as the "Robin Hood" plan.

Education Code Rewrite under Senate Bill 1

Beginning in 1995, Gov. George W. Bush and the Texas Legislature enacted reforms which established clear new roles and relationships between the state, regional, and local education entities. Commissioner Mike Moses (1995-1999) was appointed by Bush to lead the state's education system, which came under increasing pressure to hold school districts accountable for the education of all children. The Texas Legislature in 1995 completed a full rewrite of the Education Code under Senate Bill 1, the omnibus education reform bill, which renewed the agency's role in supporting local communities to ensure that all students achieve a high standard of student performance. The new education code was enacted with the following provisions:

1. Dramatically increased local control over the education process.
2. Authorized charter schools, home rule education, and the ability for parents to transfer their children out of low-performing schools.
3. Streamlined the waiver process.
4. Established the State Board for Educator Certification, the licensing board for educators in the State of Texas.
5. Granted teachers the authority to remove disruptive students from class.
6. Increased the minimum salaries for beginning teachers and those with more than 20 years of experience. It also tied minimum salary levels to an appropriation in following years.
7. Increased the state's share of the foundation school program from 75 percent to about 85 percent. An equalization component provided a maximum entitlement of \$210 per student for school districts in the lowest quartile of average property value.
8. Provided increased school district funding, new standards for local tax administration, the Tax Assessment Practices Board, and state equalization for poor districts.
9. Required workbooks, fees, and other mandatory course costs to be paid by the districts, and changed the way textbooks were purchased.
10. Reduced in-service and preparation time from 10 days to eight.
11. Established two new committees; one to supervise tax assessment practices and one to explore and develop a revised method for financing state programs of public school education.

After years of legislative attempts to achieve equity and ensuing court cases, an important decision was made in 1995, when the Texas Supreme Court upheld the constitutionality of Senate Bill 7, which was passed in 1993. The court ruled that the guaranteed yield provision leveled the playing field for property-poor and property-rich districts and enabled districts to meet or exceed accreditation requirements. In 1997 a school finance bill provided significant property tax relief through increased exemptions, creating a new program for funding facilities, higher teacher pay scales and dedicated lottery proceeds to public education.

Other Developments in the mid-1990s and Beyond

In schools across the state, Texas continued to raise the bar for student achievement. Student performance on the TAAS exam rose steadily throughout the 1990s. Testing, coupled with the state's accountability system, helped document the success Texas has experienced.

Spurred on by the success of previous reforms, the Texas Legislature continued to push for improvements in curriculum, testing and accountability.

In a refinement to the assessment system, the Texas Learning Index was created in 1995-96 to equate performance within reading and math subject tests across grades. In 1996, Texas began efforts to upgrade the statewide curriculum and testing system. This shift continued in 1997 when the state adopted the Texas Essential Knowledge and Skills (TEKS). The new curriculum had higher academic content and skills that students must be able to demonstrate. The TEKS were implemented in 1998.

To better communicate the new laws on curricula and testing, the Texas Education Agency created a World Wide Web site that allowed users to download agency data. In 1996-97, the Academic Excellence Indicator System documents and reports were made available on the web. In another first, the Texas Assessment of Academic Skills tests were released to the public via the web site.

In 1996, the first charter school began operating. In 1997, the legislature authorized the State Board of Education to award an additional 100 charter school slots and an unlimited number of charter schools for at-risk students.

In 1999 Gov. Bush appointed Jim Nelson (1999-2001) as commissioner of education. That was also the year Bush campaigned for and the legislature passed the Student Success Initiative (House Bill 4), effectively ending social promotion. The initiative provided early intervention for students having difficulty learning to read. If a student was unable to pass the third grade reading assessment, they would not be promoted. In subsequent years, more grades would be added as social promotion was phased out. To help the schools achieve the higher standards, the Legislature appropriated \$82 million over a four-year period to help fund reading academies. Hard statistics proved that Texas' curriculum and accountability reforms were paying off. Gov. Bush said, "Texas leads the nation when it comes to improving public schools. We are raising standards, strengthening accountability and funding early intervention so that every child learns to read and no child is left behind." With student achievement rising, it was time for a new test and new initiatives. With the passage of Senate Bill 103 in 2001, lawmakers toughened testing and promotion requirements, beginning with the 2002-2003 school year. The more rigorous assessment, the Texas Assessment of Knowledge and Skills (TAKS), was aligned with the student learning standards, the Texas Essential Knowledge and Skills (TEKS).

The TAAS test changed to the Texas Assessment of Knowledge and Skills (TAKS) test for grades 3 through 11 in the 2003 school year. This test, designed specifically to assess students' understanding of the Texas Essential Knowledge and Skills (TEKS), had an additional requirement for students in the area of promotion. This was called the Student Success Initiative (SSI). Students enrolled in the 3rd grade must pass the reading section of the TAKS test in order to be promoted to the 4th grade. The exit-level test required for graduation changed to the 11th grade rather than the 10th. In future years, additional testing requirements must be met in the 5th and 8th grades. In addition, the graduating class of 2004–05, requires Texas students to pass new 11th grade exit-level tests as a high school graduation requirement. Beginning with the incoming 9th grade class of 2004–05, students will be required to begin high school with a plan to complete the state's Recommended High School Program.

After the 2001 legislative session, Gov. Rick Perry signed SB 218 that established the nation's first public school fiscal accountability system. Beginning with the 2003–04 school year, each Texas school district received a rating based on indicators of its financial condition and performance.

In 2001, the Texas Math Initiative was launched, which supported improved instruction in grades 5 through 8.

Lessons learned in Texas were played out on a national stage when the message was carried to the federal level with the January 2002 signing of the No Child Left Behind Act (NCLB). This law, which was based on Texas' testing and accountability system, enacted the most sweeping reform in education since the original Elementary and Secondary Education Act of 1965.

These unparalleled achievements resulted in dramatic changes in Texas public schools. Today, Texas public schools are continuing to make impressive gains in student achievement, efficiency and fiscal accountability.

Texas' long track record of education reforms that have continually raised educational standards have led to national recognition.

- Texas is one of 12 states honored by the National Education Goals Panel for its progress in meeting the National Education Goals established in 1989. Texas was singled out for the gains it has made in student achievement.
- A RAND report stated that the increased scores posted by Texas students on the National Assessment of Educational Progress (NAEP) were among the highest in the nation. Texas ranked among the top states on the NAEP 4th-grade math assessment in 1996, and tied for the highest gain in math achievement from 1992 to 1996. Additionally, only one state achieved a higher score than Texas on NAEP's first-ever 8th-grade writing assessment in 1998.

- In “Exploring Rapid Achievement Gains in North Carolina and Texas,” authors David Grissmer and Ann Flannagan note that North Carolina and Texas “made greater combined student achievement gains in math and reading (on NAEP 1992-1996) than any other states. The gains were significant and sustained.” They also point out that the two states “made significant improvement on more measures of progress toward National Education Goals than any other states.” The overarching reasons for this success were attributed to “leadership from the business community, political leadership and the continuity and stability of reform policies over time.”
- Texas is recognized for the achievement of its eighth-grade students, who outperformed students in both the United States and internationally on the math section of the Third International Mathematics and Science Study (TIMSS). Texas students also bested the international average on the science exam.
- The Business Roundtable, an association of Chief Executive Officers who are committed to improving public policy, released a 2001 study, “Real Results, Remaining Challenges: The Story of Texas Education Reform.” The study revealed that “annual testing and a groundbreaking system that holds schools accountable for the passing rates of all student groups have led to higher student achievement and dramatic decreases in racial learning gaps in Texas.” The author, Craig Jerald, a senior policy analyst with The Education Trust, concluded that Texas is “among the pacesetters in state education reform.”

More than ever before, Texas students are prepared to achieve success in the increasingly complex world of the 21st Century.

CARE AND PRESERVATION OF YOUR SCHOOL'S TREASURES

To help ensure that your school's treasures will be around for future generations, follow basic guidelines for care, handling, displaying, cleaning, and storing. Providing a safe environment that is clean, cool, dark, dry, and stable will maximize the life span of your cherished archival materials.

There are a variety of factors that contribute to the degradation of archival materials: careless handling; poor environment; inappropriate storage, display, or framing; and improper cleaning and/or conservation.

Information has been gathered from several sources to provide some general guidelines on how to protect your treasures. As always, please consult a professional conservator if you have questions and concerns, and always use reputable archival-quality products.

HANDLING

Careless handling is by far the most prevalent cause of damage to archival materials. It can lead to tears, wear, loss of the image, creases, and staining. Never eat, smoke, or drink in the vicinity of archives. The following guidelines can assist in the prevention of damage that can occur during handling.

Wear clean white cotton gloves when handling a book, textile, artwork, or document. Salts and oils from hands can cause staining and transfer dirt to surfaces. Replace soiled gloves immediately to prevent abrading or wearing on delicate surfaces. If gloves are not available, wash and dry hands frequently when handling an archive; do not wear hand lotion. Watches or jewelry should be removed before handling items. Work spaces and table tops should be neat and dirt-free. Place fragile items on a padded worktable covered with cotton sheeting.

Use only No. 2 (or softer) pencils when working on, or around, archival materials. Pens and markers can cause staining or may bleed through to the other side.

Paper clips, binder clips, glue, rubber bands, and adhesives should not be used on archival materials. Metallic clips can corrode and leave rust stains on paper, parchment, and fabric. Pressure-sensitive tapes and self-stick removable notes can damage the media or paper surfaces.

Extensive photocopying of books and documents should be avoided; it can lead to fading. The compression of books during photocopying can also break the binding and spine of the book.

Support items from below when moving them. Slide a piece of stiff paper or mat board underneath the art, document, etc. so that the mat board (not the archival item) is handled. Do not lift a piece of paper by its edges, especially if tears are pres-

ent. Stacked paper objects should never be dragged or slid across each other. This can cause abrasion or smudging of their surfaces. Lift them up one at a time. Books should be grasped by both sides, not by the upper edge of the book (endcap). If not, you could damage the binding. If the sides of the book are not readily accessible (as with books that are stored on book shelves), the book should be gently nudged forward on the shelf from the back so that it can be fully grasped with one hand.

ENVIRONMENT

The overall environmental conditions under which archival materials are stored and displayed can have a great effect upon their longevity. Factors that can lead to damage include: pollution, pests, inappropriate or extreme temperatures, relative humidity, and high light levels. Do not store items in a basement or attic or near water sources such as bathrooms, water heaters, or washing machines. Think about what is in the room above your valued treasures.

Pollution

Air filtration is the most effective way to minimize damage due to pollution. If air filtration is not feasible, then proper storage can help to prolong the life of works of archival materials. Measures should also be taken to eliminate storage or display near materials that emit hazardous gases. Unfortunately, for composite objects such as books, incompatible materials such as leather and paper cannot be separated.

Pest Prevention

There are a variety of insects that can damage paper and leather artifacts; primarily, silverfish, firebrats, carpet beetles, and the book louse. In general good housekeeping is the best method of deterrence. Regular inspections of stored collections provide the cheapest and safest method of safeguarding against infestation. Screening on windows and doors will aid in keeping out larger pests. In addition, fresh flowers and plants should be inspected before being placed in the vicinity of your archival materials. When infestations are suspected, sticky insect traps can be placed under cabinets and cupboards. These traps do not poison insects; they aid in assessing the numbers and types of insects that are present. In general, insecticides should not be used on or in the vicinity of archival materials. Insecticides can cause fading and discoloration of paper, leather, and parchment. If you find an infested item, place it in a sealed plastic bag and contact a professional immediately.

Temperature and Relative Humidity

Ideally, cool storage is desirable for archival materials. Fluctuations and extremes in temperature and humidity levels can have a detrimental effect upon the preservation of archival materials. Try to keep the temperature at one level 24 hours a day, 365 days a year; don't change settings for nights or weekends. It is recommended that the temperature be 67 degrees and the humidity level be kept at 47 percent. Keep objects away from heat sources such as furnace vents, fireplaces, warm lights, and direct sunlight.

Light

Light causes fading and other damage. Do not put valuable books, artwork, documents, etc. where they will get direct sunlight or bright light of any kind. Ultra Violet (UV) filtering for windows and frames can significantly reduce the damaging effects of UV light. Both fluorescent lamps and daylight may contain high levels of ultraviolet light.

STORAGE, DISPLAY, AND FRAMING

If possible, display a copy and safely store the original document. Never laminate your treasured document. The proper supplies and appropriate storage and display of archival materials are essential to help minimize factors that can lead to degradation. As always, your organization should have a disaster preparedness plan in place.

Avoid displaying documents and books in the vicinity of fireplaces or air ducts; dirt and soot can be deposited onto the paper surface. Avoid the display of framed documents on exterior walls; it can lead to damage resulting from moisture condensation on the back of the document. All storage boxes, paper folders, and tissue paper should be acid-free, lignin-free, and have a neutral pH. It is important to use archival-quality materials; for example, standard office manila folders are a source of acids and envelopes can cause damage. If you cannot find buffered folders, use a sheet of buffered paper at the front and back of the folder. Routine inspection and cleaning of boxes and folders will aid in extending the life of collections. Where possible, use folders or folded sheets of paper instead of fasteners to keep groups of records together. Before storing, remove extraneous materials: paper clips, rubber bands, wrapping material, notes, old folders, or any other material that is not pertinent or that may cause damage. Always select a supplier who specializes in products for archival use.

Labeling

If it is necessary to place identifying information on an object itself (e.g., a paper document), use a no. 2 pencil and write on the verso or in the lower right margin. Never apply labels directly to documents or works of art; use labels for boxes, folders, and other enclosures. To label storage folders, envelopes, etc. use a pencil or type the label. Never use a pen; it might stain or bleed. Textiles identification should be placed on the container to avoid unnecessary handling. Sew-on tapes of cotton twill can generally be used safely. For ease of identification, location, and browsing, label boxes with enough pertinent information regarding their contents.

Paper Documents

Unfold and flatten papers wherever possible without causing damage, and remove letters from envelopes. Encapsulate documents within an archival-quality clear plastic envelope/sleeve to protect documents from dirt, dust, and tearing. This also allows for viewing of both sides of the document. For large or odd size documents, sheets of the same clear plastic can be adhered along the edges using double sided tape. Care should be taken to make sure that the tape does not come in contact with the document. Place encapsulated documents into acid-free boxes or folders

for long term storage. Items that are not handled often can be placed in folders and boxes. Severely degraded paper should be stored in buffered boxes that contain an alkaline reserve. Alkaline reserve buffers are chemicals that absorb acids that are generated by the degraded paper.

Parchment Documents

Parchment documents should be stored in unbuffered acid-free folders or boxes. The use of clear plastic folders is not recommended for parchment.

Newsprint and Faxes

Isolate newspaper clippings from other documents because newsprint is highly acidic and will stain adjacent paper. Fax copies are also unstable. Replace these items with photocopies on alkaline paper or place in a separate envelope.

Books

Bookshelves are the most common method of storing books. Pack books loosely on shelves to minimize damage caused by overcrowding. Book ends can provide even support. Large books should be stored flat on shelving units. Rare and fragile books should be placed into individual protective enclosures.

Artwork

Use a museum-quality mat and frame to display any valuable artwork or photo. In general, good housekeeping is essential to the preservation of artworks on paper. Regarding storage, acid that is generated by poor quality wood-based cardboard boxes and folders can cause the degradation of artworks stored within them. Artwork should be stored flat, if at all possible. Some drawings and paintings on paper, blueprints, and some photos may be damaged by chemicals used as buffers. These should be stored in neutral, unbuffered, low-lignin enclosures if paper is used.

Fabrics

Textiles are fragile and easily damaged by insects, mold, handling, and exposure to light, heat, and humidity. Light is particularly damaging because it causes fading and deterioration. Work on a clean, flat surface. Small, flat textiles can be moved on acid-free cardboard or placed in archival boxes. Larger, rolled textiles should be moved on their tubes. When selecting a paper-based storage material, you must understand the types of fibers in your collection. Cellulose fibers (cotton, flax, jute, ramie, and rayon) can be stored in either buffered or unbuffered paper products. Proteinaceous fibers (silk and wool) are sensitive to alkalis and cannot be stored in alkaline-buffered products. If you are unsure of your fabric, or if there are mixed fibers (e.g., a linen sampler with silk thread), use unbuffered materials.

Photographs

You may want to obtain good quality copies of your unique or valuable photos for display. Black-and-white photographs last longer; video, color slide, and most color prints have a limited life-expectancy. Always handle prints along the edges, preferably wearing white cotton gloves. Remember to keep all information from the old prints, storage materials, negatives, etc. Do not attempt to remove dry mounted or

glued photos; you may damage them; place the entire page in a folder or a plastic sleeve. It is best not to attempt any repairs; make a copy print and store the damaged original.

Matting and Framing

Archival documents can be framed for display. The use of high quality, acid-free, lignin-free mat board is recommended. In general, paper objects should be framed using a window mat. They provide space between the surface of the artwork and the glass of the frame to prevent the work of art from becoming stuck to the glass surface. The document should be attached to the mat board using only acid-free paper hinges and high-quality adhesives. Staining can be caused by contact with acidic or other non-archival-quality materials, such as tape or rubber cement. The recommended adhesives for hinging paper are wheat starch paste, methyl cellulose, and ready-made paper framing/hinging tape. The use of UV filtering glass and Plexiglass in frames can help to reduce damage from UV light.

REPAIR AND CLEANING

Aside from obscuring text, dirt can attract moisture, mold spores, and pollution. Dirt also has an abrasive quality that weakens the structure of leather and paper. In general, the cleaning and repair of paper materials should be carried out by a professional conservator. If you wish to carry out some surface cleaning, the following procedures should be followed.

Surface Cleaning

Paper and parchment documents can be lightly dusted with a soft brush to remove surface dirt. Prior to dusting, the art should be inspected carefully to ensure that there is no loose or powdery media or surface that could be brushed away during cleaning. Any additional cleaning of parchment should be carried out by a professional conservator. If brushing does not remove sufficient surface dirt on paper, dry eraser pads can be used. This method of cleaning should only be used for stable images. Care should be taken to clean only the areas around the media, not the media itself. Always proceed with caution when cleaning. Over-cleaning can cause more damage than the dirt itself. Extensive wet or solvent cleaning should only be carried out by a professional conservator.

Books

The covers and edges of books can be brushed to remove surface dirt. An alternate method of cleaning is the use of a low-suction portable vacuum. A soft brush attachment and nylon screen should be attached over the end of the nozzle to catch loose fragments that could be vacuumed up during cleaning. All fragments should be saved since they can be reattached during future conservation work.

Mold Removal

Archival materials that have been stored in damp environments are highly susceptible to damage by mold growth. If mold growth has occurred, the mold must be removed before it can cause permanent staining or contamination of other objects. The safest method of mold removal for paper items is the use of a brush and a small low-suction vacuum cleaner. Mold spores can spread through the air and must be

contained. The Canadian Conservation Institute has devised an inexpensive method of making a vacuum that traps mold in a glass vial containing water. If a vacuum cannot be constructed, an alternative method is to brush the mold off the surface of the paper. This must be carried out in an area where other paper and objects will not become contaminated. During the summer, this work could be done outdoors. Frequent cleaning of brushes is essential.

Textiles

Soil damages fabric and provides nutrients for insects and mold. Modern garments should be cleaned immediately after wearing; soil and stains are more difficult to remove as they age. When dry cleaning, request fresh or filtered solvent. For older, historic textiles, washing and dry cleaning should be done under the direction of a conservator. Removing dust is vital. All but very fragile textiles can be safely vacuumed. Lay the textile on a support sheet, and cover with a clean fiberglass window screen. Use a hand-held, low-power vacuum over the covered textile. Never vacuum the textile directly.

RESOURCES

Additional preservation information is available at:

American Institute for Conservation of Historic and Artistic Works, Stanford University:

<http://aic.stanford.edu>

<http://sul-server-2.stanford.edu/bytopic/genpub/>

Conservation OnLine: <http://palimpsest.stanford.edu/>

The Council for Museums, Archives and Libraries: www.resource.gov.uk

The Henry Ford Museum: www.TheHenryFord.org;

www.hfmgv.org/explore/artifacts/archival.asp

Gaylord: www.gaylord.com

The Getty Conservation Institute: <http://www.getty.edu/conservation/institute/>

Iowa Conservation and Preservation Consortium:

<http://web.grinnell.edu/individuals/stuhrr/icpc/icpc.html>

Kodak, Film Storage Information:

www.kodak.com/country/US/en/motion/support/technical/storage1.shtml

The Library of Congress, Preservation: www.loc.gov/preserv/

National Institute for Conservation, Heritage Preservation: www.heritagepreservation.org

Northeast Document Conservation Center: www.nedcc.org

Regional Alliance for Preservation: <http://www.rafp-arcc.org/>

Smithsonian Institute for Materials Research and Education:

www.si.edu/scmre/takingcare/guidelines.htm

State Preservation Board: www.tspb.state.tx.us/

Texas Historical Commission: www.thc.state.tx.us/

Texas State Library and Archives Commission: www.tsl.state.tx.us/

The University of Texas at Austin, School of Information:

<http://sentra.ischool.utexas.edu/programs/pcs/>

U.S. National Archives and Records Administration, Preservation:

www.archives.gov/preservation/



1854-2004

Sesquicentennial Handbook

