THE EFFECTS OF A PRIVATE ENDOWMENT
ON A RURAL PUBLIC SCHOOL

APPROVED:

Walt Blau
Major Professor

Walter Hansen
Minor Professor

Walt Blau
Director of the Department of Education

Jack Johnson
Dean of the Graduate School
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By

Iva Lee Cline, B. S.
17802
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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem in this study is to trace the probable effect of a private endowment on the development and contribution of a rural public school.

Significance of the Study

One of the criticisms most often made of the public school system of Texas has been leveled at the large number of small school districts. Critics of the public schools have maintained that the small districts have not had sufficient revenue for an adequate term length nor for needed facilities. The schools in the cities, with greater resources for tax revenue, have been able to build larger plants, have longer terms, and offer wider educational opportunities than the small country districts. Many rural people, however, prefer to send their children to country schools and they maintain that a rural district, if some means can be found for financing, can build a school that will adequately serve the needs of a community and build and hold community spirit as well. Modern school
legislation is providing finances at the present, but one rural school in Texas pioneered the way in such a program long before this recent type of legislation. How this rural school was able to do this and its source of revenue makes an interesting incident in the history of the public schools of Texas. It also provides an example of the cooperation between rural districts. Such a study should be significant in evaluating the growth and development of the public schools of Texas.

The purpose of this study then is to present the history of the Alla rural public school, the only privately endowed public school in Texas, in order to show the part that adequate finances have played in its development and service to its community.

Limitations

The study is limited to the history and development of the Alla public school in Collin County, Texas, embracing the period from 1896 to the present time, 1949.

Source of Data

Sources of data for the study are numerous. Old newspapers, tax records, and school records have been utilized as documentary sources. Interviews with pioneer settlers of the community, with early teachers in the school, and with members of the Hubbard family and the Hubbard Estate Board have been the human sources for much of the material.
Plan of Procedure

Since the present study is a history of the Alla public school, the historical method of research is used. The introductory chapter states the purpose of the study, gives the source of data, and outlines the plan of procedure. The location of the school, the nature of the environment, and the circumstances surrounding the establishment of the school comprise the subject matter of Chapter II. The history of the development of the school is traced in Chapter III. Attention here is directed to the curriculum, length of term, financial aid received from the Hubbard estate, expansion of the school district, terms of the Hubbard will, and to comparative studies of neighboring districts. Present and past contributions of the school to community life, participation in recreational activities, and the present facilities and program are described in Chapter IV. A summary of the study and the conclusions derived from the investigation conclude the history of the Alla public school.
CHAPTER II

THE ALLA COMMUNITY AND THE ESTABLISHMENT OF
THE ALLA PUBLIC SCHOOL

Collin County, Texas was organized in 1848 from a portion of Fannin County, Texas.\(^1\) It is located approximately thirty miles from the city of Dallas, the largest city in north Texas, and is in the rich, unusually fertile blackland area. Ample rainfall and a mild temperate climate make the fertile land one of the richest farming areas in the state of Texas.

The early settlers of the county migrated from the more populous states east of the Mississippi River. In 1866 three emigrants from Missouri reached Collin County and decided to settle there. They were Dr. and Mrs. Moses Hubbard and their six-year old daughter, Alla. This particular locality was chosen by Dr. Hubbard as a location for two reasons: he was both a farmer and a doctor. He had brought with him a considerable sum of money for that time to invest in farming land and he wished to find a location that needed the services of a physician and also provided fertile land for farming purposes. This fertile

\(^1\)The Texas Almanac, 1948, p. 452.
land of Collin County with the lack of physicians common to that time provided the opportunity for which the doctor was seeking. He purchased two hundred and forty acres of the virgin farming land approximately three miles north of the small town of Celina and began both the practice of medicine and farming.

The area was sparsely settled and for a while Dr. Hubbard spent more time plowing under the lush prairie grass than he did practicing medicine. The doctor, however, was skilled in his profession and his success gradually brought him both fame and wealth. He invested his earnings in additional acres of the rich black land, and he became one of the largest landholders engaged in farming in the entire area.

The only child of Dr. and Mrs. Hubbard was their small daughter, Alla. School facilities at that time were meager, and the Crossroads School which Alla attended was in session for only three months. The little girl, however, was quick, alert, and learned rapidly, and her parents supplemented the meager training provided by the short sessions of the small school. At the age of sixteen years Alla completed all the work offered by the Crossroads School and her parents sent her to a large private college, Fritchett Institute in Glasgow, Missouri.

At Fritchett Institute free tuition was offered during one collegiate year to the best qualified student entering
from a district school. After participating in a very rigid examination, young Alla Hubbard, from the little Crossroads School, was awarded this scholarship. Each month thereafter, for four years, her name appeared on the honor roll of the school. She graduated in the class of 1880, receiving with her diploma the degree of Mistress of Literature.

While she was attending Pritchett Institute, Alla Hubbard began to show evidence of unusual talent in the field of writing. She composed a number of essays and wrote many poems. After she completed her work in college she returned to her home in Texas and divided her time between domestic duties and writing.

East of the Hubbard farms was a small village named Weston. The Hubbard family attended church services in this small town, and here Alla Hubbard made the acquaintance of young Dr. B. F. Spencer who had established a practice in this area. The acquaintance ripened into a love affair and the young couple was married in 1884.

Shortly after the marriage and while the couple was on their honeymoon, Alla Hubbard Spencer became ill with a throat ailment. Examination revealed that there was a lump in her throat. When the couple returned home the doctor father and the doctor husband conferred. Specialists in Dallas were consulted. The unanimous decision was that the growth was of a serious nature and would be fatal if
not removed. In that day of rudimentary surgery, the risk of an operation was considered too great because the growth was near vital arteries. The operation was not performed.

Alla Hubbard Spencer lived five years after the diagnosis of her illness. Death came in 1899. She was buried in the quiet country cemetery just east of her father's farm, and her parents and husband joined in placing a beautiful marble statue to mark the place. The statue was made in Italy at a cost of $750, an enormous price to pay for a monument at that time.\(^2\)

As time passed, the parents of Alla and the husband felt the inadequacy of the marble statue as a memorial for her. They wanted something more tangible, but each had different ideas about the type of memorial. Dr. Spencer collected the essays and poems written by his wife and had them published.\(^3\) Dr. Hubbard, the humanitarian as well as the doctor, sought some way of helping his fellow man as his contribution. He gave the matter much thought as he went about his work in the area in which he practiced.

One of the drawbacks to the rich country to which he had emigrated was the inadequate schools. At that time Texas was very sparsely settled, and there was insufficient income to maintain an adequate school system. There were


\(^3\) Ibid., pp. 1-120.
no special school taxes levied on the land in the area, and the only source of support for the public schools in the 1890's was the per capita apportionment of $3.50 per pupil. 4 There are no records available as to the number of scholastics in the Crossroads school district at that time, but in 1916 the number in this district and the two additional ones which had been combined numbered only 116. Funds from the per capita apportionment, therefore, must have been very meager. At the time that Alla Hubbard attended the school, according to a pioneer settler, the children were required to pay tuition. 5 The teacher's salary ranged from $15 to $25 per month, according to the number of paying pupils. In addition to this salary, the teacher was "boarded" by the community. Each family with children in the school had to keep the teacher a certain number of nights. Families with a large number of children were required to keep the teacher for a longer period of time than those having only a few children.

Dr. Hubbard and his wife, seeking some living memorial for their daughter, saw the need for a better school with a longer term. They saw the need for more doctors, more professional people of all types, and they knew that basic training for college study must have a foundation. Their

4 Texas School Adequacy Survey, p. 15.

5 Statement of George Tillerson, Tioga, Texas, October 1, 1940.
daughter, it is true, had been able to enter college and to perform creditable work with only her training from the small district school, but the parents had supplemented the instruction given in the short term school. This opportunity was not available to all the children.

In 1895 Dr. Hubbard consulted with the trustees of two school districts, Emerson and McWhirtor, north of the Crossroads district. The doctor practiced medicine in this area and he knew all the people. The people had confidence in his integrity and his unselfish desire to be of help to the community. He told the trustees of the wish he had to build a living memorial to his daughter that would benefit the community as a whole, and then outlined the need of this area for a good school with more adequate facilities and a longer term.

Dr. Hubbard then made the group of trustees a specific proposal. A part of the Hubbard land holdings was a high, well-drained, flat plateau suitable for the site of a large school plant and one that was available to both districts. He told the group that he would build, equip, and support a school at this location if the two districts would consolidate into one large district. He further promised that at his death the estate would be willed to the school as a source of continued support. 6

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6 This material and information was obtained from George Tllerson, one of the men who participated in the school consolidation procedure.
The trustees took the problem back to their different communities and school districts. Dr. Hubbard and his wife were loved and respected by all the people of the area, and a decision to accept his proposition was made by them. The necessary legal provisions for consolidating school districts were taken, and one of the earliest, if not the first, consolidated rural school district of Texas came into existence. The Emerson district at that time contained approximately five and one-half square miles, and McWhirter, approximately six square miles. The consolidated district formed from the two small districts contained over eleven square miles, and this was a large school district for that time. In honor of the memory of the doctor's daughter, the new school district was named Alla.  

In 1892 Dr. Hubbard had built a church on the high elevation which he offered as a location for the school. A site about 400 yards northwest of the church was selected as a school site and preparations were begun for building a schoolhouse. A neighborhood gathering was called to clear the site and lay off the school grounds. A large pasture adjoined the school site on the west, and plenty of space was available for play areas.

The Alla school, when completed, was an imposing building for that period of time. It contained six rooms, 

7Ibid.
four downstairs, and two upstairs and cost $4,500. Measured by the rural schools of that day, the building was a magnificent structure. Dr. Hubbard had not spared either time nor expense to provide the best lumber and equipment. He went to Sherman for the lumber and the spirit of cooperation in the community was evidenced by the offers of aid by the farmers in the area. At that time there were no paved highways over which to haul the lumber, and the roads were narrow and almost impassable when it rained. Twenty men in the district volunteered to haul the lumber from Sherman, and four mules were hitched to the running gear of the wagons to make the delivery. One of the pioneer settlers recalls the unusual spectacle of twenty wagons with four mule teams traveling in a group.8

The people in the Alla community watched the weather anxiously on the day that the men went after the lumber. If it rained, it was very doubtful if even the four mules could pull the wagons in the heavy black waxy soil, and much apprehension was felt. Early in the afternoon the watchers saw a black funnel-shaped cloud form and move in the direction of Sherman. Word soon filtered back by messenger that the town of Sherman had been almost destroyed by a tornado. The appearance of the twenty wagons late that afternoon with the lumber for the school building was the

8Ibid.
occasion for great rejoicing both for the lumber and the safe return of the men. The men had loaded the lumber and had left the town safely behind them when the tornado struck. The torrential rain had packed the roads until little difficulty had been encountered in getting the wagons home.

The lumber for the schoolhouse was unloaded at the high hill chosen for the site of the new school. By September, 1896, the building was completed, and ready for the school term. There were six rooms in the building, four downstairs, and two upstairs. The two upstairs rooms, however, were not used for school purposes but were used as meeting place by the Masonic and Eastern Star lodges for a number of years. Dr. Hubbard purchased new equipment for the building, a well was dug to provide water, and a huge bell was hung to call the children in to school. High up on the front of the schoolhouse the name "Alla" was painted, and a large picture of Alla Hubbard Spencer was hung in the building. The dream of Dr. and Mrs. Hubbard for a living memorial to their daughter had become a reality.
CHAPTER III

THE DEVELOPMENT AND GROWTH OF THE ALLA SCHOOL

The new school of Alla opened its doors for pupils in September, 1896. People came from miles around to be present at the opening exercises and to participate in the dedication of the new school building.\(^1\) One of the teachers present at the initial opening of the school describes the feeling of the community in these words: "The finest building in the United States couldn't have been better than that new building was to the people of the Alla community."\(^2\)

Due to several unusual features, the school drew attendance from a wide area. There were no age limits, no tuition, and the term was to last for eight months, an unheard-of-thing in the rural schools of Texas at that time. One of the pupils who was present on the first day of the school states that she was from a neighboring community and boarded in the Alla community in order to take advantage of the long school term.\(^3\) Two of the pupils,

\(^1\) Statement of Mrs. Ernest Snodgrass, primary teacher in the Alla School, 1896.

\(^2\) Ibid.

\(^3\) Statement of Mrs. Sam Bateman, Celina, Texas.
she states, came from Gainesville, one from Farmersville, two from Tom Bean and several from Prosper and Celina. An old photograph of the group of pupils present on the opening day of the school in 1896 indicates that many of the pupils must have been over the scholastic age limit of sixteen years prevalent at that time.\textsuperscript{4} One of the pupils, the photograph reveals, had a heavy mustache.

Nine full grades were taught in the new school. Reading, grammar, spelling, arithmetic, physiology, chemistry, physics, biology, German, and Latin comprised the curriculum. This number of subjects divided between three teachers resulted in fifteen minute class periods.

The first teachers in the Alla School were J. W. Miller and wife from Celina, Texas and Lula Cunningham, a young lady from the local community. Miss Cunningham, who is now Mrs. Ernest Snodgrass, vividly recalls the happenings of that time, and she relates the following concerning the type of teachers selected for the school:

I taught primary work, grades one, two, and three the first year in the new schoolhouse. The community was very proud of the fine schoolhouse, and I felt honored to be one of the first teachers.

Mr. and Mrs. Miller, who came from Celina, were good teachers and they were musicians as well. Mrs. Miller was an accomplished organist and Mr. Miller sang well and also played the organ. Every morning the first thing that took place was the singing of

\begin{verbatim}
Marching onward, marching upward
When the clock strikes none
If you don't lead,
You'll have to stay behind.\textsuperscript{5}
\end{verbatim}

\textsuperscript{4} The Celina Record, August 5, 1937.

\textsuperscript{5} Snodgrass, op. cit.
According to the statement of this teacher, the principal of the school, known as the head teacher, received $50.00 per month, and the other two teachers received $35.00 per month. The part that Dr. Hubbard played in financing the salaries is described by still another teacher who taught in the Alla School from 1903 to 1909. She states:

Dr. Hubbard paid all my salary for the entire year. Every four weeks he came to school to pay me and to see if any of the teachers needed anything. The first two years I taught I received $30 per month, the next two I received $40 per month, and the last two years I received $50 per month. I taught in the years 1903 to 1909 and at that time the salary I received was considered good pay. The fact that I received this salary for eight months a year also meant a great deal; few of the other rural schools had as much as a six months term at that time.7

According to these teachers who were employed in the Alla School in its early days, Dr. Hubbard and his wife were always alert to purchase any needed equipment for the school. In one instance the teacher states that Dr. Hubbard purchased new benches for her room, and made the remark that he should have brought cradles—several of the pupils were only five years of age. Mrs. Hubbard was more interested in the personal appearance of the school and she contributed not only materials such as paint for improving the classroom's appearance but her time and skill as well. In many instances she provided clothes for pupils who otherwise might have had to stay at home.

6Ibid.

7Statement of Mrs. Frank Skelton who as Lizzie Beck taught the elementary grades in Alla School from 1903 to 1909.
The first year 108 pupils attended school in the new building at Alla. Of these pupils, the majority were in the elementary grades. One of the first grade pupils was a twenty-four year old man who had never attended school before. The teacher who taught the first, second, and third grades in 1902 reported that she enrolled between fifty and sixty children in these grades. Another teacher reported sixty-three pupils in these grades the following year. Three students graduated from the school in the spring of 1897, and twelve graduated the following year. The number of graduations since has ranged from eight to sixteen per year, with the largest graduating class of sixteen occurring in 1944.

One of the outstanding features of the school has been the community spirit shown in the support of the school and its activities. The part that the school played in developing this spirit may be determined to some extent by a study of the community activities of the first school year. The first elementary teacher in the school gives the following description of some of these activities:

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8 Statement of Mrs. R. E. L. Miller (Lura Biggerstaff), teacher in the Alla School in 1902-03.

9 Skelton, op. cit.

10 Records of the Alla public school.
Every Friday afternoon we had a program. I had the program one Friday, Mrs. Millar the next Friday, and Mr. Miller the next one. We were all particular to see that we gave each child something to say or do for every mother and father came to school to the program every Friday afternoon.

Three times during the school year we had extra special programs. For these programs the teachers and mothers worked long and faithfully on special costumes for the boys and girls on the programs. These programs that were special occasions were at Thanksgiving, Christmas and on the last day of school.

Another thing that we did at Allia that stands out clearly in my mind even today, was the Thanksgiving feast at the schoolhouse. The first Thanksgiving that we had school in the new building that Dr. Hubbard built in memory of his daughter, Allia, we had sixteen big turkeys with all the trimmings. People came from neighboring districts to partake of the food as well as everyone in the home district and there was plenty of food for all. To the home people it was a Thanksgiving that was in keeping with the Pilgrim's Thanksgiving—they had much to be thankful for.

At Christmas there was a community Christmas tree and a wonderful program. The tree and program was always on Christmas Eve, and it was brought about by the cooperation of the entire community.

The last day of school was a happy time for every one also. There was a program by all the school children and a big dinner. Each cook tried to do her very best to try to outshine her neighbors, if possible. The programs at these special times always started by the school singing "Welcome friends, again we greet you."

Another teacher described the cooperative spirit of the community in improving the playground area. The high hill where the school was located was a treeless prairie, and in 1902 the school undertook to remedy this lack of shade with an Arbor Day program. The one-time teacher states:

The Arbor Day program was one of the important events of the school year. The men set out trees on each side of the walk from the school building to the park and

11 Smogdgrass, op. cit.
around the school building. The women brought huge baskets filled with delicious food. Everyone went home satisfied with what they had done and talked for days about the things that happened that day.12

Another feature of the Alla School was a teacherage built by Dr. Hubbard in 1898. He felt that the teachers in the school could serve the community better if they lived in it and he built a home on the campus of the school for the teacher. So far as can be ascertained this was the first teacherage built in Texas and it set a pattern that has been widely expanded until almost all of the rural schools today provide homes for the teachers on or near the school campus.13

The original teacherage was replaced in 1917 by a modern six-room cottage which houses both the superintendent and principal of the school. Funds from the Hubbard Estate were used for the building and for an extensive repair and modernization program completed in the summer of 1949.

In 1906 Dr. Hubbard died. True to his promise to the school, his will provided that his estate, at the death of his widow, should be used as financial support of the Alla School.14 A Board of Trustees to administer the estate and allocate funds to the school was provided. This board was to be composed of his son-in-law, Dr. Spencer, his brother-in-law, J. A. L. C. English, two other prominent citizens of

12 Skelton, op. cit.

13 The Fort Worth Star-Telegram, March 7, 1921, p. 2.

14 Copy of Will in Appendix to study, pp. 42-45.
the community, and the County Superintendent of Instruction of Collin County. Upon the death of any member of the board or removal from the Alla school district, a new member from the community was to be selected by the remaining members of the Board. The County Superintendent of Instruction was always to be a member of the Board.

Dr. Hubbard's estate, according to his will, comprised real, personal, and mixed property. This property was to be kept intact as a permanent fund and the income--rents, revenues, and profits--was to be expended for the support of the school. Mrs. Hubbard, during her lifetime, was to receive one-half the proceeds from the estate and she was to have the right during this time to determine how the school funds were to be expended--whether it should be used in employment of teachers, erection of buildings, purchase of apparatus, or other germane uses. The term "germane uses" was defined by Dr. Hubbard as "liberal construction" of the needs of the community and "the use of all means deemed proper by the trustees for diffusion of knowledge." 15

The bulk of the Hubbard estate was composed of extensive land holdings. When Dr. Hubbard first came to the community, he bought 240 acres of land, and he gradually extended his holdings until at his death he owned 1000 acres of rich farm land. Substantial farm homes were built on this acreage, and

15 Ibid.
a picture in the Fort Worth Star-Telegram in 1921 depicted five attractive, well-kept homes. Dr. Hubbard, in renting the land, always selected families that not only were good farmers but which included large families of children. The land was rented for the prevailing rent customs in the community—one-third of the corn and grain crops and one-fourth of the cotton. Income from these farms constituted the bulk of the revenue from the property.

Mrs. Hubbard died in 1914. Prior to her death she had visited at Texas Christian University and had been persuaded that it was her duty to bequeath her half of the estate to this institution. Court action instituted by the college resulted in the decision that the original will made by Dr. Hubbard was valid and that the estate belonged to the Alla School. Relatives of Mrs. Spencer also instituted suit to set aside the will’s provisions and court action extended to the Supreme Court of Texas. The original will of Dr. Hubbard, however, was upheld in every instance. His property became the endowment fund of the Alla School as long as it was located on the same survey on which it was originally built.

The funds from the estate have been used by the Estate Board, as it is commonly called in the community, since that

16 The Fort Worth Star Telegram, March 7, 1921, p. 2.

17 J. H. L. C. English et al versus Texas Christian University, Civil Minutes of the District Court, Collin County, pp. 19-23.
time. As provided in the donor's will the use of the funds has been entirely in the hands of this Board. Records of the Estate Board indicate the approximate amount that has been spent for the school, outside of building expenditures, since the time in 1906 when it began operation after the death of the founder. Table 1 shows the approximate amounts. Due to the fact that the income was derived from farm operations, the amount of the available funds varied from year to year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Amount Spent on School per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906-1914</td>
<td>$1400</td>
</tr>
<tr>
<td>1914-1920</td>
<td>$1800</td>
</tr>
<tr>
<td>1920-1930</td>
<td>$2200</td>
</tr>
<tr>
<td>1930-1940</td>
<td>$2250</td>
</tr>
<tr>
<td>1940-1949</td>
<td>$7300</td>
</tr>
</tbody>
</table>

The effects of higher prices during the war years for farm products is reflected in the much greater sums available from 1940 up until the present time. According to the terms of the will, only one-half of the income might be expended for direct support of the school and the other one-half was to be invested either in securities or bonds as a part of
the permanent fund. None of this income was used for the school until in 1923 a handsome new brick school building was erected. The new building cost $25,600, and for that day and time was one of the most modern rural schools in the state.\(^{16}\) Containing eight rooms and an auditorium, the school, with its added facilities, became the center of community activities. A handsome marble plaque in the entrance hall dedicated the building to the memory of Alla Hubbard Spencer, and large enlarged portraits of Dr. Hubbard and his wife and Alla were hung on the walls of the auditorium. The building and equipment were paid for entirely from funds from the Hubbard Estate.

Texas, by this time, had increased the amount of money available for the education of schoolastics. The per capita apportionment had risen from $3.50 in 1895 to $12.00 per pupil in 1923.\(^ {19}\) The scholastic population of the district at that time varied from 125 in 1910 to 142 and then ranged downward to around 120 in the 1920's. With this added income, the funds from the Hubbard Estate were available for things other than the teachers' salaries, but the salary of one teacher was always paid from the funds. This practice has enabled the school to operate without imposing such a heavy teacher load in crowded classrooms.

\(^{16}\) Records of the Hubbard Estate.

\(^{19}\) A Report of the Adequacy of Texas Schools, p. 15.
Fig. 2--Main Building

Fig. 3--Gymnasium
The Alla school district has been enlarged twice since the original consolidation. In May, 1941, the people in Shain and Bilkerback districts voted to determine whether they should consolidate with the Alla school district and at the same time the citizens of the Alla district voted to decide whether or not the district would receive these other districts. The issues, in all instances, received an almost 100 per cent approval. So, in the beginning of the school year, 1941, two more districts were added to the Alla public school district.20

In July, 1942, the trustees of the Alla School met with the Collin County School Board and with the Grayson County School Board and the trustees of the school Districts of Gunter, Skaggs, and Sunbeam to decide about a division of the latter two districts. It was decided that the Alla district would get all of the Skaggs and Sunbeam districts on the Collin County side and that Gunter would get all the territory in these districts on the Grayson County side of the line. These additions added several square miles to the Alla district.

No school tax was levied in the Alla district until 1916 when a fifteen cents rate per $100 valuation was voted in order to keep other districts from infringing upon the school's territory. After the Shain and Bilkerback districts voted to consolidate with the Alla district in 1941

20 Collin County School Board Minutes.
the tax rate was raised to forty cents per $100 valuation and in 1945 in order to hold its state aid status the district voted a tax of sixty-five cents on the $100 valuation. The extent to which the Hubbard funds have helped the district keep down high school taxes may be indicated by a comparison of taxes in this district with those of three neighboring districts, Celina, Prosper, and Frisco. Table 2 presents information on these comparisons.

**TABLE 2**

**AMOUNT OF SCHOOL TAXES PAID BY FOUR SCHOOL DISTRICTS IN COLLIN COUNTY FROM 1902 TO 1949**

<table>
<thead>
<tr>
<th>District</th>
<th>Year</th>
<th>Amount of Tax Per $100 Valuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alla</td>
<td>1902-1916</td>
<td>$0.0</td>
</tr>
<tr>
<td></td>
<td>1916-1941</td>
<td>0.15</td>
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<td>1949</td>
<td>1.00</td>
</tr>
<tr>
<td>Celina</td>
<td>1902-1916</td>
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<td></td>
<td>1916-1936</td>
<td>0.50</td>
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<td>1936-1938</td>
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<td></td>
<td>1938-1949</td>
<td>1.00</td>
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<tr>
<td></td>
<td>1949</td>
<td>1.40</td>
</tr>
<tr>
<td>Prosper</td>
<td>1902-1910</td>
<td>0.20</td>
</tr>
<tr>
<td></td>
<td>1910-1920</td>
<td>0.50</td>
</tr>
<tr>
<td></td>
<td>1920-1949</td>
<td>1.25</td>
</tr>
<tr>
<td></td>
<td>1902-1903</td>
<td>0.20</td>
</tr>
<tr>
<td>Frisco</td>
<td>1903-1920</td>
<td>0.50</td>
</tr>
<tr>
<td></td>
<td>1920-1931</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td>1931-1949</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>1949</td>
<td>1.50</td>
</tr>
</tbody>
</table>

\[\text{21 Information secured from the County Tax Rolls of Collin County, Office of Collin County Tax Collector.}\]
Data in Table 2 show that the Alla School, with approximately the same curriculum and number of grades as the neighboring small-town districts, has paid a much smaller tax proportionately than these districts. School taxes, in some instances in the Alla district, have been token taxes and not enforced—when the new gymnasium was built by funds from the Hubbard Estate which had accumulated over and above the amount spent for maintenance, a token tax of fifteen cents on the $100 was voted in order to legalize the proceedings. None of the tax was ever collected.

The Alla School Plant, as it stands today, comprises the two-story main building erected in 1923, the teacherage built first in 1902 and rebuilt in 1927, a modern gymnasium, and a shop for industrial arts instruction. A well of artesian water furnishes water for the plant, and a modern sewage system was installed when the new building was erected in 1923. A park in which shade trees have been planted adjoins the school campus and a fifteen-acre pasture on the west provides ample accommodations for any type of desired playground activities. One instance of the cooperation of the community in school affairs is the graveled road leading from the highway up to the school building. In rainy weather the roads in the black lands become almost impossible to travel and this stretch of road was no exception. On Armistice Day November 11, 1941, the men in the neighborhood gathered and
with the use of the county trucks furnished by the road
commissioner of the district built a gravel road in one day.

Three teachers were used by the Alla School until 1923
when the fourth teacher was added to the staff. In 1930 a
fifth teacher was added, and in 1941 the staff was increased
to eight members.21 At no time has the school failed to be
in session for eight months and during the last few years
it has been in operation nine months along with other schools
in Texas. No exact figures are available on the length of
school term of the neighboring districts, but one ex-teacher
in the Celina school states that this school had a nine
months term part of the time in early school days but that
tuition had to be paid by the pupils for either two or three
months when this length of term was possible. Sometimes,
she said, the teachers would work four to eight weeks with-
out pay to keep the school from losing its affiliation rating.
From 1896 to 1905 the school term was only five months long.22
The history of the Prosper and Frisco schools has been
similar to that of the Celina School, and the length of term
in the early days was likewise similar. The Alla School,
with its eight month free term, was a marked exception to
the practice prevailing in rural areas in Texas for the first
two decades of its existence, if not longer.

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21Records of the Alla School.

22Statement of Mary Jackson Loggins.
The curriculum of the school has been gradually expanded until the school has twenty-one and one half affiliated credits at the present time. Table 3 shows the affiliated subjects and the number of credits for each.

TABLE 3

THE NUMBER OF AFFILIATED CREDITS OF THE ALIA PUBLIC SCHOOL IN 1949

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>World History</td>
<td>1</td>
</tr>
<tr>
<td>American History</td>
<td>1</td>
</tr>
<tr>
<td>Civics</td>
<td>(\frac{1}{2})</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
</tr>
<tr>
<td>General Math</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1</td>
</tr>
<tr>
<td>General Science</td>
<td>1</td>
</tr>
<tr>
<td>Shop</td>
<td>2</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>(\frac{3}{2})</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>1(\frac{1}{2})</td>
</tr>
<tr>
<td>Sec. Training</td>
<td>2</td>
</tr>
<tr>
<td>Typing</td>
<td>1</td>
</tr>
<tr>
<td>Jr. Business</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Safety Education</td>
<td>1</td>
</tr>
</tbody>
</table>

The commercial department of the school has been strengthened recently by the addition of several new typewriters, all gifts to the school from the Estate Board. Recent legislation, along with the additional tax increase voted in the district, will now provide ample funds for the support of the school. The funds from the Estate Board will thus be left free for other improvements and expansions of the curriculum. Two school buses, costing over three thousand
dollars, have been given to the school, and, during the summer of 1949, an extensive renovation program of the school plant was carried out.

Analysis of the data, and Table 3, reveal obvious needs in the program of the school. Because the school is in the center of a rich agricultural area, the needs of the pupils and the community might have been more adequately met by the addition of vocational agriculture. Present day education is emphasizing the meeting of more of the practical needs of high school youth. In addition to vocational agriculture, there is every reason to assume that high school girls should receive a minimum of two years training in home economics. The addition of these two areas to junior and senior high school years would provide a better balanced program according to present day standards.

The one fear of the Alla district is that the scholastics will decrease to the point where under state regulations a high school will not be possible. There is a strong sentiment in the community, should such a situation arise, to petition the State Legislature for special permission to retain the Alla School in its present setting and grade level. It was the wish of the Hubbard Estate that the school be permanently located at its present site and the Hubbard property, now valued in excess of $100,000, is its endowment. No other provision is made for the disposal of the property.
The school, now with adequate support from the state and local taxes, has an unusual opportunity to build a school plant that will be outstanding in the state and better able to serve its community and the needs of the pupils.
CHAPTER IV
COMMUNITY AND SCHOOL ACTIVITIES OF THE ALLA
PUBLIC SCHOOL

Modern education is giving much attention to the question of community schools and the development of community spirit under the leadership of the schools in any given area. The purpose of this chapter is to show the spirit of cooperation that has been developed in the Alla School and to enumerate some of the accomplishments of the school.

Any objective measurement of the cooperation of a school with a community, or vice versa, is a very difficult process because such things are hard to measure. About all that the research worker can do is to use his own judgment and opinion formed from contact with the community and with those who have lived and worked within it. Such research is subject to criticism of subjective bias. Every effort has been made in this review to keep the study as objective as possible.

Mention was made in the second chapter of the study of the community cooperation in the establishment of the Alla School, and some of the activities such as all-day meetings, social gatherings, and school entertainments were described. Interviews with the residents of the community today indicate
that this community spirit has survived. One of the customs of the community is a yearly reunion on Dr. Hubbard's birthday, July 31st. At this time an all-day meeting is held at the schoolhouse with dinner "on the ground". The occasion is used as a homecoming for the past pupils of the school. At the last meeting, July 31, 1949, the meeting was described by Kenneth Force, feature writer for The Dallas Morning News, as follows:

And on Sunday, July 31, there gathered at Alla 200 ex-students that included Dallasites like E. A. Reneau, home-coming president, people who came from afar like Mrs. A. E. McRoberts of Carlsbad, N. M., like Carl Finley of Lubbock and people like Mrs. Alla Hubbard Taylor of Abilene, a descendant and heir who would have benefited, who said, "I am proud that they did not break the will. They were all gathered there on the birthday of the doctor to call his memory blessed. And Alla's buildings, blinding white in the summer sun, seemed to shine like all great deeds in a selfish world. 1

One of the first teachers in the Alla School has this statement:

The happiest experiences in my entire life was my associations during my period of teaching in the Alla School and in later years going back each year to the homecoming. 2

A very vivid description of the community spirit is given by an elderly man once a resident of the community and a pupil of the Alla School:


2Snodgrass, op. cit.
I will always feel more at home at Alla than at any other place in good old Texas. My wife and I would not miss meeting all our old friends every year for anything. I practically ate up several books at school trying to learn a little more than my other classmates. Very clear in my memory, too, is the face of Dr. Hubbard as he visited our school. We would do our very best to make the doctor proud of us and he appreciated us for it and told us so. He would say, "Come on boys, let's have a few doctors out of this fine group, I'm beginning to need some help!" At that moment I believe every boy decided to study medicine.

Every year, the last Sunday in July, when I go to Alla for the homecoming, I can actually feel Dr. Hubbard's presence. I can't believe that there has been anyone who has done more to weld his community together and to provide for its lasting benefit. 3

The daughter of one of the original members of the Hubbard Estate Board describes the life of the community as follows:

Everyone knows that Alla is really my home, and I have never missed but one homecoming, and that was two years ago when my husband was ill. I guess the reason I consider Alla as my home is because I spent my entire youth there. I went to school the first year the building was there and I went every year for ten years. We had marvelous entertainments. Some were sad but the most were comical for we were all such a happy bunch that that kind of entertainment suited us better.

One community affair that everyone participated in was the Spelling Bee. Everyone, old and young, spelled. It didn't take long to find out who the best spellers were. But even the youngest school children participated in the spelling matches.

My father, P. S. Finley, one of the Hubbard Estate Board members, never missed a meeting at the school-house and he saw to it that his children got there too. There were seven children in our family and all of us were students at Alla. I turned out to be a peddler, sometimes. My father had a store and it was almost a mile from school. Sometimes the mothers would send for something and it wasn't much trouble to take it to school the next day for the children to take home.

3 Statement of Fred Biggerstaff, Celina, Texas.
I liked to hear that big bell on the top of the schoolhouse ring. I'm glad they put it on the new building for I think it just wouldn't have been Alla without that bell. I like to hear it ring on homecoming day, too.4

Still another expression from a one-time teacher in the school typifies the spirit that pervaded the institution:

There is something that is instilled in every pupil in the school that makes him feel that it has been a privilege to have the chance of belonging to the school system. He feels that it is his school and that he has had a vital part in making it what it is.5

These different interviews presented in the words of the former pupils and teachers of the Alla School show a uniform spirit of loyalty and cooperation that has been built up by the school. A study of the present-day activities of the school indicates that the school is still an active builder and leader of community spirit.

Twice each month the Parent Teacher Association sponsors a community meeting. At these meetings there are diversions for the parents as well as the children. Games of dominoes and "42" are enjoyed by the older people, while the children, directed by two teachers and two parents, play group games. These leaders direct the activities for four meetings, and then others take their places.

The Alla School still follows the traditional customs of giving special programs on holidays and at the end of the

4Statement of Ollic Finley McRoberts, Carlsbad, New Mexico.

5Statement of Mrs. Frank Skelton (Lizzie Beck), McKinney, Texas.
school year. As nearly as possible, each pupil is given an opportunity to participate in the programs. "Box suppers" are still another popular type of entertainment, and these are used mainly by the Parent Teacher Association as recreational meetings. The Hubbard Estate takes care of the incidental needs of the school that Parent Teacher Associations are commonly called on to supply in schools without any special funds for such purposes.

Enthusiastic support is given the Alla School by the community in its athletic activities. Some idea of the athletic achievements may be given by listing the trophies that have been awarded the school in interscholastic competition. The list of them follows:

1. Collin County Champions in basketball, 1931.
2. Consolation Prize, Boys Basketball, 1932.
5. First place, Anna Basketball Tournament, 1936.
7. Winner of North Division Basketball, Class B, 1936.

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7 Records of the Alla School.
Awards for these achievements fill almost the entire side of the library walls. In addition to the trophies won in athletics, various pupils have brought other awards to the school. In 1927 one of the Alla pupils was awarded a trophy for the best attendance record in the county. In 1942 the high school team from the 4H Club in the school won the first place in the dairy judging at the Southwestern Exposition and Fat Stock show at Fort Worth, Texas. In 1948 a pupil from the Alla School was chosen to attend the 4H convention held at Lake Trinidad as one of six outstanding delegates from seventeen Texas counties. In 1947 the Alla 4H Club girls were hosts at the school to Collin County 4H girls.

The annual reunions held at Alla School indicate that there has been no diminishing of community spirit. The part that the school has played in the development of this spirit and the part that the unusual endowment has had in the growth of the school was aptly summarized by one of the visitors to the recent reunion held in July, 1949:

Alla School has been a real community school since its beginning. It has had an unusual spirit of cooperation, friendliness, and good will.

I believe the influence of Dr. Hubbard has been one of the chief factors in developing this spirit. He offered so much to the community that it would have an extremely unselfish one that would not have reciprocated the gift and worked to show its appreciation.

The school, too, has felt that it has had a special purpose. The pupils attending the school feel this spirit. To them it is a special place.

Another thing that has worked to bring the community closer to the school is the fact that supporting the
school has never appeared to be a burden. The people have been free to come to the meetings without any fear of donations being asked.

Our children have had the benefit of a free full term of school now for a long time. We feel that this greater opportunity for an education has helped to build a stronger, wiser community. We believe that the present adequate financing will permit the improvement of the present plant to where it can more adequately serve its community.⁸

⁸Statement of T. N. O'Dell, Trustee of Alla School.
CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The present research has been a historical study of the Alla School in Collin County covering the period from its organization in 1896 until the present time, 1949. Attention has been given to the unusual endowment of the school, to the circumstances under which it was established, to its development and growth, and to the contribution it has made to the community.

The following statements summarize the unique character of this school.

1. The Alla School is the only endowed public school in Texas.

2. It was among the first, if not the first, consolidated school districts in the state.

3. The first teacherage in Texas was built on the Alla School campus.

4. Two small school districts, at the request of Dr. Hubbard, a pioneer Collin County doctor and landowner, consolidated in 1896 to form one school district on the condition that Dr. Hubbard build a schoolhouse, furnish money for
a free eight months term of school, and bequeath his estate for the continued support of the school.

5. Alla School, at a time when other rural schools were in session for only three months had an eight month free term for all pupils desiring to attend.

6. The curriculum in the Alla School was much broader than that in the average school because there was money to finance payment of enough teachers for the number of subjects.

7. The spirit of cooperation manifested when the districts were combined to form one district extended to the school activities.

8. Dr. Hubbard bequeathed his entire estate to the Alla School and the courts upheld the will.

9. The Hubbard Estate has built a new schoolhouse in 1923, built a new gymnasium in 1941, a new teacherage in 1917 and remodelled it in 1949, built a shop for industrial arts, has furnished all needed equipment, and has paid the salary of one teacher at all times.

10. Provision for an extra teacher has lightened the load of the other teachers and prevented overcrowded classes.

11. The tax rate in the Alla district has been much lower than the prevailing tax rates in adjoining districts.

12. The Alla School has had an outstanding athletic program.
13. The Alla School is the center of community activities at the present time.

Conclusions

The following general conclusions have been reached from making a study of the history of the Alla School:

1. The Alla School as an endowed institution has a unique history in the educational history of Texas; in the early days of Texas history when there was little support for free public schools, an eight month free term was made possible in this institution.

2. The spirit of cooperation in a community, when rightfully directed, can be developed into a valuable community asset.

3. A school can cement the people of a community together when it is a cooperative affair in which all participate.

4. Adequate finances, it is indicated, will build better, more adequate schools for the children of Texas.

5. The study contends that a private endowment appears to have been the means of joining the community into closer relationship, and of fostering a spirit of cooperation.

6. The school might have been even better had the community given it financial support through taxes and have used the private endowment for curriculum enrichment.

7. The curriculum of the school needs to be expanded to include vocational agriculture and home economics.
APPENDIX

COPY OF WILL OF DR. MOSES HUBBARD AND MARY JANE HUBBARD

The State of Texas:

County of Collin:

IN THE NAME OF GOD AMEN: We, Moses Hubbard and Mary J
Jane Hubbard of Collin County, being of sound mind and dis-
posing memory, mindful of the uncertainty of life and the
certainty of death wishing to dispose of the effects, it
has pleased Almighty God to bless us with while we have
strength of mind and body to do so, do make publish and de-
clare this to be the last will and testament of us and of
each of us hereby revoking all others by us made and we
each direct that as each of us die this instrument shall be
probated as the will of the deceased person.

Item 1st. We commend our spirits to God who gave
them and our bodies to the dust whence they came directing
our executors in this will to give us each decent burial
and to erect for us a monument commensurate and suitable to
our means and station in life.

Item 2nd. It is our desire and that of each of us that
as each of us dies all the property then owned by us shall
descend and rest in the following named persons and their
successors in their trust to wit: J. H. L. C. English, Dr. B.
F. Spencer, Dan P. English, F. S. Finley, and the Superin-
tendent of Public Instruction of Collin County who shall
take and hold all the property, real, personal, and mixed
owned by us at the death of either of us for the purposes,
uses, and trusts and as hereinafter directed and vacancies
in whose number shall be filled here as directed.

Item 3rd. Upon the death of either of us the trustees
shall receive the rents revenues and profits arising from all
of said property and shall lend all moneys having same well
secured, or invest same in interest bearing bonds, rent the
lands. One half the net proceeds shall be paid to any person
and in any manner and for the same purpose as the rents and
revenues of the property are herein directed to be paid and
apporiated after the death of both of us but the survivor has the right during lifetime to determine the specific manner of expenditure. That is whether it shall be used in employment of teachers, erection of buildings, purchase of apparatus, or other germane uses etc.

Item 4th. Upon the death of both of us, the Trustees herein provided shall take and hold the property herein bequeathed which shall constitute and be divided into two funds, one of which shall be a permanent fund and which shall not be lessened or diminished in any manner and for any purpose. The other fund shall be the available fund and may be expended, used, and applied as directed herein.

The permanent fund under this instrument shall consist of all our Real Estate, stocks, notes, and cash and such additions as under the terms of the will may from time to time be added thereto.

The additions to the permanent fund shall come from the rents, revenues, profits, and interest and the balance of the rents, revenues, profit and interest shall be set aside and used as an available fund.

Item 5th. Believing that we have the love of God in our hearts for the manifold blessings he has bestowed upon us and desiring to add to the happiness and improvement of our neighbors we have founded an institution for increase and diffusion of knowledge which we have named "Alla" and which shall remain permanently located on the same survey on which it is located to wit: Wade H. Rattan and it is our desire that the trustees herein provided for shall use the available fund herein provided for in the employment of teachers, erection of proper and necessary buildings, the purchase of apparatus and other germane uses and it is our desire that at this school or institution of learning all children whose parents are Caucasian and of the white race and who are over the age of six and under the age of twenty-one, shall be admitted free of tuition, but in case more apply than the funds will justify then the Trustees in determining who shall be admitted are requested to give preference to worthy students who have been in attendance before those residing in the district or adjacent thereto. The term Germanes uses is intended to receive a liberal construction and to authorize the use of all means deemed proper by the trustees for diffusion of knowledge but we do not desire a sectarian school taught.

Item 6th. The Trustees shall have no power to sell or alienate the Real Estate devised herein but it shall be preserved and its rents, revenues be applied for the charitable uses but shall it be determined by the Judgment of a Court of competent jurisdiction after a Bona Fide trial in which nothing must be agreed upon that this limitation is invalid, then and
then only in that event we direct the Trustees to sell said lands and hold the proceeds as part of the permanent fund, it is our wish that the lands shall never be sold if it is legal to hold them as here provided.

Item 7th. Confiding in the honor and integrity of J. H. I. C. English, Dr. B. F. Spencer, Dan P. English, and F. S. Finley, and the person who may be Superintendent of Public Instruction for Collin County, Texas, we appoint Trustees of this fund and executors of each of our wills.

Item 8th. Should we survive any of the executors or Trustees, the majority of those living may fill out by election their number to complete the number contemplated by this instrument which is five (5) and in case of the death or refusal to act of any member at any time either at our death or any time thereafter the majority may fill vacancies but the trustees must be residents of Collin County, Texas, it being our intention to create a perpetual body to this end the Trustees may if advised that it would better advance the purposes herein intended incorporate under the name of "Alfa". No stock shall be issued.

Item 9th. It is our desire that the Trustees herein provided, J. H. I. C. English, Dr. B. F. Spencer, Dan P. English, F. S. Finley and the Superintendent of Public Instruction for Collin County, Texas, be not required to give bond, it is further our desire that no one be elected to act as a Trustee who is not a resident of Collin County, Texas, and that a change of residence from Collin County, Texas shall be cause for removal from Trustees to and the proper Court authorized and requested to require bond of subsequent Trustees if deemed best for preservation of fund.

Item 10th. The Trustees shall have no power ever to create any debt and shall make no purchases or contract a liability beyond present ability to pay cash.

Item 11th. It is our desire that no further action be had in the County in reference to the settlement of our estates than the probating this the will of each of us the return of an inventory and appraisement and list of claims.

Witness our hands this the 5th day of January 1897 in the presence of S. T. Cunningham, J. E. Kerr, C. E. Francis, C. B.
Fields, W. A. Cossett, and W. E. Francis whom we request to
sign as attesting witnesses to this our last will and testa-
ment.

Moses Hubbard
Mary Jane Hubbard

S. T. Cunningham
J. E. Kerr
C. E. Francis
C. B. Fields
W. A. Cossett
W. E. Francis

The State of Texas

County of Collin | The foregoing instrument was signed, pub-
lished and declared in our presence by Moses Hubbard to be
his last will and testament and we at his request and in his
presence and in the presence of each other signed the same as
attesting witnesses each of us being over the age of 21 years.
S. T. Cunningham, J. E. Kerr, C. E. Francis, C. B. Fields,
W. A. Cossett, W. E. Francis.

The State of Texas

County of Collin | The foregoing instrument was signed, pub-
lished and declared in our presence by Mary Jane Hubbard to
be her last will and testament and we at her request and in
her presence and in the presence of each other signed the
same as attesting witnesses, each of us being over the age
of 21 years. S. T. Cunningham, C. E. Francis, W. A. Cossett,

W. M. Sherley, Clerk County Court.
Collin County, Texas.

By, C. E. Strother, Deputy.
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