

Texas Historical Commission staff (BB), 10/7/2009
27" x 42" Official Texas Historical Marker with post
Lampasas County (Job #09LM01) Subject (Atlas) UTM: 14 000000E 0000000N
Location: Lampasas, 514 College Street

LAMPASAS COLORED SCHOOL

THE OLDEST PUBLIC SCHOOL BUILDING IN LAMPASAS IS ALSO A REMINDER OF THE ERA OF SEGREGATED EDUCATION. THIS WAS THE SITE OF A SCHOOLHOUSE FOR AFRICAN AMERICAN STUDENTS IN 1898. IN 1922, CITIZENS VOTED IN FAVOR OF A \$40,000 BOND TO REMODEL THE GRAMMAR SCHOOL AND HIGH SCHOOL FOR WHITE STUDENTS AND ERECT A NEW BUILDING FOR BLACK STUDENTS. THE NEW SCHOOL WAS BUILT IN APRIL-MAY 1923 IN FRONT OF THE EXISTING FRAME BUILDING, WHICH WAS TORN DOWN. J. R. S. HOLLOWELL WAS PRINCIPAL OF THE LAMPASAS COLORED SCHOOL AT THE TIME.

IN 1927, OVERCROWDING CAUSED THE SCHOOL BOARD TO DIVIDE THE SCHOOL DAY BETWEEN YOUNGER AND OLDER CHILDREN, WITH EACH GROUP USING THE BUILDING FOUR HOURS PER DAY. ACTIVITIES ORGANIZED AT THE SCHOOL INCLUDED THE COLORED PARENT TEACHER ASSOCIATION (1941), DRAMATIC ARTS CLUB AND COMMUNITY YOUTH CHOIR (1950) AND BOYS' AND GIRLS' BASKETBALL (1951). IN 1948, IMPROVEMENTS TO THE BUILDING INCLUDED A COVERED STONE ENTRY (LATER REMOVED) ON THE EAST FAÇADE AND AN EXTENSION TO THE SOUTH TO ACCOMMODATE A NEW STAGE AREA. FOR MANY YEARS, AFRICAN AMERICAN CHILDREN WERE TAUGHT TEN GRADES IN LAMPASAS AND HAD TO ATTEND SCHOOLS IN LARGER CITIES TO COMPLETE HIGH SCHOOL. IN 1951, THE SCHOOL BOARD ALLOWED THE LAMPASAS COLORED SCHOOL TO BEGIN TEACHING 12 GRADES. THE SCHOOL CLOSED IN 1963, AND ALL LAMPASAS STUDENTS WENT TO SCHOOL TOGETHER STARTING WITH THE 1963-64 SCHOOL YEAR.

THE RECTANGULAR-PLAN LIMESTONE SCHOOLHOUSE WITH LOW GABLE ROOF EXHIBITS DISTINCTIVE STONE CRAFTSMANSHIP IN ITS COURSED RUBBLE WALLS, STRINGCOURSE, COPESTONE, QUOINS AND DECORATIVE NICHEs. IN 1964 THE SCHOOL DISTRICT DEEDED THE BUILDING TO LAMPASAS COUNTY, WHO USED THE FACILITY FOR STORAGE. IN 2001 THE BUILDING WAS THREATENED WITH DEMOLITION, BUT CONCERNED CITIZENS RAISED MONEY FOR ITS PRESERVATION AND REUSE.

RECORDED TEXAS HISTORIC LANDMARK – 2009

MARKER IS PROPERTY OF THE STATE OF TEXAS

**RECORDED TEXAS HISTORIC LANDMARK MARKERS:
2009 Official Texas Historical Marker
Sponsorship Application Form**

Valid October 15, 2008 to January 15, 2009 only

This form constitutes a public request for the Texas Historical Commission (THC) to consider approval of an Official Texas Historical Marker for the topic noted in this application. The THC will review the request and make its determination based on rules and procedures of the program. Filing of the application for sponsorship is for the purpose of providing basic information to be used in the evaluation process. The final determination of eligibility and therefore approval for a state marker will be made by the THC. This form is to be used for Recorded Texas Historic Landmark (building marker) requests only. Please see separate forms for either Historic Texas Cemeteries or subject markers.

Proposed marker topic (official title will be determined by the THC): Lampasas Colored School

County: Lampasas

Town (nearest county town on current state highway map): **Lampasas**

Street address of marker site or directions from town noted above: 514 College Street

Marker Coordinates:

If you know the location coordinates of the proposed marker site, enter them in one of the formats below:

UTM Zone Easting Northing
Lat: Long: (deg, min, sec or decimal degrees)

Otherwise, give a precise verbal description here (e.g. northwest corner of 3rd and Elm, or FM 1411, 2.6 miles east of McWhorter Creek):

NOTE: Recorded Texas Historic Landmark markers must be placed at the structure being marked.

Recorded Texas Historic Landmark markers definition: Recorded Texas Historic Landmark (RTHL) markers are awarded to structures deemed worthy of preservation for their historical associations and architectural significance. RTHL is a legal designation and comes with a measure of protection; it is the highest honor the state can bestow on a historic structure, and the designation is required for this type of marker. The RTHL designation becomes effective upon approval by the THC. Official Texas Historical Markers signify the RTHL designation, which comes only through application to and approval by the THC and must include public display of an Official Texas Historical Marker. Owners of RTHL-designated structures must give the THC 60 days written notice before any alterations are made to the exterior of the structure. RTHL status is a permanent designation and is not to be removed from the property in the event of a transfer of ownership. Only the THC can remove the designation or recall the marker. The marker must remain with the structure and may not be removed or displayed elsewhere until or unless the THC gives express approval in writing for such action. Once designated as RTHL, properties are subject to provisions of Texas Government Code, Section 442.006(f).

Criteria:

1. **Age:** Structures eligible for the RTHL designation and marker must be at least 50 years old.

2. **Historical significance:** Architectural significance alone is not enough to qualify a structure for the RTHL designation. It must have an equally significant historical association, and that association can come from an event that occurred at the site; through individuals who owned or lived on the property; or, in the case of bridges, industrial plants, schoolhouses and other non-residential properties, through documented significance to the larger community.
3. **Architectural significance:** Structures deemed architecturally significant are outstanding examples of architectural history through design, materials, structural type or construction methods. In all cases, eligible architectural properties must display integrity; that is, the structure should be in a good state of repair, maintain its appearance from its period of significance and be considered an exemplary model of preservation. Architectural significance is often best determined by the relevance of the property to broader contexts, including geography. Any changes over the years should be compatible with original design and reflect compliance with accepted preservation practices, e.g., the *Secretary of the Interior's Standards for Rehabilitation*.
4. **Good state of repair:** Structures not considered by the THC to be in a good state of repair are ineligible for RTHL designation. The THC reserves the sole right to make that determination relative to eligibility for RTHL markers.

Special National Register considerations for RTHL marker applications: If a structure has been individually listed in the National Register of Historic Places (NRHP) under either Criterion A or B and Criterion C (Architecture), the historical text compiled as part of the National Register nomination process may be submitted as part of the marker process, provided it includes the required reference notes and other documentation. Acceptance of the National Register information for the purposes of the marker process will be up to the sole determination of the THC. Listing in the NRHP does not guarantee approval for an RTHL marker. See the THC web site at <http://www.thc.state.tx.us/markerdesigns/madnrcrit.html> for National Register criteria.

XX Check this box if the property is individually listed in the NRHP.

APPLICATION REQUIREMENTS

Any individual, group or county historical commission (CHC) may apply to the THC to request an Official Texas Historical Marker for what it deems a worthy topic. Only complete marker applications that contain all the required elements and are submitted online as required can be accepted or processed by the THC (for RTHL markers, the required elements are: sponsorship application form; narrative history; documentation; legal description of the property; site plan; floorplan; historic photograph; and current photographs clearly showing each side of the structure).

- Completed applications must be duly reviewed, verified and approved by the county historical commission (CHC) in the county in which the marker will be placed.
- The sponsorship application form, narrative history and documentation must be submitted as Microsoft Word or Word-compatible documents and sent via email attachments to the THC by no later than January 15, 2008.
- Required font style and type size are a Times variant and 12-point.
- Narrative histories must be typed in a double-spaced (or 1.5-spaced) format and include separate sections on context, overview, significance and documentation.
- The narrative history must include documentation in the form of reference notes, which can be either footnotes or endnotes. Documentation associated with applications should be broad-based and demonstrate a survey of all available resources, both primary and secondary.
- Upon notification of the successful preliminary review of required elements by the THC, a non-refundable application fee of \$100 is required. The fee shall be submitted to the THC within ten working days of application receipt notification.

APPROVAL BY COUNTY HISTORICAL COMMISSION

The duly appointed marker representative (chair or marker chair) noted below for the county historical commission will be the sole contact with the THC for this marker application. To ensure accuracy, consistency and efficiency, all information from and to the THC relative to the application—and throughout the review and production processes—will be via direct communication with the CHC representative. All other inquiries (calls, emails, letters) to the THC will be referred to the CHC representative for response. By filling out the information below and filing the application with the THC, the CHC representative is providing the THC with notice that the application and documentation have been reviewed and verified by the CHC and that the material meets all current requirements of the Official Texas Historical Marker program.

As chair or duly appointed marker chair, I certify the following:

XX Representatives of the CHC have met or talked with the potential marker sponsor and discussed the marker program policies as outlined on the THC web site. CHC members have reviewed the history and documentation for accuracy and made corrections or notes as necessary. It is the determination of the CHC that the topic, history and documentation meet criteria for eligibility.

CHC comments or concerns about this application, if any: none

Name of CHC contact (chair or marker chair): Jeff Jackson, Chairman Lampasas CHC

Mailing address: 4 Skyline Dr. **City, Zip:** Lampasas, TX 76550

Daytime phone (with area code): 512-556-3200 **Email address** (required): jackson-jl@sbcglobal.net

PERMISSION OF PROPERTY OWNER FOR MARKER PLACEMENT

Property owner: City of Lampasas

Address: 312 East Third Street **City, state, zip:** Lampasas, TX 76550

Phone: **Email address:**

Legal Description of the property (metes and bounds, lot and block, etc.): The building is on the east portion of Lot 1, Block 11, of East Lampasas, fronting on College Street. The lot is 37 ½ by 75 varas.

Upon receipt of the application, the THC will provide the owner with a letter that outlines the legal responsibility of ownership under the Recorded Texas Historic Landmark statute. The letter must be signed by the owner and returned to the THC before the evaluation can be completed.

NOTE: The property owner will not receive any additional copies of correspondence from the THC. All other correspondence—notice of receipt, request for additional information, payment notice, inscription, shipping notice, etc.—will be sent via email to the CHC representative, who is encouraged to share the information with all interested parties as necessary. Given the large volume of applications processed annually and the need for centralized communication, all inquiries about applications in process will be referred to the CHC for response. The CHC is the sole liaison to the THC on all marker application matters.

SPONSORSHIP PAYMENT INFORMATION

Prospective sponsors please note the following:

- Payment must be received in full within 45 days of the official approval notice and must be accompanied by the THC payment form. The THC is unable to process partial payments or to

delay payment due to processing procedures of the sponsor. Applications not paid in the time frame required may, at the sole discretion of the THC, be cancelled or postponed.

- Payment does not constitute ownership of a marker; Recorded Texas Historic Landmark markers and other Official Texas Historical Markers are the property of the State of Texas.
- If, at any time during the marker process, sponsorship is withdrawn, a refund can be processed, but the THC will retain the application fee of \$100.
- The Official Texas Historical Marker Program provides no means of recognizing sponsors or property owners through marker text, incising or supplemental plaques.

Marker sponsor (may be individual or organization): Preservation Lampasas, Inc.

Contact person (if applicable): Kay W. Stoldt

Mailing address: 45 Samac Lane **City, zip:** Lampasas, TX 76550

Email address (required): kaystoldt@yahoo.com **Phone:**

SHIPPING INSTRUCTIONS

In order to facilitate delivery of the marker, neither post office box numbers nor rural route numbers can be accepted. To avoid additional shipping charges or delays, use a business street address (open 8 a.m.—5 p.m., Monday through Friday).

Name: City of Lampasas

Street address: 312 East Third Street **City, zip:** Lampasas, TX 76550

Daytime phone (required): 512.556.6831 **Email** (required): michael@cityoflampasas.com

TYPE AND SIZE OF RECORDED TEXAS HISTORIC LANDMARK MARKERS

As part of its review process, the THC will determine the appropriate size marker and provide options, if any, for the approved topic based on its own review criteria, including, but not exclusive of, historical significance, replication of information in other THC markers, relevance to the Statewide Preservation Plan and the amount of available documented information provided in the application narrative. In making its determination, however, the THC will also take into account the preference of the CHC, as noted below.

The sponsor/CHC prefers the following size marker:

- 27" x 42" RTHL marker with post (\$1500)
- 27" X 42" RTHL marker without post* (\$1500)
- 18" x 28" RTHL marker with post (\$1000)
- 18" x 28" RTHL marker without post* (\$1000)
- RTHL medallion and 16" x 12" plaque with post (\$750)
- RTHL medallion and 16" x 12" plaque without post* (\$750)

*For an RTHL marker without post, indicate to what surface material it will be mounted:

- wood
- masonry
- metal
- other (specify)

SUBMITTING THE APPLICATION (via email required)

When the CHC has determined the application is complete, the history has been verified and the topic meets the requirements of the Official Texas Historical Marker Program, the materials should be forwarded to the THC via email at the following address: markerapplication@thc.state.tx.us.

- The CHC or marker chair should send an email containing the following attachments (see attachment function under file menu or toolbox on your computer):
 - This application form
 - The narrative history (including documentation)
 - Legal description of the property
 - Detailed floor plan for each floor of the structure
 - Detailed site plan of the property
 - At least one historic photograph
 - Current photographs clearly showing each side of the structure

RECORDS RETENTION BY CHC: The CHC must retain hard copies of the application as well as an online version, at least for the duration of the marker process. The THC is not responsible for lost applications, for incomplete applications or for applications not properly filed according to the program requirements. For additional information about any aspect of the Official Texas Historical Marker Program, see the Markers page on the THC web site (<http://www.thc.state.tx.us/markerdesigns/madmark.html>).

The Colored School - Separate Education

Jeff Jackson March 2008

Context:

Lamparas County as a place on the Texas map did not exist before 1856. In 1853, the first settlers began to arrive. The John Burleson family was among the first to settle on land titled in their name. They subdivided that property and sold lots to form the community we call Lamparas today. The Burlesons brought slaves to do the hard work of building and working the land. In 1856, the Texas Legislature created Lamparas County and Lamparas has continued to serve as the county seat and largest community in the county since then.

At the time of the 1860 Federal Census, Lamparas had 153 unnamed people listed on the slave schedule. These folks were listed by their owner's name as being either black or mulatto, male or female, and their age. According to this census, Thomas Pratt owned 10 slaves, John Burleson 7, Richard Pickett 34, Thomas B. Huling 21, Lewis Kight had 9, and there were others who owned less. There were 875 named white people listed on the regular schedule. One in every 6 persons in Lamparas County was a slave. The Civil War would change black people from being valuable property in the South to freedmen.

A system of education developed in the south which separated the races and so Lamparas followed that form. It is part of our local history/past that we don't often think about anymore. In Lamparas the colored school still stands as a symbol of racism in a community that had few if any incidents of violence between whites and blacks. For many of the older blacks folks who still remember the time, the colored school is a thing of pride. But for some this building may symbolize bitter memories of racism. Many of the colored school students made good use of the opportunity to get an education. It now remains as a symbol of separate or segregated education. Many of the people who graduated from that school building (sometimes only the 10th grade level) are proud of that fact.

It goes without saying that most parents want better things for their children. This is just as true for the people of the black races. We learn the basics of life at home. When we reach a certain age our parents send us off to school to learn to read, write, do math, understand science, learn history, and to socialize with other children of our own age.

The earliest records of education in Lamparas County do not exist except in an occasional newspaper item or newspaper stories of the first schools. The stories of the first school teachers and schools say nothing of black education but then they were written at a time of unquestioned segregation. Not much is known about black education in Lamparas County from the Civil War to about 1900. The collection of Lamparas newspapers from 1898 to date is very complete and preserved on microfilm. From this collection we can find many pieces of the story.

Overview:

There are tiny bits and pieces to be found of early black education in the columns of the local newspaper even before 1898. In 1877, "The trustees for the colored school for

Lampasas city, are, William Griffin, James Gibson and Henry Storm. Teacher and school house not yet selected." In another item, "The Rev. Mr. Pickett, (colored), assures us that Lampasas shall have a good colored teacher within a week or so, to teach a school for that part of the population." (*Lampasas Dispatch*, September 13, 1877)

On the 1880 Census of Lampasas County we find Frank Barton/Burton (sp?). He is a black male, age 20, born in Tennessee, and his occupation is teacher. He is a boarder in the house of William Griffin. (Lampasas County Census page 290, line 31). This is the first black teacher that we find record of in Lampasas County. The next black school teacher's name that we have record of appears on the 1900 Census. Thomas L. Williams was born Aug. 1868. His wife was Virginia and they have 3 daughters. (1900 Census Lampasas County, page 233)

The follow paragraphs were used in the narative for placing the the Lampasas Colored School on the National Register of Historic Place.

The Lampasas City Public School system purchased the land and moved a frame building to this location for a colored school in 1898. That building was replaced in 1923 with a two room limestone building which remains at this location today and is the subject of this narrative. Additions were added and repairs were made to this building at various times. The most significant changes were made in 1948, with the addition of an entrance room, a boys and girls restroom, and a stage which was added to the south side of the building. In 1963, the Lampasas Schools were desegregated and the colored school building was no longer needed as a separate campus for black education.

The Lampasas Colored School was built for separation and segregation. Most of its simple workmanship and design have survived and still reflect the integrity, feelings, and associations of its original purpose - the education of black children as a separated race. Perhaps more than a symbol of that segregation it is a remnant of a different period of time. It is a place were black students went to school to learn, have fun, and prepare for adult life. It is representative of American society before desegregation when separate schools for black and white children was the policy of the public school systems found in the southern states. . . the consensus of the former black students in Lampasas is that the old black school house should be called the Colored School. In telling this story it is the term that will be used and no insult is intended.

The gaps in information can be filled in with a basic knowledge of racism and black history within the United States. Lampasas black history is a mirror image of what went on in the rest of the South except there was no reported violence or organized race movement. It might be described as peaceful discrimination and separation. We cannot say *it* did not happen or try to cover up the fact that blacks were considered second class citizens. Lampasas was not a better place for equal rights. It simply followed the laws and attitudes of the day and the land.

The Civil War ended slavery in the United States. The black man was free but he certainly was not equal especially in the southern states. In time laws were enacted to

keep him and his children separated from the white population. The colored waiting room became part of the train station. Blacks could not eat and stay in the same restaurants and hotels the whites used. Some restaurants had separate sections for black people. There were even special drinking fountains in some places in the south. Even the cemetery had a colored section. This separation included public education.

One of the earliest black teachers in Lampasas was Professor T.L. Williams. Prof. Williams began teaching in Lampasas *about* 1892. The *Lampasas Leader* described him as the "prince of colored teachers." He was a graduate of the state school at Prairie View and he was a member of the African Methodist Episcopal Church. (*Lampasas Leader*, December 12, 1902)

In 1898, Prof. Williams raised enough money to purchase a site for a black school house in Lampasas. The Board of Trustees of the City Public Schools secured the donation of an old building known as the "Alto School House," and with the twenty-five dollars that Prof. Williams raised, bought Lot One in Block Eleven of East Lampasas. (*Lampasas Leader*, July 29, 1898; Lampasas County Deed Records, Volume 3, page 341.) This lot became the permanent location of the Lampasas Colored School. This wooden building was replaced with a limestone structure in 1923.

In 1898, the closing ceremony or end of the year program for the Lampasas Colored School was held in the Hanna Opera House, near Hanna Springs. The Hanna Springs Opera House was a large hall that the community used for various purposes. Two-thirds of the audience were white, and the *Lampasas Leader* reported that Prof. Williams, "placed a great responsibility upon the white people, for he advises his people to imitate the whites." (*Lampasas Leader*, June 3, 1898) This fine example was not demonstrated and the *Lampasas Leader* made note of the "unbecoming conduct of a few white men" at the ceremony. This graduation may have been for a fifth grade level of education as that seems to be as far as the black teacher could take his students at that time.

In 1902, Prof. Williams, the principal of the colored school died of typhoid fever. (*Lampasas Leader*, December 12, 1902) S.W. Henry was hired to take his place. (*Lampasas Leader*, January 9, 1903) . . . Prof. Henry divided the students into two groups of younger and older students - more like a grade system of education found in a larger school. He brought black education from a fifth grade level to an eighth grade level. The *Lampasas Leader* said:

Reports from the colored school show most encouraging results. Since Prof. Henry has taken charge the grade has been raised materially - at first taking hold of the school there being only five grades and now there are eight. There are two teachers in charge of the work and a total of 91 pupils, 30 of whom are in Room 1, which has from the 4th to the 8th grades, and the remainder are in the three lower grades. The increase in attendance over this time last year is about 15. The grade of work which is done is first class and the pupils are willing and anxious to learn. (*Lampasas Leader*, February 6, 1906)

J. Henry Marion became the colored school principal and teacher around 1916. In 1919 he was making \$60.00 per month and his wife was paid \$30.00 per month to be his assistant. (*Lampapas Leader*, May 18, 1917. Lampapas School Board Minutes, May 1, 1919, June 20, 1919) J.R.S. [or J.H.R.] Hollowell took the job in 1920 and was paid \$87.50 per month.

In 1922, the people of Lampapas voted in favor of a \$40,000 school bond that would provide money to repair the white grammar school, remodel and enlarge the white high school, and erect a new building for the colored school. (*Lampapas Leader*, June 22, 1922) Work on the new colored school began in April 1923. The building was located in front of the old colored school. When it was finished the old colored school was torn down. The new building was completed before the end of May. J.H.R. Hollowell was principal of the colored school at the time.

The new Lampapas Colored School was a simple two-room box-like limestone structure with a flat roof and was like a small version of the larger high school. The somewhat primitive and simple nature of the Lampapas Colored School building reflects an attitude of the time that spending an equal amount of money to educate black children was not necessary.

In 1927, the colored school had too many students to use the school at one time. In order to relieve this overcrowding the school board decided to split the school day between the younger and older students. The older students went to school from eight a.m. till noon, and the younger students from one p.m. till five p.m., and the teacher's pay was raised from \$75.00 a month to \$100 per month. (Lampapas School Board Minutes, January 11, 1927)

In 1935, Sam Burton, the colored school teacher and principal, was paid \$630.00 for the year. This seems to be the lowest pay offered any teacher in the Lampapas system at that time. Other teachers were paid from \$1260 to \$675 for a years service. (Lampapas School Board Minutes, April 27, 1938, page 74)

In 1941, the Colored Parent Teacher Association, which was composed of Ruby Hicks, Sophia Espy, Etta Mae Jefferson, Thelma Taylor Barton and Jesse W. Hodges, met with the Lampapas School Board and asked that a new boys restroom be added to the north side of the building. They also asked that sidewalks be constructed leading to the restrooms. Instead the board added sinks to the rest rooms so the children could wash their hands and instructed the janitorial staff to paint the walls of the colored school with calcimine. (Lampapas School Board Minutes, September 9, 1941, pages 130-131)

In 1941, the black students sponsored a play at the high school gymnasium. (*Lampapas Leader*, May 15, 1941) A few short years later the black students would be denied the use of this building. In 1948, the Lampapas School Board considered allowing the black children the use of the white high school gymnasium. After a discussion the board decided:

. . . since there is so much commotion being stirred up over the country at present over segregation problems, and since the board was interested in keeping down trouble in Lampasas, especially for the benefit of colored people, and since up to now there has been no trouble, and since the outcome of letting the colored team use the gym was in question, he moved that the board could not see fit to permit its use at this time. (Lampasas School Board Minutes, February 3, 1948, page 207)

Instead the school board authorized the superintendent to improved the outdoor court at the colored school.

Edward Finnell [sp?] recalled, "The teacher would send us up to the white school to get used books - we very seldom got new books." Edward finished the 10th grade in the Lampasas Colored School in 1942. From there he went to Phillis Wheatly High School in San Antonio to finish his high school education.

In 1948, the Lampasas School Board approved a bid of \$10,922.42, from Audie Powledge for work on the colored school project. (Lampasas School Board Minutes, May 27, 1948, page 217) This work may have included the addition of a small entrance room on the east side of the building and a boys and girls restroom on the west side. The building was also extended on the south side and a stage was built on this extended area. The center wall was removed and partition doors were installed, between the two classrooms. This allowed both classrooms a view of the stage. By the end of 1948, the board was considering curtains for the stage. (Lampasas School Board Minutes, November 9, 1948, page 223) In 1950, natural gas lines were installed and used to heat the school. (Lampasas School Board Minutes, February 7, 1950, page 237)

Billie E. Orman became the principal of the black school in 1948 and would remain in that position until it was closed in 1963. (Lampasas School Board Minutes, July 9, 1948, page 219)

Up until 1951, black students in Lampasas were limited to ten grades of education. In order to finish high school these students would have to go to other cities with black schools that taught 11th and 12th grade. In 1951, the school board allowed the colored school to begin teaching 12 grades in Lampasas. (Lampasas School Board Minutes, November 7, 1951, page 256)

A popular local author, Stanley Walker wrote: "When a Negro student [in Lampasas] reaches what amounts to the sophomore class in high school, and wants to go further, he must be sent away, usually to Negro schools in Austin or Temple, for this "advanced" study."

On May 17, 1954, the Supreme Court of the United States handed down a decision that in effect said, "separate educational facilities are inherently unequal and, as such, violate the 14th Amendment to the United States Constitution, which guarantees all citizens "equal protection of the laws." (National Park Service, Brown V Board Of Education)

The Lampasas School Board Minutes of July 13, 1955, reveal that there was a lengthy discussion about intergration, but no action was taken. (Lampasas School Board Minutes, July 13, 1955, page 9) It is logical to conclude that this discussion was a result of the Supreme Court decision.

The action of the Supreme Court would take almost ten years before the law of the land would put an end to segregation. Through this time period, the Lampasas school board would consider what action to take. The matter may have been discussed at various times, but any action was delayed ~~tabled~~ until 1963 when, for financial reasons, the Lampasas Schools took the action necessary to desegregate its school system.

In 1963, the school board took the action necessary to abolish the colored school and voted to integrate the Lampasas Public School System starting with the 1963-64 school year. (Lampasas School Board Minutes, February 12, 1963, page 82.) At that time Lampasas had 37 black students enrolled in the Colored School and was spending \$450 per student at this smaller campus as compared to \$300 per student on the white campus. There were three teachers teaching twelve grades at the colored school. That would equal one teacher for every twelve students. This might be compared to one teacher for 20 to 30 students on the white school campus. This might partly explain why such figures were presented in the newspaper. In order to keep from losing accreditation the Lampasas School systems would have to add five teachers to the black school campus, where expenses were already much higher. The *Lampasas Record*, noted that:

The Negro people of the community are quiet, go about their own business, and have not been agitating. Also, a great many of them would like to continue to have segregated schools . . . Some would be willing for it to go on without any change, while others would prefer that they have high standards schools such as are found on the main campus . . . (*Lampasas Record*, February 14, 1963)





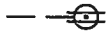
Looking back over time, it seems quite apparent that the school board did not spend as much money on the education of black students as it did on white students. Black teachers were paid less than their white counterparts. The school building was little more than the most basic of stone structures. Over time the cost of operating a small black campus would grow. In the final days of *keeping the colors separated*, the cost of educating a black student in Lampasas far exceeded that of a white student. It finally reached a point where the best financial decision was the elimination of the small black campus and the integration of the public school system. Desegregation of the schools in Lampasas was peaceful.

Significance

The Lampasas Colored School made a significant contribution to the education of black children in Lampasas for over sixty years. After the Civil War, the need to educate black children became more important. Society was not ready for mixing the races, especially in school. This led to years of segregation which ultimately deprived the black students of equal educational opportunities. The black school would become a focal point for the black community until desegregation ended its usefulness.

The Lampasas Colored School is the oldest public school building in the city of Lampasas. Most of its simple workmanship and design have survived and still reflect the integrity, feelings, and associations of its original purpose - the education of black children as a separated race.

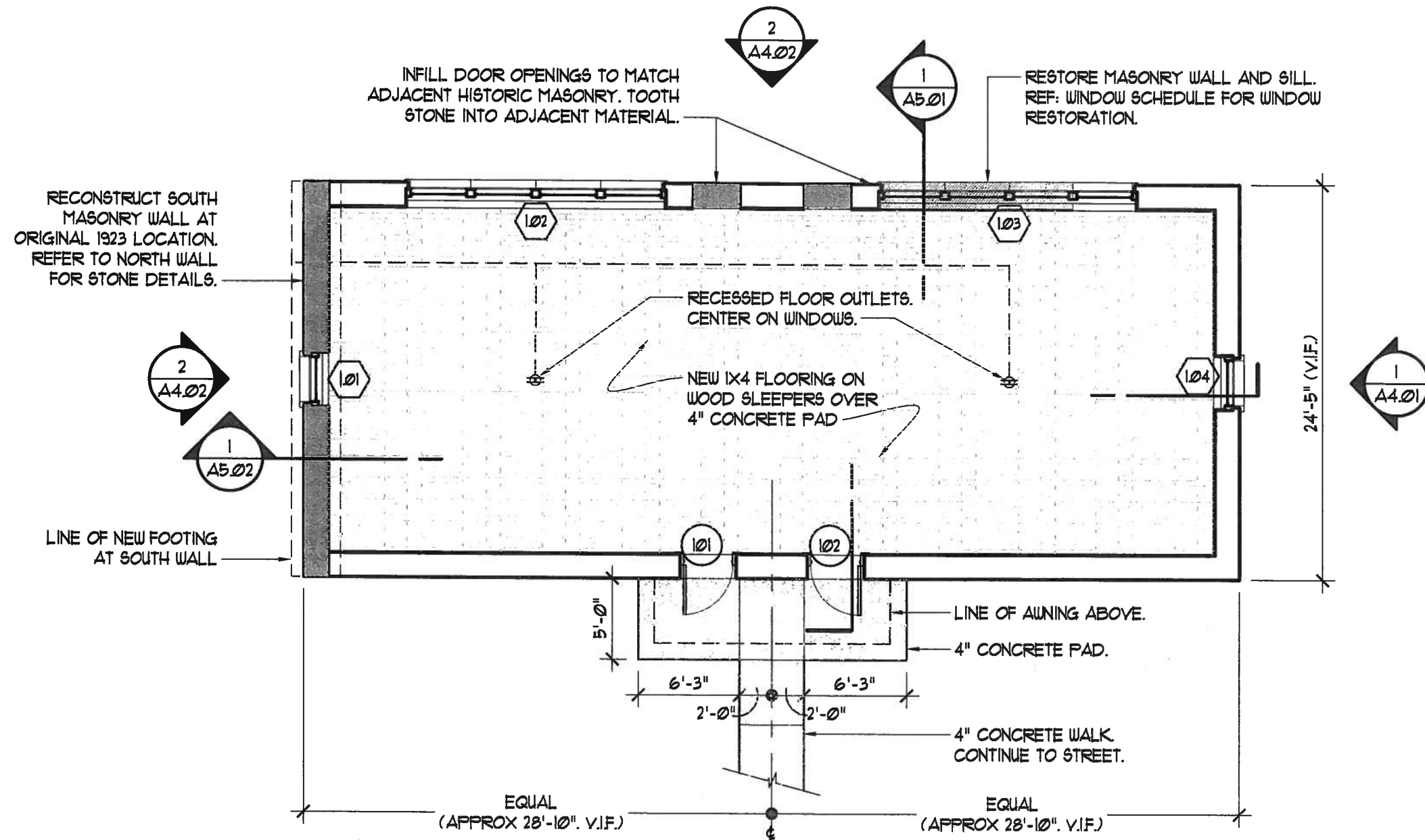
Legend

	EXISTING WALL
	NEW WALL
	NEW DOOR
	NEW WINDOW
	DUPLEX FLOOR OUTLET W/ 1 1/2" CONDUIT

A2.01

First Floor Plan
 Date: 08/30/07
 Job No.: 0724
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Restoration of the
 Historic Lampasas Colored School




1
Floor Plan
 Scale: 1/8" = 1'-0"

