

THE DEVELOPMENT OF THE PUBLIC SCHOOLS OF
DENTON COUNTY, TEXAS, 1900-1942

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Sources of Data	
Purpose	
Definition of Terms	
Manner of Procedure	
II. RELATED STUDIES AND HISTORICAL BACKGROUND	6
Related Studies	
Historical Background	
III. THE DEVELOPMENT OF THE PUBLIC SCHOOLS OF DENTON COUNTY	16
IV. SUMMARY AND CONCLUSIONS	37
BIBLIOGRAPHY	42

LIST OF TABLES

Table	Page
1. General and Scholastic Population Trends in Denton County by Ten-year Intervals from 1900 to 1940	16
2. Scholastic Population Trends in Denton County, 1900-1942	18
3. Approximate Number of Teachers, Salaries, and Length of Terms in Denton County, 1900-1942.	25
4. State Per Capita, Scholastic, and Enrollment Apportionment, and the Total Taxes of Denton County, 1900-1942	31
5. Valuation Trends of Public School Property of Denton County, 1900-1942	34
6. Approximate Salaries of the <u>Ex-officio</u> Superintendent and of the County Superintendent of Denton County, 1900-1942	35

CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study is to discover and to point out with the aid of tables the changes which have occurred, and the most important factors affecting the growth and development of the public school system of Denton County during the period 1900-1942.

This thesis is by nature descriptive and is based on primary data.

There are four chapters, the first being merely introductory and a means of orientation for the entire study. The second chapter presents the historical background of the county. In the third chapter various tables are presented and interpreted. The fourth and concluding chapter is a summary of the more important findings, adequate enough to give the reader a comprehensive understanding of the schools of Denton County from 1900 to 1942.

Sources of Data

The data used in this study were secured from the office records of the County Superintendent, the County Auditor, the County Library, and the County Clerk; Geography of Denton

County, by Mary Jo Cowling; History and Reminiscences of Denton County, by Ed F. Bates; Texas Almanac, 1941-1942; biennial reports of the State Department of Education, and other bulletins from the State Department of Education. These reports and bulletins were obtained from the libraries of the Texas State College for Women, the North Texas State Teachers College, and the West Texas State Teachers College.

The reports used were for the following years: 1900-1901, 1903-1904, 1906-1907, 1908-1909, 1909-1910, 1912-1913, 1914-1915, 1916-1917, 1917-1918, 1920-1921, 1922-1923, 1924-1925, 1927-1928, 1932-1933, 1934-1935, 1938-1939, and 1941-1942.

The bulletins were Nos. 122, 126, 127, 135, 139, 157, 158, 221, 232, 242, 248, 250, 382, and 413.

Purpose

The writer has attempted to organize these data in such a manner that they may be of some help, or may supply information to school administrators, county superintendents, superintendents of schools, and anyone else interested in the development of the public schools of Denton County.

Other purposes of this study are to show the trends in the following: (1) general population; (2) scholastic population of both common and independent schools and for the white and colored population; (3) total enrollment; (4) number of teachers in the common and independent schools, white

and colored; (5) teachers' salaries of both common and independent schools, white and colored; (6) length of school term; (7) state apportionment per capita; (8) scholastic apportionment; (9) enrollment apportionment; (10) total taxes; (11) valuation of common and independent school property, both white and colored; and (12) the salaries of the ex-officio superintendent, 1900-1908, and of the county superintendents, 1908-1942.

The records are not complete for all of the years included in this study. During a part of this period the State Department of Education kept these records by counties, but later the system was changed and some data were recorded only for the state as a whole. Enough data are given to indicate general trends in the various factors considered.

Definition of Terms

In presenting these data, certain terms are frequently used, among which are the following:

Trend, in this study, means the direction of change in population, enrollment, teachers, salaries, length of term, valuation of property, and apportionments.

Per-capita apportionment is the money set aside by the state for each scholastic enumerated.

Scholastic apportionment is obtained by multiplying the number of scholastics by the per-capita apportionment.

Enrollment apportionment is found by using the actual

enrollment figures and multiplying by the per-capita apportionment.

Common schools are schools which are not independent and are under the direct supervision of the county superintendent and the county board of education.

Independent schools are schools which have met certain legal requirements and are accorded a larger measure of local control, and are subject to less supervision by the county superintendent and the county board of education, having a local superintendent and school board.

Administration and term of office have been used interchangeably in relation to the county superintendent.

Unders or under-age applies to those children who are below legal school age.

Overs or over-age is used to mean the pupils above legal school age.

Manner of Procedure

The general procedure in this study is to give a brief survey of the origin and development of public education in Denton County as a background of this period and the trends from 1900 to 1942, including both white and colored school population.

This subject was handled by administrations, so far as was possible, except for the first eight years, when the county judge acted as ex-officio superintendent. The

years of data being used for that period were 1900-1901, 1903-1904, and 1906-1907.

After the election of a county superintendent for a term of two years, the writer has used data of the first and last years of the administration, with the following exceptions: when one administration was for six years, data were used for the first, third, and sixth years; in another administration of ten years, the data used were for the first, third, and eighth years. The first four-year term of office began in 1934, and the data used were for the first, fourth, and eighth years.

It was considered unnecessary to make an intensive study of each year's data, since the trends are well defined in the data selected at intervals as indicated previously.

CHAPTER II

RELATED STUDIES AND HISTORICAL BACKGROUND

Related Studies

There are few related studies in this field. Of the small number available, two seem to be most pertinent to the problem under investigation. The study, "Equalizing Educational Opportunities for Children in Denton County," made by Robert Lee Proffer,¹ disclosed the following trends: in 1935-1936, 70.4 per cent of the total population of the county was classified as rural; there were fifty-nine common school districts for those years, and nine independent districts. The common school units were under the direct administration of the county school board and the county superintendent. The same trends are shown here as in the problem under consideration in the fluctuation of the total population over the twenty-year period, 1910-1930, reaching the maximum in 1920, a gain of 4.8 per cent. The scholastic population was in accord with the general population. The largest enumeration of scholastics in the county was 9,746,

¹Robert Lee Proffer, "Equalizing Educational Opportunities for Children in Denton County" (Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, 1937).

in the year 1920. Another significant fact is the teacher-pupil load, which increased with the size of the schools.

Ed F. Bates, in his History and Reminiscences of Denton County,² tells of the organization of the early schools of the county, the location and sale of the county's free school lands. He enumerates the faculty members of the schools of the town of Denton, and gives a brief summary of the year's work for 1917, when L. H. Edwards was county superintendent.

The data of Ed F. Bates agree with the data used for this problem, except for the employment of the first county superintendent. The writer was able to secure first-hand information from W. L. Willis, the first county superintendent, on this point.

Historical Background

Denton County, organized in 1846, was named for John B. Denton, early Texas frontiersman, Indian fighter, and aide of General Tarrant. The county is located in the north-central part of Texas, thirty-five miles south of Red River, the Texas-Oklahoma boundary. Cooke County is the only county between Denton County and Red River. On the south it joins Dallas and Tarrant counties, on the east Collin County, and on the west Wise County. Denton, the county seat, is only about forty and thirty-five miles, respectively, from

²Ed F. Bates, History and Reminiscences of Denton County, pp. 186, 188-192, 195-196.

the cities of Dallas and Fort Worth. The nearest Gulf ports are Houston and Galveston, about three hundred miles to the south. The county covers an area of about 941 square miles, each of the four boundaries being approximately thirty miles in length.

On February 5, 1840, Congress passed an act making the chief justice and two associate justices the school commissioners for each county, and charged them with the duty of locating and handling their counties' school lands.

The Eleventh Legislature on November 1, 1866, passed an act authorizing the police court of Denton County to sell the county's school lands and invest the proceeds in bonds. Up to this time Denton County school lands had not been located, although it was entitled to them when the county was organized in 1846.

The Constitution of the State of Texas, adopted in 1876, empowered the legislature "to establish and make suitable provisions for the support and maintenance of an efficient system of public free schools."³

There were no free schools in Denton County prior to 1868. The earlier schools were conducted by subscription. They were generally three-months' schools, in session through July, August, and September. The common branches only were taught. The pupils paid \$1.25 to \$1.50 per month tuition,

³State Department of Education, Public School Laws of the State of Texas, Bulletin No. 382, 1938, p. 2.

and would go early and remain all day at the school.

There were eight such schools in the county in 1860, and it was not uncommon to see boys and girls riding six or eight miles to school. The county was thinly populated, and the people as a rule were not particularly enthusiastic about schools. They believed in spelling, reading, and writing, but beyond this they were not interested. Spelling was the hobby, and often public spelling matches were held, at which Webster's Blue Back Speller was spelled through.

At this time (1870), the question of public free schools in Denton County was freely discussed, but the people were divided on the subject. The objectors to the free school system contended that it was not just and right to collect an ad valorem and a poll tax from A, who had no children, to educate B's children; or to appropriate the public domain, which belonged to A and B equally, to the exclusive benefit of B's children. B justified the act upon the grounds that the perpetuity of our free republican form of government depended upon the virtue and intelligence of our citizenship, and that A and B alike shared the blessings of good government.

In 1870 a law providing for compulsory attendance of at least four months was passed, and the law provided that parents or guardians should be penalized for failure of the pupil to attend, provided non-attendance was not due to ill

health, and there was a school within three miles, and if there was no danger from hostile Indians. Children under ten years of age could not be compelled to travel over one mile to school. Compulsory attendance was never enforced in Denton County, and that feature of the law was soon repealed. The Compulsory School Law was re-enacted in a modified form by the Thirty-fourth Legislature in 1915 to be effective in September, 1916. An attendance of sixty days for the scholastic year beginning September 1, 1916, and not less than eighty days for the scholastic year beginning September 1, 1917, and for the scholastic years 1918 and 1919; and for each scholastic year thereafter a minimum attendance of one hundred days should be required. The compulsory school age was seven to sixteen years of age.

In 1878, with C. C. Scruggs as County Judge, and J. A. Fry, J. C. Wright, M. M. Davenport, and A. J. Nance as Commissioners, the court ordered and employed Elijah Biggerstaff to secure and plot the Denton County school lands, which were located not far from Wichita Falls in Wichita County. Judge Scruggs, as agent, sold the lands, mostly in bulk, for \$1.15 per acre to a northern syndicate. After surveying fees and sales commissions were deducted, the net amount of \$1.05 per acre, or \$13,500, was received for said lands, which sum was invested in Denton County bonds bearing four and five per cent interest, which amounted to about

\$585.00 per annum. This amount was prorated among the schools of the county and amounted to seven cents per capita at this time.

These commissioners had to sub-divide the county into convenient school districts and inaugurate the free school system. The county judge was made ex-officio county superintendent and had the supervision of the public free schools in Denton County until 1908, when a full-time county superintendent was elected.

The city of Denton had a series of subscription schools conducted in the Masonic Hall by J. S. Richardson, C. C. Bell, J. S. Chapman, E. B. Keyte, and others; but these gave way to the public free schools.

In the summer of 1882, the question of levying a tax and having a nine-months' free school was agitated. As a result, bonds were sold and the first school building was erected. W. S. Parker was the architect, and T. W. Abney and F. M. Faught, the building committee. The structure was a three-story brick building and cost about \$15,000, the proceeds of the bond sale. In this building Professor Morgan H. Looney taught a four-months' school in 1884. The school fund would not justify a longer term.

Professor E. P. Comeigys and his faculty, E. B. Keyte, R. J. Yeates, Miss Ella Hundley, Miss Alice Piner, Miss Dena Cobb, Miss Helen Smith, Miss Naomi Baker, Miss Etta

Jones, and Miss Maggie Morgan, taught the school in 1885, and had five hundred students. In 1888, the enrollment was five hundred seventy. Rapid progress had been made, and in 1894 the school was affiliated with the University of Texas with Professor E. B. Keyte and the following faculty: A. F. Heltman, J. S. McReynolds, J. A. Conway, Miss Berta Inge, Mrs. Bishop Neely, Miss Ada Terrill, Miss Salena Burns, Miss Nannie Cook, Miss Sena Mounts, Miss Etta Jones, Miss Kate Karnes, Mrs. Hogg, and Miss Tip Drye.⁴

By this time all private schools yielded to the demand for public education and retired from the field.

Until 1883 the community system of schools was in operation in Texas. It was the loosest type of organization, with no organized districts, no local taxes, no regular school buildings, and negligible local support. It permitted the use of state funds without interference.

A constitutional amendment in 1883 abolished all community systems of school organization and adopted the district system, which shifted the responsibility from the state to the county. Within a few years the district system assumed the important position in public school education in Texas which it occupies today.⁵

When the small districts were laid out to suit farming

⁴Bates, op. cit., pp. 186, 188-192, 195-196.

⁵Frederick Eby, The Development of Education in Texas, pp. 169, 194, 197.

needs, it was endeavored to bring the schoolhouse within walking distance of every child. A stream, a road, or a line of fence was used to set the boundaries of these districts, which were almost entirely farming land, so the inequalities were not so great.⁶

From the beginning of the district system in Texas the weaknesses of the system were recognized. As early as 1903, consolidations to form larger units were recommended by the State Superintendent, Le Febre.

Then came trends toward the formation of larger units. Able has explained that the rural school problem is an American problem developed by the American people in the process of evolving a system of public education for a republic.⁷

Horace Mann, more than a century ago, recognized that educational progress was being impeded by the district system of school administration.⁸

In 1911, the Texas Legislature passed the rural high school law authorizing county school boards to consolidate schools and establish rural high schools, thereby giving high school privileges and opportunities, as far as possible,

⁶Frank W. Cyr, Arvid J. Burke, and Paul R. Mort, Paying for Our Public Schools, p. 32.

⁷J. F. Able, Consolidation of Schools and Transportation of Pupils, Bulletin No. 41, United States Bureau of Education, 1932, p. 2.

⁸F. E. Bolton, T.R. Cole, and J. H. Jessup, The Beginning Superintendent, p. 502.

to all children of scholastic age in the rural districts.⁹
By 1918-1919, many districts had been consolidated.

In a study made in 1910 with funds obtained from the Russell Sage Foundation, Texas ranked thirty-eighth among the states of the nation educationally. Based on studies made in 1930, using the same measurement scale as that of the Russell Sage Foundation, Phillips ranked Texas as thirty-sixth in educational position.¹⁰

The Twenty-fifth Legislature, in 1897, enacted the first uniform textbook law, effective in September, 1898.

The anti-nepotism law, which prohibits the employment and payment by a school board of any person who is related within the third degree by affinity or consanguinity to any member thereof, was enacted.

The Thirtieth Legislature, in 1906-1907, passed a law creating the office of county superintendent in counties having a scholastic population of 3,000 or more.¹¹

Denton County had its first county superintendent, W. L. Willis, elected July 1, 1907, for a term of two years and serving until November 1, 1909, at which time he resigned to become superintendent of city schools of Honey

⁹Eby, op. cit., pp. 228-229, 260.

¹⁰Frank M. Phillips, "Educational Rank of American States," American School Board Journal, February, 1932, p. 25.

¹¹State Department of Education, Public School Laws of the State of Texas, Bulletin 413, 1941, Article 2688, p. 42.

Grove, and J. W. Beatty was appointed by the Commissioners' Court to fill the unexpired term and was also elected for the next term, 1910-1912, according to Willis' statement to the writer. The third county superintendent, J. J. McCook, served one term, 1912-1914, and was followed by L. H. Edwards, who was in office for three two-year terms, from 1914 to 1920. Then came L. A. Allison, who served from 1920 to 1924. He was followed by J. L. Yarbrough, who was county superintendent for ten years, from 1924 to 1934. R. L. Proffer was the first to serve a four-year term, being in office from 1934 to 1942.

Much was done to standardize the work of professional training of teachers in Texas. It was recommended that all certificates should be state certificates. This law became effective on June 11, 1911. During the regular session of 1911-1912, three hundred persons took regular courses in this department of the University of Texas, while in the summer of 1912, five hundred persons took teachers' professional courses.

The Free Textbook Law was passed in March, 1919, but did not become effective until June, 1919. A book depository was established in the office of the county superintendent in the same year.

CHAPTER III

THE DEVELOPMENT OF THE PUBLIC SCHOOLS OF DENTON COUNTY

In the study of the development of any school system there are several important factors involved. The first one considered here is the general population trend, which is necessary in order better to understand the status of the scholastic population.

Table 1 below reveals the general and scholastic population trends in Denton County by ten-year intervals, beginning with 1900 and including 1940, the last federal census year.

TABLE 1
GENERAL AND SCHOLASTIC POPULATION TRENDS IN DENTON COUNTY
BY TEN-YEAR INTERVALS FROM 1900 TO 1940

Census Year	Total Population	Per Cent of Increase or Decrease	Scholastic Population	Per Cent of Increase or Decrease
1900	28,318	...	6,557	...
1910	31,258	/10	7,811	/19
1920	35,355	/13	9,746	/26
1930	32,822	- 7	9,037	- 7
1940	33,658	/ 2	7,911	-12

The population of Denton County increased steadily from 1900 to 1920, at the rate of approximately three thousand for each ten-year period. The census of 1930 shows a decrease of 2,533, which is accounted for through migration into nearby urban centers such as Dallas and Fort Worth. In 1940 there was an increase of about 836, or 2.5 per cent in population. The decline in population in the years following 1920 was caused by a tendency of people to move to cities or larger towns to secure work, and also to a decrease in the size of families. According to the 1940 census, it may be seen that the general population of the county increased slightly as the trend at that time was a movement of back-to-the-farm and live-at-home.

As may be noted from the following tables, data were not available for the years 1912-1913, 1914-1915, and very few for 1916-1917. Table 2, page 18, reveals data concerning the following factors in Denton County: scholastic population; common and independent school enrollment, both white and colored; and the grand total enrollment.

The first factor considered is the scholastic population, which increased, as did the entire population of the county, reaching its highest figures in 1920-1921 (see Table 1). After this time the size of families decreased and many people moved out of the county. This fact is revealed in data in Table 2, section A.

TABLE 2

SCHOLASTIC POPULATION TRENDS IN DENTON COUNTY, 1900-1942

Section	Year	Type of School		Total
		White	Colored	
A. Scholastic population.	1900-1901	5,970	587	6,557
	1903-1904	6,228	600	6,888
	1906-1907	7,578	662	8,240
	1908-1909	7,285	610	7,895
	1909-1910	7,197	614	7,811
	1912-1913	...	...	...
	1914-1915	...	...	...
	1916-1917	9,753	367	10,120
	1917-1918	8,966	803	9,769
	1920-1921	9,040	706	9,746
	1922-1923	9,306	...	...
	1924-1925	8,844	594	9,438
	1927-1928	8,335	685	9,020
	1932-1933	8,434	603	9,037
	1934-1935	7,950	521	8,471
	1938-1939	7,367	541	7,911
1941-1942	7,021	600	7,621	
B. Enrollment, common schools. 1. Within age.	1900-1901	4,254	373	4,627
	1903-1904	3,760	216	3,976
	1906-1907	3,791	218	4,009
	1908-1909	3,719	203	3,922
	1909-1910	4,128	171	4,299
	1912-1913	...	...	...
	1914-1915	...	...	...
	1916-1917	...	...	...
	1917-1918	5,660	367	6,027
	1920-1921	5,400	263	5,663
	1922-1923	4,049	...	...
	1924-1925	5,021	212	5,233
	1927-1928	3,435	112	3,557
	1932-1933	3,122	61	3,683
	1934-1935	3,015	67	3,082
	1938-1939	2,413	41	2,454
1941-1942	3,136	111	3,247	

TABLE 2 -- Continued

Section	Year	Type of School		Total
		White	Colored	
2. Over age.	1900-1901	205	13	218
	1903-1904	146	16	162
	1906-1907	86	6	92
	1908-1909	375	29	404
	1909-1910	458	12	470
	1912-1913	...	...	...
	1914-1915	...	...	...
	1916-1917	...	...	...
	1917-1918	...	...	...
	1920-1921	...	...	...
	1922-1923	...	...	...
	1924-1925	...	...	...
	1927-1928	...	...	...
	1932-1933	...	...	...
	1934-1935	...	...	...
	1938-1939	...	...	...
	1941-1942	...	...	...
3. Under age.	1900-1901	512	29	541
	1903-1904	...	...	...
	1906-1907	...	...	...
	1908-1909	...	...	...
	1909-1910	...	...	...
	1912-1913	...	...	...
	1914-1915	...	...	...
	1916-1917	...	...	...
	1917-1918	...	...	...
	1920-1921	...	...	...
	1922-1923	...	...	...
	1924-1925	...	...	...
	1927-1928	...	...	...
	1932-1933	...	...	...
	1934-1935	...	...	...
	1938-1939	...	...	...
	1941-1942	...	...	...

TABLE 2 -- Continued

Section	Year	Type of School		Total	
		White	Colored		
C. Enrollment, independent schools. 1. Within age.	1900-1901	823	20	843	
	1903-1904	1,113	121	1,234	
	1906-1907	1,377	150	1,527	
	1908-1909	3,106	292	3,398	
	1909-1910	2,783	283	3,066	
	1912-1913	...	...	...
	1914-1915	...	...	...
	1916-1917	...	...	...
	1917-1918	3,206	436	3,642	
	1920-1921	3,640	443	4,083	
	1922-1923	5,257	...	...
	1924-1925	3,823	382	4,205	
	1927-1928	4,103	333	4,436	
	1932-1933	4,266	461	4,727	
	1934-1935	4,348	178	4,526	
	1938-1939	4,325	444	4,385	
	1941-1942	4,385	479	4,864	
	2. Over age.	1900-1901	5	...	5
		1903-1904
		1906-1907	5	...	5
		1908-1909	243	4	247
		1909-1910	199	6	205
		1912-1913
		1914-1915
		1916-1917
		1917-1918
		1920-1921
1922-1923		...	...	...
1924-1925		...	...	...
1927-1928		...	...	...
1932-1933		...	...	...
1934-1935		...	...	...
1938-1939		...	...	...
1941-1942		...	...	...

TABLE 2 -- Continued

Section	Year	Type of School		Total
		White	Colored	
3. Under age.	1900-1901	61	...	61
	1903-1904	21	...	21
	1906-1907	18	...	18
	1908-1909	...	...	...
	1909-1910	...	...	...
	1913-1913	...	...	...
	1914-1915	...	...	...
	1916-1917	...	...	...
	1917-1918	...	...	...
	1920-1921	...	...	...
	1922-1923	...	...	...
	1924-1925	...	...	...
	1927-1928	...	...	...
	1932-1933	...	...	...
	1934-1935	...	...	...
	1938-1939	...	...	...
1941-1942	...	...	...
D. Grand total enrollment.	1900-1901	5,860	535	6,395
	1903-1904	5,388	373	5,761
	1906-1907	5,526	382	5,908
	1908-1909	7,443	528	7,971
	1909-1910	7,568	472	8,040
	1912-1913	...	...	...
	1914-1915	...	...	...
	1916-1917	...	...	...
	1917-1918	8,866	803	9,669
	1920-1921	9,040	706	9,746
	1922-1923	9,306	...	...
	1924-1925	8,844	594	9,438
	1927-1928	7,538	455	7,993
	1932-1933	7,888	522	8,410
	1934-1935	7,363	245	7,608
	1938-1939	6,738	485	7,223
1941-1942	7,521	590	8,111	

As may be seen in Table 2, section B, part 1, the common school enrollment was greater in 1900 than it was ten years later, in 1910, which was due to common schools giving away to independent schools. The over-age pupils, both white and colored, varied from year to year, and increased in 1908-1910, after which no more were listed (see Table 2, section B, part 2); and the under-age pupils were only listed for one year (Table 2, section B, part 3). This was probably caused by the school age being changed from eight to seventeen years to seven to seventeen years. During this time a county superintendent was elected, and he may have discouraged the attendance of under-age pupils. Approximately the same trends were seen in the common school enrollment from 1912 to 1940 as in the general population of the county, except in 1940, when the general population increased slightly and the scholastics decreased twelve per cent. During this period some of the common schools consolidated and others became independent schools, while still others closed temporarily and sent the pupils to larger schools.

Table 2, section C, shows the independent school enrollment increased steadily from 1900 to 1909, when it practically doubled in one year's time. This was brought about, to some extent, by the increase in population, but a more important reason appears to have been the trend at this time

of common school pupils to attend the larger independent schools.

The enrollment of the independent schools from 1910 to 1942 shows the same general trend as did the population of the county.

The school age was changed from time to time during this period, causing a variation of attendance. No more overs and unders were listed (Table 2, section C, parts 2 and 3), in either common or independent schools after 1910. This was probably due to the change of legal school ages, which were seven to seventeen years in 1910, and which, by 1942, were six to eighteen years.

The trend of the total enrollment (Table 2, section D) varied from year to year, being less than the scholastic enrollment until the election of a county superintendent in 1908. Following this the enrollment figures exceed the scholastics (Table 2, section A) for a few years; then the scholastics again are more than the total enrollment in 1918, and for a period of five years, 1920-1925, the scholastic population was identical with the total enrollment, which was due to the stability of the general population. After this time the total enrollment varied in about the same proportion as did the general population of the county. The scholastic population trend was an increase from 1900-1907, and on through the first five administrations, reaching

its highest figures in 1920-1924, then undergoing a slight decrease in the sixth and seventh administrations. Practically the same trends of increase and decrease apply to the total scholastic enrollment.

The next factors considered are the teachers, white and colored, of both common and independent schools. Table 3, section A, page 25, indicates the number of common school teachers, which varied in approximately the same ratio as did the enrollment, over the same period, 1900-1942.

Table 3, section B, shows the number of independent-school teachers over the forty-two-year period. As may be seen from the table, there was a gradual increase of independent-school teachers from 1900 to about 1924, when there was a decided increase, due to an increase in general population, and to the tendency of pupils to transfer from common to independent schools. Following this, the independent teachers did not increase for a few years in proportion to the enrollment, showing the teachers had a heavier pupil-teacher load. In about 1934 the teachers increased, but there was a slight variation in the enrollment up to 1942, making the pupil-teacher-load slightly less. The colored independent teachers increased very slowly over the entire forty-two-year period, with only eight teachers in 1924-1925, then a decline in 1927-1928, but again a steady increase, making a total of thirteen teachers in 1941-1942.

TABLE 3

APPROXIMATE NUMBER OF TEACHERS, SALARIES, AND
LENGTH OF TERMS IN DENTON COUNTY, 1900-1942

Section	Year	Type of School		Total
		White	Colored	
A. Number of teachers in common schools.	1900-1901	106	14	120
	1903-1904	91	9	100
	1906-1907	91	9	100
	1908-1909	98	9	107
	1909-1910	109	7	116
	1912-1913	...	...	...
	1914-1915	...	...	...
	1916-1917	135	...	...
	1917-1918	156	...	...
	1920-1921	156	...	...
	1922-1923	156	...	...
	1924-1925	157	7	164
	1927-1928	145	7	152
	1932-1933	153	4	157
	1934-1935	148	3	151
	1938-1939	100	2	102
1941-1942	70	1	71	
B. Number of teachers in independent schools.	1900-1901	17	2	19
	1903-1904	20	2	22
	1906-1907	24	2	26
	1908-1909	68	7	75
	1909-1910	72	6	78
	1912-1913	...	...	...
	1914-1915	...	...	...
	1916-1917	...	...	...
	1917-1918	...	...	...
	1920-1921	116	...	...
	1922-1923	134	...	...
	1924-1925	132	8	140
	1927-1928	55	4	59
	1932-1933	110	9	119
	1934-1935	113	9	122
	1938-1939	122	9	137
1941-1942	135	13	148	

TABLE 3 -- Continued

Section	Year	Type of School		Total
		White	Colored	
C. Teachers' salaries.				
1. Common schools.	1900-1901	\$ 222/	\$ 158/	...
	1903-1904	235	155/	...
	1906-1907	260	149	...
	1908-1909	296	130	...
	1909-1910	287	125	...
	1912-1913	...	...	...
	1914-1915	...	...	...
	1916-1917	...	...	...
	1917-1918	409	...	...
	1920-1921	628	188	...
	1922-1923	581/	188/	...
	1924-1925	636	257	...
	1927-1928	676	289	...
	1932-1933	603	241	...
	1934-1935	667	340	...
	1938-1939	907	445	...
	1941-1942	962	800	...
2. Independent schools.	1900-1901	\$ 532	\$ 382	...
	1903-1904	500	427	...
	1906-1907	553/	405	...
	1908-1909	659	436/	...
	1909-1910	425	371	...
	1912-1913	...	...	...
	1914-1915.	...	...	...
	1916-1917	...	...	...
	1917-1918	...	...	...
	1920-1921	1100	...	...
	1922-1923	1260	685	...
	1924-1925	1115	620	...
	1927-1928	1227	742	...
	1932-1933	922	529	...
	1934-1935	887	531	...
	1938-1939	1134	610	...
	1941-1942	1177	818	...

TABLE 3 -- Continued

Section	Year	Type of School		Total
		White	Colored	
D. Length of term*				
(days).				
1. Common schools.	1900-1901	102	78	...
	1903-1904	103	82	...
	1906-1907	108	77	...
	1908-1909	105	63	...
	1909-1910	100	72	...
	1912-1913	...	...	...
	1914-1915	...	...	...
	1916-1917	...	...	...
	1917-1918	127	108	...
	1920-1921	129	...	...
	1922-1923	131	...	...
	1924-1925	122	...	...
	1927-1928	...	...	...
	1932-1933	...	...	...
	1934-1935	...	...	...
	1938-1939	...	...	...
	1941-1942	...	...	...
2. Independent schools.	1900-1901	178	178	...
	1903-1904	176	176	...
	1906-1907	176	176	...
	1908-1909	159	146	...
	1909-1910	140	85	...
	1912-1913	...	...	...
	1914-1915	...	...	...
	1916-1917	...	...	...
	1917-1918	171	155	...
	1920-1921	...	...	...
	1922-1923	172	...	...
	1924-1925	153	153	...
	1927-1928	...	...	...
	1932-1933	...	...	...
	1934-1935	...	...	...
	1938-1939	...	...	...
	1941-1942	...	...	...

*From 1925 to 1942, the length of term was available only as average for the state as a whole, and not by individual counties.

The next factor to be considered is the salaries of the common school and of the independent school teachers, white and colored. These trends may be observed by following the salaries given in Table 3, section C, part 1, page 26. The average salary of the white common school teachers gradually increased up to about 1918 or 1919, when it practically doubled for a year or so, but then started on the decline and was up and down until about 1935, when it began to increase and continued to increase steadily until 1942.

The average salaries of common school colored teachers decreased slightly for about twenty years; following this, they increased more than did the white teachers' salaries.

Table 3, section C, part 2, gives the trends of the salaries of the independent-school teachers. As may be seen, the salaries varied only a few dollars per year until about 1920 to 1922, when they practically doubled. After this time, they were up and then down to the end of 1942. The same trend applies to the salaries of colored teachers.

Section D, part 1, Table 3, has to do with the length of terms in days of the common schools. As may be seen, the terms increased a few days in length for about ten years, then decreased; but from 1919 or 1920 to 1923 or 1924, they reached the maximum length. The same trend applies to the terms of colored schools. Data by counties were not available after 1925, as they were given only for the state as a whole after that time.

Table 3, section D, part 2 shows trends in the independent school terms in days. Both white and colored terms are the same length from 1900 to 1907. Beginning in 1908, the trend was a decrease in length of term for both, but a greater decrease in the colored than in the white terms up to 1925. The trends in the number of teachers, their salaries, and the length of school term were a slow but gradual increase except for the salaries of the colored teachers of the common schools, from 1900 and through the earlier county superintendents' administrations. During the fourth administration (1914-1920), about the same ratio of progress was noticed until the last year, when there was a noticeable increase in each factor included in Table 3. With the fifth administration (1920-1924), the number of teachers and their salaries were at their highest thus far, but with a slightly shorter independent term. The sixth administration (1924-1934) saw a decrease in the number of teachers, of both the common and independent schools, except that the number of colored independent teachers was the same for 1932-1934.

The salaries increased gradually, both colored and white, in the common schools, whereas the independent teachers' salaries varied.

The seventh and last administration (1938-1942), saw a further decrease in the number of common-school teachers, but a considerable increase in independent teachers; also

an increase in both common and independent salaries, but the length of terms was given only for the state average.

The next factor under consideration is the state apportionment: first, per capita apportionment; then, scholastic apportionment, enrollment apportionment, and total taxes.

Table 4, page 31, shows, in section A, the state apportionment per capita over a period of forty-two years at intervals of two to three years. As may be seen, the per capita apportionment increased steadily from 1900 to about 1914, when it dropped to \$7.00 in 1916, but was increased from \$7.00 to \$19.45 in 1917-1918. Following this, it dropped to \$14.00 in 1920, and in 1922 it was \$12.00; and thereafter it continued to increase each year as follows: 1924, \$14.00; 1927, \$15.00; 1932, \$16.00; 1934, \$16.50; 1938, \$22.00; and 1942, \$22.50.

Section B of Table 4 gives the scholastic apportionment over the same period with the exception of 1912, 1914, and 1916. It was approximately the same as the trend of the scholastic enrollment (Table 2, section A, page 18) over the entire period from 1900 to 1942.

Section C of Table 4 deals with the enrollment apportionment, which is found by multiplying the per capita apportionment by the enrollment figures. It may be seen by comparing Sections B and C that the enrollment apportionment C is somewhat less than the scholastic apportionment B

TABLE 4

STATE PER CAPITA, SCHOLASTIC, AND ENROLLMENT APPORTIONMENTS, AND THE TOTAL TAXES OF DENTON COUNTY, 1900-1942

Year	Sections			
	A.	B.	C.	D.
	Per Capita Apportionment	Scholastic Apportionment*	Enrollment Apportionment**	Total Taxes***
1900-1901	\$ 4.75	\$ 31,155.75	\$ 30,376.25	\$ 48,231/
1903-1904	5.00	34,440	28,905	48,018
1906-1907	5.25	43,260	31,017	51,572
1908-1909	6.75	53,291.25	49,754.25	70,396/
1909-1910	6.25	62,818.75	50,275	...
1912-1913	6.85	...	...	...
1914-1915	8.00	...	...	...
1916-1917	7.00	...	...	...
1917-1918	19.45	189,906	188,062.05	...
1920-1921	14.00	141,317	141,317	...
1922-1923	12.00	111,672	111,672	207,265
1924-1925	14.00	132,132	132,132	...
1927-1928	15.00	135,300	119,895	...
1932-1933	16.00	144,592	134,560	...
1934-1935	16.50	139,771/	...	...
1938-1939	22.00	174,042	158,906	...
1941-1942	22.50	171,472.50	182,497.50	...

*Scholastic apportionment is calculated by multiplying the number of scholastics by the per capita apportionment.

**Enrollment apportionment is calculated by multiplying the per capita apportionment by the enrollment.

***Blanks indicate years in which figures for total taxes were available only for the state as a whole and not for individual counties.

up to about 1920; after this time the trends are identical for five or six years, then again the enrollment apportionment C, drops below the scholastic apportionment B, until 1941-1942, when it is several hundred dollars above. This difference may be accounted for by the fact that some scholastics who are enumerated did not attend in Denton County. The result of this situation was a larger amount of money for scholastics than for actual enrollment, except for 1920-1925, when the apportionment figures show there were over four hundred more pupils enrolled than were enumerated in the scholastic census.

The total taxes as seen in Table 4, section D, vary slightly for the first ten years, 1900-1910; after this time this information is not available for counties, except for 1922-1923, the data being compiled for the state of Texas as a whole. The trend of the state apportionment was a steady increase in the scholastic per capita from 1900 to 1907, and through the first, second, third, and fourth administrations until the latter part of the fourth administration, when a decided increase from \$7.00 to \$19.45 was made; but following and during the fifth administration the per capita apportionment decreased a few dollars the first two years and then increased again and continued to do so through both the sixth and seventh administrations.

The scholastic apportionment increased from 1900 to 1907 and on through the first, second, third, and fourth

administrations, in the latter part of which there was a decided increase; but the first two years of the fifth administration saw a decrease, and then another increase through both the sixth and seventh administrations. The trend of the total taxes was a gradual increase up to 1922-1923, the fifth administration. Then the total taxes for the sixth and seventh administrations are given for the state average.

The next factor considered is the valuation of the public school property of common and independent schools, both white and colored, of Denton County, 1900-1942. These data are given in Table 5, page 34, in which section A is devoted to the common schools and section B to the independent schools. The valuation is given from 1900 to 1910, and again in 1922-1923 by counties, the other years being given as a state valuation. The valuation of school property, for both common and independent schools, white and colored, increased steadily through each administration, as may be seen in Table 5, with the exception of 1909-1910, when there was a slight decrease in valuation of common school property.

The next and last factor considered is the approximate salaries of the ex-officio superintendent and of the county superintendent. Table 6, page 35, shows these data.

TABLE 5
VALUATION TRENDS OF PUBLIC SCHOOL PROPERTY
OF DENTON COUNTY, 1900-1942

Year	A. Common Schools*			B. Independent Schools*		
	White	Colored	Total	White	Colored	Total
1900-1901	\$29,024	\$ 1,940	\$ 30,964	\$32,500	\$ 2,550	\$ 35,050
1903-1904	34,472	710	35,182	55,000	2,550	57,550
1906-1907	41,645	1,075	42,720	70,800	2,550	79,965
1908-1909	58,950	1,230	60,180	79,965	5,015	84,980
1909-1910	55,803	1,010	56,813	136,365	6,785	143,150
1912-1913	...	...	...	...	...	...
1914-1915	...	...	...	...	...	...
1916-1917	...	...	...	...	...	...
1917-1918	...	...	...	...	...	...
1920-1921	...	...	...	...	...	...
1922-1923	203,560	3,705	207,265	265,000	9,000	274,000
1924-1925	...	...	...	...	...	...
1927-1928	...	...	...	...	...	...
1932-1933	...	...	...	...	...	...
1934-1935	...	...	...	...	...	...
1938-1939	...	...	...	...	...	...
1941-1942	...	...	...	...	...	...

*Blanks indicate years in which valuation was not available for the county, but only for the state as a whole.

The county judge was ex-officio superintendent until the election of a county superintendent on July 1, 1907. The approximate salary paid the ex-officio superintendent (Table 6, section A) began with \$600 in 1900 and increased to \$707.50 in 1907, when the county superintendent was elected. Section B shows approximate salaries of the county superintendent, which are governed by the scholastic population

TABLE 6

APPROXIMATE SALARIES OF THE EX-OFFICIO SUPERINTENDENT
AND OF THE COUNTY SUPERINTENDENT OF DENTON
COUNTY, 1900-1942

Year	A. <u>Ex-officio</u> Superin- tendent	B. County Superin- tendent
1900-1901	\$ 600	...
1903-1904	600	...
1906-1907	707.50	...
1908-1909	...	\$ 1,500
1909-1910	...	1,500
1912-1913	...	1,800
1914-1915	...	1,800
1916-1917	...	2,300
1920-1921	...	2,900
1922-1924	...	2,900
1924-1925	...	2,900
1927-1928	...	2,900
1932-1933	...	3,200
1934-1935	...	3,300
1938-1939	...	3,800
1941-1942	...	3,600

of the county. The first county superintendent was elected in 1907, and was paid \$1,500 for 1908-1910 without any expense allowance. The next superintendent served from 1910 to 1912 with a \$1,500 salary. The third superintendent (1912-1914) also received \$1,500; neither of them appears to have had an expense account. The fourth superintendent (1914-1920) received \$1,500 in 1914-1916, with a \$300 expense allowance, making a total of \$1,800. His salary increased as the scholastics increased in number, and in

1916-1917 he received about \$2,300, and in 1920-1921 his salary, including expense account, was \$2,900. The fifth superintendent (1920-1924) received an approximate salary of \$2,900. The sixth superintendent served from 1924 to 1934, receiving an approximate salary of \$2,900 until 1932, when the expense account was raised to \$600, making the salary \$3,200. The seventh superintendent and the first to serve under a four-year term, was in office from 1934 to 1942, and received a salary of \$3,300 the first three years, including an \$800 expense allowance. This salary varied from \$3,300 to \$3,800 per year, depending upon the number of scholastics in the county.

As is seen from the above data, the salary of the ex-officio county superintendent increased each year until the election of a county superintendent in 1907.

The average salary for the first three administrations (1907-1914) was \$1,500, with no expense allowance. The fourth superintendent (1919-1920) received an average salary of \$2,333 per year, having a \$300 expense allowance. The fifth administration had an approximate salary of \$2,900, including \$300 per year for expenses. The sixth superintendent (1924-1934) received an average salary of \$3,050; the last two years, the expense allowance was \$600. The average salary for the seventh administration (1934-1942) was \$3,566, including an expense allowance of \$800.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The schools of Denton County have developed during the period 1900-1942 from almost pioneer conditions with a relatively large number of small, common school units with very few independent schools, into a centralized system with twenty-five common school operating units and nine independent districts. An interesting and significant factor in relation to the school system is the number of units into which the system was divided. At the beginning of the period under consideration, in 1900, there were approximately eighty-nine school districts in the county, and by 1910 this number had decreased slightly to eighty-seven, nine of which were independent districts. In 1917 there were eighty-one, seven of which were independent; by 1924 the districts had decreased to sixty-eight, and again nine were independent units. During the twenty-four-year period there was a decrease in districts of approximately twenty-two per cent. By 1934 the district units had decreased to fifty-two, but still nine independent schools were in operation; and in 1942 there were sixty-three districts with

only twenty-five common schools functioning, and nine independent units, leaving twenty-nine districts inactive, or operating under the contract law. In some of these districts the school buildings have been sold and moved away, and in other districts the buildings remain and are either unused or used for other purposes. This period has witnessed a steady increase in general population, and in scholastic population during the first half of the period. School enrollment also showed a marked increase during this time. During the second half of this period there have been fluctuations in population due to general population shifts away from rural areas toward the cities, and back to the country during the worst part of the depression. Denton County has only one town, Denton, the county seat, which is above the census bureau's upper limit for rural areas. Denton has shown a consistent growth in population throughout the period, but is still a very small city and has been able to absorb a relatively small proportion of those who have moved from rural to urban areas.

Scholastic population follows rather closely the general population trend, but there are rather wide differences at times between the scholastic population and the actual enrollment.

During the early part of this period, 1907, the office of county superintendent evolved from the ex-officio office occupied by the county judge. There were seven county

superintendents from 1907 to 1942. Their administrations ranged from two to ten years, with salaries varying from \$1,500 to \$3,800. The first three administrations had no expense allowance, but the salaries of the last four were supplemented by an expense allowance ranging from \$300 to \$800.

It seems that the people of Denton County have been reluctant to take advantage of opportunities afforded through grouping to give larger educational units which could afford an enriched curriculum, provide a longer term of school, supply transportation to more of the pupils needing it, and employ better trained teachers. It appears that such regrouping of districts and reductions in the number of operating units as have been made have usually been forced upon the schools from the outside, instead of being planned by those with the administration of the local schools as their responsibility.

The per-capita apportionment increased from a low of \$4.75 in 1900 to \$19.45 in 1918, then underwent a decrease for a few years, and after 1924 there was a substantial increase every few years to \$22.50 in 1942.

The valuation of all school property, common and independent, increased from 1900 to 1910, when there was a slight decrease in common school property, but an increase in independent valuation. Following this, the valuation was given by the state as a whole, except in 1922-1923,

when the valuation was still increasing for both common and independent schools.

The number of teachers and their salaries fluctuated in about the same proportion as the enrollment. In like manner the terms varied, being given for the state as a whole after 1924.

The total taxes varied slightly until the election of a county superintendent, after which there was a decided increase.

As there has been no great change in the scholastic population since 1915-1916, it seems apparent that a long-time plan of reorganization would be advisable, and would be justified because of the improved educational advantages made possible to the children of Denton County.

With fewer school units, better equipment, including buildings and furnishings, more efficient teachers, improved roads and more comfortable transportation where needed, the public school system of Denton County could take a great step toward educational advancement.

In recent years the salary of the county superintendent has been sufficient to secure the services of some well-qualified men, but there is a danger, if the salary continues to be based upon the number of scholastics, that the decreasing school population may cause a decrease in salary, thus making it insufficient to interest the most efficient superintendents.

Property valuations remain high, making it possible at the present time to support an adequate educational program; but unless the county can gain in population by securing new sources of revenue, it appears that the general population as well as scholastic population will continue to decline.

A final conclusion suggested by the difficulty of securing adequate data for this thesis is that Denton County needs more adequate educational records and a more satisfactory system of filing and preserving such records.

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