



Making Teachers: An Analysis of Early 20th Century Brazoria County Educators

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Abstract

Brazoria County is located in southeast Texas and was a rural area with a population of 14,861 in 1910 which fell to 13,299 in 1920. This study focused on the academic school year 1915-1916; therefore, the county population would be less than 14,861 yet more than the 13,299 reported on the census. The purpose of this study was to examine records relating to the certification and salaries of teachers who taught in Brazoria County, Texas, in the 1915-1916 school year in order to understand the quality of teachers and their preparation to teach. This study found that the majority of the teachers in Brazoria County taught on county and state temporary certificates, thus limiting their tenure in the schools; fewer than 30% held county or state permanent certificates. However, the number of Black female teachers teaching at the elementary level with post secondary education was greater than the number of white teachers, male or female. This study also found that white schools reported higher average monthly salaries as well as the lowest average monthly salaries when comparing monthly salaries. White schools also reported both the highest salary for a single month as well as the lowest salary for a single month. This indicates that while Black school employees were not being paid as much as white employees in a single month, they were not being paid the least amount.

Keywords: Brazoria county, certification, salary



Introduction

For teacher certification, each state in the US has various requirements that all candidates need to meet to earn a full teaching credential. For teacher certification in Texas, a bachelor's degree from regionally accredited schools and teacher preparation program are required. Other routes to certification include post-baccalaureate and alternate certification programs. In addition to educational requirements, all candidates must pass the Texas Examinations of Educator Standards (TExES) or comparable exams in another state. This procedure was not always the practice in Texas. In the early 20th century, Texas proposed guidelines to qualify teachers for public schools. The purpose of this study is extend the work done by one of the authors, Burlbaw, (Burlbaw, Kelly, L. J., Weber, N. D, and Van Zandt, J., 2012; Sonnenburg, S., and Burlbaw, L. M., 2014) and explore the certification and salaries of teachers who taught in Brazoria County in Texas and their qualifications. The authors of this study examined teachers' certifications exams from 1915 to 1916 to identify teachers' qualifications and superintendent reports on teachers' salaries.

History of Teacher Certification

In 1960, LaBue wrote about the history of teacher certifications across the United States. writing that teacher certifications were created to “assist in providing the best education possible for children,” and to “enhance the quality of American education” (pp. 147-148).

LaBue describes four chronological periods and explains how teachers became certified to enter the classroom. First, LaBue (1960) describes how teachers, in the colonial period to 1789, were usually employed in an informal manner, to solve a household or community area need to provide instruction for children. During this time, there was few formal certification processes, except in religious schools where a formal procedure ensured the high moral character and religious beliefs of a teacher (LaBue, 1960). In Massachusetts, the Law of 1647 ("Olde Deluder Satan Law", nd) required that a town of more than 50 people select a teacher; something considered to be the beginnings of local officials selecting and licensing teachers (Dumas & Weible, 1984).

The second phase LaBue (1960) addresses is from 1789-1860. During this time, teachers were usually licensed by oral examination and their certificate was valid for a year or less. This led to concerns regarding teacher qualifications. John Swett argued against oral examinations



because they resulted in issuing a certificate to everyone who applied (Elsbree, 1939). During this time, we also see the creation and expansion of the state supported Normal School. State superintendents of education and state boards of education began to appear in many states in the mid 19th century (LaBue, 1960). In New York, a law passed in 1841 which shaped the office of deputy or county superintendents, gave them supplementary powers of certification (Ravitch, 2003).

The third phase LaBue (1960) addresses is from 1860-1910. During this time, many states began to move away from oral examinations. An Illinois law provided two grades of certificates, first grade which was valid for two years and second grade, which was valid for one year (Velz, 1977). Many states required that county superintendents be the ones to authorize teachers. Teachers were required to pass examinations in orthography, reading, writing, arithmetic, grammar, geography, physiology and hygiene, and theory and practice of teaching (Burlbaw, 2005; Roth, Swail, and Pacific Resources for Education and Learning, 2000).

Philbrick (1869) acknowledged the work being done in Illinois, but pointed to California for its work in ensuring that teachers also had the credentials to teach:

To make a system of public instruction entirely successful, it is necessary to provide - first, for educating teachers; and second, for testing their qualifications. Illinois is evidently taking the lead in fulfilling the former condition; but, as to the later, the State of California is clearly the foremost. In no other State are the legal provisions for the legal provisions for the examination of teacher so comprehensive and complete, and in no other State have the laws relating to the qualifications of teachers been administered with so much vigor and success. (p. 283)

Philbrick went on to describe the three boards that were in place in California to ensure teacher quality.

Lastly, LaBue (1960) addresses the teacher certification requirements from 1910 onward. One of the greatest influences to teacher certifications in the United States was the expansion of the American education system (Loheyde, 1979). Due to a rapid increase in the number of students attending school, associations began to form, such as the American Association of Teachers Colleges, in order to improve teacher education standards (LaBue, 1960). Elsbree and Reutter, Jr. (1954), writing about certification in the 20th century say



At the turn of the century a centralized teacher licensing authority existed in only a few states. The typical pattern featured the issuance of certificate mainly by county or local authorities... By the end of the first decade of the twentieth century, about one third of the states issued all certificates through a state agency, almost always the state department of education. (p. 39-40)

The centralization trend has been a significant one in the evolution of the teaching profession, for local licensing was not conducive to the establishment and maintenance of high standards. Texas was one of the states issuing certificates through the Department of Education early in the 20th century, publishing *Bulletin 8, Examinations and Certificates* in 1911 and *Bulletin 19, Examinations and Certificates* in 1912 (State Department of Education, 1911, 1912).

Route to Certification

The State of Texas, in the early 20th century, offered guidelines for certification and hiring of teachers in common and independent schools through the office of the State Superintendent of Public Instruction. Several methods were provided, ranging from high school diplomas and education degrees at state institutions (e.g. The University of Texas at Austin) through Normal Schools (e.g., Sam Houston Normal Institute) and county superintendent administered exams. County exams were regularly administered (i.e., "the first Friday and Saturday following in the months of June, July, August, September and December of each year") and "board of examiners shall use the questions prescribed by the State Department of Education, and shall conduct the examination in accordance with the rules and regulations prescribed by the State Department of Education and the county superintendent of public instruction" (State Department of Education, 1915, p.3).

This paper, using documents from the Brazoria County Superintendent of Schools and Principal or Head Teacher Term Reports, after providing a general discussion on certification in early 20th century Texas, reports on the teachers who were teaching in Brazoria county schools in the 1915-16 academic year. As with many historical research projects based on government documents, the conclusions are constrained by the quality and completeness of the documents available for examination.

Teachers in Texas schools held a variety of certifications, ranging from second grade (4 or 6 year certificate for elementary schools) to State Permanent (certifying a teacher to teach at



all grade levels for life). Table 1, Certificates for Teachers, by Exam, shows the types of certificates that were available for teachers. The grade designations, First or Second, do not indicate school level but quality of certificate. Cities could offer "city certificates;" the requirements could not be less than required by the state but could be higher - the time the certificates were valid for could not be less than designated by the State. No person younger than 16 years of age could become a teacher.

Table 1. Certificates for Teachers, by Exam

Temporary		Permanent - lifetime	
State	City	State	City (required 3 years of experience in Texas prior to issuance)
Second grade (4 years)	Second grade (4 years)	State Permanent Certificate	Second grade
First grade (4 years)	First grade (4 years)	State Permanent Primary Certificate	First grade
	High School (6 years)		High School

Teachers could also become certified by attending one of the Texas post-secondary institutions. The various types of certificates could be earned by a combination of course work and degrees and was dependent on the type of institution. Table 2, Certificates for Teachers, by Education, shows the difference in types of certificates whether from a four-year university of the first class or a normal school. While teachers who earned their teaching certificates in other states could, upon becoming a citizen of Texas, ask for an evaluation of their education and receive, upon a determination of equivalency, a like certificate in Texas. As noted in Table 2, the one exception to this was graduates of Peabody Normal in Nashville, TN, who were automatically qualified for a State Permanent Certificate.

Table 2. Certificates for Teachers, by Education

Four Year Universities of the First Class	
State Permanent Certificate	Bachelor of Arts Degree with 4 courses in College of Education
State Permanent Certificate	Bachelor of Arts Degree with <4 courses in College of Education but with 3 years of teaching experience
First Grade Certificate (good for 4 years)	4 courses in College of Liberal Arts and 1 course in College of Education



Normal Schools	
State Permanent Certificate	Texas State Normal School Degree Peabody Normal College (Nashville, TN)
First Grade Certificate (6 years)	First Grade Certificate from Normal School (2 years of Normal School education)
Second Grade Certificate (6 years)	Second Grade Certificate from Normal School (1 year of Normal School education)
College of Industrial Arts	
First Grade Certificate (good for 6 years)	Degree from College of Industrial Arts (Denton) and 2 courses in education; could be surrendered after 3 years of successful teaching for State Permanent Certificate

The other route to certification was to take a test, or tests, when given in the county. Each grade of certificate had a battery of subject tests which the teacher had to pass. The tests for a second-grade certificate were the basis for all of the other certificates. As shown in Table 3, Subjects Tested and Scores for Certificates, a teacher seeking a second-grade certificate had to successfully complete 12 tests, taken over a 2-day period. A teacher who wanted the first-grade certificate had to take and pass the second-grade subject tests and then, in a subsequent test administration, pass 6 additional subject exams (these 6 did not have to be taken all at once but had to be completed before the second-grade certificate expired). The permanent certificates also built upon the second grade certificate, included some of the same subjects as the temporary first grade certificate but also some content not tested for the temporary first grade certificate. All of the various subjects to be tested, as well as the required passing rates and valid term for each certificate are shown in Table 3.

Table 3. Subjects Tested and Scores for Certificates

Second grade	First Grade	State Permanent Primary	State Permanent
Teach in only Elementary Grades in Texas public schools	Teach in any Texas public school	Teach in only Elementary Grades in Texas public schools	Teach in any Texas public school
Spelling Reading Writing Arithmetic English Grammar Geography	Same subjects as Second Grade plus English Composition Civil government	Same subjects as Second Grade plus English Composition Civil government Physical Geography	Same subjects as State Permanent Primary plus Algebra* Physics* Elementary



<p>Second grade Texas history Elementary physiology and hygiene (with special reference to narcotics) School management Methods of teaching United States History Elementary agriculture</p>	<p>First Grade Algebra Physical Geography Elements of Geometry General History</p>	<p>State Permanent Primary History of Education Elementary Psychology as applied to teaching English Literature American Literature</p>	<p>State Permanent Geometry* General History* Chemistry Solid Geometry Plane Trigonometry Elementary Double Entry Bookkeeping * are not retested if taken as part of a First Grade certificate</p>
<p>4 year certificate - average of tested subjects >75 and no test score <50</p>	<p>4 year certificate - average of tested subjects >85 and no test score <50</p>	<p>Average of tested subjects >85 and no test score <50</p>	<p>Average of tested subjects >85 and no test score <50</p>
<p>6 year certificate - average of tested subjects >85 and no test score <50</p>	<p>6 year certificate - average of tested subjects >85 and no test score <50</p>	<p>Valid for Life</p>	<p>Valid for Life</p>

Principals, or head teachers in the case where a school had no principal, of public schools were required to file a term report each school year. Once completed, the report was to be filed with city or county superintendents (Doughty, 1915). These reports included information on student enrollment, student attendance, promotion records, student distribution by age, subjects studied, teacher's payment for teaching, academic and professional training of teachers, certificates held by teachers, high school graduate ages, school sessions, tuition and building details. These were prepared at the end of each school year and were required by law; principals or teachers who failed to complete the report could incur a fine of up to \$100. However, even though completion of the report was required, the quality of the information reported varied from very detailed to summary.

Teachers in Brazoria County Schools

Brazoria County is located in southeast Texas and was a rural area with a population of 14,861 in 1910 which fell to 13,299 in 1920. This study focused on the academic school year 1915-1916, therefore the county population would be less than 14,861 yet more than the 13,299 reported on the census. The archives at the George Memorial Library in Richmond, TX, contain county level reports on the public schools in Brazoria County. Principal or Head Teacher Term



Reports for the 1915 to 1916 school year in Brazoria County were used as data sources for this study as well as the county's superintendent's, Superintendent's Annual Reports.

The Superintendent's Annual Report was a required report filed with the State Superintendent of Public Instruction each year. In these reports, county Superintendents provided information on, among other things, information on the teachers employed in their county. From the section of the report entitled, Teaching Force, during the 1915 – 1916 school year, Brazoria County had a total of 95 teachers and 11 supervising principals employed (See Figure 1 below).

	WHITE			COLORED			Grand Total
	Male	Female	Total	Male	Female	Total	
Number regular teachers employed	12	48	60	17	18	35	95
Number supervising teachers employed							
Number supervising principals employed	7	3	10	1		1	11
Number supernumerary teachers regularly employed							
Number teachers regularly employed not required by law to present certificates and excused by school board as provided in Section 103, latter part, Public School Laws of Texas, 1915							
Number teachers, if any, who are without certificates and have not been exempted by the school board as provided by law in Sections 84, 85, and 103, Public School Laws of Texas, 1915							
Total number teachers, all kinds regularly employed	12	48	60	17	18	35	95

If a vacancy occurred during the school year and was filled by school board, report only the new teachers in order to avoid reporting more teachers than positions filled.

Figure 1. Teaching force for Brazoria County in 1915 – 1916.

In addition to the 95 teachers, eleven supervising principals were also employed. There is no indication in the record if these were teaching principals. The location where the 95 teachers taught was not included in the superintendent's report. The superintendents' reports give an overall view of the county. For a more detailed view of the county's teachers, another type of document, also found in the aforementioned George Library was consulted, the Principal or Head Teacher Term Report.

A total of 71 Principal or Head Teacher Term Reports for the 1915 - 1916 school year in Brazoria County were found in archives. Of the reports available for analysis, 64 schools reported information regarding teacher certification types. A total of 53 white schools and 11 black schools reported certification types. Reports from the other schools (one white school, Alert School and six black schools, Broadland, Cedar Grove, Mt. Creek, Oakland, Pilgrim, and West Columbia, completed the report with information on salaries and attendance but did not include teacher certification information.



Brazoria County Superintendent's Report shows, again, a county-wide report on teacher grades and kinds of certificates. According to the 1915-1916 report (table on Grades and Kinds of Certificates shown in Figure 2, below) most of the teachers in Brazoria County had temporary, state, second grade certificates.

Report Only the Grades and Kinds of Certificates Were	TEMPORARY															PERMANENT												Total. Total Number of Contracts Were Based	
	City			County				State								City			County			State							
	White		Colored	White		Colored		White		Colored		White		Colored		White		Colored		White		Colored		White		Colored			
	Second	First	High School	Second	First	High School	Second	First	Second	First	Kindergarten	Second	First	Kindergarten	Second	First	Primary	First	High School	Primary	First	High School	Permanent	Permanent	Permanent	Permanent	Permanent		Permanent
	Second	First	High School	Second	First	High School	Second	First	Second	First	Kindergarten	Second	First	Kindergarten	Second	First	Primary	First	High School	Primary	First	High School	Permanent	Permanent	Permanent	Permanent	Permanent		Permanent
Male								3	3				2	4	5	4										3	5	29	
Female								6	5				20	12	5	6										2	8	66	
Total								9	8				22	16	10	10										2	11	95	

Figure 2. Grades and kinds of certificates of Brazoria County teachers, 1915-1916.

A detailed listing of the number and type of certificates held by teachers in white schools with one teacher, principal, or superintendent is shown in Table 4. The authors observed, during the data gathering process, that some principal's or head teachers recorded the number of certificated teacher in the total column but did not always record specific certificate types. This explains why the grand total of certificates shown in Table 4 does not equal number of the recorded certificate types.

Table 4. Number of Teachers Holding the Following Certifications in White Schools with One Teacher, Principal or Superintendent

School Name	Temporary County Second/First	Temporary County Total	Temporary State Second/First	Temporary State Total	Grand Total County and State	Temporary	Permanent County/State Permanent	Permanent State Permanent Primary	Permanent Total State Permanent	Permanent Grand Total County and State Permanent	Grand Total of Certificates
Anchor			1	1	1						1
Bailey's Chapel	1/0	1			1						1
Bastrop Bayou	0/1	1	1/0	1	2						2
Big Island			1/0	1	1						1
Brazos Bernard			1/0	1	1					1	1
Burrel Chapel School			1/0	1	1						1



School Name	Temporary County Second/First	Temporary County Total	Temporary State Second/First	Temporary State Total	Grand Total County and State	Temporary	Permanent County/State Permanent	Permanent State Permanent Primary	Permanent Total State Permanent	Permanent Grand Total County and State Permanent	Grand Total of Certificates
Chance Prairie											
China Grove			0/1	1	1						
Chocolate Bay			0/1	1	1						1
Clute	1/0	1			1						1
Columbia Public							0/1		1	2	1
Damon School											
Eagle Island	1/0	1									
Elbe							0/1		1	1	1
Evergreen	1/0	1		1							
Hinkles Ferry			1/0	1							1
Illinois Colony							0/1			2	1
Iowa Colony 1			0/1	1	1						1
Lake Jackson			1/0	1							1
Linwood								1	1	1	1
Lochridge Common	1/0	1			1						1
Mims											
Mt. Olive			1/0	1	1						1
Mt. Pisgah				2	2						2
Nash			1/0	1	1						1
New Mt. Zion			1/0	1	1						1
North Bend			1/0	1	1						1
North Corner					1						1
Oyster Creek			1/0	1	1						1
Parker											
Peach Point	1/0	1		1	1						
Penn			1/0	1							1
Phair	1/0	1		1	1		0/1		1	2	1
Pleasant Bayou	1/0	1			1					1	1
Providence			0/1	1	1						1
Rhodes							0/1		1	1	1
Rice School			1/0	1	1						1
Richland				1	1					1	1
Stratton			1/0	1							1
White Oak	1/0	1			1						1
Total	10	10	19	24	25		5	1	5	9	32



The annual report from 13 schools in the county with more than one teacher, principal or superintendent were examined as a separate group from one or two teacher schools. Table 5 displays the number of teachers holding certifications in white schools with more than one teacher, principal or superintendent.

Table 5. Number of Teachers Holding the Following Certifications in White Schools with More Than One Teacher, Principal or Superintendent

School Name	Temporary County Second/First	Temporary County Total	Temporary State Second/First	Temporary State Total	Grand Total County and State Temporary	Permanent County/State Permanent	Permanent State Permanent Primary	Permanent Total State Permanent	Permanent Grand Total County and State Permanent	Grand Total of Certificates
Alvin Heights	1/1	1	1/1	2	3					3
Brazoria			0/2	2	2		1	1	1	3
Chenango				1				1	2	2
Danbury High School			1/1	2						2
Fairview			1/1	2	2					
Freeport High School			1/0	1	1	2/1		2	2	3
Gomb	1/0	1								1
Iowa Colony 2	0/2	2								2
Liverpool			2/1	3	3					
Lynch	2/0	2			2					
Manvel Common			1/1	2						2
Mustang High School			0/1	1	1	0/2		2	2	3
West Columbia			1/0		1	0/1		1	2	2
Total	7	4	17	9	8	6	1	5	5	10



For schools with one or more than one teacher, principal or superintendent, more teachers had temporary county and state certificates than permanent county and state certificates. For white schools with one or more than one teacher, principal, or superintendent, term reports indicated more teachers had county and state temporary certificates than county and state permanent certificates. Of the 11 black schools that reported certification types, eight schools had only one teacher, principal or superintendent and three schools had more than one teacher/principal. Table 6 shows the number of teachers holding certifications in black schools with one teacher, principal or superintendent. Table 7 shows the certifications of teacher in black schools with more than one teacher, principal or superintendent. In both types of black schools, more teachers had county and state temporary certificates than county and state permanent certificates.

Table 6. Number of Teachers Holding the Following Certifications in Black Schools with One Teacher, Principal or Superintendent

School Name	Temporary County Second/First	Temporary County Total	Temporary State Second/First	Temporary State Total	Grand Total County and State Temporary	Permanent State Permanent	Permanent Total State Permanent	Permanent Grand Total County and State Permanent	Grand Total of Certificates
Boone Settlement School			0/1	1	1				1
China Grove						1	1	2	2
Columbia			1/0	1	1				1
Jerusalem						1	1	1	1
Prairie Plane			0/1	1	1				1
Sanchoville			0/1	1	1				1
St. Paul	1/0	1			1				1
Sweeney Independent			0/1	1					
Total	1	1	5	5	5	2	2	3	8



Table 7. Number of Teachers Holding the Following Certifications in Black Schools with More Than One Teacher, Principal or Superintendent

School Name	Temporary County Second/First	Temporary County Total	Temporary State Second/First	Temporary State Total	Grand total County and State Temporary	Permanent State Permanent	Permanent Total State Permanent	Permanent Grand Total County and State Permanent	Grand Total of Certificates
Bethlehem			0/2	2	2				2
Brazoria Colored High School			1/1	2	2				3
Galilee	1/0	1	1/0	1	2				2
Total	1	1	5	5	6	0	0	0	7

In the 53 white school reports that were examined, a total of 16 temporary county, 41 temporary state and 21 permanent county and state certificates were recorded. For black schools that reported, there were a total of two temporary county, 10 temporary state, and three permanent county and state certificates. According to the Principals Report, the majority of teachers in Brazoria County (69 of 93) were teaching on temporary certificates. This does not exactly match that reported in the County Superintendent's report (Figure 2) which shows 75 of 95 teachers on temporary certificates.

Another question of interest is the academic preparation of the teachers teaching in the 1915-1916 academic year. Information to answer this question is not included in the Principal or Head Teacher report but is found in the County Superintendent's report. The annual report classifies teachers as having attended only high school, state normal schools or colleges and universities. While 30 of the 95 teachers had no school training, 10 had college or university training. The superintendent did not record information on the type of post-secondary training completed by the teachers.



ACADEMIC AND PROFESSIONAL TRAINING OF TEACHERS													
GRADUATES OF	ELEMENTARY GRADES						HIGH SCHOOL						Grand Total
	White			Colored			White			Colored			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1. No school	4	8	12	9	9	18							30
2. High school†	3	26	29	2	4	6							36
3. State normal school‡ Indicate here number of State normal school graduates who are also graduates of high school	2	6	8	4	2	6	1	2	3	3		3	20
4. College or University† Indicate here number of College or University graduates who are also State normal school graduates Indicate here number of College or University graduates who are also high school graduates Indicate here number of College or University graduates who are also graduates both of State normal school and high school					2	2	5	3	8				10
Total 1, 2, 3, and 4.	9	40	49	15	17	32	6	5	11	3		3	95

Figure 3. Academic and professional training of Brazoria county teachers, 1915-1916. At the elementary the only teachers listed in the attended College or University category were two Black female teachers. All of the teachers who were teaching in high schools had at least a normal school certificate.

Teacher, Principal and Superintendent Salaries

Teacher monthly salaries were also reported for both white and black schools in Brazoria county. Of the 54 white schools, 53 reported teacher monthly salary information while all 17 black schools reported monthly teacher salaries. Table 8 shows the average monthly salary and total average annual salary for white teachers, as well as the range of teacher monthly salaries at various schools. The lowest average monthly salary reported was identified as Chance Prairie and North Bend, both with \$34.29. The highest average monthly salary reported was Columbia Public at \$73.72. Nothing in the term reports indicated why or how the salary amounts were determined. For all of the schools, the range of monthly salaries varied from \$10.00 from Chance Prairie to \$105.00 from Elbe. As for total salaries, the lowest average recorded was \$70.00 at Parker and the highest average was \$675.00 at Columbia Public.

Table 8. White Schools with One Teacher, Principal or Superintendent - Average Monthly and Total Annual Salaries

School Name	White Average Monthly Salary (\$)	White Range Monthly Salary (\$)	White Average Total Salary (\$)
Alert School	50.00		350.00
Anchor	55.00	46.75-63.25	495.00
Bailey's Chapel	51.56	50.00-62.5	412.50
Bastrop Bayou	50.00		400.00



School Name	White Average Monthly Salary (\$)	White Range Monthly Salary (\$)	White Average Total Salary (\$)
Big Island	43.75	25.00-50.00	350.00
Burrel Chapel School	50.63	42.50-62.50	405.00
Chance Prairie	34.29	10.00-40.00	240.00
China Grove	60.00		360.00
Chocolate Bayou	60.00		540.00
Clute	60.00	54.00-69.00	480.00
Columbia Public	73.72	63.25-75.25	675.00
Damon School	61.78	54.00-70.00	556.00
Eagle Island	42.00	36.00-50.00	210.00
Elbe	62.22	17.50-105.00	560.00
Evergreen	40.00	34.00-46.00	210.00
Hunkles Ferry	62.50	54.00-75.00	375.00
Illinois Colony	49.72	47.50-50.00	447.50
Iowa Colony 1	61.33	35.00-70.00	510.00
Lake Jackson	49.19	27.50-55.00	442.75
Linwood	57.78	35.75-65.00	520.00
Lochridge Common	50.00		300.00
Mims	62.50	60.00-75.00	375.00
Mt. Olive	50.00		300.00
Mt. Pisgah	61.59	57.00-75.00	492.00
Nash	54.66	52.25-57.75	437.25
New Mt. Zion	45.00	33.75-56.25	360.00
North Bend	34.29	10.00-40.00	240.00
North Corner	43.50	22.50-60.00	348.00
Oyster Creek	50.00		400.00
Parker	70.00		70.00
Peach Point	59.06	54-60	472.50
Penn	51.25	47.50-62.50	410.00
Phair	50.00		400.00
Pleasant Bayou	60.00		540.00
Providence	50.00	40.00-60.00	400.00
Rhodes	59.25	54.00-60.00	474.00
Rice School	53.33	50.00-62.50	300.00
Richland	50.00		200.00
Stratton	40.00	38.00-42.00	240.00
White Oak	35.00	28.00-43.75	210.00

Table 9 shows the averages and ranges of salaries from white schools with more than one teacher, principal or superintendent. The lowest average monthly salary recorded was \$36.00 at



Lynch while the highest average salary was \$172.92 at Mustang High School. The lowest recorded salary for a one month period was \$10.00 at Lynch and the highest recorded for one month was \$150.00 at Mustang High School. Regarding total salaries, the lowest average reported from schools open at least seven months, was \$400.00 from Fairview while the highest average was \$1,032.50 from Freeport High School. Ranges of total salaries varied from \$30.00 at Lynch to \$1,065.00 at Freeport High School.

Table 9. White Schools with More Than One Teachers, Principal or Superintendent-Average Monthly and Total Annual Salaries

School Name	White Average Monthly Salary (\$)	White Range Monthly Salary (\$)	White Average Total Salary (\$)	White Range Total Salary (\$)
Alvin Heights	61.71	45.00-100.00	432.00	324.00-576.00
Brazoria	134.64	125.00-140.00	802.50	625.00-980.00
Chenango	59.83	54.00-69.00	538.50	537.00-540.00
Danbury High School	60.00		540.00	
Fairview	50.00	40.00-62.50	400.00	
Freeport High School	115.50	111.00-120.00	1,032.50	1,000.00-1,065.00
Gomb	50.00	40.00-62.50	400.00	
Iowa Colony 2	71.11	17.50-90.00	640.00	560.00-720.00
Liverpool	93.67	56.00-137.50	843.00	696.00-990.00
Lynch	36.00	10.00-40.00	100.00	30.00-170.00
Manvel Common	57.81	12.50-75.00	425.00	287.50-562.50
Mustang High School	172.92	56.25-150.00	778.13	596.25-960.00
West Columbia	55.00	50.00-60.00	495.00	450.00-540.00

Elsbree (1939, p. 435) cites information from Burgess (1920) that shows the average weekly salary for rural teachers, male and female respectively, in 1915, to be \$18.61 (~\$75 per month) and \$13.63 (~\$55 per month). City teachers were paid more with an average of \$37.15 (~\$148 per month) and \$21.06 (~\$84 per month) male and female, respectively. Elsbree does not indicate if these were salaries for white or Black teachers. Brazoria county average salaries for rural teachers(\$53) approximates the lower end figure (women teachers) given in Burgess; therange of salaries in larger, mostly city, schools the salaries fit in the range between the salaries of men and women that Burgess lists.

Salary information for Black Schools with One Teacher, Principal or Superintendent is shown in Table 10. The lowest average monthly salary was \$34.29 from Boone Settlement



School and Sanchoville while the highest average monthly salary was \$75.00 from Cedar Grove. The lowest recorded salary for a one-month period was \$18.00 from Sanchoville while the highest was \$62.50 from Jerusalem, St. Paul and Oakland. Average total salaries from schools open at least seven months indicated the lowest amount as \$45.00 from Sweeney and the highest as \$675.00 from Cedar Grove.

Table 10. Black Schools with One Teacher, Principal or Superintendent - Average Monthly and Total Annual Salaries

School Name	Black Average Monthly Salary (\$)	Black Range Monthly Salary (\$)	Black Average Total Salary (\$)
Boone Settlement School	34.29	20.00-40.00	240.00
Broadland	43.75	25.00-50.00	350.00
Cedar Grove	75.00		675.00
China Grove	56.25		202.50
Columbia	40.00	34.00-50.00	320.00
Jerusalem	52.08	47.50-62.50	312.05
Mt. Creek	40.00	30.00-50.00	160.00
Oakland	51.25	47.50-62.50	400.00
Pilgraim	50.00		250.00
Prairie Plane	50.00	37.50-60.00-	300.00
Sanchoville	34.29	18.00-40.00	240.00
St. Paul	50.00	37.50-62.50	300.00
Sweeney Independent	45.00		45.00
West Columbia	36.67	30.00-40.00	110.00

Salary information for Black Schools with More Than One Teacher, Principal or Superintendent is shown in Table 11. The lowest average monthly salary reported was \$45.00 at Bethlehem while the highest was \$85.46 at Brazoria Colored High School. Monthly salaries ranged from \$36.00 from Galilee to \$90.00 at Brazoria Colored High School. Average total salaries indicated \$270 as the lowest from Bethlehem and \$598.38 from Brazoria Colored High School. Of all the total salaries, the lowest reported was \$200.00 from Galilee and the highest was \$606.00 from Brazoria Colored School.



Table 11. Black Schools with More Than One Teacher, Principal or Superintendent - Average Monthly and Total Annual Salaries

School Name	Black Average Monthly Salary (\$)	Black Range Monthly Salary (\$)	Black Average Total Salary (\$)	Black Range Total Salary (\$)
Bethlehem	45	40.00-50.00	270	240.00-300.00
Brazoria Colored High School	85.46	74.25-90.00	598.38	590.75-606.00
Galilee	46.88	36.00-55.00	300	200.00-400.00

Salaries by Position

Teacher, principal and superintendent salaries not only varied by school, they also varied by position. Table 12 displays a comparison of the monthly and total salaries for both white and black schools by position. It can be seen that the highest average monthly salary, \$80.35, came from other assistant teachers from white schools while the lowest average monthly salary, \$49.98, came from Superintendents or Heads of black schools. Monthly salaries range from \$10.00 for Superintendents or Heads of white schools to \$140.00 for other assistant teachers of white schools. As for average total salaries, the lowest reported was \$287.00 for superintendents or heads of black schools while the highest was \$653.00 for other assistant teachers from white schools. Lastly, total salaries ranged from \$30.00 for Principals of High Schools or First Assistants of white schools, to \$1,065.00 for other assistant teachers from white schools.

Table 12. Salaries for White and Black Schools by Position

Position	Total Number of Schools Reporting Position	Average Monthly Salary (\$)	Range Monthly Salary (\$)	Average Total Salary (\$)	Range Total Salary (\$)
Superintendent or Head of School - White Schools	45	56.53	10.00-125.00	416.96	70.00-720.00



Position	Total Number of Schools Reporting Position	Average Monthly Salary (\$)	Range Monthly Salary (\$)	Average Total Salary (\$)	Range Total Salary (\$)
Superintendent or Head of School - Black Schools	14	48.98	18.00-75.00	287.00	45.00-675.00
Principal of High School or First Assistant-White Schools	10	63.40	30.00-111.00	476.46	30.00-1,000.00
Principal of High School or First Assistant - Black Schools	3	49.18	36.00-85.00	363.58	200.00-590.75
Other Assistant Teachers - White Schools	1	80.35	12.50-140.00	653.35	287.50-1,065.00
Other Assistant Teachers - Black Schools	2	51.14	40.00-90.00	423.00	240.00-606.00

Conclusions

Based on the above information, remembering that not all schools may have submitted their report or that the report may not be included in available materials, therefore making generalizations about the teachers in Brazoria County difficult or impossible, multiple conclusions can be drawn. First, the majority of teachers in Brazoria County during the 1915 and 1916 school year were teaching under county or state temporary certificates rather than county or state permanent certificates. This meant that their tenure in the schools was limited, by law, unless they took additional exams to achieve a permanent certificate. Because there are no names reported in the Annual Reports, a longitudinal study of persistence in the field is not possible.

When comparing monthly salaries, white schools reported both the highest average monthly salaries and the lowest average monthly salaries. The salaries paid fell within the range of salaries reported by Burgess (cited in Elsbree and Ruetter, 1954). White schools also reported



both the highest salary for a single month as well as the lowest salary for a single month. This indicates that while black school employees were not being paid as much as white employees in a single month, they were not being paid the least amount. Regarding total salaries, white schools reported the greatest average amount for the school year while black schools reported the lowest average amount. When reviewing ranges, white schools reported the highest total salary for the school year as well as the lowest total salary. Again, this shows that black teachers were not being paid as much as white teachers and in the case of average total salaries for the school year, they were paid the least amount.

Lastly, when comparing salaries by positions, Black teachers were paid lower salaries in every category, Superintendents or Heads of Schools, Principal of High School or First Assistant, and Other Assistant Teachers with regards to average monthly salaries and average total salaries. When comparing ranges of salaries, white teachers represented both the highest and the lowest for both monthly and total salaries.



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