



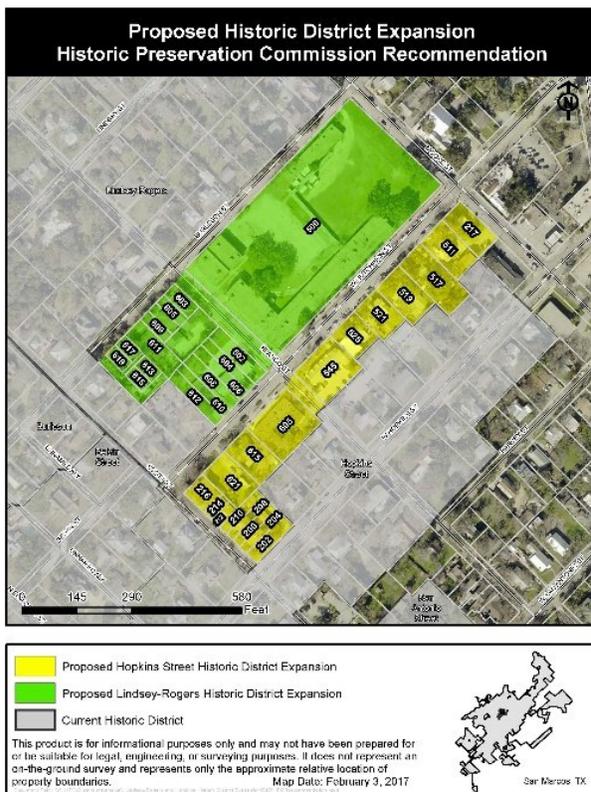
## ZC-17-10: Final Report on the Expansion of the Lindsey-Rogers Historic District and the Hopkins Street Historic District

### PROJECT/PROPOSAL SUMMARY

Development over the last 6 years brought this area along West Hutchison Street, south of Moore Street, to the Historic Preservation Commission's (HPC) attention as this area is bounded by two of the seven local historic districts, the Lindsey-Rogers and Hopkins Street Historic Districts.

Development activity has included:

- 500 West Hutchison Street – sale of the Lamar School and proposed rezoning of the property (2015/2016)
- 517 West Hutchison Street – demolition of a 67 year old structure (2015)
- 525 West Hutchison Street – rezoning of the property and conversion of a church to a duplex (2011) and the use of that property as a fraternity house (4 bedrooms - 2016)
- 621/625 West Hutchison Street - conversion of an existing duplex to a single-family structure (1 bedroom with a studio space - 2017)



HPC's concerns have been centered on how best to protect the integrity of the existing historic districts while appropriately accommodating new development. On June 2, 2016, the HPC directed Planning Staff to prepare a report regarding a proposed expansion of the Lindsey-Rogers Historic District and the Hopkins Street Historic District.

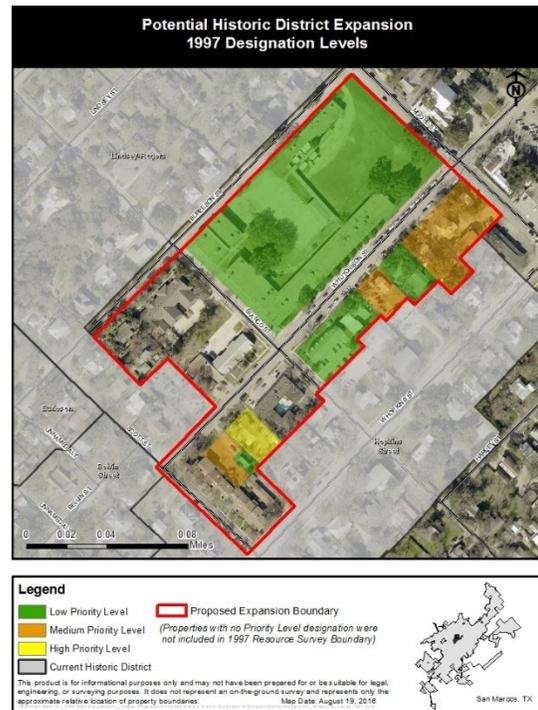
On February 2, 2017, the report was presented to HPC. The HPC set the Lindsey-Rogers District expansion boundaries to include the properties north of Hutchison Street, west of Moore Street and south of Burleson Street. The Commission set the Hopkins Street District expansion boundaries to include the properties south of Hutchison Street, east of Scott Street, and west of Moore Street, excluding the property at 201 Moore Street. Thirty-five (35) parcels are located within the proposed boundary for expansion.

### PROPOSED BOUNDARY PROPERTY PRIORITIES

Of the 35 properties, information on ten properties was included in the *San Marcos Heritage Neighborhood Historic Resources Survey*, completed in August 1997 by Keystone Architects, PLLC. The area surveyed is divided by blocks. The subject properties were included in Blocks, 15, 16, and 17.

The report completed by the consultants assigns properties with “High”, “Medium” or “Low” designations. The purpose of priority designation is to guide the community in determining which properties may be eligible for inclusion in the National Register of Historic Places, individually or as part of a district.

- “**High**” priority properties are potentially eligible for listing on an individual basis and as part of a district.
- “**Medium**” priority properties are those most likely ineligible for individual listing, but eligible for listing as part of a district.
- “**Low**” priority properties are those which are not eligible for individual listing but could possibly be considered as contributing to a district, or those properties which, with appropriate rehabilitation and reversal of inappropriate alterations could be contributing, or those properties which are ineligible due to a lack of potential significance.

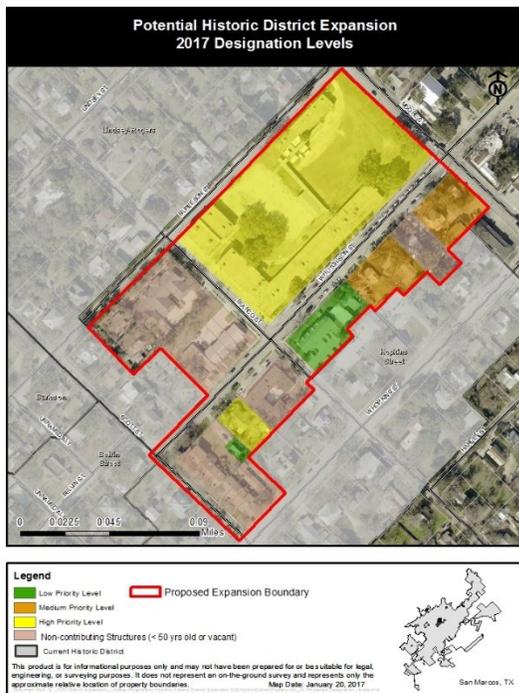


Most of the proposed properties for inclusion in both districts were part of the original survey, properties given “low” priority were constructed after 1950 triggering that designation. The properties without a designation on the map above were not included in the original survey.

The properties that were surveyed in 1997 were found to meet the criteria found in Section 1.5.5.1(b) of the Land Development Code and were found to be suitable for preservation or restoration. The information from this survey was utilized in the creation of the Lindsey- Rogers and Hopkins Street Historic Districts. The properties that are contained in the proposed expansion boundary were not included in the final boundaries for either district for reasons unknown to Staff. The information from the original 1997 survey has been included as an attachment.

### NON-CONTRIBUTING PROPERTIES

Not every building within a historic district contributes to the significance of the district. The National Parks Service (NPS), the agency that oversees the National Register of Historic Places, defines a building contributing to the historic significance of a district as one “*which by location, design, setting, materials, workmanship, feeling, and association adds to the district’s sense of time and place, and historical development.*” A building that is not contributing to the historic significance of a district is defined by the NPS as one “*which does not add to the district’s sense of time and place, and historical development; or one where the location, design, setting, materials, workmanship, feeling, and association have been so altered or have so deteriorated that the overall integrity of the building has been irretrievably lost.*” According to the NPS, generally, buildings that are built within the past 50 years are not considered contributing unless



strong justification concerning their historical or architectural merit is given. Direction from the United States Department of the Interior states that a historic district may comprise both features that lack individual distinction and individually distinctive features that serve as focal points. In addition, a district may even be considered eligible for inclusion in the National Register of Historic Places if all of the components lack individual distinction, provided that the grouping achieves significance as a whole within its historic context. In either case, the majority of the components that add to the district's historic character, even if they are individually undistinguished, must possess integrity, as must the district as a whole. Also noted, a district can contain buildings, structures, sites, objects, or open spaces that do not contribute to the significance of the district. The number of noncontributing properties a district can contain yet still convey its sense of time and place and historical development depends on how these properties affect the district's overall integrity.

Inclusion of non-contributing properties into a district guides future development in a way that protects and ultimately enhances historical value, integrity and character of a district. The *Historic Design Guidelines for the Historic Districts of the City of San Marcos, Texas* state **that as opportunities arise, new construction will take place in historic districts and that in order to maintain a viable living community, this should be encouraged.**

#### METHODOLOGY FOR UPDATE TO 1997 SURVEY INVENTORY

City Staff met with staff from the Texas Historical Commission Certified Local Government (CLG) Program to discuss the proposed expansion. A site visit of the properties within the expansion boundary was conducted along with a review of the existing inventory sheets from *San Marcos Heritage Neighborhood Historic Resources Survey*. After the review, it was determined there is a need to update the survey as it was originally conducted in 1997. Twenty years have passed and a few properties have since come of age (50 years or older) and unfortunately, other properties have been lost. The City would benefit from a comprehensive update of the survey.

Based on the site visit and discussion with CLG Staff, the priority designations of the properties were updated as shown in this map. While the proposed area to be expanded contains non-contributing properties, these areas are important to include as a way to protect the integrity of the existing districts.

Generally, the historic resource survey identifies significant properties in communities. It is this information, typically in the form of inventory sheets or data spreadsheets with pertinent information that help guide the process of establishing or expanding districts.

City Staff, in conjunction with State CLG Staff, utilized the best methodology available at the time for updating the historic resource survey in preparation for the proposed expansion. It is Staff's recommendation that a comprehensive and detailed survey be prepared by a consulting group specializing in historic resource surveys. The chart below summarizes the priority designations from the 1997 Survey and, based on the methodology presented above, what the priorities could be based on age and cultural significance.

<b>For Inclusion Into the Lindsey-Rogers District</b>		
<b>Property</b>	<b>Priority in 1997 Survey</b>	<b>Priority Today</b>
500 West Hutchison Street, Lamar School, c. 1950, International Style	Low (not of age but cultural significance was considered)	High (age of property and cultural significance was considered)
602, 604, 606, 608, 610, and 612 West Hutchison Street, c.2003, series of four townhomes with repeating facades	Not Included in Survey Boundary	Non-Contributing (not of age)
603, 605, 607, 609, and 611 Burleson Street, c. 2002, series of four townhomes with repeating facades; only garages visible from right-of-way	Not Included in Survey Boundary	Non-Contributing (not of age)
613, 615, 617, and 619 Burleson Street, c. 1983, two duplexes with repeating facades	Not Included in Survey Boundary	Non-Contributing (not of age)

<b>For Inclusion Into the Hopkins Street District</b>		
<b>Property</b>	<b>Priority in 1997 Survey</b>	<b>Priority Today</b>
217 Moore St, c. 1910, Classical Revival Style	Medium	Medium
511 West Hutchison, c. 1910, Victorian Style	Medium	Medium
517 West Hutchison, c. 1950, Neotraditional	Medium	Non-contributing (vacant lot)
519 West Hutchison, c. 1950, Neotraditional Style	Low	Medium
521 West Hutchison, c. 1910, Victorian Style	Medium	Medium
525 West Hutchison, c. 1970, Contemporary Style	Low	Low
545, 547, 549, 551, 553, and 555 West Hutchison, c.1950, Concrete Block Style	Low	Low (original structure demolished (date unknown) – now a series of six townhomes with repeating facades constructed c. 2003)

605 West Hutchison, c. late 1960s per property management company	Not Surveyed	Low (age of structure)
615 West Hutchison, c. 1920, Craftsman Style	High	High
621 West Hutchison, c. 1960, Contemporary Style	Low	Low
625 West Hutchison, c. 1920, Craftsman Style	Medium	Non-Contributing (original structure destroyed by fire, vacant lot)
202, 204, 206, 208, 210, 212, 214, and 216 Scott Street, c. 1980, series of six townhomes with repeating facades	Not Surveyed	Non-Contributing (not of age)

**PROPERTIES WITH CULTURAL SIGNIFICANCE**

The Coronal Institute was founded in 1868 by Orlando N. Hollingsworth, a respected local educator, on the site that the former Lamar School sits on today (500 West Hutchison Street). Information from the original resource survey states that the Institute was a coeducational private high school that opened with an enrollment of 130 students and a faculty of eleven, including three army officers for boys military training. Fisher Hall, which was located on Belvin Street and was destroyed by fire in 2007, was the boys dormitory for the Institute. As educational opportunities in this region were limited, many families relocated closer to the Institute. As a result, the area was platted in 1868 leading to the birth of a neighborhood. The Institute was sold to the Methodist Church in 1875. The main campus of the Institute was demolished in 1925, shortly after its sale to the San Marcos Independent School District. The original survey notes that the structures that occupy the site now date from the mid-1950s through the 1960s.

Desegregation in the nation’s school system occurred in May 1954 with the Supreme Court of the United States’ decision on Brown v. Board of Education and in May 1955 with “Brown II.” Information received from the Historic Preservation Chair explains that desegregation of the San Marcos High School (the Lamar School) occurred less than four months after the SCOTUS Brown II decision. With this decision by the San Marcos School Board, San Marcos became one of the early adopters of integration into their school system in Texas. This information from the Chair can be found in Attachment 5.

The site of the Coronal Institute and the Lamar School has remained a site with great educational significance. When this property was originally surveyed in 1997, it had not yet reached 50 years old to be considered historic. However, the original survey gave this property a Low priority designation due to its cultural significance to the area.

**EXPANSION PROCESS AND TIMEFRAME**

Section 1.5.5.1 of the San Marcos Land Development Code outlines the process for establishing local historic districts.

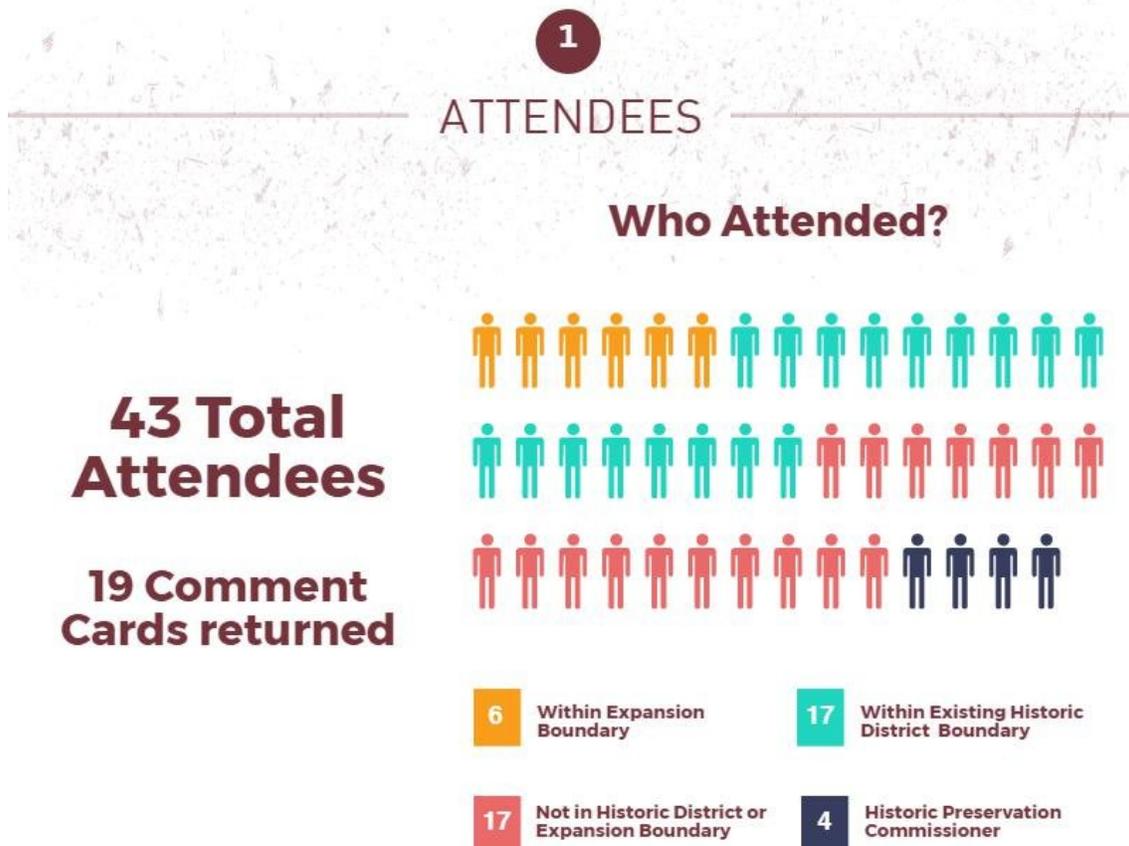
- A petition to establish or expand a historic district is initiated (HPC initiated it on **June 2, 2016**)
- A report on the significance of the proposed area is prepared and presented to the HPC (**February 2, 2017**)

- The same report is scheduled for the Planning and Zoning Commission (P&Z) to review (**April 25, 2017**)
- Public hearing is held at HPC; HPC takes action on their recommendation (scheduled for **June 8, 2017**)
- Public hearing is held at P&Z; P&Z takes action on their recommendation (scheduled for **June 13, 2017**)
- Public hearing is held at City Council; recommendations of both HPC and P&Z are presented; First Reading of the Ordinance (**July 5, 2017**)
- Second Reading of the Ordinance; adoption of expansion (**July 18, 2017**)

**RESULTS FROM THE MARCH 22 OPEN HOUSE**

One of the short-term recommendations from the HPC in the initial report was to facilitate an Open House with the public, especially the affected property owners within the proposed expansion area, prior to the initial report being placed on a Planning and Zoning Commission Agenda as an update to educate the public on historic preservation.

A come and go Open House was held on March 22, 2017 as an opportunity for the community to offer feedback on the proposed expansion prior to the scheduled public hearings. A snapshot of attendance and what was heard is included here. Comment cards that were returned at the Open House as well as emails and correspondence regarding the expansion is included as an attachment.

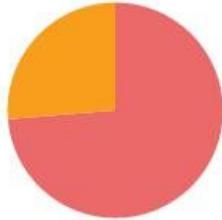


## WHAT WE HEARD

Do you agree with expansion boundary as proposed?

All Attendees

Those within Expansion Boundary



14 Yes 5 No



2 Yes 4 No

## COMMENTS FROM THOSE WITHIN EXPANSION BOUNDARY

*"The Open House clarified the role of the Historic Preservation Commission."*

*"The proposed expansion is reactionary and just a land grab."*

*"More checks and balances in place would be beneficial for compatible development."*

*"Property ownership rights will be inhibited and devalues properties in question."*

*"After speaking with Staff, reassured that the COA process would not be overly complicated or difficult."*

[All written comment cards and additional responses have been included in the packet.]

### **HISTORIC PRESERVATION COMMISSION RECOMMENDATIONS**

Based on the above information the Historic Preservation Commission has developed the following recommendation:

#### **Short-term:**

1. Inclusion of the properties north of Hutchison Street, west of Moore Street and south of Burleson Street into the Lindsey-Rogers Historic District; and
2. Inclusion of the properties south of Hutchison Street, east of Scott Street, and west of Moore Street, excluding the property at 201 Moore Street, into the Hopkins Street Historic District.

#### **Long-term:**

Conduct a phased comprehensive resource survey to provide an update to existing resource surveys as well as assisting in identifying areas that could be protected by inclusion into a historic district or as a local landmark.

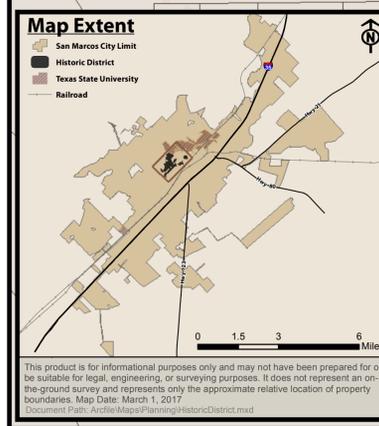
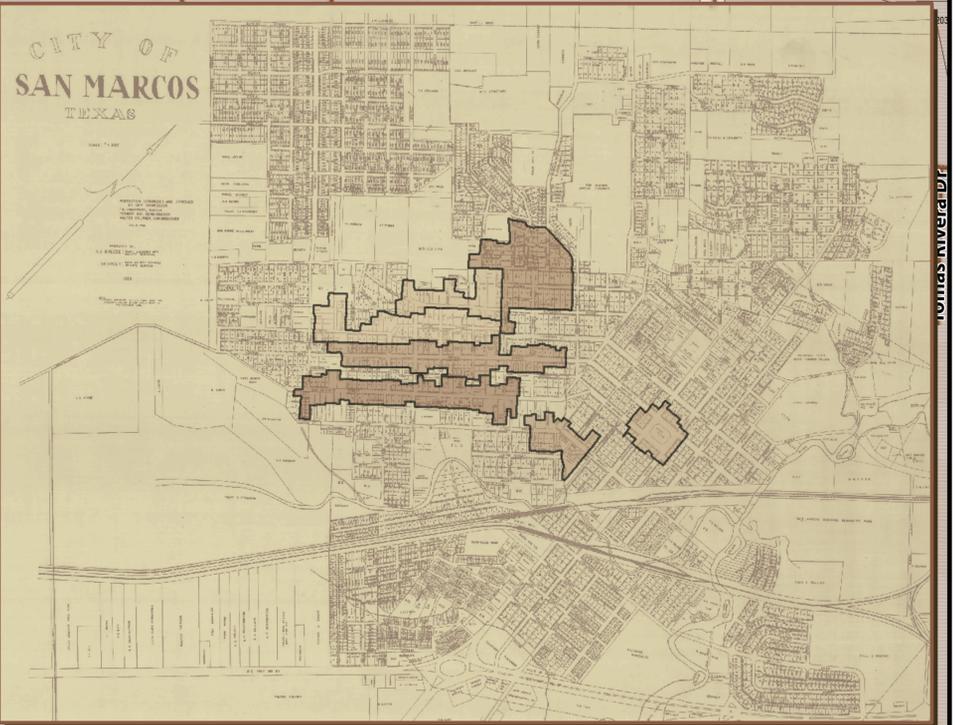
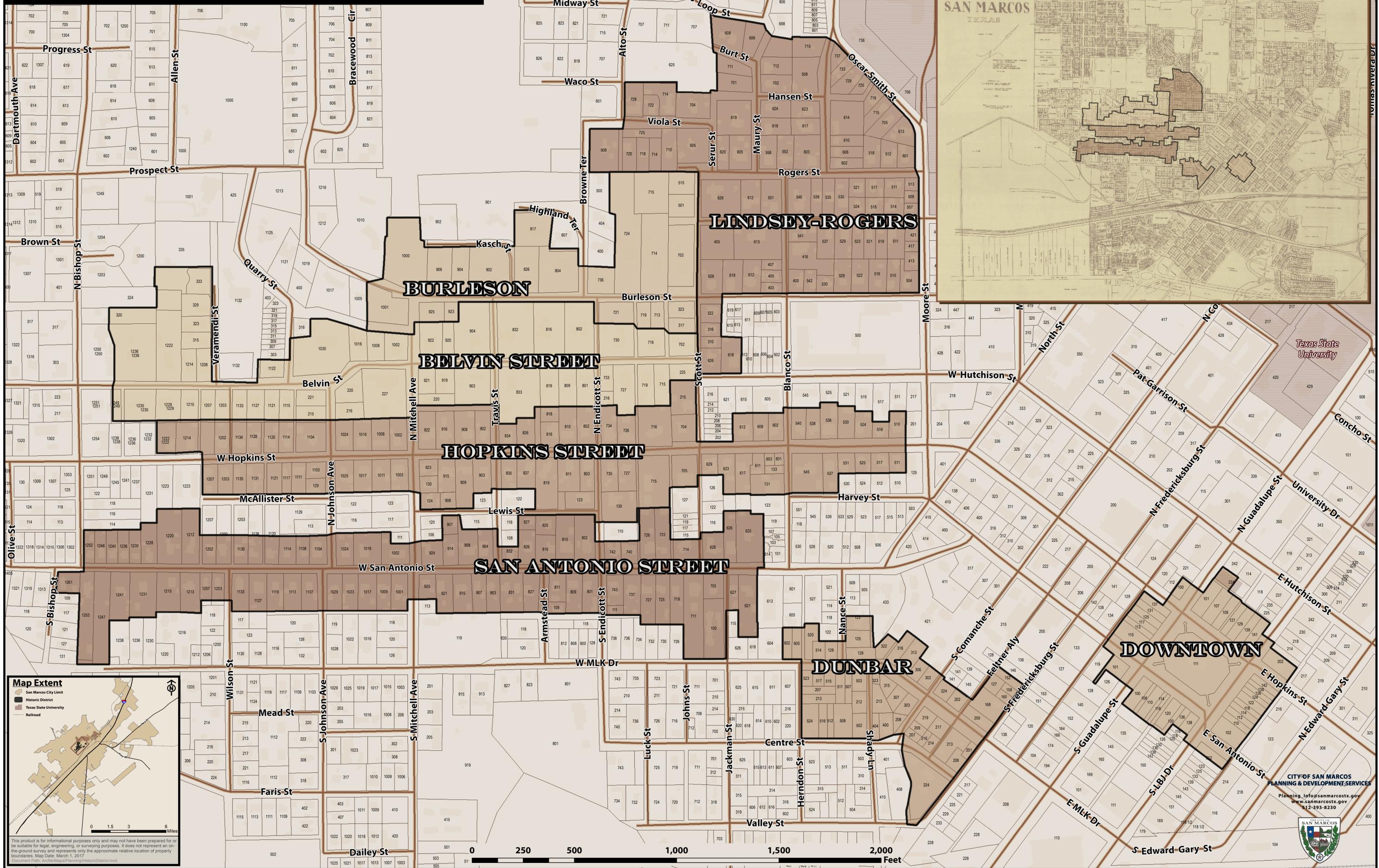
### **THE COMMISSION'S RESPONSIBILITY**

The Commission is required by law to hold a public hearing and receive public comment regarding the proposed expansion. After considering the public input, the Commission is charged with making an advisory recommendation to the City Council regarding the request. The City Council will ultimately decide whether to approve or deny the request to expand the existing historic districts. The Commission's advisory recommendation to the Council is a discretionary decision.

### **ATTACHMENTS:**

1. Map of Existing City of San Marcos Historic Districts
2. Land Development Code Section 1.5.5.1
3. United States Department of the Interior, National Park Service *National Register Criteria for Evaluation*
4. Information from *San Marcos Heritage Neighborhood Historic Resources Survey (1997)*
5. Information from Historic Preservation Commission Chair
6. Open House Comment Cards
7. Responses from Public to date

# City of San Marcos—Historic Districts



### Section 1.5.5.1 - Establishment and Expansion of Local Historic Districts

- (a) *General Procedures* . Except as provided in this Section, a petition to establish or expand a historic (HD) zoning district (see Chapter 4) shall be processed and decided in accordance with the procedures governing a petition for an overlay zoning district under Division 2 of this Article 5.
- (b) *Recommendation of Historic Preservation Commission* . Before the establishment of a historic zoning district, the Historic Preservation Commission shall carry out the following activities:
  - (1) The Historic Preservation Commission shall cause a report to be prepared that identifies the historic significance of the exteriors of buildings, structures, features, sites, objects and surroundings in the area of the proposed district. This report shall reflect the current characteristics of the area of the proposed new district or expansion of an existing district. The report shall contain the Historic Preservation Commission's recommendations on the area to be included in the proposed historic zoning district(s). The recommendation shall take into account the following factors:
    - a. Historical, architectural and cultural significance of the site(s);
    - b. Suitability for preservation or restoration;
    - c. Educational value; and
    - d. Satisfaction of criteria established for inclusion of the site(s) and/or district in the National Register of Historic Places.
  - (2) Upon completion, the initial report and recommendations of the Historic Preservation Commission shall be delivered to the Planning and Zoning Commission and to the State Historical Commission for review.
  - (3) The Historic Preservation Commission shall hold a public hearing on the establishment of the proposed district and shall provide:
    - a. The hearing shall be held at least 30 days after the transmittal of the report to the Planning and Zoning Commission and to the State Historical Commission and prior to the Planning and Zoning Commission's consideration.
    - b. Written notice of the public hearing will be mailed to the owners of all properties to be included in the district and published in a newspaper of general circulation in the City, in accordance with the legislative and personal notice provisions of Article 3, Division 2 of this Chapter 1.
  - (4) After the public hearing, the Historic Preservation Commission shall submit its final report and recommendations on the establishment of the historic zoning district to the Planning and Zoning Commission, which action shall constitute the initiation of the petition to establish the landmark, if no other petition has been filed to designate the landmark.
  - (5) Subsequent to the Planning and Zoning Commission's action, the final report, including the proposed ordinance and the recommendations of both commissions, shall be forwarded to the City Council for action. The ordinance shall provide for a suitable sign or marker on or near the property indicating that the property has been so designated, and shall set forth any restrictions on development or utilization of the landmark. One copy of the ordinance shall be filed in the office of the county clerk of the county in which the property is located.
- (c) *Planning and Zoning Commission and Council Consideration*.
  - (1) The Planning and Zoning Commission shall not schedule a public hearing on the establishment of a historic zoning district until it receives the final report and recommendations of the Historic Preservation Commission.
  - (2) The Planning and Zoning Commission in making its recommendations and the City Council in deciding the petition for establishment of an historic district shall take into consideration the report and recommendations of the Historic Preservation Commission.

(Ord. No. 2006-45, § 5, 9-19-06; Ord. No. 2009-73, § 6, 12-1-09)

U.S. Department of the Interior, National Park Service

## II. NATIONAL REGISTER CRITERIA FOR EVALUATION

### Criteria for Evaluation

The quality of significance in American history, architecture, archeology, engineering, and culture is present in districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association, and:

- A.** That are associated with events that have made a significant contribution to the broad patterns of our history; or
- B.** That are associated with the lives of significant persons in our past; or
- C.** That embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or
- D.** That have yielded or may be likely to yield, information important in history or prehistory.

### Criteria Considerations

Ordinarily cemeteries, birthplaces, graves of historical figures, properties owned by religious institutions or used for religious purposes, structures that have been moved from their original locations, reconstructed historic buildings, properties primarily commemorative in nature, and properties that have achieved significance within the past 50 years shall not be considered eligible for the National Register. However, such properties *will qualify* if they are integral parts of districts that do meet the criteria or if they fall within the following categories:

- a.** A religious property deriving primary significance from architectural or artistic distinction or historical importance; or
- b.** A building or structure removed from its original location but which is primarily significant for architectural value, or which is the surviving structure most importantly associated with a historic person or event; or
- c.** A birthplace or grave of a historical figure of outstanding importance if there is no appropriate site or building associated with his or her productive life; or
- d.** A cemetery that derives its primary importance from graves of persons of transcendent importance, from age, from distinctive design features, or from association with historic events; or

**e.** A reconstructed building when accurately executed in a suitable environment and presented in a dignified manner as part of a restoration master plan, and when no other building or structure with the same association has survived; or

**f.** A property primarily commemorative in intent if design, age, tradition, or symbolic value has invested it with its own exceptional significance; or

**g.** A property achieving significance within the past 50 years if it is of exceptional importance.

## **Coronal Institute & the Birth of a Neighborhood**

In 1868, events were set in motion that would inaugurate the transformation of the Farm Lot area west of town. A respected local educator named Orlando N. Hollingsworth purchased land at Hutchison and Moore Streets from Lindsey and founded the Coronal Institute, a coeducational private high school. Coronal opened with an enrollment of 130 and a faculty of 11, including 3 army officers for boys military training. Located at the corner of Moore and Hutchison Streets, it occupied a prominent site overlooking downtown.

Its establishment was eagerly welcomed by the San Marcos community and by neighboring communities, as educational opportunities in central Texas were severely limited. Many area families living on the outskirts of town relocated in order to be near Coronal Institute and the educational opportunities it provided for their children. As a direct result of this demand, the 1868 Lindsey & Harvey Addition was platted, primarily from Farm Lot 14 at the Northeast quadrant of the survey area.

Shortly thereafter, Charles L. McGeehee platted his own subdivision, the 1870 C.L. McGeehee Addition, from 18 acres of Farm Lot 15 that he purchased from Major Edward Burleson, General Burleson's son. This subdivision extended from Scott Street to Blanco Street at its east edge and from Hutchison Street to Rogers Street on its north edge, all within the survey area. Lots from this addition were sold to town leaders such as W. H. Harper and Ed R. Kone, whose home still stands.

### **Poised For Growth**

In 1870, Coronal was purchased by Robert H. Belvin, a highly regarded Methodist minister who greatly expanded its curriculum and enrollment. In 1875 he sold it to the Methodist Episcopal Church. By 1880, enrollment had grown to 265 students. In its early years, Coronal was even allotted public funds for tuition for a portion of its student body.

### **The 1880's and 1890's: More Impetus For Growth**

Until 1880, San Marcos' chief livelihood remained agrarian and its growth gradual. The arrival of the railroad changed this dramatically. The railroad brought with it goods and people, of a volume and variety that would forever change San Marcos - a scenario often repeated in communities across Texas.

In 1880 the population of San Marcos was approximately 1200 people. By 1882 the town boasted three major rail lines: the I&GN RR, the MKT RR, and the Missouri Pacific RR. Travelers were served by two hotels and numerous restaurants and saloons. Residents were served by one newspaper, one bank, Western Union, to express offices, a dozen or so physicians and attorneys, several drugstores and general merchandise stores, two grist mills, two blacksmiths, and a gunsmith.

It was during this period that San Marcos' recovery from the Civil War and the coming of the RR became evident in the houses that people built. The railroad brought trade and profit and things to buy with it: finished lumber, stained and beaded glass windows and elaborate turned columns. By the late 1880's, masonry began to appear in more prosperous commercial structures.

The trade and profit brought by the railroad was funneled into the city's most desirable new neighborhood surrounding the Coronal Institute. From the 1880's through the early 1900's a treasury of fine homes were constructed in and around the survey area, along San Antonio, Hopkins, Belvin and Burleson Streets. Residential development was sent into another growth spurt by four well-known land owners. In 1882 former Coronal Institute owner R. H. Belvin, S.B. McBride, John Scott, and Ed R. Cone agreed to open streets through their properties to facilitate their subdivision. Belvin had acquired his 11 acres of Farm Lot 15 upon his sale of Coronal Institute to the Methodist Church in 1875.

## **Approaching the Century Mark**

A second period of prosperity emerged in 1890, accelerated by that year's bumper crop of cotton and fortunes made in industry, professional services and wise investment. During this time, the survey area's beautiful Victorian architecture emerged.

By 1896 the city's population had climbed to approximately three thousand. Town resources had multiplied as well - two banks, electric lights and a waterworks, three weekly newspapers, an ice company, another lumber dealer, a photographer, a brick manufacturer, grocers, a drugstore and a widened variety of general goods establishments. Interestingly, the town had gone dry and no longer did saloons line downtown streets. By 1899, the San Marcos Telephone Company was in operation.

The neighborhood continued to increase in popularity with successful stockmen and farmers because of its proximity to downtown and to the Coronal Institute. San Marcos citizens were very proud of Coronal and generous with their support. Coronal prospered and by 1896 had added a new classroom facility and girls dormitory. When the school's original building burned in 1890, citizens united quickly to raise funds for constructing a larger three story facility to include classrooms, auditorium, and dormitory facilities - all constructed within six months. In 1906, a new boys dormitory was built on a prominent 9 acre lot at the corner of Belvin and Veramendi Street, also within the survey area.

### **1900 through 1930's**

The disruption of WW I, the establishment of the State Normal School in San Marcos and other events acted to erode Coronal's enrollment and sustainability. Its main campus was demolished in 1925 shortly after its sale to the San Marcos Independent School District. With the exception of the boys dormitory, Fisher Hall, all that remains of Coronal are a number of the classroom buildings' cast stone blocks, salvaged and reused in area walls and homes. The structures which presently occupy the site date from the mid-1950 through the 1960's.

By the late 1920's, the survey area had reached its peak of architectural development, its character largely defined by its residential architecture of 1880-1920. Subdivision and construction activity after this date was slowed significantly by poor cotton yields and the Depression.

### **WW II through the 1950's**

Almost all construction activity came to a standstill during WW II. It would not be until the mid-40's that returning GI's would spur a new wave of growth and development for San Marcos as a whole. Post-war construction in the survey area differed considerably from the pre-war days. Within the survey area, small one-story mass produced housing on small lots pre-dominated, concentrated largely at the eastern end of Rogers Street.

### **1960's & 70's**

Lot division continued at a much slower pace. Construction of the area's first Multi-family apartments, large scale flats, townhomes and four-plexes appeared in sharp contrast to the scale and character of the area's single-family home streetscapes. The few single family homes built during this time period are Neo Traditional and Ranch style homes, some modest, some quite substantial. Commercial construction within the survey area consisted of suburban type block buildings surrounded by parking lots. Portions of Belvin Street were designated as a local historic district in 1974.

### **1980's to Present**

Within the last sixteen years, fewer than 6 new single family homes have been constructed within the survey area. The character of apartment and commercial development has become even more suburban in character, with little attempt made to design in scale and character with the existing neighborhood. The locally designated San Antonio Street historic district was created in 1982.

## Development Chronology

From 1851 onwards, the original Farm Lots from the Original Town Site were continually subdivided into residential building lots. Records of this subdivision activity are incomplete. Until 1983, the City of San Marcos did not require individual property owners to file subdivision plats for divisions within their personal property. Plats for "Additions" were only required of properties being subdivided for resale as a development venture. The City Planning and Mapping Departments have a wealth of early subdivision maps. A search of subdivision maps for the survey area revealed approximately 24 subdivision plats for various "additions" predating 1946, indicated in **bold type** below::

- 1807 San Marcos de Neve established
- 1812 San Marcos de Neve abandoned
- 1831 Juan Martin de Veramendi land grant
- 1840 Nathaniel Lewis and Lindsey purchase large tracts of Veramendi land
- 1845 1st permanent Anglo American settlers arrive from Bastrop: Moon, Merriman, Sessom
- 1845 Burleson purchases Veramendi land at river headwaters from Lewis
- c 1846-51 Original Town Site plat ,by Burleson, Lindsey, Merriman; 1904 hand-drawn copy**
- 1868 Lindsey & Harvey Addition, one of the first residential subdivisions of the original Farm Lots from the 1851 town platting.**
- 1870 Charles McGeehee purchases portion of Farm Lot 15 from Major Ed Burleson
- 1873 C.L. McGeehee Addition**
- 1873 R.H. Belvin purchases lots from the Lindsey & Harvey Addition
- 1880 Belvin, Scott & Mitchell agree to open streets through their properties to facilitate land division
- 1880 J.C. Rogers Addition**
- 1883 J. Scott Addition**
- 1884 R.H. Belvin Addition**
- 1885 L.W. Mitchell Addition**
- 1888 H.E. Barber Addition**
- 1890 McAllister Addition**
- 1901 D.S. Combs Addition**
- 1905 West End Addition**
- 1906 W.S. Smith Addition**
- 1907 J.M. Cape Addition**
- 1907 G.W. Donalson Addition**
- 1907 J. M. Stone Addition**
- 1909 J.G. Meacham 1st Addition**
- 1910 Ed J.L. Green Addition**
- 1912 J. B. Wilson Addition**
- 1920 J. Thomas Addition**
- 1924 Veramenda Place Subdivision**
- 1926 Jack Thomas 2nd Addition**
- 1928 W. Oelkers Addition**
- 1942 Partial Subdivision of Farm Lots 15 & 16, Survey Map**

The layout of the original Farm Lots along the old San Antonio coach road figured largely in the configuration of the early subdivisions of the survey area, as well as the adjacent Belvin Street Historic District and the San Antonio Street Historic District. Early subdivision plats were contained within a single Farm Lot and as the long rectangular Farm Lots were originally platted with their narrow ends on San Antonio Street, running north to south, early subdivision configurations followed this pattern as well.

None of the early subdivisions platted within the survey area, the Belvin Street historic district or the San Antonio Street historic district, were configured linearly along the length of east-west streets. The early subdivisions were configured linearly running north to south and spanned from San Antonio Street to the northern edge of the Original Farm Lots, roughly at Viola Street, criss-crossing the current Belvin Street and San Antonio Street historic districts.

### **Summary**

The transformation of the Original Town Site Farm Lots into one of the city's first residential urban neighborhoods is historically linked to the founding and growth of San Marcos. Furthermore, the history of this development crosses the current boundary lines which divide the survey area from its sister historic districts. In essence, the history of one is part and parcel of the history of the others.

## **Selective Chronology: 1807-1914**

1807 San Marcos de Neve established  
1812 San Marcos de Neve abandoned

1831 Juan Martin de Veramendi land grant

1836 birth of the Republic of Texas

1840 Nathaniel Lewis and Lindsey purchase large tracts of Veramendi land

1845 1st permanent Anglo American settlers arrive from Bastrop: Moon, Merriman, Sessom

1845 Burleson purchases Veramendi land at river headwaters from Lewis

1846 Texas achieves statehood

1847 Pitts settlers arrive from Georgia.

c1847 Burleson erects mill on San Marcos River

c1847 first stage stop in San Marcos

c1846-51 town platting by Burleson, Lindsey, Merriman

1848 Hays County created by State Legislature

c1848 Lindsey settles his family in San Marcos

1848 Burleson settles his family in San Marcos

1850 population of San Marcos approximately 400

1851 Burleson dies, estate includes 32 town lots

1854 Major Edward Burleson sells 54 acres from Farm Lot 15 to Rev Nathaniel Charlot, Presbyterian minister, for a school

1861 stage coach service suspended due to Civil War

1865 stage coach service resumed

1868 Lindsey & Harvey Addition, one of the first residential subdivisions of the original Farm Lots from the 1851 town platting by Lindsey & Burleson

1868 Coronal Institute founded

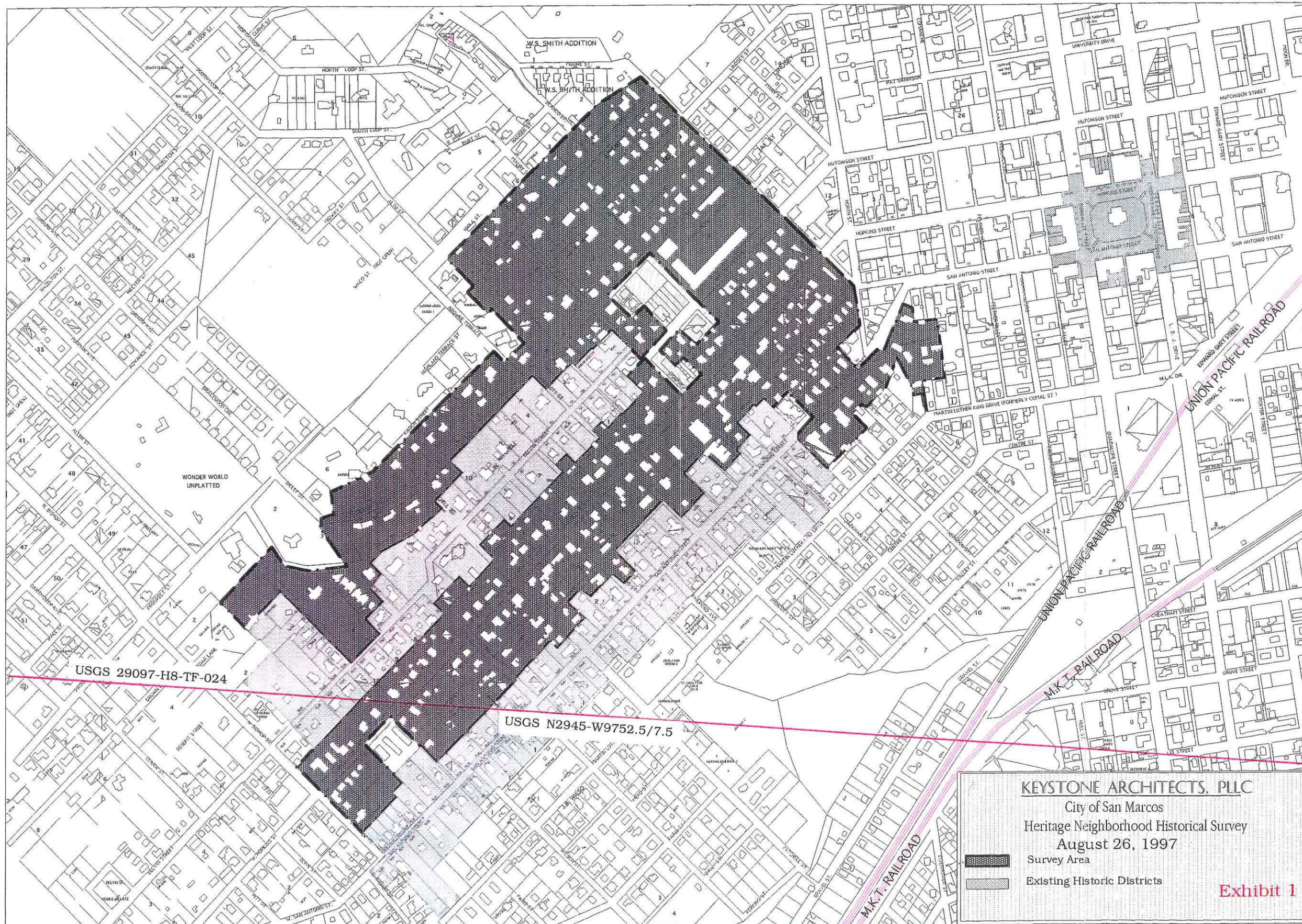
1868 2nd Hays County Courthouse burns

1870 Belvin arrives in San Marcos and purchases Coronal Institute

1870 Charles McGeehee purchases portion of Farm Lot 15 from Major Ed Burleson

1873 C.L. McGeehee Addition

- 1873 R.H. Belvin purchases lots from the Lindsey & Harvey Addition
- 1874 City of San Marcos incorporated
- 1880 I&GN RR arrives
- 1880 Belvin, Scott, McBride & Kone agree to open lots through their properties to  
facilitate land division
- 1880 J.C. Rogers Addition
- 1883 J. Scott Addition
- 1884 R.H. Belvin Addition
- 1885 L.W. Mitchell Addition
- 1887 Daniel Hofheinz opens hotel
- 1888 H.E. Barber Addition
  
- 1890 McAllister Addition
- 1896 San Marcos population 3000
- 1899 Request for Normal School approved by Legislature
- 1899 San Marcos Telephone Company in operation.
- 1900 Cotton continues to feed area economy
- 1901 D.S. Combs Addition
- 1905 West End Addition
- 1906 W.S. Smith Addition
- 1907 J.M. Cape Addition
- 1907 G.W. Donalson Addition
- 1907 J. M. Stone Addition
- 1909 J.G. Meacham 1st Addition
- 1910 Ed J.L. Green Addition
- 1912 J. B. Wilson Addition
- 1914 WWI
  
- 1920 J. Thomas Addition
- 1924 Veramenda Place Subdivision
- 1926 Jack Thomas 2nd Addition
- 1928 W. Oelkers Addition
- 1942 Partial Subdivision of Farm Lots 15 & 16, Survey Map



**KEYSTONE ARCHITECTS, PLLC**

City of San Marcos  
 Heritage Neighborhood Historical Survey  
 August 26, 1997  
 Survey Area



Existing Historic Districts

**Exhibit I**

KEYSTONE ARCHITECTS, PLLC  
 City of San Marcos  
 Heritage Neighborhood Historical Survey  
 August 26, 1997

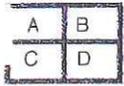
1	BLOCK NUMBER	■	Post 1950
1	STRUCTURE NUMBER	■	HIGH PRIORITY
1	RITHL or NRHP	■	MEDIUM PRIORITY
1		■	LOW PRIORITY

# SURVEY PRIORITY MAP W/ POST 1950 PROPERTIES

Exhibit 4



August 26, 1997

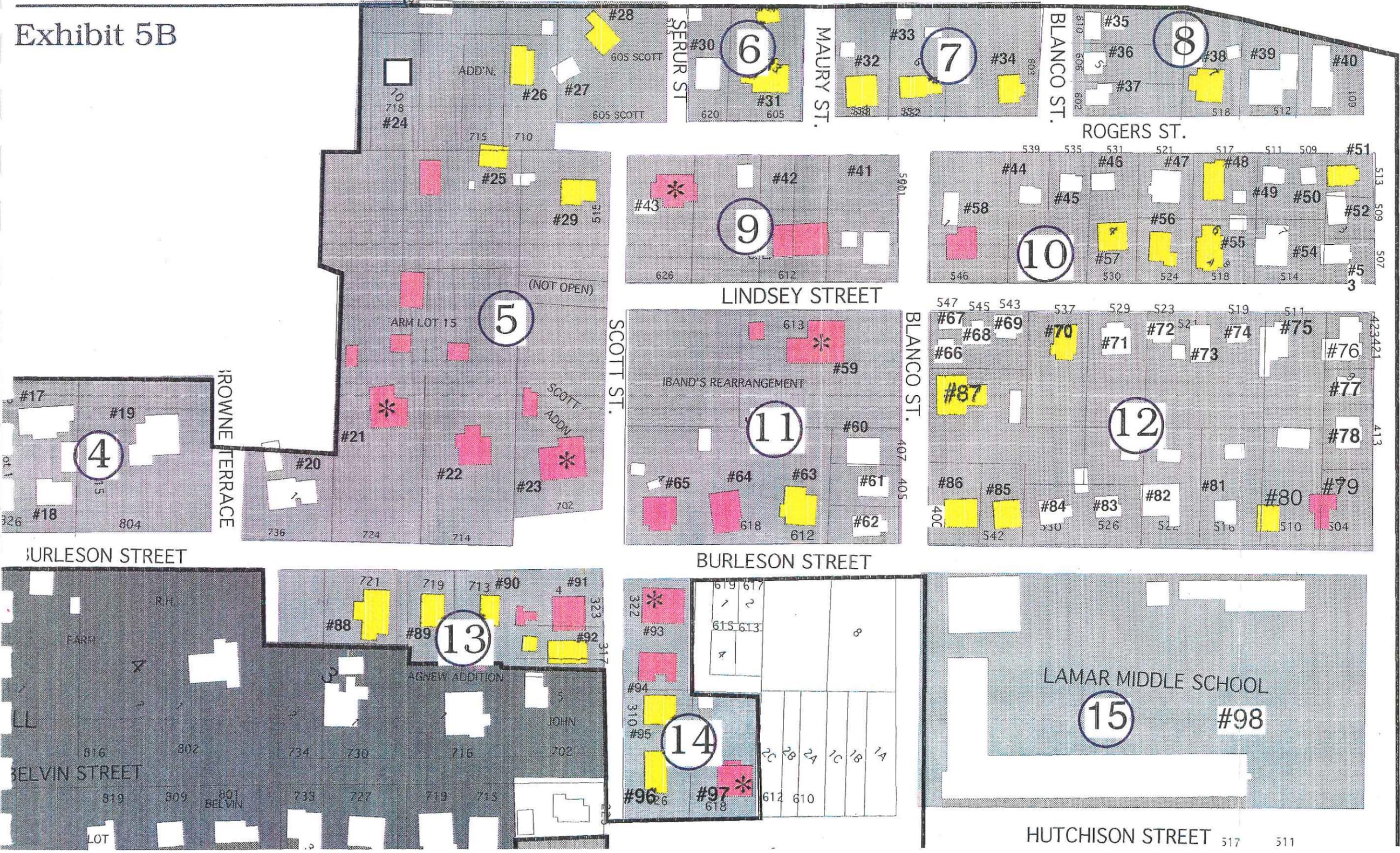


- ① BLOCK NUMBER
- #1 STRUCTURE NUMBER
- \* RTHL or NRHP
- HIGH PRIORITY
- MEDIUM PRIORITY
- LOW PRIORITY

# SURVEY PRIORITY MAP

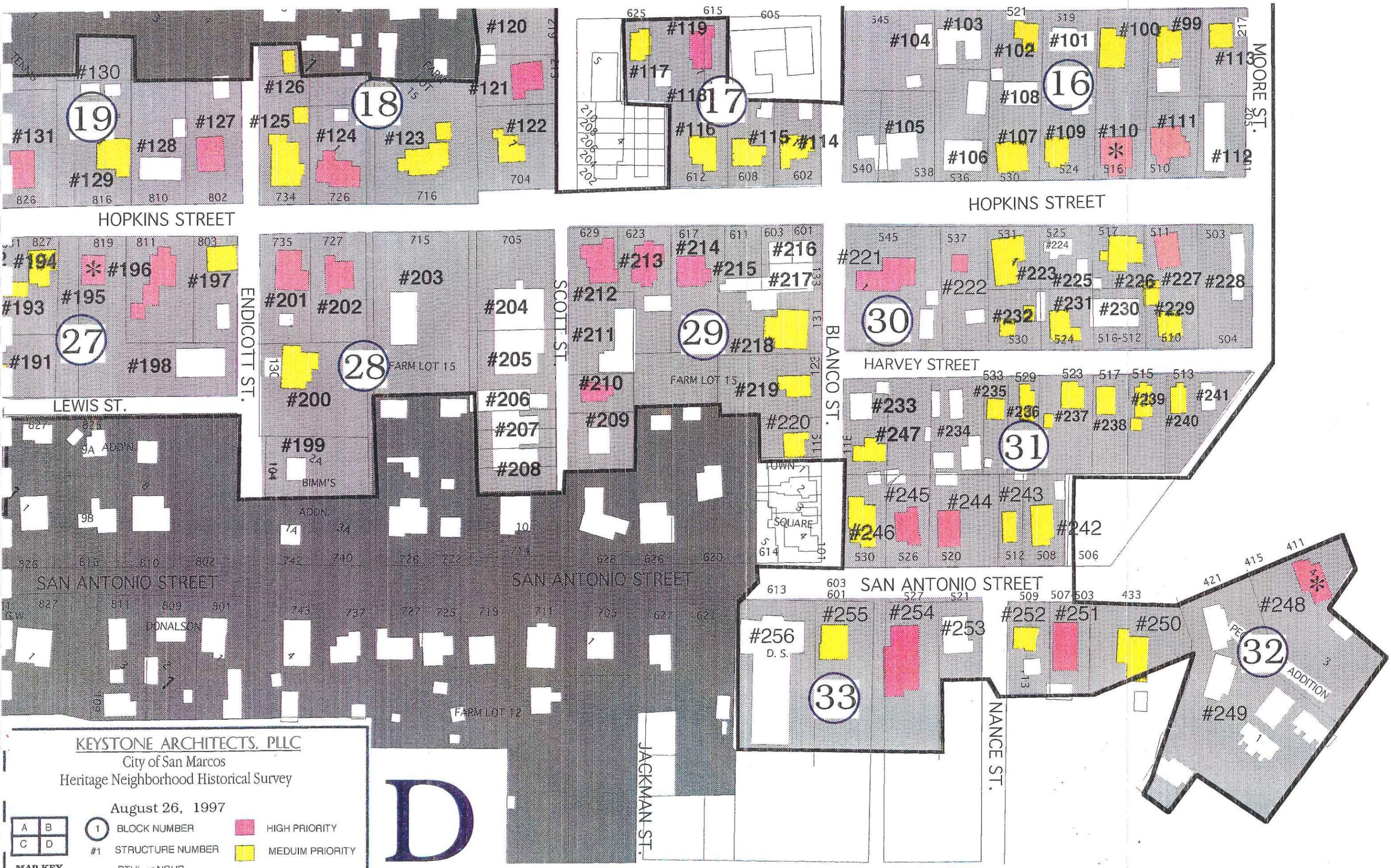
# B

## Exhibit 5B



MOORE ST.

HUTCHISON STREET 517 511



KEYSTONE ARCHITECTS, PLLC  
 City of San Marcos  
 Heritage Neighborhood Historical Survey

August 26, 1997

A	B	①	BLOCK NUMBER	■	HIGH PRIORITY
C	D	#1	STRUCTURE NUMBER	■	MEDIUM PRIORITY
MAP KEY		*	RTHL or NRHP	□	LOW PRIORITY

**D**

**SURVEY PRIORITY MAP**

Exhibit 5D

Commissioners, Council Members, and city staff,

I realize that your time is valuable and you may not have time to read all that I sent for review.

For your convenience, here is a table contents (of sorts).

**Contents:**

- Page 1- 6 - Background on desegregation in the United States, and the road to justice.
- Page 6 – Bottom – Lamar School and the San Marcos experience
- Page 11 – Background on the Coronal Institute including timeline.
- Additional supplementary material and pictures.

Many Thanks,

Diana Baker

# With All Deliberate Speed

## Cultural importance of the proposed historic district expansion.

Respectfully submitted by Diana Baker, Chairperson, San Marcos Historic Preservation Commission to the Planning and Zoning Commission for the May 23, 2017 meeting.

This paper will discuss the local cultural significance of an important historic structure in the proposed historic district expansion: The Lamar School [also former San Marcos High School] at 500 W. Hutchison Street as well as discuss the Coronal Institute (demolished) that existed on the same site.

The importance of the physical structure of schools as a tangible reminder of the road to justice in America has strong precedent. One very apropos example of this is the school in question for the legal battle that eventually became known as *Brown vs. the Board of Education*. This lawsuit, argued twice in the U.S. Supreme Court, is the landmark case that led to the public school desegregation ruling.

This school building is now a National Historic Site in Kansas, maintained by the National Park Service, U.S. Dept. of the Interior. <https://www.nps.gov/brvb/learn/historyculture/index.htm>

It is interesting to note that the Monroe School, the actual physical school in question for the *Brown v. Board of Education*, was in disrepair at the beginning of our present century and in danger of being lost by neglect. However, its importance was recognized and the structure was rehabilitated to honor its historical and cultural significance.

The narrative about the Monroe School and the corresponding legal battle ([https://www.nps.gov/brvb/learn/historyculture/upload/BRVB\\_HRS.pdf](https://www.nps.gov/brvb/learn/historyculture/upload/BRVB_HRS.pdf))

is very instructive. Chapter 6 of the narrative is entitled, "The Slow Pace of 'Deliberate Speed': 1955-1975, outlines the general snail's pace of desegregation in America, especially in the South. However, San Marcos was a dramatic and historic exception to this.

This paper will show that the Lamar School, like the Monroe School in Kansas, is important in the story of freedom in America and worthy of historic status accorded to a historic district.

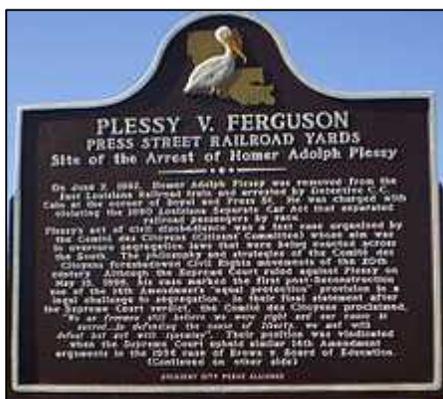
## I Lamar School

**O**n a warm afternoon in May 17, 1954 crowds of the press corps jammed up against each other and jockeyed for position inside the halls of U.S. Supreme Court, awaiting a momentous announcement. Many of the nation's legal elite came in person to wait in suspense. Justice Jackson, having recently suffered a heart attack, left his hospital bed to participate in the historic

event. At contention was whether local school districts could demand that some students attend different schools than other students based upon their race, skin color, and/or ancestry.

## *Plessy v. Ferguson*

The standard of the time was based upon a ruling, announced May 18, 1896, known as *Plessy v. Ferguson*. The seeds for this lawsuit began when the state of Louisiana passed the Separate Car Act, a law that required separate accommodations for blacks and whites on railroads, including separate railway cars. A coalition of prominent black, creole, and white New Orleanians formed the Comité des Citoyens to repeal the law. They persuaded Homer Plessy, a man of mixed race, an “octoroon” (seven-eighths European descent and one-eighth African descent) to test the law.

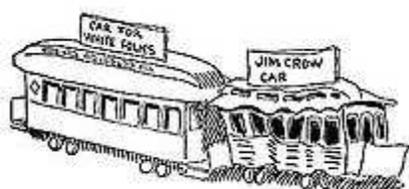


Under Louisiana law Plessy was classified as a black and was required to ride in the “colored” car. When Plessy purchased his first class ticket and boarded a “whites only” car in New Orleans, he was arrested and removed from the car. Although Plessy’s lawyers argued that the state law denied him his rights under the Thirteenth and Fourteenth amendments of the U.S. Constitution, the presiding judge, John H. Ferguson, ruled that the state had the right to regulate railroad companies while they operated within state boundaries. Plessy was convicted and sentenced to pay a \$25 fine.

The Committee of Citizens appealed the case unsuccessfully each time, until finally the case was heard by the U.S. Supreme Court. The decision by SCOTUS (Supreme Court of the United States) was announced May 18, 1896 in a seven to one decision. The majority was composed of only one Southerner, Justice White from Louisiana, with the other six being from states that sided with the Union during the Civil War. The majority opinion, written by Justice Henry Billings Brown, rejected the argument that civil rights were denied and cited a

contemporaneous Boston case upholding segregation of schools in Massachusetts.

Though Justice Harlan, from Kentucky, wrote a blistering dissent, it was to no avail. *Plessy v. Ferguson* legitimized state laws establishing segregation, especially, but not exclusively, in the South. The fact that the majority of the justices were from Northern states and that a case from Boston was cited as an example of segregation (of schools, no less) added even more damning blows to the plaintiffs.



The “separate, but equal” doctrine erased legislative gains that had been won since Reconstruction. States had relative immunity under the law to segregate races with the only requirement that “equal” facilities be provided.

States immediately began passing what became known as “Jim Crow” laws that disenfranchised blacks and thousands of poor whites and other races such as Hispanic-Americans and Oriental-Americans. The effect was seen quickly in the public school systems where the separate “colored” schools lagged far behind in funding.

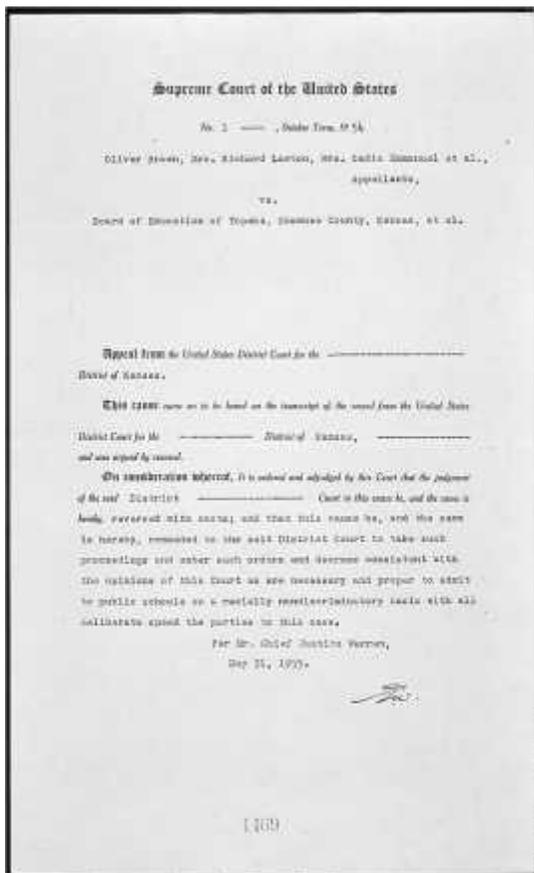
The “separate, but equal” doctrine was seen by many as cruel and unjust, but at the time the law was not on their side. The irrational nature of laws based on skin color are well satirized by Bob Dylan in verse in 1963:

*I was out there painting on the old woodshed  
When a can of black paint, it fell on my head.  
I went down to scrub and rub  
But I had to sit in the back of the tub.<sup>1</sup>*

---

<sup>1</sup> “I Shall Be Free”, from Freewheelin’ Bob Dylan, 1963.

## *Brown v. Board of Education*



So much was at stake on that afternoon of May 17, 1954, one day before the 42<sup>nd</sup> anniversary of *Plessy v. Ferguson* and the last day of the 1953 term, when at 12:52 p.m. Chief Justice Warren appeared before the nation and said, “I have for announcement the judgement and opinion of the Court in No. 1, *Oliver Brown, et al. v. Board of Education of Topeka.*” Unanimously, the Court found that segregation, indeed, constituted a denial of equal protection and did psychological harm to students who were subjected to it. The famous ruling announced, “We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.”<sup>2</sup> With this segregation no longer bore the weight of

law.

## *Brown II*

However, after the initial wave of enthusiasm for the victors the reality set in that critical questions about implementation had to still be addressed by the court. Indeed, many who favored desegregation felt that a forceful approach, such as the SCOTUS seemed to be taking, would only slow down the natural process of the easing of race relations by causing resistance and lead to a dragging-foot schedule of implementation by recalcitrant states. The critical issue was whether SCOTUS would mandate school desegregation on a federal level with a firm timeline or leave the implementation to the states and local school districts. A

<sup>2</sup> Rachel Franklin Weekley “A Strong Pull, a Long Pull, and a Pull Altogether: Topeka’s Contribution to the Campaign for School Desegregation, National Park Service, U.S. Department of the Interior, December 1999, p. 195.

second critical issue was whether the plaintiffs were suing under class action status or whether the decision would only apply to the plaintiffs and the Topeka School Board.

Arguments to answer critical questions of implementation, known as “Brown II”, began in April of 1955. The justices agreed that the decision should be unanimous. After lengthy debate, they agreed that the decision would grant the plaintiffs class action status, and therefore the decision would apply to all Americans. Finally, on May 31, 1955 Chief Justice Earl Warren made public announcement. Although SCOTUS announced that desegregation of schools must begin “with all deliberate speed” (a phrase taken from the venerated Supreme Court Justice Oliver Wendell Holmes), the Court refused to give a timeline for implementation. The justices recognized that “Full implementation of these constitutional principles may require solution of varied local school problems.”<sup>3</sup> The implementation was essentially left up to the local school authorities and courts. “Courts of equity may properly take into account the public interest in the elimination of such obstacles in a systematic and effective manner,” Warren declared. “But it should go without saying that the vitality of these constitutional principles cannot be allowed to yield simply because of disagreement with them.”<sup>4</sup>

The plaintiffs were sobered by the ruling. Much of the air had been let out of their balloon. Critics view Brown II as an accommodation to separatists with its vague, “with all deliberate speed” timeline. Justice Felix Frankfurter had earlier expressed misgivings about the potential for this scenario: “I think that nothing would be worse than for this Court- I am expressing my own opinion- nothing would be worse, from my point of view, than for this Court to make an abstract declaration that segregation is bad and then have it evaded by tricks.”<sup>5</sup>

Thurgood Marshall, lead attorney for the plaintiffs, had argued for a definite, September 1955 deadline for school boards to effect viable integration policies.<sup>6</sup> Instead, Brown II left the timeline up to local school boards, who were instructed

---

<sup>3</sup> Rachel Franklin Weekley “A Strong Pull, a Long Pull, and a Pull Altogether: Topeka’s Contribution to the Campaign for School Desegregation”, National Park Service, U.S. Department of the Interior, December 1999, p. 204.

<sup>4</sup> Ibid, p. 205.

<sup>5</sup> Ibid, p. 205.

<sup>6</sup> Ibid, p. 203.

to carry out integration “in good faith” with oversight by the U.S. District Courts to distinguish between good faith and calculated indifference to the goals of racial equality.<sup>7</sup>

The supporters of a vague timeline argued that if SCOTUS ordered immediate and complete desegregation of schools that politicians, community leaders, and prominent citizens in the recalcitrant school districts would evade the firm directive by support of private school choice programs and selective desegregation.<sup>8</sup>

Indeed, the directive from SCOTUS to desegregate schools was not well-received in much of the nation. In the North, more subtle forms of *de facto* segregation and inequality existed. For example in the New York borough Harlem, by 1959 not a single new school had been constructed since the turn of the century. In 1957 Arkansas Governor Faubus called out the state’s National Guard to block African-American students from entering Little Rock Central High School, causing President Eisenhower to deploy the 101<sup>st</sup> Airborne Division to Arkansas and take federal control of the Arkansas’ National Guard. In Mississippi, fear of violence prevented plaintiff’s from bringing a school desegregation suit for the next nine years. When Medgar Evers sued to desegregate Jackson schools in 1963, he was murdered.

In Texas, Attorney General John Ben Shepperd organized a campaign to generate legal obstacles to implementation of desegregation.<sup>9</sup>

Thus, the realities of implementation and complicating scenarios swirling about the process underscored the extreme difficulty of trying to effect social policy change on an uncooperative public.

## *Lamar School and the San Marcos Experience*

The SCOTUS decision on *Brown v. Board of Education* on May 17, 1954 and on May 31, 1955 for “*Brown II*” sent shock waves around America, and especially in

---

<sup>7</sup> *Ibid*, p. 206.

<sup>8</sup> *Ibid*, p. 206.

<sup>9</sup> [https://en.wikipedia.org/wiki/Brown\\_v.\\_Board\\_of\\_Education#Brown\\_II](https://en.wikipedia.org/wiki/Brown_v._Board_of_Education#Brown_II), accessed May 6, 2017.

the South. In San Marcos, one can only speculate on the debate and spirited conversations that ensued over the summer once word of the decision reached this small central Texas town.

However, the amazing story of what happened in early August is available to us. Despite the vagueness of the time schedule that Brown II allowed, the San Marcos School Board held a meeting with a never-seen-before agenda item: school integration. A newspaper article from the San Marcos Daily Record describes the events well:

*“School board members voted four to three Tuesday night to permit San Marcos Negroes to report to the high school of their choice when school opens here Sept. 6. Their action came after Trustee Ernest Morgan made and C.C. (Tex) Hughson seconded a motion that attendance in grades nine through twelve be optional.*

*Here’s how the board members answered the roll call: Ernest Morgan- Yes, C.C. Hughson- Yes, Jack Major- No, Frank Taylor- No, Roscoe Chamblis-No, Malcom Fleming- Yes. School Board President John J. Smith broke the tie with his vote on the proposal. “Yes! It’s [segregation] ended!”...*

*The board meeting began at about 8 p.m. but it was not until 10 p.m. that the segregation question was touched. C.C. (Tex) Hughson fired the opening salvo, moving that segregation in San Marcos schools end “immediately.”*

*At the request of President Smith, Superintendent **Joe Hutchison** [as in Hutchison Street] explained that the high school level might be the best place to start integration as colored high school facilities are not as complete as those in the colored grade school...”<sup>10</sup>*

The desegregation of the San Marcos High School, now called the Lamar School, still standing on 500 Hutchison Street, proceeded less than four months after Brown II was announced to America. Yancy Yarborough, San Marcos High School

---

<sup>10</sup> “Board Votes High School Integration”, San Marcos Daily Record, August 12, 1955.

Principal in 1955, recalled proudly, **“We were the first high school of any site in the state of Texas [to desegregate].”**<sup>11</sup> Unlike the conflict, bloodshed, and deaths that occurred in other Southern communities, the integration was peaceful in San Marcos. “The only problems were with some of the parents of white students,” he recalled. “The parents made a lot of threats, but nothing ever came of it. Integrating the high school was one of the most enjoyable experiences of my career.”<sup>12</sup>

Yet, to be sure, it was no bed of roses. The entire San Marcos school system was not integrated as speedily and integration for the elementary schools progressed at a much slower speed, not reaching full integration until the mid 1960’s. And Hispanics suffered inequality as well with African-Americans. Former San Marcos School Board member Augustine Lucio remembers, “The Anglos had buses to take them to school. The Hispanics and blacks walked, some several miles each day. I can remember the buses passing me by as I walked to school.”<sup>13</sup> It was not until 1965 that all grades were fully integrated. Even then, when the black and Hispanic schools closed, the teachers at those schools often found themselves out of work. It took an appeal to the State Board of Educators to stimulate the board to hire them.<sup>14</sup> And for the first year of desegregation the school board prohibited blacks from participating in athletics or band. The blacks continued to play sports at Dunbar. Lucius Jackson, a talented basketball player who later became a star on the U.S. Olympic team and played professionally for the Philadelphia 76’s team, was kept out of basketball at the San Marcos High School. Former principal Yancy Yarborough explained, “Lucius Jackson became the focal point of our argument with the school board about basketball players. Though the football team became integrated the second year, 1956, the board wouldn’t integrate the rest of athletics. One reason was that the white high schools wouldn’t play us if we had blacks on our team,” Yarborough said.<sup>15</sup>

Yet in spite of these continued injustices, not uncommon throughout the South and in many non-Southern parts of the country, the shining example of the progressive leadership of the 1955 San Marcos School Board in voting to establish

---

<sup>11</sup> “A History of Desegregation in San Marcos”, Delena Tull, San Marcos News, February 12, 1987.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid, (Continuation from page 1).

<sup>14</sup> Ibid, (Continuation from page 1).

<sup>15</sup> Ibid, (Continuation from page 1).

the first integrated high school in the state of Texas cannot and should not be overlooked. The peaceful integration that ensued served as an example for the peaceful integration of Southwest Texas State University (now known as Texas State University)<sup>16</sup>. How is it that a very small town in the middle of Texas took the initiative to blaze a trail for freedom, justice, and equality? The answer eludes us and can only be found in the hearts and minds of those board members who are buried.

The old Lamar High School building stands today as a physical symbol of that decision. It is a testament still in our midst of the trailblazers of the San Marcos School Board and people of San Marcos who took the ruling of *Brown v. Board of Education* to heart and ended segregation at the San Marcos High School ***With All Deliberate Speed***.

The buildings of the old Lamar High School are now classified as mid-century modern historical structures. These buildings have significant historical and cultural significance in addition to their great beauty and well-constructed internal materials (e.g., the extensive heart of pine wood in the auditorium). If the Hutchison Street historic district expansion is approved, this will open ears, doors, and wallets for fund-raising, grants, and programs to rehabilitate these buildings. To talk about a historic structure is one thing. But to begin a discussion about a historic district is quite another. It is a game-changer when it comes to obtaining resources for rehabilitating buildings and attaining resources for their conservation. In this paper, we are sure that we have only touched upon the tip of an iceberg about the historical significance of the old Lamar High School. If we only have the vision to see the diamond in the coal of these recently neglected buildings, other stories of cultural and historical significance will be discovered.

---

1. <sup>16</sup> "San Marcos: A Model for Peaceful Integration of Schools", attachment.



A notable example of building with similar importance is the Monroe School, the school in Topeka Kansas that was at issue in the *Brown v. Ferguson* case. The school was in disrepair in the turn of this century. Because its cultural and historical significance was recognized before the building was razed, the National Park Service performed extensive exterior rehabilitation. The building is now a popular tourist destination.<sup>17</sup>

It is entirely possible that the old Lamar High School could become a rehabilitated tourist destination and perhaps even house a museum. Historic district designation is a game changer. We hope that you will agree, see the possibilities, and vote for the proposed historic district expansion.

#### Attachments

1. "Board Votes High School Integration", *San Marcos Daily Record*, August 12, 1955.
2. "A History of Desegregation in San Marcos", Delena Tull, *San Marcos News*, February 12, 1987.
3. "San Marcos: A Model for Peaceful Integration of Schools"

---

<sup>17</sup> <https://www.nps.gov/brvb/planyourvisit/index.htm>, accessed 5-6-2017.

## II Coronal Institute

---

*July 23, 1918 - Letter of recommendation from W.B. Collins, State Health Officer to the Chief Surgeon Southern Department, U.S.A to support the request for the location of a convalescent hospital in San Marcos.*

*“San Marcos is located on the San Marcos river ... this river is one of the most beautiful streams in all of Texas The head of this river springs from the foot of the mountains in a gushing, bold stream of as fine water as I have ever saw.”*

*The people of San Marcos are progressive and enlightened; this is shown by having located in their midst the various Colleges and schools with which you are familiar.*

*“To sum up its merits, will say that its citizenship is as enlightened as you will find anywhere in the country; its health conditions are almost perfect” ...*

---

**F**rom the beginning, education has been the main business in San Marcos. The history of education in San Marcos would be incomplete without the stories of the Coronal Institute and the Lamar school. They are stories of enlightenment, equality and progress in a small town in the Deep South and in Texas. The Coronal Institute was one of the first co-educational schools in the South where women were taught the same subjects alongside the men.

The story of the Coronal Institute is well-documented in the historical narratives of San Marcos. Indeed, a Texas State Historical Marker is on 500 W. Hutchison Street, dedicated in 1970 as one of many markers established during the time when Tula Townsend Wyatt was chair of the Hays County Historical Commission. The marker reads:

*Established in 1868 by educator O.N. Hollingsworth. A private school, it was coeducational and offered military training to boys. So named because it was a coronal (crown) atop this hill. In 1870 the Rev. R. H. Belvin bought the school, but sold it to the Methodist Church in 1876.*

*The first structure, of limestone, burned in 1890. A handsome, 3 story building soon replaced it. Hundreds of students attended the Institute, which helped pioneer education in southwest Texas. The Methodist Church closed the school in 1918. It was sold in 1925 to [the] San Marcos school district.*

A bronze plaque now at the First United Methodist Church in San Marcos, down the street from the former site of the Coronal Institute reads, “The influence of the Coronal will live in our hearts forever.”

## Why this place matters: Inspiration for future generations

In the 1930’s the beautiful architecture of the Coronal Institute had become passé. It was considered an outdated eyesore, (much like the Lamar site today). Although there were people in the community that fought against it, and in spite of all of its history, this beautiful icon of education in San Marcos, was razed to the ground.

It is difficult for us to make aesthetic judgements today, about what is going to be significant tomorrow.

Should we rob future generations of another educational Icon?

### **CORONAL TIMELINE:**

1868- The Coronal Institute was built on the site of the present Lamar Annex. The school’s initial success was due to a healthy climate. Yellow fever epidemics were hitting the schools in the coastal regions. The 1869 Coronal catalogue stated that “out of 100 students received into the institute, not one death has occurred and there has been only one case of serious illness”

December 21, 1891 - the Coronal Institute closed for Christmas Vacation. The school failed to reopen.

1918 – The War Department rented the property and used it as a barracks and drill grounds for the Student Army Training corps. After the close of the War the building was turned into an apartment and rooming house.

The Methodist Conference deeded the School to the San Marcos Methodist Church, which assumed the indebtedness.

1925 26 – The Coronal was sold to the San Marcos School district. . June 1931- Harvey P. Smith of San Antonio drew a perspective of the plans for an ultra-modern public school which was to be located on the Coronal grounds. “It is hoped that there shall stand on Coronal Hill a structure in which every citizen of San Marcos shall take just pride.”<sup>18</sup>

---

<sup>18</sup> San Marcos Record June 12, 1931.

January 1932- The San Marcos Post of the American Legion appointed a committee to urge the tearing down of the Coronal Institute buildings as a means of reviving the unemployment situation. The Legionnaires argued that the buildings were constantly deteriorating in value and falling down, while if work started at once several hundred hours of employment could be furnished local men who needed the work. It was estimated the salvaged materials would be worth from \$5,000. to \$15, 000.

December 1932- the city began tearing down the building.

- “Great care was taken so that the loss of material would be minimal when the buildings were torn down, as much of the material was intended to go into the construction of the new public School building.”<sup>19</sup>

1939- The city took action to wreck the remainder of the Coronal buildings. The buildings were sold to a used building materials dealer In Austin.

June 1940 – The first regular meeting and reunion of ex students and teachers was held. Former students from many parts of Texas and other States were present.

June 5, 1940 –The Coronal Club erected a bronze plaque on the original corner of the Old Main building, erected in 1890) Now that all old Coronal buildings have been razed , this stone stands on the grounds of the Methodist Church in San Marcos. The old stone, marking Kendrick Hall, which was built in 1896, is also preserved at the church. The Bronze plaque on the cornerstone reads: ***“The Influence of Coronal will live in our hearts forever”***.

1949- - the college and the public schools were bursting at the seams, so the last of the Coronal Buildings were destroyed to build a new high school on the site. Fall of 1951 the first students moved to the brand new school, which consisted of grades 10 -12.

**CONSOLIDATION TIMELINE:** San Marcos Public Schools – Demonstration Schools merger.

Early 1933 – A consolidation movement was begun in San Marcos. According to Dr. C.E Evans, president of Southwest Teachers College, the ordinary college demonstration school was inadequate to take care of demonstration teaching.

June 1, 1933 – The final passage of the demonstration School merger was completed. With the two systems to cooperate for a two year trial period.

The San Marcos High School building was refinished and became senior high school. The Education building at the college became the elementary and junior high school which was maintained by college funds. All college recreation parks and a gymnasium were to be used by the public school students when they were not occupied by College classes.<sup>20</sup>

Diana and James Baker

---

<sup>19</sup> San Marcos Record December 1932.

<sup>20</sup> San Marcos Record, June 9, 1933.

# Board Votes High School Integration



A NEAR FULL HOUSE turned out last Thursday night at the high school library for a public discussion of segregation-integration in San Marcos schools. A large percentage of the group were College students. Here, J. C. Jackson, one of about 25 Negroes who attended the meeting, gives his views on the subject.—Staff Photo.

School board members voted four to three Tuesday night to permit San Marcos Negroes to report to the high school of their choice when school opens here Sept. 6.

Their action came after Trustee Ernest Morgan made and C. C. (Tex) Hughson seconded a motion that attendance in grades nine through twelve be optional.

The motion read: "Beginning in September, 1955, that we make attendance in grades nine through twelve optional—Negro or white school."

Here's how board members answered the roll call:

- Ernest Morgan—Yes.
- C. C. Hughson—Yes.
- Jack Major—No.
- Frank Taylor—No.
- Roscoe Chamblis—No.
- Malcolm Fleming—Yes.

School Board President John J. Smith broke the tie with his vote on the proposal.

"Yes! It's (segregation) ended!"

Voting on the "optional" ninth through twelfth grade proposal followed approximately an hour's discussion, some of it heated, in which trustees offered proposals and counter proposals on at what levels integration should begin and whether it should begin this year.

Board member Jack Major felt it would not be fair to county schools which are sending their Negro students to the Colored high school here if integration began this fall.

Trustee Frank Taylor said he thought the board was entitled to a year in which to prepare to end segregation.

The board meeting began at about 8 p.m. but it was not until 10 p.m. that the segregation question was touched.

C. C. (Tex) Hughson fired the opening salvo, moving that segregation in San Marcos schools end "immediately."

On that motion, which before the roll call vote was reworded to read "that we institute integration at some level of classroom attendance in public schools in 1955," Major, Taylor and Chamblis cast "no" votes with Morgan, Hughson and Fleming voting "yes." John J. Smith broke up the tie with his "yes" vote.

At the request of President Smith, Superintendent Joe Hutchinson explained that the high school level might be the best place to start integration as colored high school facilities are not as complete as those in the Colored grade school.

"Maybe the right grade would be the ninth, if you want to go to the weakest spot," he explained.

Frank Taylor then moved that ninth grade students only be permitted to attend either high school in 1955. Members voted four to three against the motion, with Smith again breaking the tie.

It was after this vote that Morgan's motion of optional high school attendance was approved.

Board members and administrators pointed out that the Colored school will operate unchanged as to its maintenance, program, and staff in the 1955-56 year.

It was unanimously agreed among board members that the board was bound by the Supreme Court and State Board of Education rulings to end segregation. The only dissent among members was over "how soon" and "at what levels."

## Ordinance To Regulate City Peddlers

The City Council Wednesday adopted an ordinance which regulates peddling or selling from house to house and imposes a penalty of \$10 to \$100 for violation of the ordinance.

The ordinance prohibits anyone selling or soliciting or taking orders for any goods, services or magazine subscriptions, etc. without having first obtained a license from the office of the Chief of Police and paying a fee of \$30 and posting a bond of \$1,000.

Exceptions list sales made to dealers by commercial travelers or agents in the usual course of business.

The ordinance, text of which appears on another page of the record this week, takes effect immediately after publication.

## County HD Council Invites Texas Convention to City

The Hays County Home Demonstration Council invited the Texas Home Demonstration Association to hold their 1956 Convention at the Southwest State Teachers College in San Marcos.

Mrs. Ren Dee, Council Chairman and delegate to the 1955 con-

vention held in Fort Worth, August 3-5, presented the official invitation.

The two other Hays County delegates were Mrs. Ardmore Dees of Kyle and Mr. Jack Sullivan of San Marcos. They brought back the "Program of Work" for the next year from the following state committees: education, health and safety, recreation, citizenship, 4-H and civil defense.

The Association awarded three college scholarships of \$500, each to outstanding 4-H girls, and \$100 to each of the twelve districts of the state, to be used for 4-H recreation.

District 10, consisting of Hays and 21 other counties, bought and gave a 21-inch TV set and numerous recreation games to the Gonzales-Warm Springs Foundation for the benefit of polio patients.

The Texas Home Demonstration Association invited the National Home Demonstration Association to hold its 1956 convention in San Antonio. Mrs. Ruth King of San Marcos, Vice President of District 10, will attend the National Convention meeting this last week of this month in Chicago.

## School System Budget Hearing Set For Tuesday

Public hearing on the proposed 1955-56 San Marcos Independent School District budget will be held at 7:30 p.m. Tuesday at the high school.

School board members Tuesday night looked over the new budget prior to setting the hearing.

Because of lower allocation to the building fund, the proposed 1955-56 budget shows a drop of more than \$300,000. Figure proposed for the coming year is \$807,409.25 as compared to \$1,244,296.44 in 1954-55.

Current expenditures will be higher in 1955-56 if the proposed budget is adopted, however. Current expenditures last year were \$620,001.23 as compared to the proposed \$699,233.05 for this year.

Superintendent Joe C. Hutchinson attributed the rise in an increase in enrollment and teachers and to maintenance of the new James Bowie school plant.

## Austin Man Charged In Eagle Rock Theft

A 28-year old Austin man, Lonnie Ray Cooper, was in county jail here Thursday, charged with theft over \$50 at Eagle Rock Ranch near Wimberley.

Deputy sheriff Bud Meeks signed the complaint Monday in W. G. Callihan's court.

Judge Callihan said bond had not been set.

## Fire Station Warrants Are Ordered Sold

Fire Station warrants in the amount of \$85,000 were ordered sold when the City Council passed an ordinance to that effect at the Wednesday meeting. Russ & Co., San Antonio brokers, will buy the warrants at 3 1/2%, the terms running to 1977.

The warrants will build and equip two new fire sub-stations, neither of which has been definitely located except that they will be so placed that they serve the north-side residential development and the area across the railroad tracks to the east of the city and along the highway.

## W. D. McGraw To Leave SMA On August 15



W. D. MCGRAW

W. D. McGraw, who announced his resignation as dean of San Marcos Academy last week, will terminate his duties there on August 15 and enter private business after having been connected with the Academy for the past 10 years.

He will become president and manager of a newly organized corporation styled the Rich Plan of Austin, Inc., a company affiliated with the Rich Plan operating on a nationwide scope in the frozen food service.

Mr. McGraw will have a territory of 13 Central Texas counties which will include Hays. The family will live in a new home in the Manchaca community four miles this side of Austin.

Mr. and Mrs. McGraw have been active in the religious life of San Marcos, he having served as a deacon and as chairman of the board of deacons of the First Baptist church, and Mrs. McGraw having served as president of Beta Sigma Phi, a women's social and civic sorority.

In leaving San Marcos and the Academy, Dean McGraw said, "It is with keen regret that we leave the community and the friends with whom we have been associated pleasantly for so many years, but we feel that we will not lose contact with them since we will be living about 20 miles away."

He said that his relationships with the Academy have been pleasant and inspiring and that

## uation Rites, Due Today

The class song, "Down Thro' the ears," by Phil Medlay, will be sung by Dorothy Louise McDaniel, Carol Kay McKee and William e Thomas. Dean W. D. McGraw will introduce the speaker.

Following presentation of diplomas and the Alma Mater, William e Thomas will give the benediction.

Baccalaureate services at which Rev. Dallas P. Lee, District missionary, will be speaker, will be held in Harris Chapel at 11 a. m. this morning.

Graduates will include Mary nette Clay, Bennett Temple kson, Dorothy Louise McDan- Karol Kay McKee, Henry gers and William Lee Thomas.

## Alan H. (Andy) Anderson Is New Conservationist Here

Alan H. (Andy) Anderson...

### San Marcos a Model for

## Peaceful Integration of Schools

It is no surprise that four young Negroes were admitted to Southwest Texas State College Monday and Tuesday without incident. There was no build-up of sentiment against what was conceded to be the inevitable outcome of the trend to admit Negroes into the heretofore all-white college. College authorities had made up their minds that the edict of the Federal Court would be accepted when and if it was held that the State law barring the colored race from State colleges was held to be invalid. The decision came Monday and that same day the first applicant was on her way to being enrolled. Three others were enrolled Tuesday—all without incident.

Perhaps San Marcos was ready for integration because the plan was already in operation in the public school system. In 1957 the first Negroes were admitted to San Marcos High School. This revolutionary change was accomplished without incident and the plan has worked smoothly for the past six years.

This newspaper, while it has never editorialized on the question of integration principally because it felt that the less said about the sometimes-controversial subject the better, has always advocated the philosophy that a community can best work out its own problems. This attitude about integration has proven to be correct in our community.

This newspaper has advocated, too, that when any person has earned a position he is entitled to assume that position, and that color or creed should be no barrier.

The faculty and the student body at SWTSC are to be commended for complying with the court edict both in spirit and in letter. The community, by the same token, is to be commended for maintaining a dignified and quiet demeanor regarding admission of Negro students into our public schools and into our college.

We can and should be a good example to other communities throughout the South—and the nation.

### Dad Needs a Break

## Deduct for College Education

# SMHC

Proposals to allow income tax deductions of \$1000 for each son or daughter enrolled in college seems just and sound in light of the emphasis being placed on higher education.

Dad has needed such a break for a long time. The cost of a college education has

children if proposals for a flat \$100 per semester registration fee for state colleges are adopted by the current session of the Legislature.

And, of course, there are several thousand parents in Texas whose sons and daughters

that local districts must provide to get their share of state funding. In its \$15.5 million total budget for the current school year, the SMCISD receives more than \$9.4 million from the state, of which about \$2.5 million is paid as its LFA. The rest of the budget comes from federal funding, fees and other local taxes, he said.

"Simply put, the larger the LFA, the more taxes we must raise to get that state money, and the current property values could be sending a false message that we can afford to

...state bonds to prevent the reappraisal values from skewing the LFA fundraising picture, a Texas Education Agency official told the News.

"The total net amount of LFA funds raised by the state's 1991 current year. Any increases in LFAs come from the legislature when it formulates the educational budget for the public schools," said Terry Anderson of the TEA's public infor-

...state bonds as required by state law.

In other news, SMCISD board president Barry Castoldi has become the first candidate to file for the April 4 trustee elections. Castoldi is completing his fifth year on the board.

Trustees Darrell Horne and Marcos Hernandez Jr. also have terms expiring in April. There was no word at press time from either candidate as to their election plans.

...the side of the library would provide enough space for the city's current population but would not allow for future growth.

— Adding a two-story addition to the side of the library would make the building 23 spaces short — 24 in all — of the number of parking spaces needed under city code.

With the three original proposals deemed uneconomical, two other proposals have been suggested — building

...the parking spaces would be provided from private property adjacent to the building. The cost of the parking building, and associated parking fees, would be paid for by the city.

It would be a two-story addition to the side of the library, making the building 23 spaces short — 24 in all — of the number of parking spaces needed under city code.

With the three original proposals deemed uneconomical, two other proposals have been suggested — building

# A history of desegregation in San Marcos

## Blacks make social progress since 1954 Supreme Court ruling

By DELENA TULL  
Special to the News

Editor's Note: February is Black Heritage Month, a time for reflection on how far blacks in the United States have come and how far there still is to go. For a look at the local situation, local author Deleena Tull has prepared this history of desegregation in San Marcos.

How would you like to tell your children they had to walk to school while others rode the bus, that they couldn't swim in the river or eat in the school cafeteria with other children?

Though it sounds absurd today, that was the situation for black and Hispanic children in San Marcos not so long ago. February — Black Heritage Month — is a good time to remind our children and ourselves that the road to equal rights has not been smooth, especially for those who have had to build it.

In 1954, the U.S. Supreme Court ruled that school segregation denied

children equal rights as citizens of the United States. Declaring segregation unconstitutional, however, was only the first step in correcting the problem.

School integration progressed slowly in San Marcos, as it did in most southern cities. But unlike other areas where strong opposition from whites impeded action, San Marcos began desegregation soon after the Supreme Court decision.

In 1954, blacks in San Marcos attended Dunbar School, now the site of Dunbar Recreation Center. The school housed all grades, and some grades were combined in a single classroom.

In the fall of 1955, black students from Dunbar School joined the whites and Hispanics at San Marcos High School.

"We were the first high school of any size to integrate in the state of Texas," said Yarey Yarbrough, SMCISD principal at the time. "The school board had a crisis. They couldn't handle financially the accreditation of the black high school.

So they voted to integrate.

"I interviewed every black student and placed each one in the proper grade," Yarbrough said. "We tested some students and followed the recommendation of the Dunbar principal in many cases."

"He felt that some could not do high school work, and he was right," the ex-principal said. "But we also had some excellent students from the Dunbar school."

Most of the local integration problems were caused by parents, not students, Yarbrough said.

"The only problems were with some of the parents of the white students," he recalled. "The parents made a lot of threats, but nothing ever came of it. I was very proud of the students."

"Integrating the high school was one of the most enjoyable experiences of my career," he said.

Yet for the first few years, only the high school was integrated.

"Before integration, there were a

Continued on page 2



Katharine Hardeman was the first black teacher hired by the newly integrated San Marcos school district — photo by Don Smith

SMHC

isons  
the oc-

ave a big  
ve it be lone-

Commissioner  
y reminded Gon-  
ndence the original  
l called for 358 beds.  
he (Texas Commis-  
ndards telling other  
eir new jails are too  
inging ours back up  
od business," Rippy  
o doubt it (the jail  
dn't pass if it were  
ction.  
we made was not a  
an easy one, but I  
e correct one."  
the commissioners  
apital Markets to  
s. A more formal  
een the company  
will be discussed at  
ing on Feb. 23.

ers also began  
of road and bridge  
jects to be submit-  
Department of  
Public Transporta-  
tion of federal fun-

nt Jewish tribes of  
led Judah until the

OPEN  
AM TO 9 PM  
MON.-SAT.

1 TO 5  
SUNDAYS



tants®

AS, P.A.

ine  
nology

some brothers and sisters) cheer the recent opening of their new playground, which was designed by Dr. Bob Habingreither, chairman of SWTSU's technology department, and financed through various fundraising events sponsored by the school's PTA. — photo by Mike Zimmerman

## Desegregation

Continued from page 1

number of rural schools," said Augustine Lucio, Jr., a San Marcos Consolidated Independent School District board member since 1964.

"Most of the Anglos went to school in town," Lucio said. "Blacks and Hispanics had separate elementary schools."

Some Hispanics attended school with whites, at the high school and at the elementary school housed on the college campus. A number of rural elementary schools had only one or two rooms, and several grades met in a room.

"The Anglos had buses to take them to school," Lucio said. "The Hispanics and blacks walked, some several miles each day. I can remember the buses passing me by as I walked to school."

In 1963, Celestino Mendez Jr. became the first Hispanic elected to the school board. The next year, Mendez and Lucio wrote the school board policy requiring full integration.

By the fall of 1965, 10 years after integration at SMHS, all grades were desegregated.

"When they integrated the schools, the administrators thought our children would be behind in their school work compared to the white children," said Katherine Hardeman, who taught in black schools in rural areas and San Marcos before desegregation.

"I taught first through fourth grades in one classroom in Buda at the time," she said. "They tested my children — one of my first graders tested out at third grade level. My kindergarten children had already read 'Dick and Jane' before they got to the first grade."

Vicki Holmes, now a counselor at Gary Job Corps Center, was in the first grade in 1965.

"I didn't feel unwanted or

unwelcomed," she remembered. "Going into the newly desegregated school was a pleasant experience."

Though termed "full integration" by the school board, many areas of school life remained racially segregated.

After the black and Hispanic schools closed, the teachers in those schools found themselves out of work. When the Anglo-dominated schools refused to hire them, Hardeman and others took their case to the State Board of Education.

"I've always been a fighter, said the 47-year-old Hardeman. She eventually gained acceptance in the schools and was the first black teacher hired in the "fully integrated" San Marcos school system. She continued to teach there until her retirement at age 71.

The teachers were not the only ones leading a rough life in the early years of school desegregation. Racial fights did occur.

One white student who was in junior high in the early 1960s recalled several fights between white and Hispanic students.

"Some of the Hispanic kids didn't speak English very well, and I think there had been a ruling that they couldn't speak Spanish in school," the former student said. "The teachers seemed to take little interest in helping them."

"I remember gangs of older Hispanic kids who repeatedly had been kept back in school," the ex-student said. "I was so scared of being beaten up by these gangs that I would walk six blocks out of my way after school."

Anita Jo Harris Wright, who attended Dunbar School for 11 years, remembered her senior year — the first ever in an integrated school — as a time of tension.

"It was so different for all of us, and that made it difficult," Wright

said. "It was our senior year — the most important year of high school."

"The black kids were so disappointed because we couldn't participate in sports," she said. "Most of the boys dropped out of school because of this."

"We couldn't attend the high school prom, so our parents gave us our own prom," she said. "Going to the white school was not something we wanted to do. We did it for our parents. They were so proud of us when we graduated."

And though they may not have realized it at the time, the students also did it for their children.

"When the Dunbar children first went to the white school, they weren't allowed to eat in the school cafeteria," Hardeman said. "The black children had to walk home for lunch."

"My neighbors had a little cafeteria, and they tried to feed the black children," she said. "But the two of them couldn't make enough lunches for all the children, so I went down and helped them cook."

The school board prohibited blacks from participating in athletics or band during the first year of integration.

"The blacks continued to play in sports at Dunbar," Lucio said. "Lucius Jackson was a very talented basketball player, but he was kept out of high school basketball."

Yarbrough added, "Lucius Jackson became the focal point of our argument with the school board about basketball players. Though the football team became integrated the second year, 1956, the board wouldn't integrate the rest of athletics."

"One reason was that the white high schools wouldn't play us if we had blacks on our team," Yarbrough said.

To be continued next week.

# Take Care Of Your 1986 IRA Now While You Still Qualify For Maximum Benefits!

## Talk To Us At Hays County National Bank.

# SMHC

The New Tax Law is changing the IRA program for years after 1986. Full benefits are still available for 1986, however, and it's a

SAN MARCOS NEWS 2.15.86

Alison,

I am sending you pictures of the Lamar school that I think are important.

1. Also, if possible, please also e mail the cultural importance documents since the links are important. .
2. Also ask planning staff to e mail this link to P&Z Commissioners so that they can visit the National Park Service website for the Monroe School to see the potential for the Lamar School. . <https://www.nps.gov/brvb/index.htm>

Thanks,  
Diana Baker



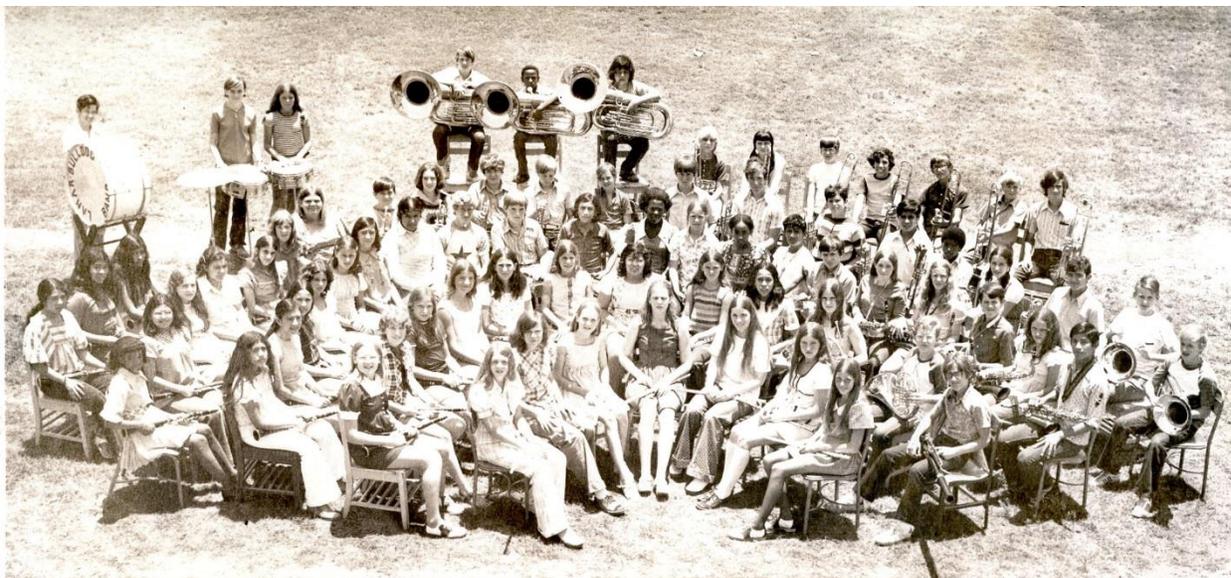
Lamar School Photos



Band



Autis Hodge, Choir Director



Band 1971



Ballet Folklorico