NPS Form 10-900 OMB No. 1024-0018

United States Department of the Interior
National Park Service
National Register of Historic Places Registration Form

1. Name of Property

Historic Name: San Marcos Colored School Home Economics Building
Other name/site number: Dunbar School Home Economics Building (1961–1964), Negro School
Name of related multiple property listing: Historic Resources of San Marcos MRA

2. Location

Street & number: 801 W. Martin Luther King Drive
City or town: San Marcos State: Texas County: Hays
Not for publication: NA Vicinity: NA

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this (☑ nomination ☐ request for determination of eligibility) meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property (☑ meets ☐ does not meet) the National Register criteria.

I recommend that this property be considered significant at the following levels of significance:
☐ national ☐ statewide ☑ local

Applicable National Register Criteria: ☑ A ☐ B ☐ C ☐ D

State Historic Preservation Officer — 7/30/24
Signature of certifying official / Title **Date**

Texas Historical Commission
State or Federal agency / bureau or Tribal Government

In my opinion, the property ☐ meets ☐ does not meet the National Register criteria.

Signature of commenting or other official **Date**

State or Federal agency / bureau or Tribal Government

4. National Park Service Certification

I hereby certify that the property is:

___ entered in the National Register
___ determined eligible for the National Register
___ determined not eligible for the National Register.
___ removed from the National Register
___ other, explain: _____

Signature of the Keeper **Date of Action**

5. Classification

Ownership of Property

	Private
x	Public - Local
	Public - State
	Public - Federal

Category of Property

x	building(s)
	district
	site
	structure
	object

Number of Resources within Property

Contributing	Noncontributing	
1	0	buildings
0	0	sites
0	0	structures
0	0	objects
1	0	total

Number of contributing resources previously listed in the National Register: 0

6. Function or Use

Historic Functions: EDUCATION / School

Current Functions: VACANT / Not in Use

7. Description

Architectural Classification: NO STYLE

Principal Exterior Materials: Wood/weatherboard

Narrative Description (see continuation sheets 6-8)

8. Statement of Significance

Applicable National Register Criteria

x	**A**	Property is associated with events that have made a significant contribution to the broad patterns of our history.
	B	Property is associated with the lives of persons significant in our past.
	C	Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
	D	Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations: NA

Areas of Significance: Education, Ethnic Heritage/Black

Period of Significance: ca.1930-1964

Significant Dates: ca.1930, 1964

Significant Person: NA

Cultural Affiliation: NA

Architect/Builder: NA

Narrative Statement of Significance (see continuation sheets 9-20)

9. Major Bibliographic References

Bibliography (see continuation sheet 21-25)

Previous documentation on file (NPS):
___ preliminary determination of individual listing (36 CFR 67) has been requested. Part 1 approved on (date)
_x_ previously listed in the National Register: "Negro School (Dunbar School)," listed 3-23-1984; removed 9-28-1987.
___ previously determined eligible by the National Register
___ designated a National Historic Landmark
___ recorded by Historic American Buildings Survey #
___ recorded by Historic American Engineering Record #

Primary location of additional data:
___ State historic preservation office (*Texas Historical Commission*, Austin)
___ Other state agency
___ Federal agency
___ Local government
___ University
___ Other -- Specify Repository:

Historic Resources Survey Number: NA

10. Geographical Data

Acreage of Property: 0.2 acres

Coordinates

Latitude/Longitude Coordinates
Datum if other than WGS84: NA

1. Latitude: 29.876143 Longitude: -97.946527

Verbal Boundary Description: The boundary is the 0.2-acre area subset of Hays County Parcel R159869, noted as the Dunbar Park Buildings on Map 1, encompassing the footprint of the San Marcos Colored School Home Economics Building. The boundary is illustrated in the scale map on page 26 of this nomination.

Boundary Justification: The boundary encompasses the parcel remnant property historically associated with the Home Economics Building on the former San Marcos Colored School campus. The building is in its original location on the former campus, which was converted to a municipal park in 1964. This building is the only extant resource associated with the school.

11. Form Prepared By

Name/title: Steph McDougal, Principal Consultant, and Jenn Beggs, Associate, McDoux Preservation; Izabella Nuckels, Historic Preservation Specialist, Jenya Green, Architectural Historian, and Brandy Black, Architectural Historian, Stantec
Organization: McDoux Preservation and Stantec
Street & number: 18214 Upper Bay Road #58114
City or Town: Houston State: Texas Zip Code: 77058
Email: steph.mcdougal@mcdoux.com
Telephone: 833-623-7737
Date: July 17, 2023

Additional Documentation

Maps (see continuation sheets 26-29)

Additional items (see continuation sheets 30-33)

Photographs (see continuation sheets 34-50)

Photograph Log

San Marcos Colored School Home Economics Building
San Marcos, Hays County, Texas
Photographed in April 2023 by Izabella Nuckels, for Stantec
All photos accurately depict current conditions.

Photo 1: Overall site, view facing south.

Photo 2: Primary (southwest) exterior elevation, view facing northeast.

Photo 3: South exterior oblique, view facing north.

Photo 4: Southeast exterior elevation, view facing northwest.

Photo 5: East exterior oblique, view facing west.

Photo 6: Northeast exterior elevation, view facing southwest.

Photo 7: North exterior oblique, view facing south.

Photo 8: Northeast wall of interior, view facing northeast.

Photo 9: Northwest wall of interior with platform at center and closets at ends, view facing northwest.

Photo 10: Northwest and southwest interior walls, view facing west.

Photo 11: Southwest interior wall, view facing southwest towards entrance.

Photo 12: Partition walls at south end of southeast interior wall, view facing southeast.

Photo 13: North end of southeast interior wall, view facing east.

Photo 14: Entrance to interior closet at south end of northwest wall, view facing west.

Photo 15: Interior of closet at south end of northwest wall, view facing southwest.

Photo 16: Siding on interior of closet at south end of northwest wall, view facing northeast.

Photo 17: Roof structure on interior of closet at south end of northwest wall, view facing southwest.

Description

The San Marcos Colored School Home Economics Building is the only extant resource associated with the former San Marcos Colored School (aka Dunbar School), which operated at this site from ca. 1930 through August 1964, when the San Marcos public school system was integrated.[1] The building is representative of how systemically under-resourced Black schools adapted during the Jim Crow period to serve educational needs. This one-story, square-plan, wood-frame building with a pyramidal roof is on east side of Dunbar Park, approximately 400 feet southeast of the corner of West Martin Luther King Drive and South Endicott Street. The primary southwest façade features a double-door entrance, and fenestration is limited to three, four-over-four, double-hung, wood-sash windows on the southeast and northeast façades. Converted from a pavilion to an enclosed building in 1927, it was moved to its current location ca. 1930, marking the beginning of the period of significance. In 1984, the "Negro School" was listed in the National Register as part of the San Marcos multiple-property submission, with a boundary that included the Home Economics Building. After 1986 fire destroyed the main school building, the property was delisted in 1987 without considering the significance of the remnant home economics building. The San Marcos Colored School Home Economics Building, however, maintains the necessary physical and historical integrity to meet the NRHP criteria.

The San Marcos Colored School Home Economics Building, hereafter the Home Economics Building, is in Dunbar Park, southwest of the intersection of South Endicott and Centre Streets. It faces southwest toward the park's central grassy lawn. The park is within the residential Dunbar neighborhood, which is approximately 1 mile southwest of downtown San Marcos. A chain-link fence surrounds the building, which is between a playground to the southeast and the reconstructed Dunbar School, known as the Dunbar Recreation Center, to the northwest (Photograph 1).

Exterior

The Home Economics Building has a square plan and minimal detailing. Above grade, horizontal wood boards obscure a likely pier-and-beam foundation. Clapboard siding clads the wood-frame building's walls, and corrugated metal sheets cover the pyramidal roof. The roof has a wide eave with rafter tails, enclosed by a fascia, visible on the soffit. Windows are extant on two of the four façades, and vertical wood corner boards bound the edges of each façade. Five temporary wood steps lead to an asymmetrically placed opening, about 1.5 feet above the ground, which has a double wood-panel door. A protective metal grille shields the doors. Plain wood trim surrounds the opening. A single piece of vertical wood trim several feet from the building's western corner suggests a modification to this area (Photograph 2).

Windows dominate the southeast and northeast façades. Eight tall window openings line the entirety of the southeast façade. Of these, five are boarded. The window openings extend from the roofline approximately two-thirds of the way down the wall. Exposed windows are four-over-four, double-hung, wood-sash windows. All eight windows have protective metal grilles covering their lower halves (Photograph 4). The northeast façade has three window openings with four-over-four, double-hung, wood-sash windows. Plain wood trim surrounds the openings, and metal grilles cover the lower half of each window (Photograph 6). The northwest façade has no fenestration or decorative elements (Photograph 7).

[1] *San Marcos Record*, "Schools to Open Here Next Week," August 27, 1964, 1, 8, (San Marcos Public Library, Community History Archive). The school board renamed the school "Dunbar" in 1961, but alumni report that they did not—and do not—use the "Dunbar" name.

Interior

The Home Economics Building has a one-room interior plan with two closets on the northwest side of the building. Wood-laminate paneling extends three-quarters of the way up the interior walls, with painted plywood on the upper quarter. The interior has a plywood-panel drop ceiling and a wood floor. A later-built platform, between and abutting the two closets, supports three metal lockers bonded to the northwest wall (Photograph 9). Adjacent to and east of the building's entrance, a wood partition that rises approximately three-quarters of the way to the ceiling separates the southeast corner of the room from the rest of the interior (Photograph 12). A desk and chair occupy this space. To the west of the entrance are remnants of wall shelves, an outline on the wall from cabinets or a counter that are no longer extant, and capped lines for gas and water remain.

On the northwest side of the building, the northmost closet contains a single room, and the southmost closet contains two rooms. The closet door on the southwest interior wall of the two-room closet's northmost room is topped by a transom window that has been boarded. Cubbies and a board with two rows of nails for use as hooks are affixed to the walls of this closet room (Photograph 15). Clapboard siding sheaths the interior walls of the southmost room of this closet, and writing is visible on the exposed roof structure (Photograph 16 and Photograph 17). The northmost closet has interior wood shelves and opens to a metal radiator centered on the northwest interior wall. East of the radiator are inset shelves.

Modifications

The Home Economics Building has been altered on several occasions. A chain-link fence was added to the site ca. 2020. Exterior skirting and stairs at the front entrance appear to be replacements. The interior wood-laminate wall paneling, interior platform, and corner partition were likely later additions, as were the interior doors. Exterior clapboard siding and the enclosed transom window visible on the interior of the two-room closet suggest the likelihood of an addition or the enclosure of a porch. Cavities in the interior wall and changes in siding indicate that five window openings have been enclosed on the southeast façade.

Previous Designation

The Home Economics Building was listed in the National Register of Historic Places in March 1984. Technically listed as the Negro School (Dunbar School), the nominated property included the school and the home economics building. At the time of listing, the school was a rectangular, wood-frame building with two additions, one of which was moved to this location from Camp Swift in Bastrop County. On March 16, 1987, a fire destroyed the original rectangular portion of the school. The Camp Swift addition was moved off-site. The school was reconstructed to replicate the original building and its additions. In 1987, the National Park Service delisted the property at the request of the Texas Historical Commission since the reconstructed building no longer retained sufficient physical or historical integrity to be considered significant.[2]

Integrity

The Home Economics Building is in fair condition and retains the physical features necessary to convey its historical significance as an educational resource for San Marcos' Black community during the Jim Crow era. Its conversion from a pavilion to an enclosed building and its relocation to this site all predate the period of significance. It retains integrity of location since it is in the position it historically occupied on the school campus. Prominent attributes of the

[2] Texas Historical Commission, "Dunbar School" Texas Historical Commission, 1987), National Register of Historic Places Delisting.

building's integrity of design, materials, and workmanship are its roof form, exterior cladding and trim, interior plan, and interior amenities like lockers, cubbies, and coat hooks. Vacant since the end of the period of significance, the building has sustained minimal damage; however, materials deterioration includes failure of the exterior paint coating; rotting and missing wood siding, trim, and fascia; and corrosion of the corrugated metal roofing. The building retains integrity of feeling and association as an educational building within a historically Black community. The integrity of setting has been compromised, but beneficially. The loss of school buildings and the introduction of the park altered the former campus substantially. Yet, the adjacent reconstructed school now serves as a community center, if not for educational purposes, and the former school yard continues to be open, green space for recreational and other activities.

Historic resources nominated to the National Register of Historic Places under Criterion A are significant for their association with historic events, patterns, or trends, and they should retain sufficient historical and physical integrity to convey that area of significance. Character-defining features should be evident, but some physical modifications are acceptable. The Home Economics Building, which retains integrity of location, design, materials, workmanship, feeling, and association, conveys its significance as an educational resource in use during the period of legalized segregation.

In 1984, the San Marcos "Negro School" was listed in the in the National Register under a multiple property submission, with a boundary that included the associated home economics building. After the main school building was destroyed by fire in 1986, the entire property was removed from the National Register in 1987 without considering the significance of the home economics building. This nomination presents a case for the individual significance of the Home Economics Building.

Statement of Significance

The San Marcos Colored School Home Economics Building (hereafter "Home Economics Building") originally served as an outbuilding and was then converted to a classroom building for a whites-only school in San Marcos during the Jim Crow period. The San Marcos school for African American students was established in 1918, with the primary school building moved to the site prior to the start of the school year. The one-room building that would become the Home Economics Building was passed on to the Black community sometime around 1930.[3] The campus was completed in the late 1940s with the addition of a former Army barracks building, and in 1961, the campus was renamed by the school board after African American poet Paul Laurence Dunbar. The campus closed in 1964, as San Marcos completed the phased integration of its public school system, and became part of Dunbar Park. A fire destroyed the main school building in 1986 and the barracks wing was removed, leaving the Home Economics Building as the only extant building remaining on the campus. As a repurposed building from a whites-only school, the building illustrates the segregation-era practice of providing inadequate educational resources for African American public schools.[4] It also represents the emergence of a vocational approach in American education, particularly in African American public schools, due in no small part to the work of influential Black leaders such as Booker T. Washington. It also exemplifies the role of home economics training for women of all races in the early twentieth century. The property is nominated under Criterion A in the areas of Education and Ethnic Heritage: Black, with a period of significance ca. 1930–1964.[5]

Hays County is located in Central Texas, between San Antonio and Austin. The land which now comprises Hays County was originally occupied by Native peoples including the Sana, Jumanos, Tonkawa, Coahuiltecan, and Ndé Kónitsąąíí Gokíyaa (Lipan Apache).[6] Hays County was formalized by the Texas Legislature in 1848, and grew slowly, with a population of 742 in 1870; 2,292 in 1900; and 6,006 in 1940, when the population of the entire county was 15,349.[7] The area economy throughout the nineteenth century was largely driven by cattle ranching and cotton production and supported by the arrival of the International and Great Northern (I&GN) Railroad in 1880. In 1899, the Texas Legislature authorized the establishment of the Southwest Texas Normal School in San Marcos. In 1918, the school became a senior college, and it was renamed Southwest Texas State Teachers College in 1923. The curriculum expanded and the college grew through the postwar period; it became Southwest Texas State University in 1969 and was renamed Texas State University in 2013. As the city of Austin, just 30 miles north on IH-35, became a major metropolitan center during the 1970s, urban sprawl and increased development along the interstate led to Hays County and San Marcos now being considered part of the Austin metro area. The university contributed to the city's population, with 20,000 students in the 1980s, at a time when the year-round population was 25,000. The University

[3] Bansemer and Thompson, both cited below, disagree on the year the building was moved to the Dunbar campus. The National Register nomination (1984) says the Home Economics building moved to the campus "sometime around 1930" but notes that the chronology for the Dunbar buildings is "confusing and sometimes contradictory." Thompson's supporting evidence is discoverable, while none of Bansemer's sources state a date for the building's relocation and so do not support her position that the move took place in 1930. No additional clarifying information has been found during subsequent research. As a result, the authors of this nomination have used "c.1930" as the date of the building's relocation.

[4] Susan Cianci Salvatore, et al, *Racial Desegregation in Public Education in the United States,* Theme Study for the National Park Service, August 2000, 35–36, 56, www.nps.gov.

[5] "Schools to Open Here Next Week," *San Marcos Record,* August 27, 1964, 1, 8, San Marcos Public Library digital collection.

[6] Land acknowledgement information provided by native-land.ca.

[7] Dudley R. Dobie, *A Brief History of Hays County and San Marcos Texas*, (San Marcos, Texas: 1948), 17, 35, 66.

now enrolls more than 38,000 students each year. Hays County has also experienced a population boom; its 2020 county population of 241,067 residents represents an increase in population of 53.5% since 2010.[8]

The African American Community in San Marcos

The labor of enslaved people supported agriculture in Hays County and the City of San Marcos through the mid-nineteenth century. The 1850 Census listed 128 enslaved people living in Hays County, one-third of the total population. In 1860, the Black population of Hays had increased more than six-fold, to 790; by 1870, the population of African Americans was 1,192.[9] In 1866, the Texas legislature passed laws to regulate free Black people and their labor and refused to endorse African American suffrage through the 14th Amendment. The state was forced to accept federal intervention by the Reconstruction Acts of March 1867. By 1870, freepersons in the San Marcos area numbered nearly 1,200 and worked mostly as farmers and laborers.[10]

Following the end of the Civil War, an African American neighborhood known as "Colored Town" developed on the east side of US Highway 81 (now IH-35) in San Marcos. Black residents also began purchasing land on farm lots to the southwest of San Marcos' town square. An enclave along the flood-prone Purgatory Creek began to form north of Comal Street (later named West Martin Luther King Drive), south of San Antonio Street, and along South Fredericksburg, Comanche, and Guadalupe Streets; it would eventually be known as the Dunbar neighborhood.[11] One-story, wood-frame single-family dwellings and churches were constructed through the community, and by the early nineteenth century, a commercial corridor, later known as "the Beat," occupied the south side of Comal Street, west of Guadalupe Street.[12]

Black churches formed after Emancipation and were the foundation of political, social, and religious activities for the community. The "Colored" Baptist Church Zion (later First Baptist Church NBC), the Wesley Chapel African Methodist Episcopal (A.M.E) Church, and the Second Baptist Church (later Greater Bethel Baptist Church) were established during the late nineteenth century. The community's congregations conducted baptisms in the water of nearby Purgatory Creek.[13] Reverend Moses Johns organized the "Colored" Baptist Church Zion in 1866 on Guadalupe Street. It moved to its current location on Comal and Comanche Streets in 1908 after the original building was burned by the Ku Klux Klan.[14] The Wesley Chapel African Methodist Episcopal congregation was established at the corner of South Fredericksburg and Centre Streets in 1875, and the congregation constructed a large church building in 1879. The church provided a school for formerly enslaved people and their children in the 1870s. In 1883, the Second Baptist

[8] National Association of Counties, "Hays County, TX," https://explorer.naco.org/?county_info=48209; George C. Werner, "International-Great Northern Railroad," *Handbook of Texas Online*, tshaonline.org; Pat Murdock, "Southwest Texas State University a 'College' for San Marcos," *Celebrate San Marcos 150! San Marcos, Texas Sesquicentennial 1851–2001*, Special publication of *The Daily Record & The Free Press*, March 1, 2001, 10C–11C; Daniel P. Greene, "San Marcos, TX," *Handbook of Texas Online*, tshaonline.org; Anonymous, "Texas State University," *Handbook of Texas Online*, http://www.tshaonline.org.
[9] Juan R. Palomo and Ollie W. Giles, "A Subjugated Race," in *Celebrate San Marcos 150! San Marcos, Texas Sesquicentennial 1851–2001*, Special publication of *The Daily Record & The Free Press*, March 1, 2001, 7B–8B.
[10] Bob Barton, "Reconstruction," in *Celebrate San Marcos 150! San Marcos, Texas Sesquicentennial 1851–2001*, Special publication of *The Daily Record & The Free Press*, March 1, 2001, 13B, 15B; Dr. Elvin Holt, "A Brief History of African Americans in San Marcos," Working paper, September 24, 1999, 1, The Johnnie M. Armstead African American History Collection, San Marcos Public Library digital collection;
Also, *1870 United States Federal Census*, www.ancestry.com, *1880 United States Federal Census*, www.ancestry.com.
[11] *San Marcos Record*, "Purgatory Creek," September 6, 1940, 8, (San Marcos Hays County Collection, San Marcos Public Library).
[12] Sanborn Map Company, *San Marcos, Hays County, Texas*, Dolph Briscoe Center for American History, Perry-Castañeda Library Map Collection, May 14, 1912, Fire Insurance Map.
[13] *San Marcos Record*, "Purgatory Creek."
[14] Elvin Holt, First Baptist Church NBC History (n.d.).

Church formed. The congregation met on South Fredericksburg Street, near Comal Street, through the early 1920s when the congregation became the Greater Bethel Baptist church and moved to a location on Centre Street.[15]

As the community grew, it organized social organizations and annual celebrations. Social segregation led to the development of separate fraternal organizations in Black communities; in addition to social activities, these organizations provided members with life and death benefits. Fraternal societies organized in San Marcos for men and/or women included the Pride of San Marcos Lodge #494 P.H.A., the Knights of Pythias, the Order of Eastern Star, the Carver Court of Calanthe #93, and the Heroines of Jericho.[16] The community also organized local festivities to celebrate nationwide holidays. Annual Emancipation celebrations began in the 1880s and grew through the twentieth century. Juneteenth was celebrated at the Hays County Fairgrounds over three days in 1926, and celebrations through the 1930s included parades and recreational events. [17] Beginning in the 1920s, the community also held weeklong celebrations for "National Negro History Week" (later expanded to Black History Month) at local churches, with programs for Black history, art, music, poetry, and literature.[18]

Many African American women worked as domestic servants in the early 20th century; the Dunbar neighborhood was within walking distance from the affluent white "San Antonio" neighborhood. Some Black women worked as maids or cooks in rooming houses for Southwest Texas Teachers College students; in the 1940s, women also found work at the Gary Air Navigation School.[19]

"The Beat" business district prospered through the end of segregation. A two-story building constructed at South Guadalupe and MLK Drive was owned by a partnership between John M. Tolliver, an African American entrepreneur, and other Black men, including Polk Kyle and Bud Hall. Space was leased to local merchants, and Tolliver co-owned a grocery store with Polk and Anthony Giles. Tolliver also owned a barber shop, where hairstylists included his wife, Allie Mae Tolliver. Other businesses in The Beat included Irene's Tea Room, an ice cream and soda shop owned by Ernest Warren, Bolden Funeral Home, a tailor shop owned by Louis Perkins, and a pool hall.[20]

After integration, the African American community continued to live in the area, but Black businesses declined, with most closed by the early 1970s; partly due to competition from larger white-owned stores.[21] Another factor was the periodic flooding of the neighborhood due to its proximity to the Purgatory Creek watershed; flooding destroyed many homes in the 1970s.[22]

---

[15] Per the 1930 Sanborn Map for San Marcos, the building on S. Fredericksburg Street served as a Mexican Methodist Church in 1930. Sanborn Map Company, *San Marcos, Hays County, Texas* (Dolph Briscoe Center for American History, Perry-Castañeda Library Map Collection, January, 1922, Fire Insurance Map; Sanborn Map Company, *San Marcos, Hays County, Texas* (ProQuest Digital Sanborn Maps, 1867-1970, May, 1930, Fire Insurance Map. Rachel Sonnier, "Greater Bethel Baptist Celebrates 136 Years," *San Marcos Daily Record,*, 2019.

[16] Cheryl Mulhollan, "Black Women Leaders Welcome Changing Ideas," *San Marcos Daily Record,*, (San Marcos Hays County Collection, San Marcos Public Library), October 29, 1978; Rachel Willis, "The Women that 'Lifted as They Climbed'," *Newspaper*, October 26, 2017, 5, City of San Marcos: Johnnie M. Armstead African American History Collection, ResCarta Foundation; Mary Compton, "Church Women United Honors Two 'Valient [sic] Women' in Ceremony," *Newspaper*, May 16, 2001, City of San Marcos: Johnnie M. Armstead African American History Collection, ResCarta Foundation.

[17] Anonymous, Sixty-Third Emancipation Celebration (San Marcos History Center, 1926), Flyer: Reproduction.

[18] "Black History Month: A Commemorative Observances Legal Research Guide," 2023. *San Marcos Record*, "National Negro History Celebration," March 1, 1940, 8, (San Marcos Hays County Collection, San Marcos Public Library).

[19] Holt, "A Brief History of African Americans in San Marcos," 10.

[20] Holt, "A Brief History of African Americans in San Marcos," 8–9. Also, U. S. Census Bureau, "1930 U. S. Federal Census," and "1940 U.S. Federal Census," accessed on Ancestry.com, www.ancestry.com.

[21] Holt, "A Brief History of African Americans in San Marcos," 9.

[22] Newlan Knight and Associates, Inc., *Historic Resources Survey of the Dunbar and East Guadalupe Neighborhoods*, report to the City of San Marcos Texas, 1996, 12.

Significance under Criterion A: Education, Ethnic Heritage: Black

At the state and local levels, school boards controlled African American and Mexican public schools, providing scant resources compared to those provided to white students. Public schools for Black children were often held in a church or another available vacant building because no dedicated space was provided by the local government. In response, African American communities often raised funds for and started their own private schools, sometimes working with local white politicians who feared an exodus of Black labor to the North. The effort to establish schools in the South was also supported by philanthropic organizations, including the Rosenwald school building program, begun by Julius Rosenwald, a Chicago businessman. The program, which completed its first school building in 1914, helped to fund the construction of elementary schools for Black children in rural areas throughout the South. The Julius Rosenwald Fund paid for a percentage of costs, while some funding came from public tax funds; the majority of money needed, however, was donated by African American citizens, who sometimes also donated land and building materials.[23] Even when local school boards provided funding for African American schools during segregation, Black students and teachers frequently were given outdated textbooks and limited support, while white schools received new classroom materials and more ample funding.[24]

Vocational/Industrial Education

As public education for African Americans expanded in the south, competing curriculum-related philosophies emerged. Industrial (vocational) education, sometimes called manual training, developed in the late nineteenth century as a way to prepare students to join the labor force, as opposed to a traditional college education, which could prepare students for work in professional positions. The rise of vocational education coincided with a tremendous influx of women into the labor force in the late nineteenth and early twentieth centuries. Programs in home economics prepared women for the workforce as teachers of home economics, for positions in service to wealthier households, or to manage their household as the spouse of the family breadwinner.[25]

Perhaps the most influential African American advocate for industrial education, Booker T. Washington was born into slavery and educated at the Hampton Normal and Agricultural Institute in Virginia from the age of 16. The Hampton Institute was founded in 1868 by Samuel Chapman Armstrong, a white former missionary and Union General during the Civil War, who also served in the Freedmen's Bureau. Established with the support of the American Missionary Association (AMA), Hampton was intended to train Black educators in Armstrong's ideology of industrial education. Washington attended Hampton from 1872 and worked at the school following his graduation. In 1881, he relocated to Tuskegee, Alabama, to raise money for a normal school, Tuskegee Institute, which he would lead; classes there began on July 4, 1881.[26] In 1895, Washington gave a speech, known as the "Atlanta Compromise," in which he stressed the need for a class of Black industrial workers who would be essentially useful to white society; indeed, Tuskegee emphasized agricultural learning and manual labor in its curriculum, which primarily focused on teacher training.[27]

During this time, white supporters of African American education in the northern states regarded an influx of Black laborers with training in industrial arts as a clear positive for the country's economy. At the turn of the century, William Baldwin, a Northern philanthropist, considered educated Black laborers to be compliant citizens who could be used to do heavy work and menial jobs at a lower rate of pay than white workers; such workers, Baldwin thought, were necessary to the business model of the South and a way to placate Southerners who were opposed to educating Black

[23] James D. Anderson, *The Education of Blacks in the South, 1860–1935* (North Carolina: University of North Carolina Press, 1988) 152-154.
[24] Katherine Bansemer, "Something that Can Identify Us," 15–16.
[25] John L. Rury, "Vocationalism for Home and Work: Women's Education in the United States, 1880-1930," *History of Education Quarterly* 24, no. 1 (1984): 21–44.
[26] Salvatore, et al, *Racial Desegregation in Public Education in the United States,* 15, 29. Also, W. E. Wilson, "Samuel Chapman Armstrong." *The Journal of Education* 39, No. 17, April 1894, 260. http://www.jstor.org/stable/44039910.
[27] Anderson, *The Education of Blacks in the South*, 73–75. This speech was given at the opening of the Cotton States and International Exposition in Atlanta, Georgia, on September 18, 1895.

workers.[28] Many other Northern industrialist-philanthropists focused on industrial education as a way to ensure the economy of the South continued to expand, albeit at the expense of African American progress.[29]

In 1903, *The Atlantic* published Booker T. Washington's article, "The Fruits of Industrial Training," which detailed the author's view on the state of life for African Americans and the importance of industrial training to Black progress. Washington espoused the merits of industrial education and discussed the monumental changes in Black life since the end of the Civil War. The influential educator spoke of antagonism between the races concerning industrial education, stating that, "Aside from its direct benefit to the Black race, industrial education has furnished a basis for mutual faith and cooperation, which has meant more to the South, and to the work of education, than has been realized."[30] Washington saw the development of education for Black people as a crucially positive outcome of Reconstruction; at the same time, he pointed out the inequitable funding of Black schools. In his estimation, white people recognized that they benefited from the work of African Americans whose skills were developed through industrial training, whereas Black professionals were confined to work only in their own segregated community. Washington also wrote of the loss of political power for African Americans in the South after Reconstruction, as Black labor and economic development were more palatable to white Southerners than African Americans' political progress.

While Washington considered the popularity of industrial programs as proof of their success and a road to independence for Black people,[31] W. E. B. Du Bois — the first African American to receive a doctoral degree from Harvard University — argued that progress would begin not with laborers but with the Black professional class. Based in part on a study he conducted in Philadelphia that examined class structure in the city, Du Bois felt that the Black upper classes could lead all African Americans in the advancement of their race.[32] He praised the Freedmen's Bureau for its progress toward the universal education of Black children in the South but felt that the Federal government had failed African Americans in not providing them with their own land, one of many unfulfilled promises that followed Emancipation. Du Bois regarded the system of labor in the South after Reconstruction as "an economic slavery, from which the only escape is death or the penitentiary."[33]

Nevertheless, industrial/vocational education continued to be emphasized in African American education, for students of all ages, often with the encouragement of white society.[34] In Texas, Prairie View State Normal and Industrial College, located in Waller County northwest of Houston, was chartered by the Texas Legislature for African Americans in 1876. In 1903, at the time of the school's twenty-second annual commencement, it was reported that "the industrial feature of the school has been given particular prominence within the last few years and the progress made in the acquisition of skill and the use of tools on part of the students in the industrial work has been very marked."[35]

Home Economics Education

Although much of the vocational education movement in the late nineteenth and early twentieth centuries was dominated by the development of skilled trades for men, home economics was strictly the purview of women. In 1908, the National Society for the Promotion of Industrial Education called for a curriculum that would prepare young men for work as soon as they were done with school; by 1909, the American Home Economics Association (AHEA)

[28] Anderson, *The Education of Blacks in the South*, 82, 89.
[29] Anderson, *The Education of Blacks in the South*, 89–92.
[30] Booker T. Washington, "The Fruits of Industrial Training," *The Atlantic*, October 1903, 455, https://www.theatlantic.com/magazine/archive/1903/10/the-fruits-of-industrial-training/531030/.
[31] Washington, "The Fruits of Industrial Training," 453–462.
[32] Keith V. Johnson and Elwood Watson, "The W. E. B. DuBois and Booker T. Washington Debate: Affects Upon African American Roles in Engineering and Engineering Technology," *Journal of Technology Studies*, Vol. 30 No. 4, Fall 2004, 68–69.
[33] W. E. B. Du Bois, *The Souls of Black Folk* (Chicago: A.C. McClurg & Co.; [Cambridge]: University Press John Wilson and Son, Cambridge, U.S.A., 1903; Bartleby.com, 1999), 27–31, 38. Also, Erica Knapp, About the Author, in Du Bois, *The Souls of Black Folk*.
[34] Anderson, *The Education of Blacks in the South*, 33–34.
[35] "Prairie View Normal School," *Austin American-Statesman*, June 7, 1903, 9, newspapers.com.

formed in Saranac, New York.[36] Now called the American Association of Family and Consumer Sciences, the AHEA helped establish home economics programs at the college and university level. Home economics programs were devoted to many aspects of family life, including nutrition, food preservation, and other practices related to health and hygiene. The AHEA's founder, Ellen H. Richards, an activist and the first female professor at the Massachusetts Institute of Technology, advocated for education, nutrition, child protection, and the application of scientific and management principles to the family.[37]

Land-grant Colleges and Home Economics Curricula

Federal legislation and land-grant college programs helped to spread home economics curricula across the United States. Funded by the federal Morrill Acts of 1862, 1890, and 1994, so-called "land-grant colleges" were created when the federal government distributed land, often in the American West from which Native people had been displaced, to states that then sold the land in order to fund the creation of public institutions. The 1890 Morrill Act stipulated that states would only receive grant money if they did not take race into account when admitting students; however, states were able to keep land-grant schools segregated and collect Morrill funds by creating separate institutions for Black students.[38] In 1917, the Smith-Hughes Act provided states with federal aid towards vocational education, with money dedicated towards the salaries of teachers of home economics, agriculture, and trade subjects; funds could also be used to train these teachers, as well as for teacher placement.[39] In all, from 1900 to 1917, Congress introduced more than 30 bills with vocational education components,[40] and home economics was a crucial part of the vocational movement.

By 1920, nearly 600 institutions of higher learning offered home economics curricula, with courses being taught at land-grant colleges, state universities, and normal schools. While high schools also began to offer home economics courses after 1910, it was estimated that by 1920, more than 6,000 high schools provided home economics training, with classes similar to those initiated at land-grant colleges.[41] The Smith-Lever Act of 1914 provided ongoing support for these institutions, including money for teacher training, with much of this funding being allocated to land-grant colleges; this led to the creation of home economics programs at agricultural schools that had not previously offered educational opportunities to women. A survey of land-grant colleges by the Department of the Interior noted that, by the early 1910s, most of these schools provided home economics courses in their curricula, producing public school home economics teachers. Thus, the purpose of home economics training for white women expanded from its original intent, as preparation to be a homemaker, to become a viable means by which women could enter the workforce.[42] African American women also benefited from the opportunity to study home economics. Prairie View, in 1943, identified potential careers in home economics including teaching; managing tea rooms, school dorms, cafes and cafeterias; and working in hotels and child health centers.[43] Home economics training provided an opportunity for Black women, often consigned to domestic service, to enter the workforce as professionals.

[36] Rury, "Vocationalism for Home and Work," 22–24.
[37] "About AAFCS," The American Association of Family and Consumer Sciences website, https://www.aafcs.org/partnership/about-aafcs.
[38] "Land-Grant University FAQ," The Association of Public and Land-Grant Universities, https://www.aplu.org/about-us/history-of-aplu/what-is-a-land-grant-university/. The 1994 Morrill Act provided land-grant status to Native American tribal colleges.
[39] Paul H. Douglas, "The Development of a System of Federal Grants-in-Aid II," *Political Science Quarterly* 35, no. 4, 1920, 522–524, https://www.jstor.org/stable/2142425.
[40] John Hillson, "The Coalition That Supported the Smith-Hughes Act or a Case for Strange Bedfellows," U. S. Department of Education, https://files.eric.ed.gov/fulltext/EJ504569.pdf, 4.
[41] Henrietta W. Calvin, "Survey of Home Economics Education and Land-Grant Colleges," in *Land-Grant Education, 1910–1920,* edited by Walton C. John, Bulletin 1925, No. 29 of the Department of the Interior Bureau of Education, 1–4.
[42] Calvin, "Survey of Home Economics Education and Land-Grant Colleges," 5.
[43] Ava Purkiss, " "Home Economics Training is for the Improvement of Home and Family Life?": African American Women Professionals and Home Economics Training In Texas, 1930-1950," 2012, University of Texas at Austin, https://repositories.lib.utexas.edu.

Twentieth-Century Public Education in San Marcos

The Southwest Texas State Normal School opened in 1903 with 303 students and used public school teachers as demonstration teachers.[44] Normal schools at that time typically presented one- or two-year teacher training programs, but by 1916, the school had become a four-year institution, renamed the Southwest Texas Teachers College.[45] In 1918, the school built an Education Building, designed to be a demonstration and laboratory school. By at least 1924, both a manual training teacher (also teaching mathematics and coaching seniors) and a dedicated home economics teacher were employed by the predominantly white San Marcos High School.[46] In 1928, the home economics departments of the Southwest Texas Teachers College, San Marcos High School, and the African American school in the city were inspected by the state supervisor of vocational home economics; all three schools were "being aided by Smith-Hughes work."[47]

In 1939, when the Southwest Texas Teachers College completed an auditorium and laboratory on its campus, all white public school students in San Marcos from kindergarten through sixth grade began attending school there; by 1941, this program included every white public school student in the city. Beginning in 1951, students moved into new buildings built on the former Coronal site, starting with higher grades, and by 1965, no more public school classes were held on the campus of what was then named Southwest Texas University.[48]

African American Education in San Marcos

While Black children were educated by members of their community as early as 1847, County Judge J. C. Watkins in 1850 tasked members of the San Marcos Board of Examiners with organizing the first school for Black children in San Marcos.[49] The Freedmen's Bureau supported education in San Marcos, and by 1866, African Americans in the city purchased a house in which to open a school, with tuition provided that paid for a teacher named Mr. Jenkins. In January 1877, a "Colored" School District was established in San Marcos, with 50 students enrolled. An African American teacher first appears on the U.S. Census in San Marcos in 1880, when John Jackson was living at the home of his stepfather Anderson Jenkins.[50] By that time, Reconstruction had ended, and the Freedmen's Bureau was defunct. From 1876 to 1878, Hays County organized 31 school districts; only one was for African American children, although 48% of students attending public school in the city at this time were Black.[51] In 1890, the school board allocated $8,000 to build a new school building for San Marcos' white children. That year the African American school, which did not receive funding, was relocated next to the African Methodist Church, again with a preacher as the instructor. On June 22, 1918, the San Marcos Board of Trustees completed the purchase of a tract of land on Comal and Endicott Streets, on the west side of San Marcos, from George W. Donalson and his wife. The frame school building which had been located next to the A.M.E. Church was moved to this site and became the San Marcos Colored School.[52]

---

[44] Pat Murdock, "Southwest Texas State University a 'College' for San Marcos," *Celebrate San Marcos 150! San Marcos, Texas Sesquicentennial 1851–2001*, Special publication of *The Daily Record & The Free Press*, March 1, 2001, 10C–11C.
[45] Murdock, "Southwest Texas State University a 'College' for San Marcos,"12C. Also, Anonymous, "Texas State University," *Handbook of Texas Online*, http://www.tshaonline.org. In 1969, the school's name was changed to Southwest Texas State University; in 2013, it became Texas State University.
[46] "San Marcos Public Schools Will Open September 16," *San Marcos Record*, September 5, 1924, 1, 6, San Marcos Public Library digital collection.
[47] "Home Economics Work Inspection Pleasing Here," *San Marcos Record*, March 30, 1928, 9, San Marcos Public Library digital collection.
[48] Witte, "From Log Cabin to State-of-the-Art Technology: Education has Always Been a Top Priority," 3C. The former Coronal site would later be the site of the San Marcos CISD Lamar Annex.
[49] Bansemer, "Something That Can Identify Us," 15.
[50] Holt, "A Brief History of African Americans in San Marcos," 1–2.
[51] Bansemer, "Something That Can Identify Us," 15.
[52] Tula Townsend Wyatt, "History of Dunbar School: Over a Century of Service, *The Hays County Citizen*, April 22, 1976, 8, San Marcos Public Library digital collection. Also, Holt, "A Brief History of African Americans in San Marcos," 2–3.

In September 1924, it was reported that, at the San Marcos Colored School, two rooms were "added to be used instead of two miserable shacks heretofore rented. In addition, the entire building is being worked over so that the 'colored' people will have practically a new building. They now have a very good five-room building that is workable at present."[53]

The future San Marcos Colored School Home Economics Building was originally built in 1919 as an open-air pavilion for white schoolchildren at the West End School on Hopkins Street, later known as the Palm School. This building was converted to a "modern classroom" in 1927 at a cost of just over $600 by carpenter E. W. Coers, who not only added walls and windows, but also installed a new floor.[54]

Sometime between 1930 and 1935, the converted pavilion and a second auxiliary building were moved from the West End School campus to the San Marcos Colored School and the Southside (Mexican) school, respectively. While the exact date of the relocations has not been established, a 1930 Sanborn map shows both buildings on the Palm School property, and 1944 Sanborn maps show the buildings in their new locations. The larger size and square shape of the building that was moved to the San Marcos Colored School indicates that it had been the former pavilion.

On November 15, 1935, the home economics classrooms at both schools were remodeled.[55] The Palm School closed sometime before March 1936. At that time, renovations to the West End School building had been completed by National Youth Administration workers; the school's property was in the process of being converted to a municipal playground, and the converted building would be used by children for shelter when needed.[56] By 1939, the school district sold the property, and by 1940, the remaining Palm School building was demolished.[57]

By at least 1935, dedicated home economics teachers were in place at both the San Marcos Colored School (Miss Eva Marie Moloscan) and the predominantly Mexican Southside School (Mrs. Marion McGee).[58] Miss Moloscan was a May 1935 graduate of Tillotson College and became Mrs. James Mosby in 1936; she continued to teach after her marriage. The home economics curriculum from 1934–1938 included meal preparation and clothing. In 1940, the San Marcos Record noted that the home economics building at the "Negro School" had "an adequate amount of table and closet space, two modern gas ranges, new machines, a refrigerator, a supply of chinaware and silver sets, dainty curtains, and pot(ted) plants which give our little H.E. home an air of cleanliness and comfort. In the H.E. building were medicine cabinets made by H.E. boys, a high school girl's Easter costume, a card catalog, a table set up for dinner, and appropriate books for children."[59]

In 1940, the vocational class at the African American school conducted an occupational survey of all wage earners in the San Marcos' African American community; school principal Boston P. Grant stated that the survey was in aid of "uncovering such startling and evident facts as will awaken all of us to our responsibilities in ridding our fair community of some of the negative quantities in our economic life, and bringing about a substitution in their stead of

[53] "San Marcos Public Schools Will Open September 16," *San Marcos Record*, September 5, 1924, 1, 6, San Marcos Public Library digital collection.
[54] Evan R. Thompson, "A Few Notes on the Home Economics Building at Dunbar Park in San Marcos, Texas," Preservation Texas Report, July 9, 2020. Also, "New Addition to Palm School Plant," *San Marcos Record*, July 29, 1927, 1, San Marcos Public Library digital collection.
[55] "Remodel HE Rooms," *San Marcos Record*, November 15, 1935, 3, San Marcos Public Library digital collection. Also, Thompson, "A Few Notes on the Home Economics Building at Dunbar Park."
[56] "Work Begins on Children's Play Center," *San Marcos Record*, March 6, 1936, 1, San Marcos Public Library digital collection. It was also announced at this time that the building would also become a community center for children.
[57] "Board Authorizes Sale of West End School Property," *San Marcos Record*, December 8, 1939, 1, San Marcos Public Library digital collection. Also, "West End School Building is Being Demolished," *San Marcos Record*, January 19, 1940, 1, San Marcos Public Library digital collection. As previously stated in this document, by 1941 all white school children attended classes on the TSU campus, until at least 1951.
[58] "Remodel HE Rooms," *San Marcos Record*, November 15, 1935, 3, San Marcos Public Library digital collection.
[59] "Progress of the San Marcos Negro School for Past 10 Years," *San Marcos Record*, May 24, 1940, Calaboose Museum collection.

such positive forces as will make for a more abundant life for all."[60] Vocational teachers during the 1953–1954 school year in San Marcos included three women and one man at the white senior high school, and one teacher, Allie L. Dorn, at the Black school.[61]

In 1943, the Negro Parents and Teacher Association (NPTA) of San Marcos raised the 25% of funds needed to build a lunchroom at the San Marcos Colored School, with the remaining funding to be provided by the Works Projects Administration (WPA); the WPA program ended in 1943. The lunchroom project could not be undertaken due to constraints imposed on the WPA program at the time, and the funds instead were used for "many other needed items at the school" which the NPTA deemed necessary.[62]

In 1946, Hays County purchased an army barracks from nearby Camp Swift. During the late 1940s, San Marcos' Black community had been petitioning the County School Board to fund indoor plumbing at the San Marcos Colored School. When the barracks was given to the school campus as an addition to the main school building, it was outfitted with indoor restrooms, an auditorium, and an office for the principal.[63]

Class of 1948 graduate Lillian Cheatham (Belle) Townsend described the home economics classes, which she attended for four years, as including cooking, clothing, and etiquette. The cooking class prepared a meal for parents and teachers; Ms. Townsend noted that boys learned cooking and etiquette along with the girls, but only the girls learned sewing. She described the building as including a coat rack at the entrance, with the kitchen to the right and tables, chairs, and sewing machines to the left. When she attended school, the home economics classes were intended to prepare young ladies to be homemakers, read nutritional labels, and purchase food at the grocery store. The sewing classes taught girls to make or use patterns for simple items and complex clothing. Ms. Townsend also noted that the school had no restroom, and students had to walk down to the creek to use outhouses. She went on to graduate from Prairie View in 1952 in elementary education, and taught in Martindale for one year, then worked as a maid at Southwest College before becoming the director of the Head Start program in San Marcos, in which she served until her retirement in 2004.[64]

Mexican American Public Education

The public education of Black and Hispanic children, when available, was regularly impacted by their missing weeks of school to work alongside their families in the fields during agricultural harvests, a practice that continued well into the twentieth century.[65] In September 1911, the San Marcos School Board considered whether to admit "children of Latin people" to the white school but decided that the question was a matter for the State Attorney General. In November 1919, the principal of the Mexican School was told to "use the English language exclusively both in the classroom and on the grounds" of the school. Custodial services were approved for the school in 1920.[66] While most available research indicates that Southside School was mainly used for elementary grades, and some evidence indicates that Hispanic children attended San Marcos High School by at least 1929, it is not clear whether older Hispanic children attended Southside School. The presence of a Home Economics program at the "Mexican" school in 1935

[60] "Negro School Class to Make Survey of Occupations," *San Marcos Record*, April 19th, 1940, 4, San Marcos Public Library digital collection.
[61] "San Marcos School Faculty Announced; Only 1 Vacancy," *San Marcos Record*, August 21, 1953, 6, San Marcos Public Library digital collection.
[62] "Negro Parents and Teachers Association," *San Marcos Record*, February 19, 1943, 5, San Marcos Public Library digital collection; Mallory B. Randle, "Works Progress Administration," *Handbook of Texas Online*, www.tshaonline.org/handbook/entries/work-projects-administration.
[63] Bansemer, " "Something that Can Identify Us," " 17; also, "Board Accepts New Building at Southside Elementary School," *San Marcos Record*, April 15, 1949, 1, San Marcos Public Library digital collection.
[64] Telephone interview with Lillie Belle Cheatham Townsend, July 13, 2023.
[65] Salvatore, et al, *Racial Desegregation in Public Education in the United States*, 27–29, 35–38.
[66] Dr. Yolanda Fuentes Espinoza, "Seeds of Learning: The Education of Mexican Americans in San Marcos," *Celebrate San Marcos 150! San Marcos, Texas Sesquicentennial 1851–2001*, Special publication of *The Daily Record & The Free Press*, March 1, 2001, 6C.

indicates an opportunity for further research on this topic.[67] Although Mexican students were legally considered to be white, in November 1953, school board minutes referred to Southside Elementary as the "Latin American School," and the facilities were not equitable with the mostly Anglo school, Campus Elementary. [68] By 1955, the School Board established attendance zones for San Marcos' white and Hispanic elementary school children, releasing a map by at least May 1955 which divided the city mainly by North and South; Black children remained at the same school location and were still completely segregated.[69] When Hispanic parents protested their children being assigned to Southside, the Superintendent at the time told them they could transfer their children to either of the other two other elementary schools, Campus or James Bowie (opened 1954).[70] In 1965, Southside Elementary School was renamed James Bonham Elementary School.[71]

Desegregation

Both the National Association for the Advancement of Colored People (NAACP) and the League of Latin American Citizens (LULAC) actively challenged segregation and especially focusing on public education, in the 1930s and 1940s.[72] By 1950, the U.S. Supreme Court ruled in both *Sweatt v. Painter* (against the University of Texas Law School) and *McLaurin v. Oklahoma State Regents for Higher Education* (against the University of Oklahoma) that states' attempts at "separate but equal" education had failed, and ordered Black students be given access and admission to white schools.[73] From then on, the NAACP changed its tactics to focus on eliminating segregation, rather than forcing governments and institutions to ensure equality in segregated schools. In *Brown v. Board of Education of Topeka* (1954), the U.S. Supreme Court combined five cases protesting school segregation, all brought in the early 1950s. Attorney Thurgood Marshall successfully argued for the plaintiffs that separate schools for Black and white children violated the Constitution, reversing the previous decision in *Plessy v. Ferguson*. [74]

Although *Brown* changed the face of public education, the path to integration was long. The high court also heard arguments about achieving integration, ruling that desegregating schools was to be undertaken with "all deliberate speed." This part of the *Brown* ruling led to some school boards finding ways to avoid integration through various means; in the South, the movement to maintain segregation was called "Massive Resistance." By 1956, 100 U.S. Congressmen from the South signed a pledge against the *Brown* decision and integration. Court cases to enforce integration continued, as schools opposed to desegregating stalled or avoided the process; some districts closed public schools altogether. The use of "attendance zones" in Texas accomplished segregation by limiting students' school assignments to the geographic areas in which they resided, which were usually segregated by race. The experience of Mexican students in San Marcos during the 1950s provides an example of this practice.[75]

On August 9, 1955, the San Marcos School Board approved integration, by a vote of four to three, beginning with the high school in the upcoming fall semester. While all board members agreed that San Marcos was required to abide by the decisions of both the Supreme Court and the State Board of Education, they disagreed about how and when to integrate local schools. Staffing levels were to remain the same at the African American school for the 1955–1956

[67] "Remodel HE Rooms," *San Marcos Record*, November 15, 1935, 3, San Marcos Public Library digital collection. Also, Espinoza, "Seeds of Learning: The Education of Mexican Americans in San Marcos," 7C. Dr. Espinoza notes that school records ca. 1929–1951 were mostly destroyed by a fire.
[68] Espinoza, "Seeds of Learning: The Education of Mexican Americans in San Marcos," 7C.
[69] "Schools Map Plans to Distribute Student Load on Five Campuses," *San Marcos Record*, May 20, 1955, 21, San Marcos Public Library digital collection.
[70] Espinoza, "Seeds of Learning: The Education of Mexican Americans in San Marcos," 7C.
[71] "Southside Elementary Renamed Bonham," *San Marcos Record*, September 23, 1965, 1, 12, San Marcos Public Library digital collection.
[72] Salvatore, et al, *Racial Desegregation in Public Education in the United States*, 57.
[73] Salvatore, et al, *Racial Desegregation in Public Education in the United States*, 69–70.
[74] Salvatore, et al, *Racial Desegregation in Public Education in the United States*, 70–71.
[75] Salvatore, et al, *Racial Desegregation in Public Education in the United States*, 80–83, 96, 99.

school year. The Superintendent noted that facilities at the Black high school were not as complete as those in the elementary school, making the higher grades a logical place to start.[76]

At the time of integration, the African American community was served by a single school for all twelve grades. School facilities were poor, compared to the white schools in town, with an "almost nonexistent" library and science labs.[77] School Board member Ernest Morgan stated that, at the time, "there were no recreational facilities at the school site, and the building was 'not heated or cooled properly for the students'."[78] Although the school had fielded some sports teams in the past, extracurricular athletics appear to have been offered only sporadically by the early 1950s. African American students transferring to white schools at that time reported being accepted by white students but needing "to play catch-up," finding courses at their new school "quite advanced."[79] In September 1955, 43 African American students were enrolled at San Marcos High School, and 8 out of 13 seniors graduated that year. In 1957, 27 Black students attended the high school, including only two seniors; including an eighth grade class of 29 Black students that year, potentially 49 African American students may have been enrolled in San Marcos High School in Fall 1958. No plans for further school integration were announced for San Marcos by August 1957,[80] though athletic teams and the school band were integrated in 1957.[81] San Marcos went on to integrate its schools slowly, reaching complete integration of the school system with the elementary schools in Fall 1964.[82]

In 1961, local Black citizens decided the San Marcos Colored School's name needed to be changed and developed a list of three names: Coleman, after longtime local educator Miss Ola Coleman; Dunbar, after the poet Paul Laurence Dunbar; and Lincoln, after President Abraham Lincoln. The names were submitted to the school board by the African American P.T.A. Minutes of the November 14, 1961, San Marcos School Board meeting show that the Dunbar name was approved unanimously. The African American neighborhood surrounding the school campus subsequently became known as the Dunbar neighborhood.[83]

In August 1964, the School Board decided to no longer use the Dunbar School as a classroom building due to "its sub-standard condition," announcing that the 1964–1965 school year would be the first time the public school system would be fully integrated.[84] A summary report of findings of a State Accreditation Team stated that there were serious problems with both the Dunbar and Southside schools at that time, noting the absence of central library facilities for either school. The report also pointed out the lack of a planned art program for fifth- and sixth-graders at Dunbar, as well as no music teacher or formal music instruction at the African American school. While the report noted many positives, it nonetheless recommended that the San Marcos School system be advised that it was in violation of accreditation standards.[85] The Dunbar property was used for recreational activities in June 1965, and in September

[76] "Board Votes High School Integration," *San Marcos Record*, August 12, 1955, 1, San Marcos Public Library digital collection.
[77] Dwayne Poteet, "1954 Integration Decision Brings Back Memories," May 17, 1979, history of Dunbar school collection, San Marcos Public Library digital collection. Quoting school board member, Frank Taylor, who was later mayor of the city.
[78] Poteet, "1954 Integration Decision Brings Back Memories," quoting school board member Ernest Morgan.
[79] Poteet, "1954 Integration Decision Brings Back Memories."
[80] "New Braunfels to Start Integration Next Year," *San Marcos Record*, April 12, 1957, 6, San Marcos Public Library digital collection.
[81] Bansemer, "Something that Can Identify Us," 19.
[82] "Schools to Open Here Next Week," *San Marcos Record*, August 27, 1964, 1, 8, San Marcos Public Library digital collection; Bansemer, "Something that Can Identify Us," 18.
[83] Tula Townsend Wyatt, "History of Dunbar School: Over a Century of Service," *Hays County Citizen*, April 22, 1976, 8, San Marcos Public Library digital collection.
[84] "Schools to Open Here Next Week," *San Marcos Record*, August 27, 1964, 1, 8, San Marcos Public Library digital collection.
[85] "Summary Report on Public School Inspection by Accreditation Team," *San Marcos Record*, May 14, 1964, 5, San Marcos Public Library digital collection.

1965, a local Community Action Committee requested to use the Dunbar School as a child day care clinic.[86] No activity related to creating a child center appears to have taken place on the property.

After the Dunbar campus closed, the buildings remained empty until 1973, when Mr. and Mrs. C. D. Marshall purchased them for $31,000. The Marshalls donated the buildings to the city, stipulating that they be utilized as part of a park.[87] The main school building became the Dunbar Community Center in Dunbar Park. The Dunbar School buildings were used variously as workshop, recreational, and storage space.[88]

The Dunbar Community Center and Home Economics Building, 1973–Present

After the Dunbar School campus was closed and subsequently donated to the City of San Marcos, the main school building became the Dunbar Community Center. It is not clear how the Home Economics Building was used at that time. On March 15, 1986, the main building was heavily damaged when a fire broke out at approximately 2:00 a.m. Only the 1940s barracks portion of the Community Center was saved.[89] A week later, it was reported that the fire was being treated as an act of arson.[90] The barracks were moved off the property to a location on Valley Street and repurposed as the Mitchell Community Center. The Dunbar Park community center was rebuilt in the style of the original school building; the only original structure remaining from the Dunbar School campus is the Home Economics Building.

[86] "Summer Recreation Program Provides Variety of Activities," *San Marcos Record*, June 17, 1965, 17, San Marcos Public Library digital collection. Also "Southside Elementary Renamed Bonham," *San Marcos Record,* September 23, 1965, 1, 12.
[87] Holt, "A Brief History of African Americans in San Marcos," 4–5. Also, Tula Townsend Wyatt, "History of Dunbar School: Over a Century of Service," *Hays County Citizen,* April 22, 1976, 8, San Marcos Public Library digital collection.
[88] Wyatt, "History of Dunbar School."
[89] "Dunbar Fire Investigated," *San Marcos Daily Record*, March 16, 1986, 1, accessed in National Register file, "Dunbar School," City of San Marcos.
[90] "Cause of Fires Under Investigation," San Marcos Record, March 25, 1986, 1, San Marcos Public Library digital collection.

BIBLIOGRAPHY

Books

Anderson, James D. *The Education of Blacks in the South, 1860–1935*. North Carolina: University of North Carolina Press, 1988.

Du Bois, W. E. B. *The Souls of Black Folk.* Chicago: A.C. McClurg & Co.; [Cambridge]: University Press John Wilson and Son, Cambridge, U.S.A., 1903; Bartleby.com, 1999.

Dobie, Dudley R. *A Brief History of Hayes County and San Marcos Texas*. San Marcos, Texas: Self-published, 1948.

Knapp, Erica. "About the Author." In *The Souls of Black Folk*, by W. E. B. Du Bois, Chicago: A.C. McClurg & Co., 1903; Digireads Publishing, digital edition, 2011.

Magazines and Journals

Bansemer, Katherine. "'Something that Can Identify Us': A History of the San Marcos Dunbar School and Community Center." *Intersect: Perspectives in Texas Public History*, the Center for Texas Public History, Texas State University, Spring 2020, 15–21.

Douglas, Paul H. "The Development of a System of Federal Grants-in-Aid II." *Political Science Quarterly*, Vol. 35, no. 4, June 1920, 522–44, https://www.jstor.org/stable/2142425.

Johnson, Keith V., and Elwood Watson. "The W. E. B. DuBois and Booker T. Washington Debate: Affects Upon African American Roles in Engineering and Engineering Technology." *Journal of Technology Studies*, Vol. 30 No. 4, Fall 2004, 65–70.

Rury, John L. "Vocationalism for Home and Work: Women's Education in the United States, 1880-1930." *History of Education Quarterly* Vol. 24, No. 1, Spring 1984, 21–44.

Washington, Booker T. "The Fruits of Industrial Training." *The Atlantic*, October 1903, 455, https://www.theatlantic.com/magazine/archive/1903/10/the-fruits-of-industrial-training/531030/.

Theses, Dissertations, and Working Papers

"Draft: Black Women Biographies: Miss Catherine Stein Hardeman 1900–2001," in the J. A. Armstead Collection, San Marcos Public Library.

Holt, Dr. Elvin. "A Brief History of African Americans in San Marcos." Working paper, September 24, 1999, the Johnny M. Armstead African American History Collection, San Marcos Public Library Digital Collection.

Purkiss, Ava. "'Home Economics Training is for the Improvement of Home and Family Life?': African American Women Professionals and Home Economics Training In Texas, 1930-1950," 2012, University of Texas at Austin, https://repositories.lib.utexas.edu/bitstream/handle/2152/83420/%E2%80%9CHome%20Economics%20Training%20is%20for%20the%20Improvement%20of%20Home%20and%20Family%20Life_%E2%80%9D_%20African%20American%20Women%20Pro.pdf?sequence=2&isAllowed=y.

"Sixty-Third Emancipation Celebration" (San Marcos History Center, 1926). Flyer: Reproduction.

Thompson, Evan R. "A Few Notes on the Home Economics Building at Dunbar Park in San Marcos, Texas." Preservation Texas Report, July 9, 2020.

Newspapers (unless stated otherwise, accessed via the San Marcos Public Library digital collection)

Advertisement, *San Marcos Free Press*, January 2, 1890, 4.

Photo caption, *San Marcos Record*, May 10, 1974, 10.

"1955-56 Teacher Roster Told for Public Schools," *San Marcos Record*, August 12, 1955, 1, 6.

"Anderson Gets New Job File," *The Austin American- Statesman*, March 4, 1949, 8, newspapers.com.

"Association Will Promote Saving of State Hiway Fund," *San Marcos Record*, December 23, 1932, 16.

"Brief Story on Hays County Courthouse, *The Daily Record* (San Marcos), December 8, 1974, 2.

"Board Accepts New Building at Southside Elementary School," *San Marcos Record*, April 15, 1949, 1.

"Board Authorizes Sale of West End School Property," *San Marcos Record*, December 8, 1939, 1.

"Board Votes High School Integration," *San Marcos Record*, August 12, 1955, 1.

"Cause of Fires Under Investigation," *San Marcos Record*, March 25, 1986, 1.

"County Health, TB group has Meeting Thursday Evening," *San Marcos Record*, March 18, 1949, 13.

"Dunbar Fire Investigated," *San Marcos Daily Record*, March 16, 1986, 1, NR file, Dunbar School.

"Eural W. Tolliver," *The Ardmore Democrat* (Oklahoma), December 17, 1964, 3, newspapers.com.

"Faculty for Public Schools Announced for New Term," *San Marcos Record*, August 28, 1958, 17.

"Four More Schools Announce Plans for Opening," *The Austin American*, September 5, 1947, 9, newspapers.com.

"Five Girls Integrate SWTC," *San Marcos Record*, February 7, 1963, 1.

"Home Economics Work Inspection Pleasing Here," *San Marcos Record*, March 30, 1928, 9.

"Mexican School Building is Now Completed," San Marcos Record, August 7, 1925, 9.

"National Negro History Celebration," *San Marcos Record*, March 1, 1940, 8 (San Marcos Hays County Collection, San Marcos Public Library).

"Negro Parents and Teachers Association," *San Marcos Record*, February 19, 1943, 5.

"Negro School Class to Make Survey of Occupations," *San Marcos Record*, April 19th, 1940, 4.

"New Addition to Palm School Plant," *San Marcos Record*, July 29, 1927, 1.

"New Braunfels to Start Integration Next Year," *San Marcos Record*, April 12, 1957, 6.

"Nineteen New Faculty Members Added to Increase Classroom Staff to 141 in Seven Schools," *San Marcos Record*, September 21, 1961, 8.

"Prairie View Normal School," *Austin American-Statesman*, June 7, 1903, 9, newspapers.com.

"Public School Faculty for Next Term Announced," *San Marcos Record*, May 29, 1925, 1.

"Public School Teachers Elected," *San Marcos Record*, June 7, 1929, 1.

"Public Schools to Open," *San Marcos Record*, September 11, 1925, 1, 10.

"Purgatory Creek," *San Marcos Record*, September 6, 1940, 8 (San Marcos Hays County Collection, San Marcos Public Library).

"Remodel HE Rooms," *San Marcos Record*, November 15, 1935, 3.

"San Marcos Negroes Celebrate Victory," *Austin-American Statesman* November 27, 1935, 6, newspapers.com.

"San Marcos Public Schools Will Open September 16," *San Marcos Record*, September 5, 1924, 1, 6.

"San Marcos School Faculty Announced; Only 1 Vacancy," *San Marcos Record*, August 21, 1953, 6.

"School Board Elects Faculty for City Schools," *San Marcos Record*, June 3, 1932, 1, 12.

"School Board Plans Addition to Mexican School," *San Marcos Record*, July 11th, 1930, 1.

"Schools Map Plans to Distribute Student Load on Five Campuses," *San Marcos Record*, May 20, 1955, 21.

"Schools to Open Here Next Week," *San Marcos Record*, August 27, 1964, 1, 8.

"Southside Elementary Renamed Bonham," *San Marcos Record,* September 23, 1965, 1, 12.

"Teachers Named for Next Year," *The Austin American*, May 1, 1936, 11, newspapers.com.

"Texas Good Roads Man Here Monday," *San Marcos Record*, June 29, 1934, 3.

"Trustees Take Step in Desegregation; Study Report of Accreditation Team," *San Marcos Record,* May 14, 1964, 5.

"Vada Callihan honored," *San Marcos Record,* Thursday May 23, 1974, 15.

"West End School Building is Being Demolished," *San Marcos* Record, January 19, 1940, 1.

"What Was Happening in San Marcos… 25 Years Ago," *San Marcos Record*, August 22, 1968, 3.

Compton, Mary. "Church Women United Honors Two 'Valient [sic] Women' in Ceremony," *The Record*, May 16, 2001. City of San Marcos: Johnnie M. Armstead African American History Collection, ResCarta Foundation. http://rescarta.sanmarcostx.gov/jsp/RcWebImageViewer.jsp?doc_id=63cff209-527e-41de-8ae4-9f1c90d9c7a9%2fTxSmPL00%2f20200923%2f00000001

Lee, Nell. "Retiring School Counselor has Stressed Aiding Pupils," *The Austin American*, May 19, 1972, 12, newspapers.com.

Mulhollan, Cheryl. "Black Women Leaders Welcome Changing Ideas," *San Marcos Daily Record,*, (San Marcos Hays County Collection, San Marcos Public Library), October 29, 1978, 15. https://ttwc.advantage-preservation.com/viewer/?k=women&i=f&by=1978&bdd=1970&d=10291978-12311978&m=between&ord=k1&fn=san_marcos_daily_record_usa_texas_san_marcos_19781029_english_15&df=1&dt=10&cid=2852

Poteet, Dwayne. "1954 Integration Decision Brings Back Memories," May 17, 1979, History of Dunbar School collection, San Marcos Public Library digital collection.

Sonnier, Rachel. "Greater Bethel Baptist Celebrates 136 Years," *San Marcos Daily Record,*, 2019. https://www.sanmarcosrecord.com/features/greater-bethel-baptist-celebrates-136-years

Willis, Rachel. "The Women that 'Lifted as They Climbed,'" *San Marcos Daily Record,* Thursday, October 26th, 2017, 5.

Wyatt, Tula Townsend. "History of Dunbar School: Over a Century of Service, *The Hays County Citizen*, April 22, 1976, 8.

Celebrate San Marcos 150! San Marcos, Texas Sesquicentennial 1851–2001. San Marcos Sesquicentennial Committee, a special publication of *The Daily Record & The Free Press*, March 1, 2001

Barton, Bob "Reconstruction," 13B, 15B.

Espinoza, Dr. Yolanda Fuentes. "Seeds of Learning: The Education of Mexican Americans in San Marcos," 5C–7C.

Murdock, Pat. "Southwest Texas State University a 'College' for San Marcos," 9C–12C.

Palomo, Juan R., and Ollie W. Giles. "A Subjugated Race," 7B–8B.

Witte, Virginia. "From Log Cabin to State-of-the-Art Technology: Education has Always Been a Top Priority," 3C.

Webpages/Blogs

Joyce, Matt. "TXST Honors the First Five, Living Legends of Civil Rights at the University." *Inside TXST*, Texas State University, February 23, 2023, https://news.txst.edu/inside-txst/2023/txst-honors-first-five-living-legends.html.

Holt, Elvin. First Baptist Church NBC History (n.d.). https://img1.wsimg.com/blobby/go/15ba41c0-a4a2-460e-9c63-0d3a10877de9/downloads/1cktqq0mn_598990.pdf?ver=1622684836047

Library of Congress. "Black History Month: A Commemorative Observances Legal Research Guide." *Research Guides*. 2023. Website. https://guides.loc.gov/black-history-month-legal-resources/history-and-overview

Handbook of Texas Online(tshaonline.org)

Cecil, Paul F., and Daniel P. Green. "Hays County." https://www.tshaonline.org/handbook/entries/hays-county.

Greene, Daniel P. "San Marcos, TX." https://www.tshaonline.org/handbook/entries/san-marcos-tx.

Texas State Historical Association. "Texas State University." https://www.tshaonline.org/handbook/entries/texas-state-university.

Werner, George C. "International-Great Northern Railroad." https://www.tshaonline.org/handbook/entries/international-great-northern-railroad.

Federal Publications and Documents

Bevier, Isabel. "Development of the Field of Home Economics." In *Land-Grant Education, 1910–1920*, edited by Walton C. John, Bulletin 1925, No. 29 of the Department of the Interior Bureau of Education.

Calvin, Henrietta W. "Survey of Home Economics Education and Land-Grant Colleges." In *Land-Grant Education, 1910–1920,* edited by Walton C. John, Bulletin 1925, No. 29 of the Department of the Interior Bureau of Education.

Hillson, John. "The Coalition That Supported the Smith-Hughes Act or a Case for Strange Bedfellows." U. S. Department of Education, https://files.eric.ed.gov/fulltext/EJ504569.pdf.

Salvatore, Susan Cianci et al. *Racial Desegregation in Public Education in the United States*. Washington, D.C.: National Park Service, August 2000. https://www.nps.gov/subjects/nationalhistoriclandmarks/upload/Civil-Rights-Public-Education-2018.pdf.

Sanborn Map Company

San Marcos, Hays County, Texas (Dolph Briscoe Center for American History, Perry-Castañeda Library Map Collection, May 14, 1912). Fire Insurance Map. https://maps.lib.utexas.edu/maps/sanborn/s-u/txu-sanborn-san_marcos-1912-1.jpg

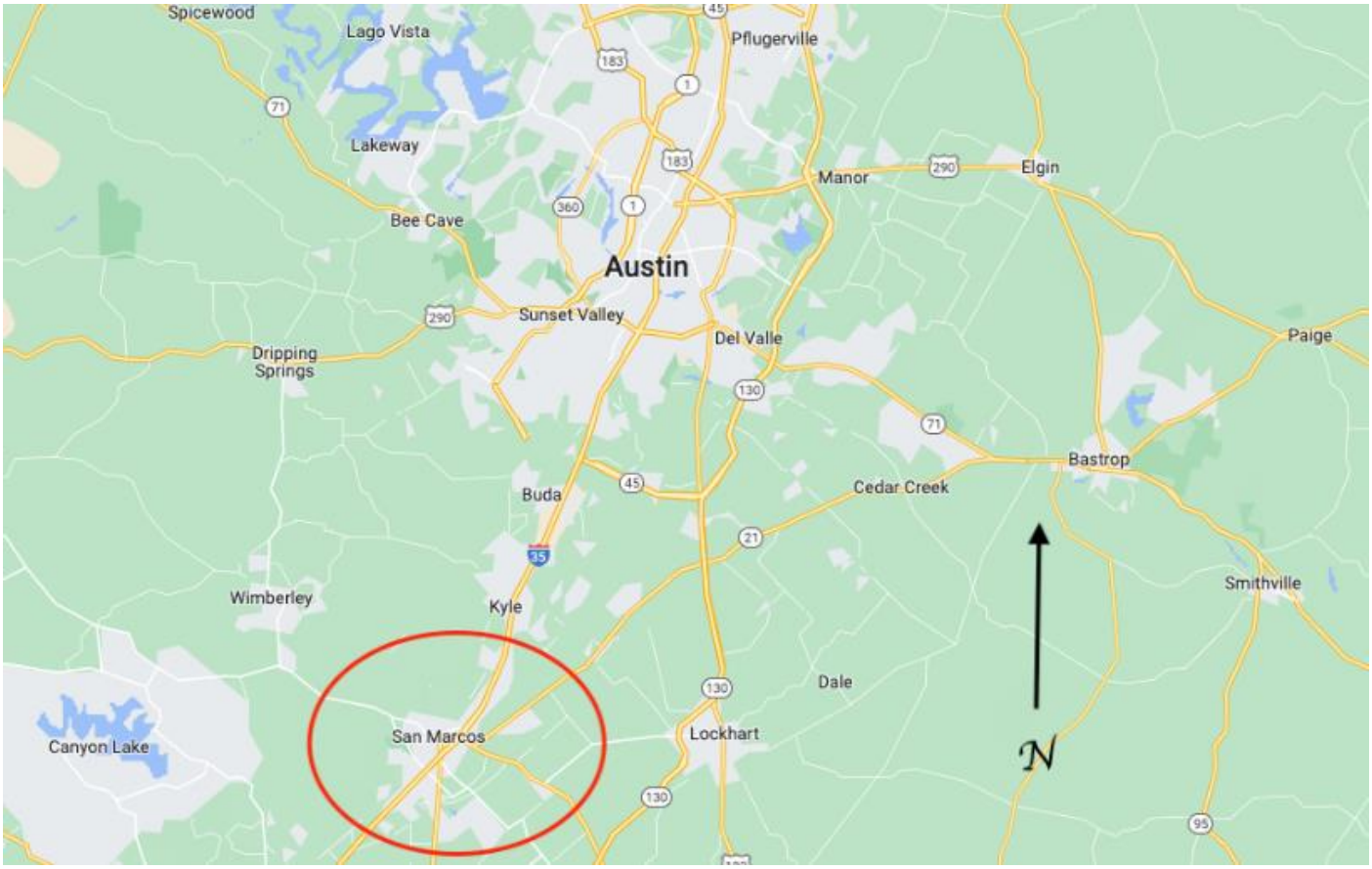
_____. *San Marcos, Hays County, Texas* (Dolph Briscoe Center for American History, Perry-Castañeda Library Map Collection, January, 1922). Fire Insurance Map. https://maps.lib.utexas.edu/maps/sanborn/s-u/txu-sanborn-san_marcos-1922-05.jpg

_____. *San Marcos, Hays County, Texas* (ProQuest Digital Sanborn Maps, 1867-1970, May 1930). Fire Insurance Map. https://digitalsanbornmaps-proquest-com.atxlibrary.idm.oclc.org/browse_maps/44/8721/42906/44969/607843?accountid=5759

Boundary Map
(Source: Google Earth, accessed October 30, 2023)

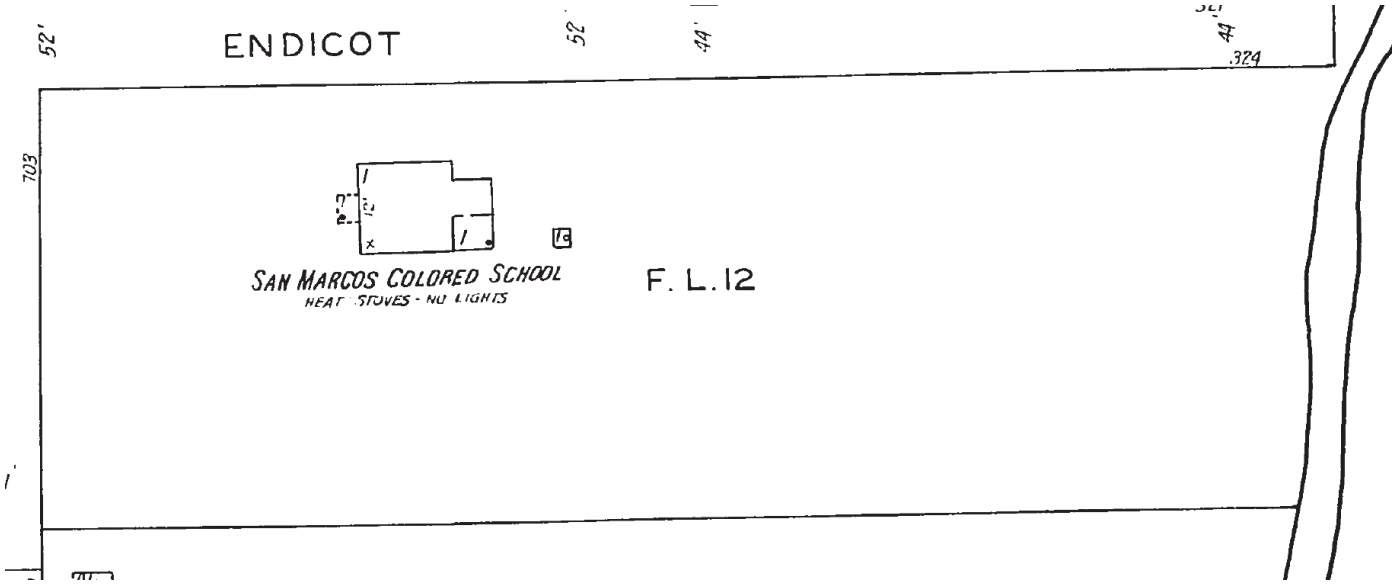
Hays County, Texas

San Marcos, circled in red, as part of the Austin metropolitan area (Google Maps, June 2023, annotated by the authors)

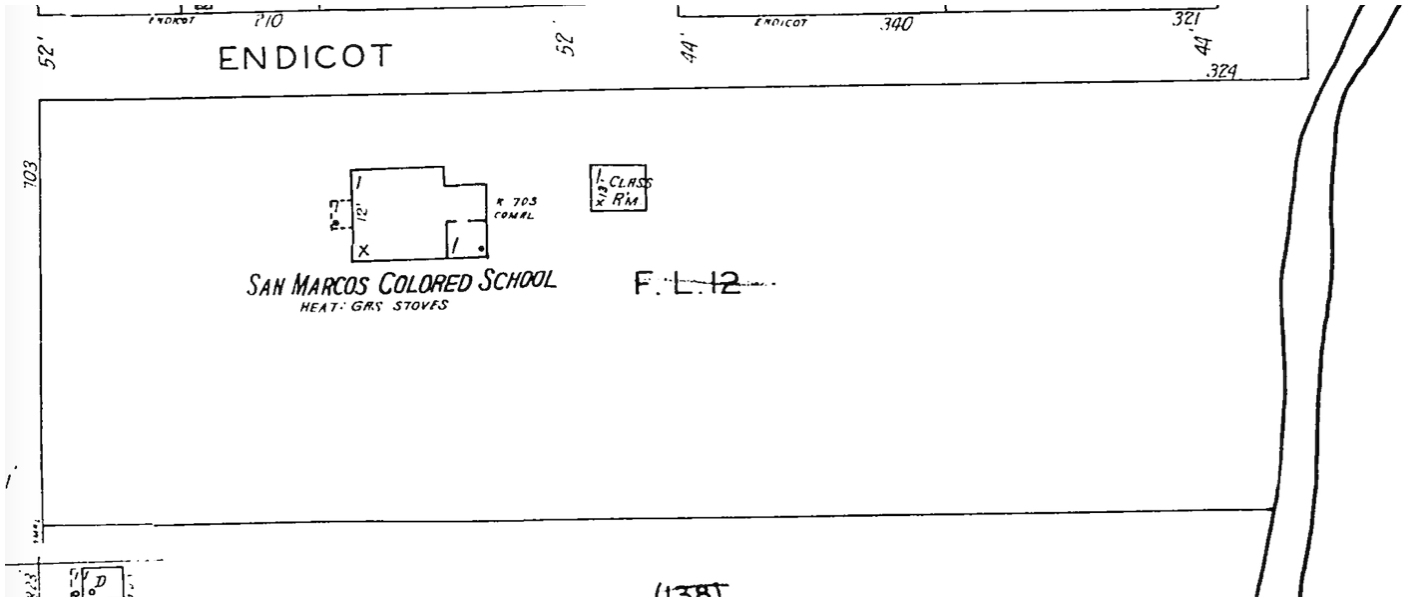


San Marcos Colored School Home Economics Building, outlined in red and indicated by an arrow, is located on the single parcel of Dunbar Park (Google Maps, 2023, annotated by the authors)

1930 Sanborn Fire Insurance Map from San Marcos, Texas, Sheet 12 (excerpt), showing the San Marcos Colored School main building, which had been altered since 1922 and moved nearer to Endicot Place, facing West Comal Street. Also note location relative to the creek. (Sanborn Fire Insurance Company archives via Proquest)



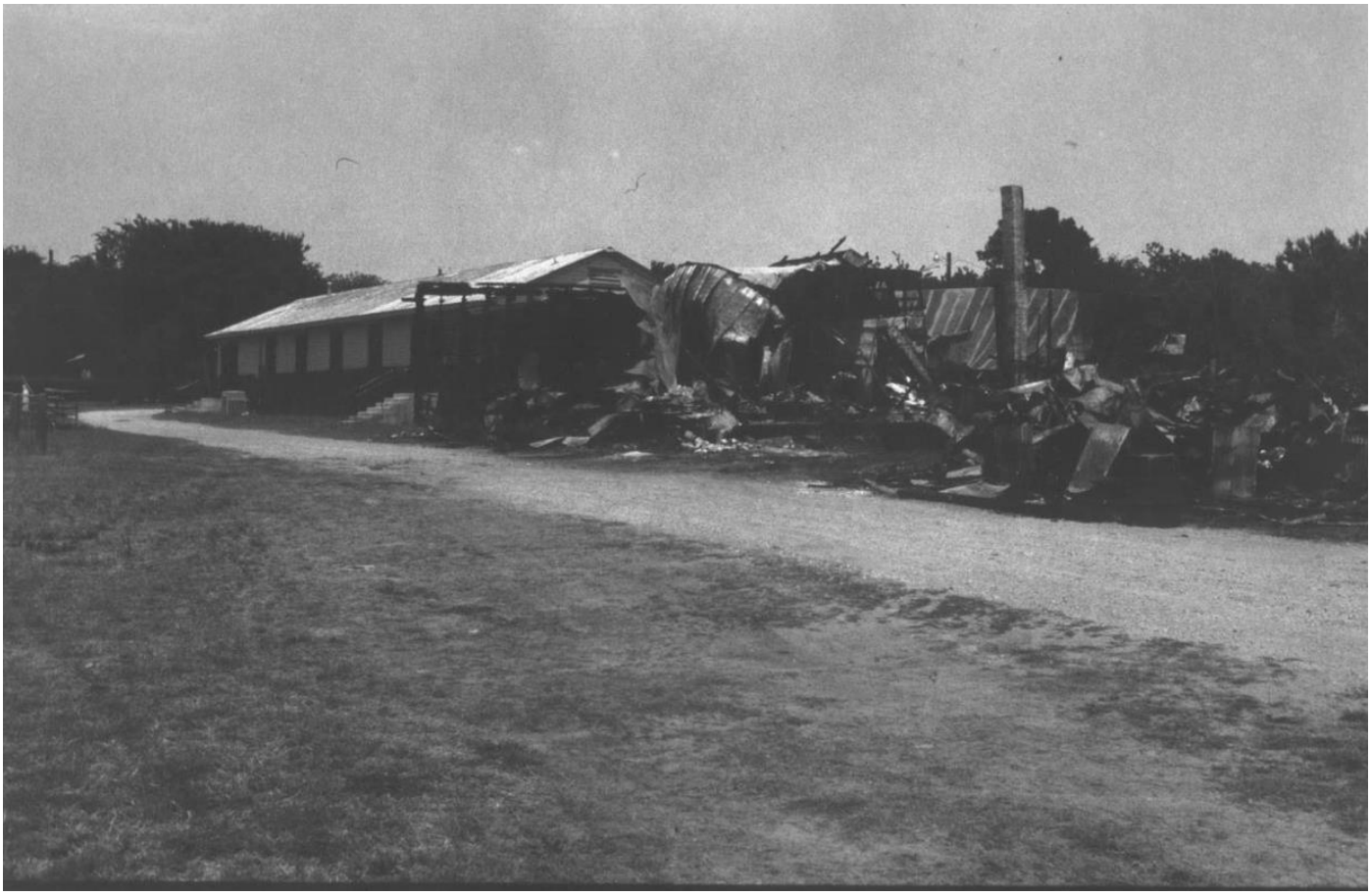
1944 Sanborn Fire Insurance Map from San Marcos, Texas, Sheet 12 (excerpt), showing the San Marcos Colored School as it appeared that year with the square Home Economics Building in place (Sanborn Fire Insurance Company archives via ProQuest)



Dunbar School, main building and barracks, 1982, camera facing north, (Lissa Anderson, July 1982, National Register nomination, on file at San Marcos Public Library)

Dunbar School Home Economics Building, 1982, camera facing east (Lissa Anderson, July 1982, National Register nomination, on file at San Marcos Public Library)

Dunbar School, main building and barracks, ca. 1986, camera facing north (National Register file, photos submitted to TX SHPO by City of San Marcos Dept. of Planning and Building Inspections, June 23, 1987)



Dunbar School Home Economics Building, 1990, camera facing southwest (San Marcos Public Library)

Dunbar School Home Economics Building, 1990, camera facing east (San Marcos Public Library)

Dunbar School Home Economics Building, October 2021, camera facing northeast (City of San Marcos)

PHOTOGRAPHS

Photograph 1. Overall site, view facing south.

Photograph 2. Primary (southwest) exterior façade, view facing northeast.

Photograph 3. South exterior oblique, view facing north.

Photograph 4. Southeast exterior façade, view facing northwest.

Photograph 5. East exterior oblique, view facing west.

Photograph 6. Northeast exterior façade, view facing southwest.

Photograph 7. North exterior oblique, view facing south.

Photograph 8. Northeast wall of interior, view facing northeast.

Photograph 9. Northwest wall of interior with platform at center and closets at ends, view facing northwest.

Photograph 10. Northwest and southwest interior walls, view facing west.

Photograph 11. Southwest interior wall, view facing southwest towards entrance.

Photograph 12. Partition walls at south end of southeast interior wall, view facing southeast.

Photograph 13. North end of southeast interior wall, view facing east.

Photograph 14. Entrance to interior closet at south end of northwest wall, view facing west.

Photograph 15. Interior of closet at south end of northwest wall, view facing southwest.

Photograph 16. Siding on interior of closet at south end of northwest wall, view facing northeast.

Photograph 17. Roof structure on interior of closet at south end of northwest wall, view facing southwest.

~end~