

Maude Irene Nicholson Logan

interviewed by

Mrs. W. A. Schmidt

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ORAL HISTORIES OF FORT WORTH, INC.

Maude Irene Nicholson Logan 21

Eighty six years old

My name is Maude Irene Nicholson Logan. I was born in Honey Grove, Texas, a town in Fannin County, 16 miles from Bonham, the county seat. My parents were Joseph S. Nicholson and Fannie Marie Cooley Nicholson.

Why did your family settle in Fannin County?

My father taught school in Georgia and Alabama. He worked also, "Moonlighting", it is called now, for a white man named L. C. Hall. When Mr. Hall moved to Texas, he wrote asking Joe to come and work for him. So my parents moved to Texas. My mother was a former pupil in my father's classes.

They lived in Honey Grove three years before I was born, the oldest of their five children. We grew up there, graduated from the public school and were sent to college. The youngest child, a son, ten years younger than I preferred to work in my father's grocery store rather than go to college. He and I are the only survivors of the Nicholson family.

My two sisters married and moved to Tulsa, Oklahoma, operating a grocery store there. One sister taught school a few years. The older brother was the victim of an accident which caused his death.

I was 16 years old when I went to Bishop College. My second year in college was incomplete because of my mother's illness. It was necessary for me to remain at home.

Because standards were not as high for teachers at that time, my father encouraged me to take the County Teachers examination. I did and passed the examination and began teaching when I was 18, as an assistant teacher with my father in Honey Grove, and succeeding him after his retirement.

I married a former public school classmate, W. E. Logan, who had attended Wiley College in Marshall, Texas, an institution supported by the Methodists.

Three years later, my husband was given a position as teacher in Mosieur Valley, a rural school near Fort Worth.

At the time, we were expecting our second child and I could not go to Mosieur Valley until after its birth.

What was the name of the school your father taught where you and your husband attended?

It was the Booker T. Washington School.

And, did your husband continue teaching at Mosieur Valley?

He taught there three years and was elected principal of Booker T. Washington Elementary School in Arlington, Texas.

After two years at Arlington, he received a Civil Service appointment in the Mail Service.

I succeeded him as principal in Arlington and taught there 7 years. The Superintendent in Arlington was J. A. Kooken. My assistant teacher was Mrs. Williams from Dallas.

My father died the day after Armistice Day, November 12, 1918. He was buried in Honey Grove where he had taught 20 years and later operated a grocery store.

He called himself a "self-made man". He never went to college but he attended Teachers Summer Normals each year studying and observing educators.

My mother never really adjusted after my father's death. For a few years she managed the grocery store and was successful. Later she sold it, and became restless, going to live with first one daughter, then another, even buying another home in Oklahoma.

Failure to observe the doctor's advice concerning her diet, Artherosclerosis, hastened senility. She passed in 1959 after my retirement.

My husband's route in the mail service was from Fort Worth to Sapulpa, Oklahoma, with headquarters in Fort Worth.

From Fort Worth he would ride the electric interurban to Arlington to be with us (the family) during his stay on that end of his run.

Later, the headquarters were changed from Fort Worth to Sapulpa, Oklahoma.

We moved to Sapulpa, the place of his longer rest period. I gave up the work at Arlington. We enjoyed being near our relatives, just 15 miles from Tulsa.

While we were in Sapulpa, I taught there, but the mail route was soon changed. That is when I stated, "I am tired of moving. This will be my last move." I did not know how true that statement was, but it has been correct so far.

We moved to Fort Worth in July 1926. I did not plan to teach because I thought it was too late in the year to apply.

When some of the principals requested me to apply because experienced teachers were needed, I did, and Superintendent M. H. Moore employed me. I taught 3 years at Gay Street School and was sent later to Cooper Street School, later named "Amanda McCoy School". It is now closed as a school and is used as a Community Center on the near west side of town.

At the Cooper Street School, I was the head teacher of the group there under the supervision of A. M. Moore, Principal of James E. Guinn School.

After 4 years, just before the opening of school, September 1934, Superintendent Green called asking how I would like to have a position with more responsibility. My answer was the repetition of a statement on our teachers contract - "I promise to work cheerfully wherever I am assigned" "and, of course, I will work wherever you choose to send me." He then told me of my appointment as teaching principal of Sagamore Hill School at Stop Six.

He had not told my principal, A. M. Moore of Guinn School. When Mr. Moore called to tell me of his plans for our school opening, I attempted several times to tell him of my new appointment. Finally, he listened to me, and when I told him

of the superintendent appointment because a change was necessary, there were so many discipline problems, disorder in classes, fighting before and after school, Mr. Moore commented: "Why you can't go out there! They've always had men principals because there has always been trouble and you plan to go out there with those 3 women, 2 of them as small as school girls!! You can't do it! They are rough people out there. You don't know. You've never been out there!"

My reply, "Yes, I know. I'm frightened, but I am going to try it."

#### Where were you living then?

I lived on Driess Street and the next year I moved to Rosedale Street, just as it was being widened to make a main street. Much later, in 1949, I moved to the expansion area near Stop Six when the population began to extend east and south.

Shortly after school opened in 1934, Mr. Moore, my former principal came to visit us at Sagamore Hill School. Later, his clerk told me of his report to the Guinn School teachers in their faculty meeting. "I thought you people had good order here, but out at Stop Six, in every class room you could hear a pin drop. We must do better. Some of those boys are as tall and as heavy as I am. Every teacher was treated with perfect respect."

Seriously, we never had any discipline problems. There was one fight that must have been brewing before school opened. It resulted in scars on the 2 girls who fought, scars that were evident several days. They were punished but they were so ashamed and embarrassed, they gave no more trouble.

It required only a short time to get the idea over to our pupils that we expected the best from them in study and conduct. We met situations with confidence and assurance. Gradually their response was satisfactory.

That is the spirit I tried to instill in my teachers. One who does her best needs no prodding or admonition. A word of guidance or advice is sufficient. When she fails to do her best she experiences shame and embarrassment.

We began by teaching the pupils orderliness in their walk to and from school - how to walk down a street or road on the side, instead of spreading themselves all over the street like a crowd crossing a field. (There were no side walks).

Since a car seldom passed our street, it seemed like a country road to them, where anyone could walk where or however he pleased.

We insisted that the street must be kept clear. They were lined up in formation by couples, one behind the other and requested to walk that way on the right side of the road. As they began this sort of formation, it just about eliminated the fighting between school and home, and police were not needed to demand order.

Our pleasant but firm manner of treating pupils with love and appreciation was a novelty to them and they liked it. We shared with them our confidence and belief that they, with sincere effort and application, were able to master problems assigned to them. They were encouraged to believe in themselves; it made a difference and the results were gratifying.

We began to observe that they were admiring us, our clothes, how we matched colors. This surprised us, for each of us faced economic problems during those years of depression. To them, what we did was right.

#### Our P.T.A.

The first P.T.A. meeting was the largest in attendance I had ever seen.

I am sure an all-woman faculty made them curious. They wanted to see for themselves. Their expressions and comments indicated they were pleased, first because the pupils had made a favorable impression in the community when they were seen walking in couples, one behind the other, quietly talking and with no indications of street fighting.

These parents assured us of their cooperation. After that first meeting, the only way to be sure that they would be present at a meeting was to plan one with a special program.

Their attitude proved how grateful and pleased they were for teachers who knew their business and were doing good work for their children.

It took months to get the building in order: the cleaning of the bookroom, classifying books according to grades; the provision of storage space for each classroom and obtaining necessary supplementary materials.

We purchased a radio and piano for the school in 1935 with funds raised by giving programs.

It was found that the use of our community resources in our social studies and science units was a worthwhile investment.

There was so much land besides the playground area on the campus we utilized what we had for a special study activity.

The garden that was made by the children after they studied about soil, germination, the help that sunshine and rain give, afforded not only a learning experience but it made them see and participate in the activities they could always remember and use.

Our Superintendent, Mr. Shulkey, saw the garden and showed his approval by sending us a young man who had an agriculture major. The young man had spent so much time in practical work of that sort, he would not enter the activity with enthusiasm. But it was a success and the P.T.A. cooperated gladly by preparing, preserving and serving dinners to the children many times during the growing season, and using the canned and preserved foods in the winter for school lunches for the children.

When I began work as principal of Sagamore Hill School with Mrs. Marie S. Platt, Miss Eva Doris Moore and Miss Hazel Guy, three of the most dedicated teachers of the Fort Worth System, there was no running water in the homes. Water came from family dug wells or it was bought and hauled by the barrelful from the artesian well on the property of W. D. Burns, one of the pioneer settlers of the community.

The children came to school so clean and neat, we teachers could not imagine how they did it with such limited amounts of water.

At that time, we, all four of us, lived on the near south side and we rode the eight miles to Stop Six in one car. The pupils would gather around the car and look it over each day.

Later we found that in 1934 there were very few cars in the area and some of the children had not seen a car at close quarters.

I was reminded of the first car I had seen. It was a circus attraction in 1904 in Honey Grove.

That is the kind of country school we started with - 134 pupils in grades 1 - 6 with 2 or 3 - 7th grade pupils.

As attendance increased, more buildings and teachers were needed. We were glad to receive some men teachers. Their influence on the boys' manners, courtesies, appearance in dress, interest in sports and games had great value.

In 1938, the P.T.A. helped solve a difficulty experienced when the mail of our school was delayed because it was being missent to the Sagamore Hill School (white).

They reported this to the Board of Education and applied for a change of name for our school, recommending the name of Paul Laurence Dunbar, a Negro poet. This was granted and we became "Dunbar Elementary School".

When the community began to grow, we received transfers from all areas of the city. Many of them did not readily accept changing to this little country school. They were resentful.

A new modern two-story brick building was being constructed and was completed by 1953. The transfers still appeared to be superior to the Stop Six students.

To overcome this undesirable attitude we modified a unit in Social Studies to include a study of the social changes that were causing people to move within the city. Many of them found this to be interesting and considered themselves participants in the history-making of Fort Worth's expansion. This helped to ease their adjustment. They enjoyed the pupil-planned interviews with early settlers and their report of growth and development was actually interesting.

Our school did have a rural atmosphere and the sturdy building that housed the original Dunbar is still in use on the campus. It now houses the 7th grade science rooms and is in excellent condition in its new location on the campus east of the 2-story brick building in 1975.

I remained principal of Dunbar School, Grades 1 through 11 until 2 years before my retirement. A new elementary building on Dillard Street was being constructed. The school was being reorganized, grades 1 - 6 were located on Dillard, the new site, while the junior-senior high school grades remained on Willie Street - all schools still named Dunbar.

I was asked to serve as principal of the new elementary school, the one that was recently named "Maude I. Logan Elementary School".

The reorganization was necessary because of the rapid growth of the community, almost a population explosion. It was not because of integration. In 1954, Fort Worth was making no changes. New residential additions were being built rapidly and Federal Housing projects, one permanent and one temporary, were erected. In one week Dunbar received 300 pupils by transfer. Mr. Shulkey, superintendent in charge of elementary schools, said we had set a new record.

I remained principal of Dunbar as it grew from four rooms with 134 pupils, grades 1 - 6, to 1100 pupils in grades 1 - 11 with 40 classrooms, 24 years.

The beginning of a new school, the Rosedale Park Elementary, on Rickenbacker Street in the east addition and the admission of Sunrise Elementary, a former county school, into the city system, on Stalcup Road eased much of the pressure.

Wasn't it a thrill to have the opportunity to set up some of the precedents that you felt were important in a new school to do things your way?

It certainly was. It was inconvenient at first for we had to use the 26 temporary buildings until the new building was completed.

One great advantage was to have elementary children on their own campus.

During this period after I became 65 years old, I taught on a 1-year extension of my contract until I reached the age of 70. This privilege was given to teachers over 65 who remained in good health.

When I took reports to the administration building, I heard comments often on my "youthful" appearance and agility.

Well you are the most youthful 86 year old lady I have ever seen.

My work has never been physically difficult - it has been mostly mental.

Can you recall off-hand some of your students? Some that you remember who have made a place for themselves in Fort Worth?

Oh, yes! There are so many! Kerven Carter, a 2nd grade pupil in Gay Street School, did his first teaching in Dunbar Junior High School when I was principal there, a position he held for several years. Presently, he is principal of Rosedale Park Elementary School.

Paula Roberts Baker, one of my first Stop Six pupils, also taught at Dunbar with me. She is now a special reading teacher.

Raymond Jones, another one of the 134 pupils of Stop Six in 1934, has been pastor of Mayfield Baptist Church in this community several years.



Others of the Stop Six group who were and are teachers in Fort Worth are Roberta Walker, Stella Pointer, George Pope, Stella JoeFair, Marva Nell Douglass, Barbara Douglass, and many, many others. My son, Philip C. Logan, was a pupil of mine in Arlington, and he has been teaching here 41 years. He has taught several summers in Prairie View College. Many former pupils are teaching in other states.

It has all been a constant change. Time seemed to pass so fast.

In 1934 - 4 rooms - 134 pupils. Now in 1975 in the same community there are three elementary schools averaging 20 classrooms each, one middle school with 40 classrooms and 1 senior high school with 45 classrooms.

The rural atmosphere is almost completely gone. Housing projects, residential additions, freeways, community centers, shopping areas have all helped to change it.

Land that sold for \$300.00 an acre in 1940, now is cut up into lots valued at \$3000.00 each.

Running water, sewage, air-conditioning, radios, and TVs everywhere, cars in abundance.

Maybe I'd better take a look 41 years from now to see if the changes continue.

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My academic preparation was gained gradually. I began teaching in Texas and in Oklahoma on certificates obtained by passing a standard teachers examination. In Oklahoma, I attended summer sessions at Langston University and I later attended Prairie View College transferring still later to Wiley College where I went to summer school each year until I earned my bachelors degree.

My younger son earned his degree before I did. For several years he taught in Wiley Extension School and my hours in College Algebra were earned as a result of work done while attending his class.

Just imagine -- I had taught him in the 5th and 6th grades in Arlington!

After receiving my degree from Wiley College, I wanted to obtain the Masters degree in Education.

To receive a higher education in those days Negroes had to go North where institutions were open to all races.

Transportation and cost of living made this quite a problem. Saving and borrowing made it possible to enter Northwestern University at Evanston, Illinois. My going encouraged other teachers including those in my faculty to continue their studies.

The second summer, my son with one of my faculty and two high school teachers enrolled with me in Northwestern. Eventually more than half of my co-workers earned their Masters degrees.

The professors in graduate school were so inspirational and interesting. Often the instruction centered on problems that directly touched my situation. My faculty advisor kept in touch with me by correspondence after my graduation. Learning seemed more effective when it came after varied experiences in teaching, supervising and bringing up a family.

It seemed that my best teachers were those who had had wide experience and had solved problems in personal life.

Parenthood, military experience, church work, athletic competition, working to defray college expenses -- all these seemed to contribute good qualities to the teacher. Many beginning teachers need much advice and assistance.

My experience, studies, religious practices gave me insight into their problems.

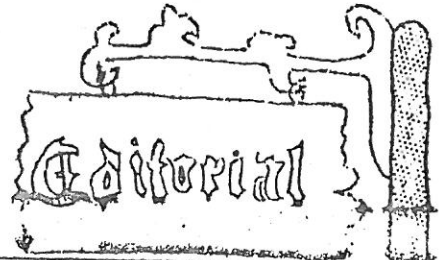
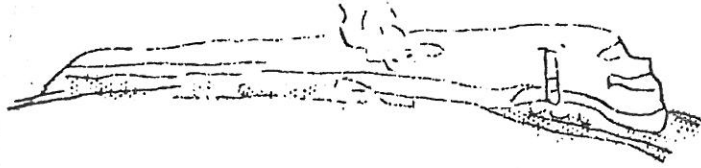
Disappointments and sorrows come to each of us in life's journey. When death claimed my younger sister in 1955 and my older son two weeks later, each one a cancer patient, it was not easy to adjust. The memory of a promise made by Jesus, "Lo, I am with you always" sustained me and the strength it brought made me realize how fortunate I was to minister to my relatives and still be able to work. Deeply aware of God's goodness in making it possible for me to meet the challenges presented by those who needed my services, my faith was renewed.

Overcoming each sorrow and burden prepared me for the next sorrow - the passing of my husband in 1957 just before my retirement.

Life is a glorious adventure. Problems are overcome by "trusting in God" - not "leaning to our understanding". We are refined and benefitted by God's grace.

Each trial prepares us to meet whatever lies beyond in life's journey. I remembered that when my mother left me soon after I retired.

As we continue our journey through life, maybe it is better that we cannot tell what lies beyond. Each day is a new beginning and experiences will be varied enough to prepare us for detours or difficulties. It is encouraging to remember we shall not be alone for we have the assurance, "Lo, I am with you always."



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Supervision

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Staff

Editor-in-chief-----Dorothy Burns

Associate Editors

George Williamson Alva J. Laster

Barbara J. Harrel James Hardin

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William McKnight

Advertising Manager--John D.

Killingsworth

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### Our Community

This community was first named Rustville. Its name was changed, when the Masonic Lodge was organized, in 1916. The name given to it then was Cowansville, after one of the oldest settlers, the late Mr. Lon Cowans. He and Mrs. Amanda Davis Chatpman were the first settlers of this community. When the people began moving in Cowansville there were only timbers and one road, the Davis Road, named for Mrs. Davis.

In 1915, Mr. W. D. Burns and his family moved here. When they came the few settlers were hauling water from Polytechnic. Mr. Burns, having a well of artesian water on his property, arranged

for the settlers to be supplied from his well. When living conditions improved, water was piped to the various homes from his well, the source of the water supply now is again in Polytechnic, but it is obtained by means of the piping system.

The first school was built in 1916, on Langston Street. The building was a one room frame structure. Later the location for the school was changed to Willis and Liberty Streets where the school has grown from one building of four classrooms to four buildings with nine classrooms not including the cloak rooms, book room, and office. There is a spacious campus well-equipped to accommodate all the boys and girls for physical education activities.

The first grocery store was managed by a white man, Mr. Stallcup. Later it was sold to Mr. W. D. Burns, one of the pioneer settlers.

The oldest church in the community is Ebenezer Baptist Church. It is 62 years old, having been organized in 1878. To-day there are a number of churches, and several stores to accommodate the population of approximately 500 people.

—Dorothy Burns  
Reporter

*Administrative date 1950*

D U N B A R   S C H O O L

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GLANCE

Organized - 1907 in a small one room building in 1700 block on Amanda Street named Rustville School. About 12 attended.

Moved - 1911 ~~to~~ a 1 room building in 1700 block on Langston, one block west of former location. 23 students attended. The school name was changed to Sagamore Hill School. A few years later another room was added to this building.

Moved - 1924 ~~to~~ a 4 room building on Willie Street (present location)

Admitted to Fort Worth Public School System - 1925

Enrollment in 1925 - about 80

Enrollment in 1934 - 134

No. teachers in 1934 - 4, including principal-teacher

School name changed to Dunbar - 1938

Present enrollment - 457

Present No. teachers - 13  
principal  
clerk

custodian  
 cafeteria workers - 2  
 Part time workers  
 nurse & visiting teacher  
 Present no. buildings - 7  
 " " classrooms - 13  
 " " offices - 3  
 " " bockrooms - 3  
 Assembly-cafeteria room - 1  
 A spacious campus recently enlarged by the purchase of a site for the proposed two-story brick building.

**Achievements:**

Approximately 300 pupils have completed the 9th grade.  
 About 250 pupils have entered I.M. Terrell High School. Of this number about 110 have graduated from High School.  
 No. now teaching in Public School System - 2, clerk - 1  
 No. teaching in veteran school - 1  
 No. teaching out of town - 2  
 Registered Nurse out of town - 1  
 Graduated from college (not teaching) - 3  
 Attended College - about 20  
 Attending College at present - 11  
 P.T.A. members (former students) - 35  
 In service of our country - 45  
 Initial Issue of "Dunbar Rocket" - 1940

*\* former pupils.*

Winner - State Declamatory Contest, P.V. College, 1938  
 Winner - Boys' Softball Championship (1st for city schools), 1938  
 Winner - Boys' Track Championship (1st year), 1940  
 Winner - Girls' Softball Championship, 1941  
 Winner - Girls' Softball Championship, 1949  
 Winner - Girls' Softball Championship (Elem.), 1950  
 Winner - Track and Relays 1941, 1942, 1943, 1946, 1947, 1948, 1950  
 Winner - Fire Prevention Essays 1936, 1940  
 Winner - Art Award, 1948  
 Winner - Art Certificate (National Scholastic), 1950  
 Winner - Safety Flag ( 7 times)

**Equipment purchased by the school with community support:**

1. Piano - 1932 \$125
2. Philco radio - 1936 \$60
3. Mimeograph - 1938 \$115
4. Mimeoscope - 1938 \$35
5. Playground equipment - 1946 \$135
6. Projector - 1947 - \$577
7. Public Address System - 1946 \$135
8. Piano - 1949 \$175