A HISTORY OF THE DALLAS PUBLIC EVENING SCHOOLS

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A HISTORY OF THE DALLAS PUBLIC EVENING SCHOOLS

THESIS

Presented to the Graduate Council of the North Texas State Teachers College in Partial Fulfillment of the Requirements

For the Degree of

Master of Arts

By

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149472
Dallas, Texas
August, 1947
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CHAPTER I

INTRODUCTION

More and more people are coming to see that education does not end with whatever a person receives in his attendance of public school. This is shown by the increased attendance in existing schools for adult education such as exist in Dallas at the present time. The majority of the students attending the schools operating after regular working hours, are holding a full-time job during the day. The returning service men and women of World War II have shown greater interest in securing an education than has been shown by any other group of people by the fact that such great numbers of them have entered a school of their choice since their separation from the armed services.

A visit to any one of these adult schools that operate in the evening will show that the students are vitally interested in their work, and do not attend classes because they are sent. Sometimes credit is given for regular attendance, but more often than not the satisfaction of learning is the incentive for attending class.

Although the ex-service man or woman receives a monthly allowance from the government while attending school, this
pay is suspended if the student fails to attend regularly and to do satisfactory work.

Statement of Problem

The purpose of this study is to collect and to preserve existing data and information concerning the history and growth of the Dallas Public Evening Schools. The study will show how Dallas has been interested in the promotion and extension of education at all levels of learning, whether the learner is of the age to attend public school or has reached the age of eighty or more.

Sources of Data

The data pertaining to the problem were secured by information given in the records in the office of the Dallas Public Evening Schools, records in the office of the Superintendent of the Dallas Schools, personal interviews of people who were employed in various capacities by the Evening Schools, newspaper clippings, and the microfilm showing of certain issues of the "Dallas Morning News."

Treatment of Data

The data, which were secured from the public records, personal interviews of people, newspaper clippings, and microfilm showings from the "Dallas Morning News" were condensed, tabulated, and interpreted. From the results of
this condensation, tabulation, and interpretation of the
data, some conclusions and suggestive recommendations were
given.

Limitation of Study

While it would be interesting to include all the
existing schools for adult study in the City of Dallas,
it is felt that it is better to limit this study to the
adult schools owned and operated by the Dallas Public
Schools.
CHAPTER II

HISTORICAL BACKGROUND

Adult education in the United States has had a steady growth in the last fifty years. It is estimated that one-third of the people carry on activities of an educational nature that may be classed as some phase of adult education. We do not find any special group of people especially interested in continuing their education past the regular school age. The movement takes little account of occupational or economic differences. We find its activities in both the urban and rural communities; the factory worker and the plant executive work side by side; and the seeker for vocational fitness attends some sort of adult school along with one seeking culture. Since good citizenship depends upon public understanding, the schools for adult education should go a long way in making better citizens.

The American adult education movement may be traced back to Colonial times. The New England town meeting has been pointed out as the earliest manifestation of adult education on this continent. We find here the open and free discussion of matters of public welfare as a form of community education.
The lyceum movement, originating in New England but spreading quickly to other parts of the country, is the next manifestation of the adult education movement. The lyceums enjoyed their greatest popularity during the late 1830's, and had about passed into disuse during the Civil War.¹

During the latter part of the 19th century there came into being the free public library movement, the Chautauqua movement, and the movement for university extension. The traveling Chautauqua has almost completely vanished because of good roads, radio, and motion pictures. The Philadelphia Extension Society was founded in the late 1880's. Only a few years later the extension movement, which was inspired by the extension lecture systems established at the universities of Oxford and of Cambridge, England, was begun. In the early part of the 19th century social settlements came into being. At first they were attached to universities and colleges, and had definite adult education objectives.²

Federal Aid to education is not a new thing in our educational system. In 1862 the Morrill Act was passed by the United States Congress which granted every state in the Union 30,000 acres of public land for each of its

²Ibid.
senators and representatives. The proceeds from the sale of this land was to be set aside for the support of colleges "to promote the liberal and practical education of the industrial classes" especially in agriculture and the mechanical arts.³

Fifty-two years later Congress passed another Act, called the Smith-Lever Act, which appropriated nearly $500,000 to be divided equally among the states, with an additional grant of $500,000 increase annually until 1923. By this time the appropriations would reach $4,500,000. While this act provided aid in the agricultural colleges and experiment stations, it is the second example of Federal Aid to public education.⁴

In 1917 Congress again recognized the need for increased Federal Aid for education. It was at this time that the Smith-Hughes Act was passed by the United States Congress. This act provided for a Federal Board of Vocational Education which contributed "dollar for dollar" to the state appropriations for education in commerce, industry, and domestic science, as well as in agriculture.⁵

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³David Saville Muzzey, History of the American People, p. 602.

⁴Ibid.

⁵Ibid.
Following World War I there grew up the so-called "Americanization Movement" which aimed at a more rapid assimilation of the foreign born. This effort was centralized in the public evening schools which were already catering to the educational needs of the domestic born adults. This movement was accelerated by the arresting statistics of illiteracy revealed as a result of war-time conscription. The entire country was waging a "crusade against illiteracy." These activities served to call public attention to the need for tax-supported evening schools.6

In 1924, the Carnegie Corporation of New York appointed a group to discuss the educational and sociological implications of adult education in the United States. It was recommended by this group that a series of national studies be made to determine and to evaluate existing facilities. A progress report was made and sent to a series of regional and national conferences of leaders of adult activities. These conferences were held in 1925 and 1926, and in the later year the American Association for Adult Education was formed in Chicago.

The association was financed by the Carnegie Corporation, and its headquarters were set up in New York City which became a clearing house for information about adult

education. In 1929, the association founded, and has since continued to publish, the quarterly "Journal of Adult Education." 7

In the years immediately preceding the economic depression of the 1930's, there was a steady growth in the enrollment in all types of adult education. The advent of the depression did not retard this trend; instead it mounted from year to year in both the tax-supported centers and in those conducted on a private basis if the fees were not too high. 8

The growth of adult education is attributed in part to the emergence of more free time available for educational pursuits. Great masses of Americans had more leisure time than they had ever had because of shorter working days. Hard times evidently have a salutary effect upon the public desire for greater vocational fitness and upon the search for culture. The relief program of the federal government in the development of adult educational opportunities in the several states has contributed largely to the totals enrolled in some sort of educational work. 9

The leaders in adult education have in recent years

7Ibid.
8Ibid.
9Ibid.
devoted considerable time, energy, and money to the improve-
ment of the standards of performance in the teaching of adult
groups. There was a great need for improved techniques of
instruction. There was a public demand for a wider variety
of courses which in turn stimulated the leadership to exper-
iment in new and untried areas of curricular development.
The methods that had been developed for effective use with
children were applied to adult groups in disregard of the
fact that neither parental nor legal compulsion could be
brought to bear in the case of the adult.\textsuperscript{10}

The public evening schools form perhaps the most uni-
versally used urban type of adult education. Though these
schools were established primarily for the benefit of the
foreign born, they have grown to include large numbers of
domestic born. Courses of both vocational and nonvocational
nature are now included and many informal activities of a
recreational nature are often included.

Even in the days when Texas was a Republic, we find
its people interested in public education. It was in 1845
that a one-room log school house was built one-half mile
from Farmers Branch in Dallas County, and a teacher was
employed to take charge of the school.\textsuperscript{11}

\textsuperscript{10}Ibid.

According to Justice William O. Douglas three-fourths of the people of the world today could not read the Atlantic Charter or a Declaration of Independence, even if it were to be written in their own language.\textsuperscript{12} Perhaps there was not such a large percentage of illiterates in Dallas forty-five years ago, but forward looking citizens of the city felt that a great need existed to teach both the foreign and native adults who had not learned to read and write the English language.\textsuperscript{13}

It is interesting to note the growth of public education in the city of Dallas. The Federal Census of 1900 shows that the population of the city was at that time only 42,638 people.\textsuperscript{14} A rapid growth was seen in the next twenty years by the fact that the Federal Census of 1920 shows an increase of 372 per cent in the city's population.\textsuperscript{15}

Through the efforts of Miss Mosby and other members of the Daughters of the American Revolution, a school was established for adults who had not been able to go to school in their youth, and for those boys and girls who had been forced to leave school to earn a livelihood. Miss Mosby


\textsuperscript{13} Margaret Mosby, Statement in personal interview.

\textsuperscript{14} \textit{Texas Almanac}, 1902, p. 41.

\textsuperscript{15} \textit{World Almanac}, p. 504.
offered her services as one to teach the classes of this first evening school. In the late fall of 1900, the school was opened to anyone who wished to enter. They chose for their location the part of town where most of the people were of foreign birth. At first only foreigners who wanted to learn the English language and those men and women who had not learned to read and write in their youth came to attend the classes. The subjects taught were limited to reading, writing, arithmetic, and spelling. Very little in the way of equipment was available, but any lack of supplies was offset by enthusiasm and the desire to learn to read, write, and cipher.  

After five months of successful operation of the little school, the Daughters of the American Revolution convinced the local Board of Education that their school should be taken over by the city schools and run as a part of the public school system. When the time came for the opening of school in the fall of 1901, the little school was opened as a part of the Dallas Public Schools. The Daughters of the American Revolution, however, still maintained an active interest in its successful operation.

16 Margaret Mosby, Statement in personal interview.
17 Ibid.
About this time two young men became interested in establishing a school that would operate in the evening for another group of people in another part of the town. The Reverend Hudson Stuck, Dean of St. Matthew's Cathedral, and George Clifton Edwards, who had just come to Dallas to teach in the only high school in the city at that time, decided to establish a school in the cotton mill district.\textsuperscript{18}

Mr. Edwards says that he first became interested in establishing an evening school when he found so many of the city's children of school age working in the cotton mills for twelve hours each day. It was his aim to call this matter to the attention to the public, and thereby make an opening wedge in his battle for Child Labor Laws in Texas to correct these evils that existed in the local cotton mills and other establishments where boys and girls of school age worked.

The school was formally opened in a building at the corner of Parker and Browder streets in the fall of 1901. For the most part the pupils were employees of the Dallas Cotton Mills, and had had very little previous education. They were glad to spend some of their spare time, after a day of twelve hours' labor, in the study of the three R's. The enrollment was never more than twenty-five pupils at this time. No funds were available to finance the school, so Mr. Edwards tells us

\textsuperscript{18}George Clifton Edwards, Statement in personal interview.
that he and Dean Stuck financed the school from their own private funds.\textsuperscript{19}

These two young men who sponsored the school met and overcame many difficulties. Sufficient heat for the two small rooms had to be provided during the cold winter months, and other supplies had to be furnished. Before the school year ended Dean Stuck left Dallas to make his home in Alaska and this left Mr. Edwards in complete charge of the school.\textsuperscript{20}

The Board of Education saw the need of a school to serve those in the cotton mill district, and the next year, which was the fall of 1902, the Dallas Board of Education incorporated this school into the local system of schools.\textsuperscript{21}

At this time two new teachers were added to the Cotton Mill district evening school. Miss Affie Elizabeth Johnson and Miss Alice Osmond, who were teachers in the regular day school, were placed in charge and were paid $25 per month. Classes met five days each week from seven until eight-thirty in the evening, and continued throughout the regular school year.\textsuperscript{22}

\begin{flushleft}
\textsuperscript{19}Ibid.
\textsuperscript{20}Ibid.
\textsuperscript{22}Ibid., September 23, 1902, p. 12.
\end{flushleft}
The building secured for the school was located on South Lamar street between Montgomery and Henning and was equipped in the "style of the public day schools."\textsuperscript{23}

No fees of any kind were charged the students, but many were so grateful that they offered to pay the teachers for the instruction they received. One student, a tailor, was so appreciative that he insisted on repairing and pressing the teacher's clothing.\textsuperscript{24}

The business men in the city cooperated in every way they could. Through the kindness and generosity of Mr. Alex Sanger of the Sanger Brothers Department Store, every employee who attended the night school was given a free supper on the evenings he attended school. This helped to maintain regular attendance, but it caused the teachers to make an extra report each night to send to Mr. Sanger in addition to the regular nightly report made for the Superintendent of Schools.\textsuperscript{25}

A comment in the "Dallas Morning News" upon the beginning of this new venture was as follows:

The new night school for Dallas is receiving much favorable comment. A point of interest brought out in

\textsuperscript{23}\textit{Ibid.}, September 7, 1902, p. 6.

\textsuperscript{24}George Clifton Edwards, Statement in personal interview.

\textsuperscript{25}Eli Sanger, Statement in personal interview.
connection with this school lies in the fact that in Dallas and practically all southern manufacturing towns there are no restrictions by law against the employment of child labor and the establishment of such a school is regarded as a good long step in the prevention of evils which might arise from the possible neglect of the educational facilities afforded by the day schools of the city. It is believed that on this ground the community which takes steps to lessen the possibility of illiteracy is following a wise course.  

Not only did the school provide a place for those who wanted to receive more education, but it provided also for entertainment. The Board of Education gave of its time and money in making school functions at the Settlement House at Magnolia and Collin streets a success.

Although the Evening Schools grew and flourished with only the force of public opinion behind them, there was another force that helped greatly in the expansion into the vocational field. This was Federal Aid that was incorporated into our educational system.

Classes in home economics and industrial shop work received aid under this Act. The Federal Government paid one-half of the cost, the State Government paid one-fourth, and the Dallas schools paid the remaining one-fourth of the cost of these courses.

27Ibid., May 1, 1903, p. 4.
CHAPTER III

THE FIRST SIXTEEN YEARS OF THE DALLAS PUBLIC
EVENING SCHOOLS, 1902-1916

The first year of the Evening School under the full control of the public schools closed the first week in May, 1903. Although it was much in the nature of an experiment in Dallas, and while there was much irregularity in the attendance, it was agreed that much good had been done and that a successful beginning was made toward extending to those who were not situated as to be able to attend the regular day school an opportunity to acquire the rudiments of an education.¹

At the opening of the fall, 1903, term of school, the department of manual training was added to the high school course of study. The question was at once raised as to whether it would be wise to make this equipment used in the day school available to the young men of the city who desired to attend school in the evening on the same basis as the evening school in the cotton mill district.²

¹"Dallas Morning News," May 12, 1903, p. 12.
²Ibid., September 20, 1903, p. 2.
On September 19, 1904, the Evening Schools opened along with the other departments of the school system. No change was noted in the personnel of the school nor its meeting place.  

During this session of school, experiments were made in the organization of more advanced classes for those interested. Bookkeeping, commercial law, and business practice were taught during the year. According to J. L. Long, Superintendent of Schools, the Board of Education was willing to continue these courses in the evening school if sufficient interest was shown.

The opening of school in 1905 saw quite a change in the Evening School. The meeting place was changed to the high school building on Bryan Street. Misses Johnson and Osmond were no longer the teachers in charge. G. W. Coley and H. F. Williams were the two teachers chosen to take charge of the school at this time. Boys between the ages of 7 and 21 years of age were invited to attend. It was now considered undesirable for those who could not do creditable work in at least the fourth grade of the regular day school to attend the evening schools.

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3Ibid., September 14, 1904, p. 5.
5Ibid., September 24, 1905, p. 9.
Classes were to be held from seven until eight-thirty each Monday, Wednesday, and Friday evenings, which was quite a departure from the five nights each week that the school had previously held its classes. The course of study was increased somewhat. Instruction was given in the following subjects: Spelling, composition, letter writing, grammar, arithmetic, history, and reading. There were two divisions of the school, each under a different teacher. One teacher had charge of the fourth and fifth grades, and the other teacher taught the sixth and seventh grades. The pupils were required to purchase their own text books. Those pupils who were in the fourth and fifth grades were instructed from the same books. The arithmetic book that was used in these two grades was White's First Book in Arithmetic. The other book that these pupils were required to purchase was Hero Stories from American History.

The pupils in the sixth and seventh grades purchased for their use the following books: The Ship of State and White's Complete Arithmetic.6

The Evening School was gradually growing. Three teachers were needed to take care of the students when the fall, 1906, school term opened at the high school building on Bryan Street. The school in the cotton mill

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6Ibid., October 1, 1905, p. 30.
district was reopened with George W. Coley, who had been at the school on Bryan Street the year before, in charge. S. H. Peeler, J. A. Brooks, and William Longino made up the faculty at the opening of the 1906 term of the evening school at the Bryan Street branch. It was decided that the school in the cotton mill district would be for those students who had not reached the fourth grade, and the classes at the high school building would be for those students who were classed from the fourth grade and beyond.  

Up to this time no record is found of a girl who had the temerity to enter the Evening Schools to make up for her lack of previous educational opportunity. When the school in the cotton mill district opened in the evening of October 1, 1906, only seven pupils asked for admittance. It is significant, however, that three of this number were girls. In competition with the opening of school on this particular evening was the showing of the circus in town, so it was not considered unusual at the time for so few boys and girls to enter the first night.  

The opening of the Evening Schools in the fall of 1907 found very little change except in the teaching staff. William Longino, George W. Coley, and J. W. Kirk had charge

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7Ibid., September 29, 1906, p. 4.

8Ibid., October 2, 1906, p. 5.
of the classes in the high school building. George Clifton Edwards was again placed in charge of the school in the cotton mill district. ⁹

A group of young people from the Cumberland Hill School district petitioned the Board of Education to open a school for them at the Cumberland Hill School. The Board granted the request and both boys and girls were invited to attend. As was the case in the other two schools, no admission fee of any kind was required of any student who wished to enter. ¹⁰

The following year, 1906, the three evening schools opened with several significant changes. For one thing the teaching staff was doubled. Laboratories at the high school building were opened to the students. Physics and manual training were offered to the students for the first time. Applied electrical science was another new course that created much comment. It was planned to give a working knowledge of electricity as used in commercial lines to all students desiring it. The only requirement for entrance to the classes at the high school was that those seeking admission must be able to read fluently common English, and to add, subtract, multiply, and divide. The Cumberland Hill School required that a pupil must have reached the age of

⁹Ibid., September 24, 1907, p. 5.
¹⁰Ibid., October 6, 1907, p. 40.
10 years and be able to read. In order to enter school in the cotton mill district, a pupil must have been at least 7 years of age. While no mention was made of girls being invited to attend, they were not turned away if they did apply. 11

The next year, however, girls were not permitted to attend the evening school located at the high school building, but were welcomed at the other two schools. The Dallas postmaster at this time, fall of 1909, suggested that it would be practical to teach young men such subjects as would fit them for post office and railway mail service jobs. Another course was also inaugurated at this time. There was felt a need for classes in the study of Spanish, so this subject was added along with the course in civil service subjects at the opening of the new term.

This made six courses offered at the high school building. They were: 1. Fifth and sixth grades. 2. Practical business course, including spelling, arithmetic, bookkeeping and business forms. 3. Civil service course. 4. Electricity, which included the necessary principles of general mechanics and enough practical mathematics to enable the student to make the necessary calculations in the study. Also, the principles of electricity and the structure and adjustment of

11Ibid., October 4, 1908, p. 5.
electrical instruments were studied in a well equipped laboratory. 5. Mechanical drawing, which included a course for beginners and one for advanced students. 6. Spanish, which was advertised as a practical course for those who wished to use the language in the commercial world.\textsuperscript{12}

When the time for opening the evening schools came in 1910, the Board of Education decided that it would be better to postpone the opening until after the State Fair had closed for the season. Accordingly, the four white centers and the one negro center for evening schools did not open their doors until the last week in October.\textsuperscript{13}

The evening schools had a greater enrollment than they had ever had before.\textsuperscript{14} This was true in spite of the Trade School which was opened at this time by the Young Men's Christian Association. Young men who attended this school studied various kinds of mechanical work, carpentry, and plumbing.\textsuperscript{15}

The 1911-12 session of the evening schools had such a large enrollment that it was necessary to add several extra

\textsuperscript{12}Ibid., October 3, 1909, p. 12.
\textsuperscript{13}Ibid., September 30, 1910, p. 14.
\textsuperscript{14}Ibid., November 15, 1910, p. 6.
\textsuperscript{15}Ibid., November 6, 1910, p. 44.
teachers. At the high school building alone, seventeen teachers were necessary to accommodate the crowds that asked for admittance. Twelve teachers were required in the school for negroes. 16

From 1912 to 1918 there was a steady growth of the evening schools that made every year's attendance just a little bigger than that of the year before. More and more people saw the need of a school of this kind, and people were willing to give it the financial assistance that was required even in the face of the deficits that occurred in the budgets of the public school system. 17

The negroes were sufficiently enthusiastic to support four centers of evening schools with an enrollment of 373 students in 1918. The white schools now consisted of two centers with an enrollment totaling 1,187 students. At this time there was no one in particular responsible for the operation of the evening schools, and it had grown to the size and importance that required a responsible person at its head. 18

16 Records in the office of the Superintendent of Dallas Schools covering this period.

17 Ibid.

18 Ibid.
CHAPTER IV

THE DALLAS PUBLIC EVENING SCHOOLS

FROM 1918 TO 1947

Principally through the influence of Clinton P. Russell, member of the Board of Education, the evening schools were completely reorganized in the fall of 1918. It was the belief of Mr. Russell that the public school system was the "greatest eleemosynary institution" in existence, but he wanted them to be operated in the most successful manner. For many reasons the evening schools had been neglected for several years. The war had caused the patrons of the school to be more conscious of the need to give ample financial support to the schools, and the evening schools were not forgot.

J. O. Mahoney, who was at that time a teacher of mathematics in the Forest Avenue High School, was placed in charge. He did not discontinue his teaching in the day school, however, but was supervisor of the evening schools in addition. Below is a copy of a handbill that was widely distributed for the purpose of acquainting the public with what was being offered in the night schools.

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1J. F. Kimball, Statement in personal interview.
FREE NIGHT SCHOOLS
7:00 to 9:00 P. M.
Mondays, Wednesdays and Fridays
(Open Wednesday, October 2, 1918)

* * * *

No Charges to Any Pupil, Adult or Juvenile

Free courses at Bryan Street High School in Shorthand, Typewriting, Bookkeeping, Business English, Business Arithmetic, Mechanical Drawing, Machine Shop, Radio, Cookery, French and Spanish, Penmanship, Elementary Grammar, Elementary Arithmetic, Reading, Spelling. Also special classes for beginners wishing to learn English and to become American citizens.

Also special class for deaf and partially deaf in lip reading and oral speech in charge of Miss Edna Washington.

Separate classes for juveniles and adults.

Classes in Shorthand and Typewriting at Oak Cliff High School, Ninth and Beckley Streets; also class for juveniles.

Special classes at Lamar School, Corinth and Gould Streets.

These night schools are maintained by the Board of Education of the City of Dallas for the benefit of those who wish to improve their opportunities or better their early education.

They are absolutely free to grown men and women and to boys and girls.

You will find a splendid body of intelligent, ambitious men and women, as well as youth, at work in these classes.

The Government specially desires that men liable to military duty take training like radio, machine shop or mechanical drawing.

For particulars during day time, telephone S. W. Main 194; Automatic Main 1940.
During night school hours telephone S. W. Main 7754 or Automatic Main 4314.

Special night classes for negroes at Negro High School and at Ninth Ward (Oak Cliff) Colored School.

Mondays, Wednesdays and Fridays
7:00 to 9:00 P. M.
The director carried on the work of the evening schools as a part-time job for one year. In the fall of 1919 he was placed in charge on a full-time basis. Of special interest to wives who wished instruction in cooking, sewing, and the care of children and sick people, a special course along these lines was opened at the Lamar School. Shorthand and typewriting classes were organized for the first time. Dressmaking and hat making were offered to those who were interested in learning how to make hats and dresses.\(^2\)

Vocational work under the Federal Board of Vocational Training was organized under the direction of Charles Martin, associate professor of industrial education at A. & M. College. The work consisted of applied psychology in analyzing the various trades and in handling men. Fourteen members of the class reported the first night, and the majority of those who signed up for training were already foremen in an industrial plant. Instruction was also given in methods of teaching and of training shop men. The object of the course was to enable the foremen or superintendents of plants to instruct their men in the trades and to increase efficiency and output of the factories. Trades represented at the opening session of the class were carpenters, electricians, structural iron workers, and automechanics. Other subjects taught at the

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\(^2\) J. O. Mahoney, Scrapbook kept during this period.
Bryan Street building were: Business English, business arithmetic, typewriting, shorthand, penmanship, spelling, bookkeeping, Spanish, French, cooking, sewing, mechanical drawing, classes for foreigners, elementary branches for juveniles, and elementary branches for adults. Courses taught at the other buildings were much more limited in variety and scope.

With the opening of school in the fall of 1920, a number of new courses were introduced. A complete automobile course was given. The course included a complete study of the engine, lubrication, starting ignition, and lighting system. An automobile was used for demonstration of the study and the students were also taught to drive the car.\(^3\)

Other courses added at this time were: Mechanical drawing for advanced students, American history, civics, high school mathematics, physical education for women, and a trade extension course under the direction of A. & M. College. The trade extension course included technical courses such as drafting, engineering, electrical and construction work, blue print reading, use of the steel square, shop problems, architectural drawing, and problems for iron workers.\(^4\)

\(^3\)Ibid.

\(^4\)Ibid.
Because of a demand among night school students, a class for apprentice printers was organized and was a great success from the very beginning.

The school had three teachers employed to teach foreigners at this time. The following countries were represented in the classes: France, Germany, Spain, Italy, Greece, Norway, Poland, Russia, China, Czecho-Slovakia, Argentina, Costa Rica, and Mexico.\(^5\)

By this time the negro evening schools had grown considerably. There were now eleven teachers offering instruction to 505 students in the following subjects: Juvenile training, Spanish, bookkeeping, and shorthand.\(^6\)

A course in "table waiting" was opened to accommodate eleven young women. All these young ladies secured employment in this line of work.\(^7\)

It was the opinion of the director of the evening schools that many more students would attend the classes if they were begun at six o'clock instead of at seven. Accordingly, it was arranged that classes would begin at six o'clock.\(^8\)

\(^5\)Ibid.  
\(^6\)Ibid.  
\(^7\)Ibid.  
\(^8\)Ibid.
The part-time extension classes that were formed at various business establishments were very successful. All funds received under the Smith-Hughes Act had to be used to pay the salaries of the teachers. The courses were especially designed for those pupils between the ages of 14 and 18. The classes were held during regular working hours, and were in session at least 144 hours during the school year. The students received full pay for time spent in classes. Except during rush periods of the year, classes were held four times each week.9

The class for Jewish women held at the Neighborhood House in North Dallas continued its success. There were nine nationalities represented in the class and two religious faiths. The pupils ranged in age from 8 to 50 years.10

For those interested in scientific study, a class in practical chemistry was formed.11

At this time there were 24 courses that a student could choose from upon entering the evening school. During this year there were 1,571 men enrolled and 1,825 women, making a total of 3,396.12

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9Ibid.
10Ibid.
11Ibid.
12Ibid.
The Evening School prospered during the years of its expanding program, but under the capable supervision of its full-time director it was not content to rest on its laurels. The Board of Education and the Superintendent of Schools were lending their encouragement and support to many new ventures.

The schools continued to stress the giving of opportunity to working boys and girls who had been denied the chance of an education in regular day school, but other needs of the community were seen and efforts to meet them were being made. Centers were now located at the high school building, the Mexican Mission, the Neighborhood House, the Lamar School, and at two negro schools. The school at the Mexican Mission was planned primarily to teach English to the foreign population which consisted mainly of Mexicans. The Neighborhood House school was used to teach a group of Jewish women the English language and the preparing and cooking of food in the American manner. The Lamar School building had classes that taught the three R's, as did the two negro schools.  

With the opening of the Evening Schools in the fall of 1922, the Board of Education authorized the formation of special classes to train Dallas teachers of music and school

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13 J. O. Mahoney, Scrapbook kept during this period.
This was to equip the teachers of these two subjects for a more efficient handling of their work in the recently inaugurated platoon system in the elementary schools in the city. 14

The art classes enjoyed a phenomenal growth. With an enrollment of only 25 students the year before on opening night, there were 100 who entered the first night at this time. All other departments were booming, too, as is shown by the fact that a total of 1,170 were enrolled the first night of this session. There was a demand for a class in salesmanship and for commercial law classes, so a teacher was secured to offer instruction in these subjects. 15

Because of the crowded condition existing at the high school building, a branch of the Evening School was opened at the Oak Cliff High School. Eight classes were organized with 325 pupils in attendance. 16

The Palmer System of writing was taught in the public schools at this time, and as some of the teachers did not have a Palmer Certificate for teaching the subject, a class was organized and 30 public school teachers were trained to

14 Ibid.
15 Ibid.
16 Ibid.
teach writing according to the Palmer System and were awarded the Palmer Certificate in writing.  

The classes for the instruction in English to foreigners had grown so large that eleven teachers were kept busy teaching the 295 foreigners of varying ages and nationalities who were enrolled.  

Enough interest was manifested in the study of interior decoration that a class was organized and a teacher was procured to teach it. Only twelve students were registered for the course.  

The school at the Mexican Mission grew so large before the close of the school year, that it became necessary to move the classes to the Cumberland Hill School so that sufficient room would be available.  

By this time the school not only showed a large growth in numbers, but the course of study was constantly expanding. A total of thirty-two different courses was offered, and any subject that a group of students desired would be added at any time during the year.  

The opening of the Evening Schools in the fall of 1923

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17 Ibid.  
18 Ibid.  
19 Ibid.  
20 Ibid.  
21 Ibid.
brought no great changes in the operation. The enrollment reached 5,037, which was a new high, and the school now had 72 teachers.22

The classes operating under the Smith-Hughes Act continued to grow. Twenty-five classes in industrial work and home economics were conducted under the provisions of this Act.23

The evening classes for negroes were located in the Darrell School. Five teachers gave instructions in the elementary subjects with special emphasis on learning to read and write. There were classes in shorthand and in sewing for those who desired to study these subjects. Those who studied shorthand could study typewriting only if they rented or purchased a typewriter. Many of the students did, however, manage to secure a typewriter and were enabled to be trained to do stenographic work.24

The session of 1924-25 saw several changes in the Evening Schools. For one thing, to relieve the crowded conditions and to meet the demand for extra courses, class work was begun at five o'clock in the afternoon. A new lighting system was installed that made it easier on the students as well as the teachers.25

22 Ibid.
23 Ibid.
24 Ibid.
25 Ibid.
For the first time in the history of the school, classes were formed in physics, Latin, history, civics, and advertising. The classes in the fifth, sixth, and seventh grades continued to be well attended. The seventh grade grew to such size that it had to be made into two classes of about thirty each.26

During the 1925-26 session, the first fee of any kind was charged. An enrollment fee of $1 was charged all who registered except for foreigners who were learning the English language and those who were studying elementary subjects. Those studying in the science classes were charged a laboratory fee of $2 per year. The cost of studying comptometry and printing was $2 per month for each subject.27

A class conducted at St. Paul's Hospital for student nurses was established for the purpose of teaching these students how to cook, set up trays, balance meals, and to plan diets for people who were ill.28

It was found that some people could better take advantage of the opportunities offered if the classes began at an earlier hour. Accordingly, a few classes were now begun at four o'clock in the afternoon.29

26 Ibid.
27 Ibid.
28 Ibid.
29 Ibid.
While the enrollment for the year was considerably less than it had been previously, the attendance of those who did enroll was high. It was thought that the charging of a fee, which had never been done before, was the cause, but it was thought the charging of the fee prevented many from registering who were not interested.\textsuperscript{30}

At least two new courses were added when school opened September 27, 1926. A class in catering and one in bacteriology for nurses and for doctors' assistants were added.\textsuperscript{31}

When school opened in the fall of 1927, the Board of Education felt that it needed to do something to make it easier to secure trained janitors for the various schools of the city. Accordingly, under the provisions of the Smith-Hughes Act one hundred janitors were trained at the public evening school. At this time the school offered a total of forty-six courses and had a faculty of eighty-six teachers.\textsuperscript{32}

The next session of school, 1928-29, found several additions to the course of study. New classes added at this time were pottery, German, dramatics, tea room management, parental education, and machine bookkeeping. The course in parental education was offered in connection with the evening schools with the cooperation of the Federal and State departments of

\textsuperscript{30}Ibid.
\textsuperscript{31}Ibid.
\textsuperscript{32}Ibid.
vocational education. The instructor met with groups of women at the various schools where pre-school study groups were organized.33

Up until this time no student in Dallas had ever received a diploma through work in the evening schools. The work done by W. E. Ponder in the evening schools was transferred to Sunset High School, and he received his diploma from that institution.34

The session of 1929-30 saw the addition of other courses. Etching was added to the art department. Enough citizens of Greek nativity requested a class in the study of Greek that a class was formed. A class for the purpose of the study of dress designing was established. The nurses at Parkland Hospital asked that a class be organized for the purpose of studying the English language.35

The St. Paul de Vincent Community Center at Cedar Springs Road and Caruth was made into a school for Mexicans. A kindergarten for Mexican children was opened mainly for the purpose of keeping the children off the streets. There were eighty-one enrolled whose ages ranged from four to six years. Free lunches were prepared and served by a committee

33 Ibid.
34 Ibid.
35 Ibid.
of civic-minded Mexican women in the community. These women gave their time in the interest of the project.\textsuperscript{36}

The session of 1930-31 saw some changes made in the fees charged the students enrolling in the evening schools. Typewriting, sewing, millinery, cooking, chemistry, and all shop classes were charged a fee of $2 for registration. A fee of $3 was charged for five weeks of printing and linotype, comptometry, and machine bookkeeping. For six weeks of electric and gas welding the student was required to pay $10. These fees were in addition to the $1 fee paid at the time of registration.\textsuperscript{37}

For the first time in the history of the school, a class in wood carving was organized.

Another popular place in the Evening Schools was the lunch room in the high school building. Perhaps one reason for its popularity was the fact that a student could get a well-balanced meal for twenty-five cents. A typical meal included a plate lunch with meat, two vegetables, and bread for ten cents; salad, five cents; milk, five cents; dessert, five cents.

With the opening of a new building as a part of the Technical High School on December 1, 1930, there was more opportunity for expansion.

\textsuperscript{36}\textit{Ibid.}

\textsuperscript{37}\textit{Ibid.}
At the close of this year there were twenty-seven students who took examinations for high school credit. Seven were students of Southern Methodist University who required extra college entrance credits.\textsuperscript{38}

When school opened in the fall of 1931, three new courses were inaugurated. Pottery was taught in the Mexican school with an enrollment of twenty-four students. A class to teach First Aid for the American Red Cross was organized at the high school building which was to run three hours each week for a period of five weeks. A class in music was formed which included wind and string instruments for beginning students.\textsuperscript{39}

The next year, 1932-33, saw very little change. A headline in the "Evening School News,"\textsuperscript{40} said that the economic conditions swelled the attendance of the evening schools.

The following year, however, saw several changes. The economic depression began to affect the evening schools in several ways. For one thing, funds for running the public schools were less, and when fees for the evening schools were increased the enrollment decreased. Table 1 shows the effect on the enrollment over a period of two years.\textsuperscript{41}

\textsuperscript{38}Ibid.

\textsuperscript{39}Ibid.

\textsuperscript{40}"Evening School News," November 1932, p. 1.

\textsuperscript{41}J. O. Mahoney, Scrapbook kept during this period.
TABLE 1

ENROLLMENT OF CLASSES

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. Enrolled</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct., 1932</td>
<td>Oct., 1933</td>
</tr>
<tr>
<td>Bookkeeping and Acct.</td>
<td>375</td>
<td>180</td>
</tr>
<tr>
<td>Commercial Arith.</td>
<td>130</td>
<td>22</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>75</td>
<td>32</td>
</tr>
<tr>
<td>Chemistry</td>
<td>42</td>
<td>19</td>
</tr>
<tr>
<td>Civil Service</td>
<td>32</td>
<td>15</td>
</tr>
<tr>
<td>Comptometry</td>
<td>55</td>
<td>58</td>
</tr>
<tr>
<td>Dramatic Art</td>
<td>50</td>
<td>18</td>
</tr>
<tr>
<td>Drawing and Art</td>
<td>478</td>
<td>292</td>
</tr>
<tr>
<td>English</td>
<td>807</td>
<td>205</td>
</tr>
<tr>
<td>French</td>
<td>103</td>
<td>41</td>
</tr>
<tr>
<td>Home Economics</td>
<td>137</td>
<td>62</td>
</tr>
<tr>
<td>Journalism</td>
<td>99</td>
<td>34</td>
</tr>
<tr>
<td>Mathematics</td>
<td>119</td>
<td>29</td>
</tr>
<tr>
<td>Penmanship</td>
<td>130</td>
<td>36</td>
</tr>
<tr>
<td>Physical Education</td>
<td>403</td>
<td>51</td>
</tr>
<tr>
<td>Psychology</td>
<td>125</td>
<td>29</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>189</td>
<td>64</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>99</td>
<td>17</td>
</tr>
<tr>
<td>Shorthand</td>
<td>1,087</td>
<td>404</td>
</tr>
<tr>
<td>Shop and Industrial</td>
<td>121</td>
<td>118</td>
</tr>
<tr>
<td>Spanish</td>
<td>161</td>
<td>94</td>
</tr>
<tr>
<td>Typewriting</td>
<td>525</td>
<td>321</td>
</tr>
<tr>
<td>Elementary Subjects</td>
<td>152</td>
<td>45</td>
</tr>
</tbody>
</table>

We can see that the courses considered cultural were the ones to suffer enrollment cuts first. The English classes suffered a great decline as did the commercial arithmetic, French, penmanship, physical education, psychology, public speaking, salesmanship, shorthand, typewriting, and elementary subjects.
The opening of school in the fall of 1933 found those asking for admittance to the evening schools paying higher fees than ever before. Residents of Dallas paid a registration fee of $2 for the term; non-residents paid $8. Elementary courses, courses for foreigners, and courses for negroes required no fees at all. Those enrolling for more than one course paid more accordingly. In addition to the $2 registration fee, one course cost $3, two courses cost $5, and three courses cost $6. Laboratory fees were added to courses that required special equipment. One new course was added to the subjects taught. For the first time a class in the study of German was organized.\(^{42}\)

Although the depression made the need greater, if possible, it was often hard to secure the funds with which to keep the school going. The following words of encouragement are taken from a letter to J. O. Mahoney, Director of the Dallas Public Evening Schools, written February 14, 1933, by E. T. Franks, Vice Chairman of the Federal Board for Vocational Education, Washington, D. C.\(^{43}\)

These evening schools are of paramount importance during these days of unrest and much unemployment. They offer an opportunity to the unemployed to reeducate themselves for new adjustments in industry. The rapidity with which the need for new skills must be acquired these days is appalling. These new skills are necessary to keep in adjustment to industrial life. Many of the workers have

\(^{42}\)Ibid.

\(^{43}\)Ibid.
been without work for one, two, and even three years, during which time the character of the job frequently has changed, or they are faced with the necessity of securing new employment in some occupation in which they are not completely trained. A program of occupational improvement and adjustment is indispensable if we are to prevent the unemployed from becoming unemployable.

Dallas is one of the great, outstanding cities of the Southwest and is growing by leaps and bounds, and I doubt if your great city with its many resources and possibilities has a single asset that is worth more to the city than is the Dallas Evening Schools.

As a rule, factories go where raw material and labor are to be found, and especially labor. Let me cite one instance. The slaughter houses of the country that supply the principal markets for hides are in the West, yet practically all the leather manufacturing institutions are in the East and New England States. I asked a prominent leather machinery manufacturer one time why it was that the machinery for manufacturing leather was not located near the hide market. He informed me that he had to establish his manufacturing establishments where trained labor for manufacturing that specific kind of machinery was located, that he could ship the hides to the factories in the East cheaper than he could transport trained labor from the East into the section where the hides were produced.

The fall of 1934 brought several changes in the Evening Schools. A course in lip reading was formed to teach the deaf. Also a class in diction and vocabulary building was begun that proved very popular. A very promising young sculptress, Miss Allie Tennant, was employed to teach a class in sculpture. Another innovation in the art department was that classes were offered in the mornings as well as in the evenings. Several classes, especially those in the commercial department, were begun at four o'clock in the afternoon to accommodate those who wished to attend at that hour. This
made it possible for every typewriter to be used an extra class period each day.\textsuperscript{44}

When the evening classes began in the fall of 1935, an enrollment fee of \$2 was charged for those attending the school for negroes. Until now negroes and foreigners studying the English language were not required to pay anything at all. At this time the courses offered in the school for negroes were as follows: Dressmaking, millinery, practical nursing, training for household service, shorthand, bookkeeping, and typewriting.\textsuperscript{45}

During this year a survey was made at the main evening school in the high school building. It was found that 1,818 students had a high school or college education; 517 entered high school, but did not finish; 96 completed the seventh grade; 39 gave no statement about their previous schooling. There were 79 men and 38 women who were studying for high school credit.\textsuperscript{46}

The director of the Evening Schools, J. O. Mahoney, was always willing to offer any course if sufficient interest was shown. Accordingly, in the 1936-37 term several new courses were added to the courses already offered. Rug making, advanced designing and pattern drafting, psychology, and short story writing were added. Also of special interest to those

\textsuperscript{44}Ibid.
\textsuperscript{45}Ibid.
\textsuperscript{46}Ibid.
wishing high school credit, Texas history and commercial geography classes were organized at this time. 47

A need was felt among the Jewish population of the city for classes to be organized for those who were studying to become citizens of the United States. The classes were held at Temple Emanu-El. 48

The fall of 1937 found an increased enrollment of students and two new courses added to the course of study. A radio workshop was organized with the students' writing, producing, and acting the commercial and dramatic scripts that were produced by various members of the class. Amateur photographers who were sufficiently interested to attend were organized into a class to learn to take better pictures as well as to develop and print them. 49

The session of 1938-39 brought few changes to the evening schools. Two new courses were added to the course of study; namely, parliamentary law and knitting for both beginners and advanced students. 50

The class in auto mechanics, which had been taught many years before, had been discontinued, but it was at this time that it was reestablished. A class in sheet metal drafting

47 Ibid.
48 Ibid.
49 Ibid.
50 Ibid.
was formed at this time, too. Much difficulty was encountered during the year in making the widest use of the various shops. There was always a waiting list of students to enroll in welding, machine, and sheet metal work. This was caused by the Defense School that was using the shops also.  

Two schools were open for negroes at this time. In addition to the classes at Booker T. Washington High School, classes were opened at Lincoln High School. The combined enrollment for the two schools was slightly larger than for the one school that had been open the year before, but not large enough to justify the operation of the two schools.  

In order to aid in national defense work, classes were organized in aeronautical engineering and Spanish at the Braniff Airways. Distributive education classes were conducted at various locations in the city; namely, the City Hall, Chamber of Commerce, W. T. Grant's store, Woolworth's store, Kress' store, and the Chamber of Commerce in Oak Cliff.  

The opening of the schools in 1941 brought about a wider use of its facilities than ever before. There was a 27 percent increase in enrollment. Because of an increased interest, a summer session was organized in 1942. The art department pioneered in giving camouflage instruction which became

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51 Ibid.  
52 Ibid.  
53 Ibid.
very useful to the Army later. Of particular interest is the fact that despite the mental, physical, and spiritual turmoils of war, attendance at the Dallas Public Evening Schools averaged 79 per cent of the number that belonged.\textsuperscript{54}

J. C. Mahoney, Director of the Evening Schools since 1918, retired before the opening of school in 1942.\textsuperscript{55} For twenty-four years he had been the guiding force behind the phenomenal development of a great civic enterprise.

A new director was chosen at this time. Walter J. E. Shiebel, Principal of the Technical High School, was given the additional duties of being Director of the Evening Schools. G. A. Bryant, a teacher in the Technical High School for a number of years, was made Assistant Director and was assigned to give his full time to this work.

Because of the unsettled conditions caused by the war, the director saw fit to organize a number of short courses to meet the needs of the students. In cooperation with the American Red Cross, a short course in nutrition was given to housewives who were interested in giving the best possible meals to their families during war-time rationing of scarce food. Other short courses, such as home nursing, gift wrapping, visual projection, gardening, and "fix-it"

\textsuperscript{54}Ibid.
\textsuperscript{55}Ibid.
were given at this time. The "fix-it" course was particularly useful at this time because household articles such as electric irons, toasters, and other things that could not be replaced with new ones were constantly getting out of order. Many women were made proficient in keeping household articles in repair by taking this particular course in the evening school. 56

Many of the young men entering the armed services were found to be deficient in the knowledge of mathematics. To help correct this deficiency, a refresher course in mathematics was offered to young men in the armed services and young men who were looking forward to being inducted into the armed services. A total of 127 young men enrolled for this course. 57

Other courses offered to meet the emergency at this time were: Pre-flight aeronautics, carpenters' work, history and literature of Russia, and the Russian language. The trade and industrial courses were particularly popular at this time. A total of 623 pupils were enrolled in these classes, and many of these students secured employment in the many war plants that were located in this vicinity. 58

56 C. A. Bryant, Statement in personal interview.
57 Records in the office of the Evening Schools.
58 Ibid.
During this year there were 1,310 men and 3,230 women enrolled in the various evening schools of the city, making a total of 4,540 students.\(^59\)

The 1943–44 session brought a decrease in enrollment. Those who would in normal times have registered for work in the evening schools were at war or working in plants that manufactured war material. The policy of offering a number of short courses prevailed. Millinery and upholstering were added to the list.\(^60\)

The school year 1944–45 was another war year. The same conditions prevailed in decreased attendance, but several new courses were established in spite of all the difficulties. Courses in making income tax returns, traffic safety, electrical appliance repair, the human body, and a course for war brides who were having difficulty in adjusting themselves to conditions.\(^61\)

At the close of the war in 1945, the evening schools again saw an increase in attendance. Sixty-one teachers were required for the white students, and ten teachers for the negroes. Many of the students were returned service men and women who wanted to continue their education that had been interrupted.\(^62\)

\(^59\)Ibid.  
\(^60\)Ibid.  
\(^61\)Ibid.  
\(^62\)Ibid.
After a year had passed since the close of the war, greater numbers of the armed forces were returned to civilian life and war plant workers were again producing civilian goods. Many of these men and women had the worry of hunting a place to live, and much of the time being unable to find it. Housing was about the scarcest item of all the existing shortages. Workers in the building trades were scarce, too. In order to help this condition, it was decided to organize classes for apprentice work for electricians, plasterers, painters, cabinet makers, and bricklayers. Much interest was shown in courses in radio maintenance and basic engine principles. The enrollment in distributive education showed quite an increase. These courses included salesmanship, cafeteria and waitress training, personality in retailing, and merchandising. 63

Dallas College of Southern Methodist University, another important adult education center, does not always have space for all the scheduled classes. When this occurs, the Dallas Evening Schools permits the college classes to be held in the high school building with the regular classes. 64

63 Ibid.
64 Ibid.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

It is only occasionally that we find an idea with such outstanding merit that it actually forces itself into a city's school system through real worth, but such is the case of the Dallas Public Evening Schools.

After looking over the history of the evening schools and the steady increase in enrollment, the following conclusions are reached:

1. These schools are meeting the vital social and economic needs of the community.

2. As the city has grown in population and in industrial development, the Public Evening Schools have kept pace and have grown accordingly.

Recommendations

The citizens of Dallas have every right to be proud of its evening schools, but nothing should ever be considered so good that no effort is made to improve it.

In a spirit of helpfulness the following recommendations are offered:

1. Since the public funds for the support of the Dallas
Public Evening Schools have always been less than was needed, the people should be educated to the fact that the evening schools are an important part of the public school system and as such should have generous support through local taxation.

2. Something should be done about increasing the pay of the teachers. No teacher should be expected to receive less pay for teaching in the evening schools than is received for regular day-time work.

3. A study has shown that attendance has been a big problem. This could be alleviated if a system should be inaugurated whereby a student would have his tuition and fees refunded to him if his attendance for the year is at least 75 per cent. This should make for an increased attendance which would eventually result in an increased enrollment.

4. The Evening Schools should grant diplomas to those who meet the requirements for graduation. Often there are students who have done the greater part of their high school work in the evening schools, and feel that a diploma should be granted instead of having their credits transferred to another school.
APPENDICES

Appendix A

THE NET ENROLLMENT IN THE DALLAS PUBLIC EVENING SCHOOLS, INCLUDING THE NEGROES FROM 1918 TO 1947

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment 1918-19</th>
<th>Year</th>
<th>Enrollment 1933-34</th>
<th>Year</th>
<th>Enrollment 1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>1918-19</td>
<td>1,569</td>
<td>1933-34</td>
<td>3,263</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1919-20</td>
<td>1,805</td>
<td>1934-35</td>
<td>3,357</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1920-21</td>
<td>2,974</td>
<td>1935-36</td>
<td>3,088</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1921-22</td>
<td>4,147</td>
<td>1936-37</td>
<td>3,319</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1922-23</td>
<td>6,142</td>
<td>1937-38</td>
<td>3,352</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1923-24</td>
<td>5,037</td>
<td>1938-39</td>
<td>3,126</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1924-25</td>
<td>4,634</td>
<td>1939-40</td>
<td>3,016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1925-26</td>
<td>4,444</td>
<td>1940-41</td>
<td>3,935</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1926-27</td>
<td>4,374</td>
<td>1941-42</td>
<td>5,102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1927-28</td>
<td>5,550</td>
<td>1942-43</td>
<td>4,665</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1928-29</td>
<td>6,160</td>
<td>1943-44*</td>
<td>7,721</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1929-30</td>
<td>6,233</td>
<td>1944-45**</td>
<td>10,654</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1930-31</td>
<td>6,025</td>
<td>1945-46</td>
<td>4,812</td>
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<td>1931-32</td>
<td>5,677</td>
<td>1946-47</td>
<td>5,192</td>
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<tr>
<td>1932-33</td>
<td>5,115</td>
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*Including Tuesday and Thursday classes.

**Including Home and Family Life.
Appendix B

THE AMOUNT OF REIMBURSEMENT FROM STATE AND FEDERAL FUNDS FOR HOME ECONOMICS OR HOME AND FAMILY LIFE, DISTRIBUTIVE EDUCATION, HOUSEHOLD TRAINING, APPRENTICE, INDUSTRIAL, AND PART TIME TEACHERS' SALARIES FROM 1919 TO 1947

<table>
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<tr>
<th>Year</th>
<th>Home Economics</th>
<th>Distributive Education</th>
<th>Total</th>
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<td>1919-20</td>
<td>183.33</td>
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<td>183.33</td>
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<tr>
<td>1920-21</td>
<td>700.00</td>
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<td>1921-22</td>
<td>3,300.00</td>
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<tr>
<td>1922-23</td>
<td>4,665.16</td>
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<td>5,665.53</td>
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<td>1923-24</td>
<td>6,592.66</td>
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<td>6,592.66</td>
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<tr>
<td>1924-25</td>
<td>5,170.30</td>
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<td>7,103.62</td>
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<td>1925-26</td>
<td>3,132.00</td>
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<td>1926-27</td>
<td>2,635.28</td>
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<tr>
<td>1927-28</td>
<td>4,595.37</td>
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<td>9,449.95</td>
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<td>1929-30</td>
<td>8,003.17</td>
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<td>8,003.17</td>
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<td>1930-31</td>
<td>4,315.22</td>
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<td>7,589.47</td>
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<td>3,898.69</td>
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<td>5,538.94</td>
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<td>5,348.31</td>
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<td>4,621.94</td>
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<td>1933-34</td>
<td>4,362.00</td>
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<td>5,333.75</td>
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<td>3,083.94</td>
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<td>4,318.44</td>
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<td>1935-36</td>
<td>3,679.98</td>
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<td>4,816.98</td>
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<tr>
<td>1936-37</td>
<td>4,402.47</td>
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<td>1937-38</td>
<td>3,422.34</td>
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<td>3,411.07</td>
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<td>6,304.09</td>
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<td>1940-41</td>
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<td>8,880.49</td>
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<tr>
<td>1941-42</td>
<td>6,154.95</td>
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<td>9,373.95</td>
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<td>1942-43</td>
<td>4,221.46</td>
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<td>4,500.21</td>
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<td>1943-44*</td>
<td>15,245.74</td>
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<td>15,245.74</td>
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<td>1944-45*</td>
<td>18,400.75</td>
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<td>18,400.75</td>
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<tr>
<td>1945-46</td>
<td>4,122.50</td>
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<td>4,122.50</td>
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<tr>
<td>1946-47</td>
<td>7,807.50</td>
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*No fees for Home and Family Life.
## Appendix C

THE COST PER YEAR OF DALLAS PUBLIC EVENING SCHOOLS
FROM 1925 TO 1947

<table>
<thead>
<tr>
<th>Year</th>
<th>Instructors</th>
<th>Students</th>
<th>Total Cost</th>
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<td>1925-26</td>
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<td>8,043.92</td>
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<td>1927-28</td>
<td>12,546.22</td>
<td>34,227.75</td>
<td>21,681.53</td>
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<td>40,831.70</td>
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<td>17,594.26</td>
<td>40,649.47</td>
<td>23,055.21</td>
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<td>16,749.97</td>
<td>39,185.10</td>
<td>22,435.13</td>
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<td>1931-32</td>
<td>14,410.61</td>
<td>39,244.23</td>
<td>24,833.62</td>
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<td>1932-33</td>
<td>13,493.05</td>
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<td>1934-35</td>
<td>19,670.72</td>
<td>31,407.99</td>
<td>11,737.27</td>
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<td>1936-37</td>
<td>23,656.70</td>
<td>32,261.82</td>
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<td>7,069.46</td>
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<td>22,708.35</td>
<td>31,855.55</td>
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<td>1939-40</td>
<td>25,015.43</td>
<td>34,936.59</td>
<td>9,921.16</td>
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<td>1940-41</td>
<td>28,949.02</td>
<td>40,519.13</td>
<td>11,570.11</td>
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<td>1941-42</td>
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<td>1942-43</td>
<td>27,239.28</td>
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<td>1943-44</td>
<td>32,028.55</td>
<td>48,722.04</td>
<td>16,693.49</td>
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<td>1944-45</td>
<td>36,654.32</td>
<td>56,056.05</td>
<td>19,401.73</td>
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<td>42,315.18</td>
<td>10,568.63</td>
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