



# UP THE HILL, DOWN THE YEARS





*A Century  
in the Life  
of the College  
in San Marcos*

SOUTHWEST  
TEXAS STATE  
UNIVERSITY

1899–1999

by Ronald C. Brown  
with David C. Nelson





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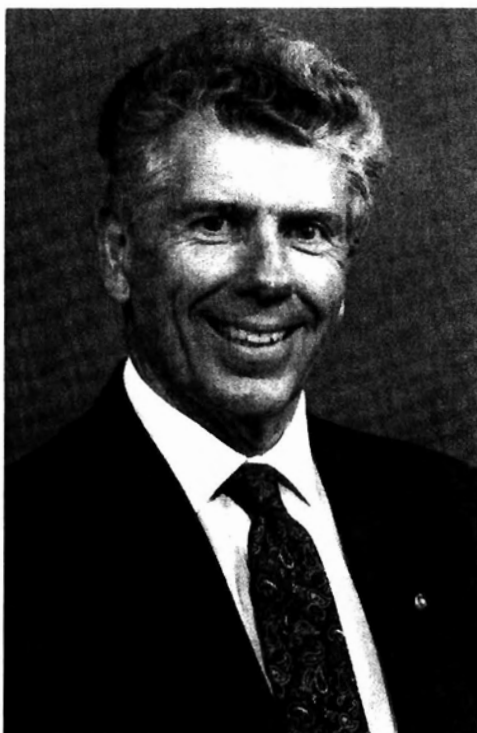
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# PREFACE



*Dr. Dan Farlow.*



*Dr. Bill Bechtol.*

THIS CENTENNIAL PERSPECTIVE IS WRITTEN AS THE Southwest Texas State University community celebrates its traditions and envisions a challenging future in a rapidly changing new millennium.

As we stand at this historic juncture, I am reminded of a point that President Jerome H. Supple invariably includes in his remarks to the retiring faculty during Homecoming Week. "You," he says, "are the ones who built this institution and gave it the vision that brought us to this occasion."

"We," he continues, "must take your legacy and guide your institution to newer and different challenges."

This challenge is one that all too soon we too shall pass on to yet other generations of students, faculty, staff, and administrators.

Like any book come to fruition, this one has debts of gratitude that span a quarter of a century. Beginning in the mid-1970s Professor of History Emeritus Emmie Craddock launched an oral history project that focused upon SWT and San Marcos. I like to think that she came to this decision realizing that we had grown too fast and had often been too poor to spend time and money winnowing our records as many institutions do. She saw a gap in our institutional memory and took initial steps to chink it. She and her students captured the voices and recollections of those present in the early years—Bob Tampke, Leland Derrick, Retta Murphy, Lloyd Rogers, Yancy Yarbrough, to name but a few.

As the State Sesquicentennial approached, my own honors and graduate students carried on her tradition and captured younger voices, including Ralph Houston, Marty Juel, and Emmie herself. Since then I've periodically asked new generations of history graduate students to augment this institutional legacy. This project owes an inestimable debt of gratitude to these students, too numerous to name. We know much more at this vantage point because of their contributions.

Colleagues too have made important contributions to my efforts to understand this institution and community that has gradually become our only home. I single out Everette Swinney, my loyal friend and this institution's most dedicated modern servant. It is a tragedy that the Service Award came along too late to recognize his more than forty years of unstinting service to SWT.

Margaret Vaverek, a former student, colleague, and librarian with a personal interest in SWT's history, has been an ever-present source of encouragement, information, and inspiration. She created the Historical Resources list which is located elsewhere in this work.



Likewise, I want to thank T. Cay Rowe and the Media Relations staff who reviewed the manuscript.

I especially thank my longtime friend and collaborator Pat Murdock. We've spent many delightful and sometimes frustrating hours on both this project and its predecessor. Not only is she a living repository of recent SWT history, but also a dedicated and tireless checker of details. Pat is also responsible for the gargantuan but invisible task of choosing and indentifying the many photos in this book.

This perspective on our past owes much to the special ministrations of my friend and colleague David C. Nelson, who recognized that my commitments exceeded my capacity to bring the project to a timely completion. At this critical juncture he stepped forward to keep the project moving and to help shape its special vision of present, past, and future.

Finally, I thank Judy and Brian, who lovingly permitted me to work seemingly endless sixty-hour weeks so that there would be another history. Each person acknowledged as well as others unmentioned have made this a better work, but its shortcomings and omissions are my special responsibility.

Five special friends and respected colleagues—Merry FitzPatrick, Henrietta Avent, Bill Bechtol, Dan Farlow, and Emmie Craddock—have died in the last two years, and this book is dedicated to their memory and the special contributions that they have made to this institution and its students. Each earned the respect of generations of SWT students, now alumni; each persisted in the face of personal adversity. Their legacy and that of others like them have shaped this special place and help explain the devotion of its students and friends.

—Ronald C. Brown, Fall 1998

Research assistance for this book was provided by veteran public school journalism teacher, Linda Bowers Rushing. Most of the photographs included here were reproduced or taken by longtime SWT photographer Don Anders.



*Dr. Henrietta Avent.*



*Prof. Merry FitzPatrick.*

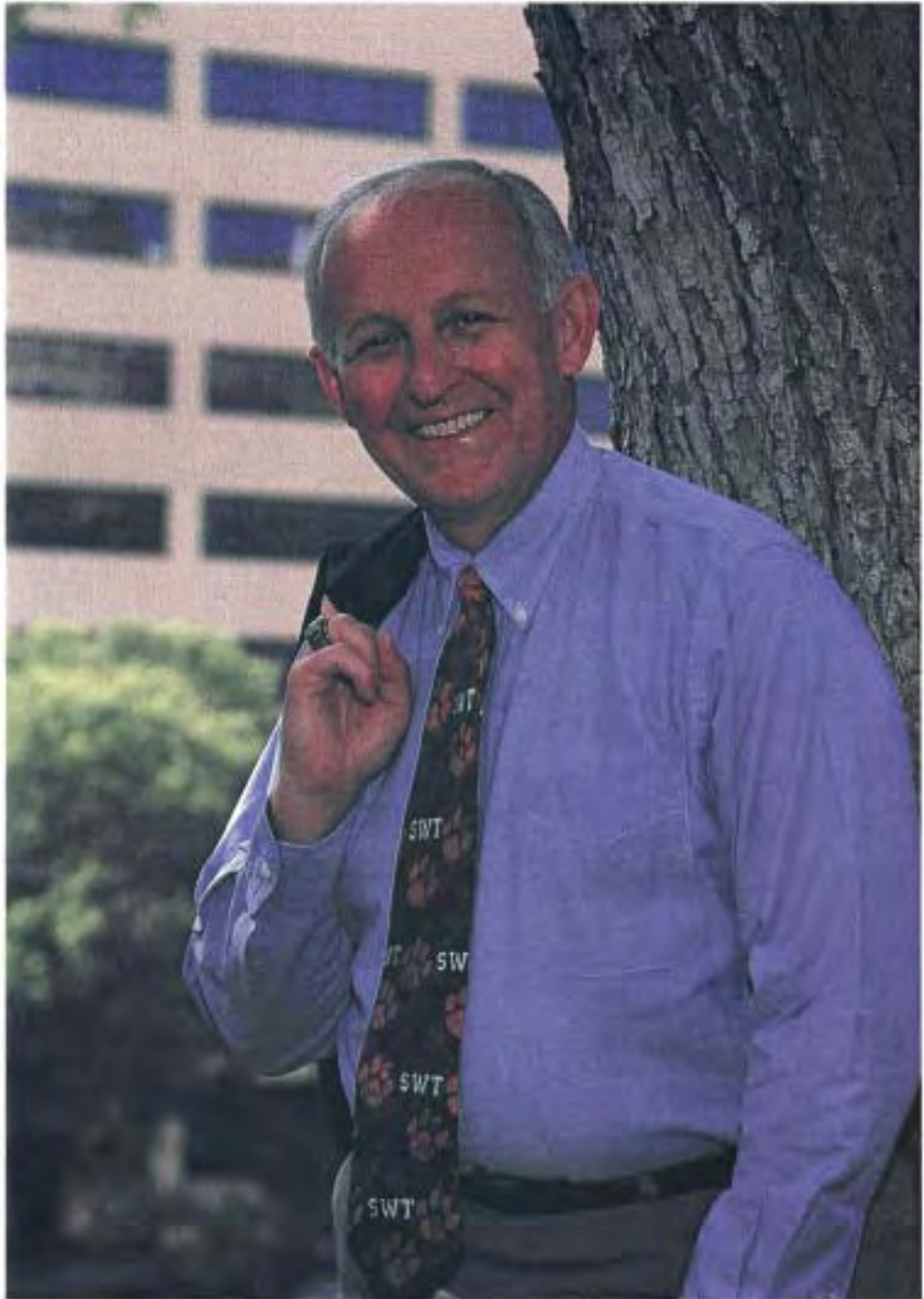


*Dr. Emmie Craddock.*





# FOREWORD



*Dr. Jerome H. Supple, president.*



ONE DAY IN THE FALL OF 1998, AFTER WE HAD begun the 1998–99 celebration of the centennial of SWT's founding, I sat down to read the manuscript of this book. I was captivated. The story was so compelling that I could not put it down. Of course, I was already fairly familiar with the history of this wonderful place, but I still had to stay with the book until I finished.

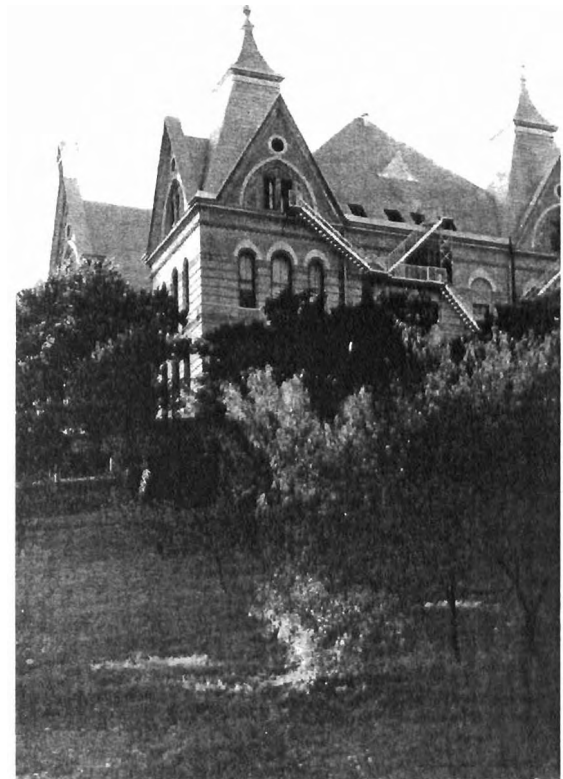
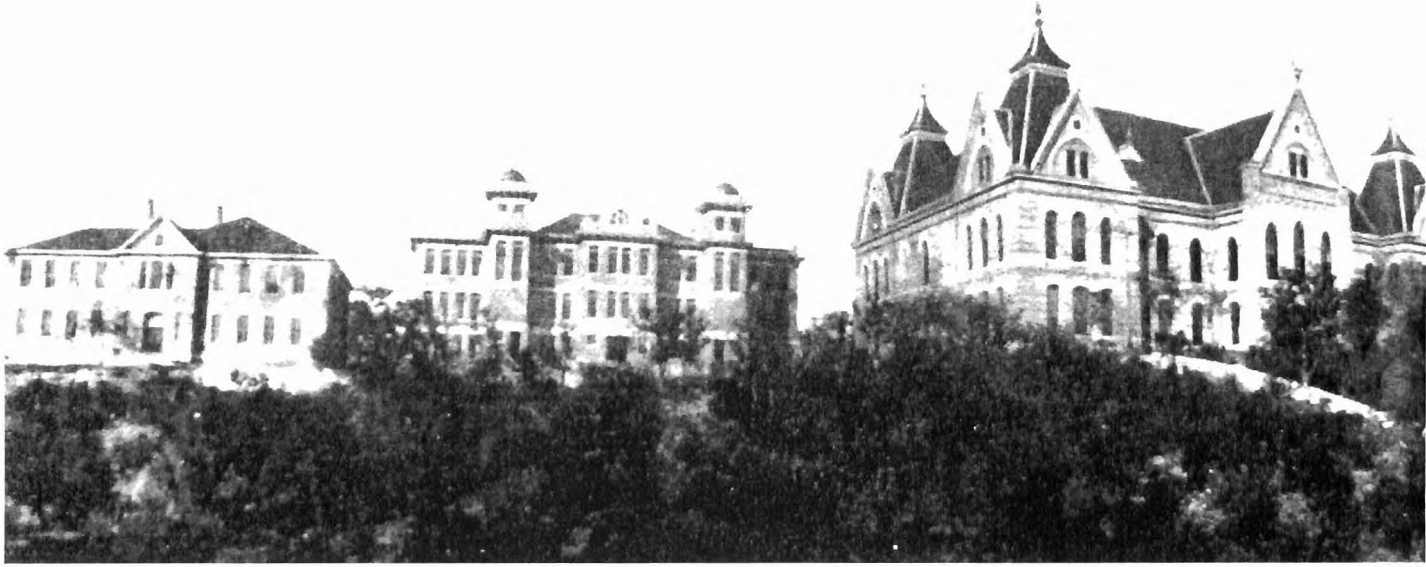
I was fascinated by the giants who have come before me as president, who developed such determined, loving hands-on relationships with their school. Southwest Texas, no doubt, takes some of its personality from them. I was moved by the tremendous passion of the people involved in a century of shaping this institution. Some of their names are found in this book; hundreds are not. And Southwest Texas gets its personality, its very life, from them, too.

Of course the story going on now is just as compelling, just as fascinating. We are living, and writing, some of the institution's most remarkable history right now. But we are in the middle of it, and we can't see the larger picture.

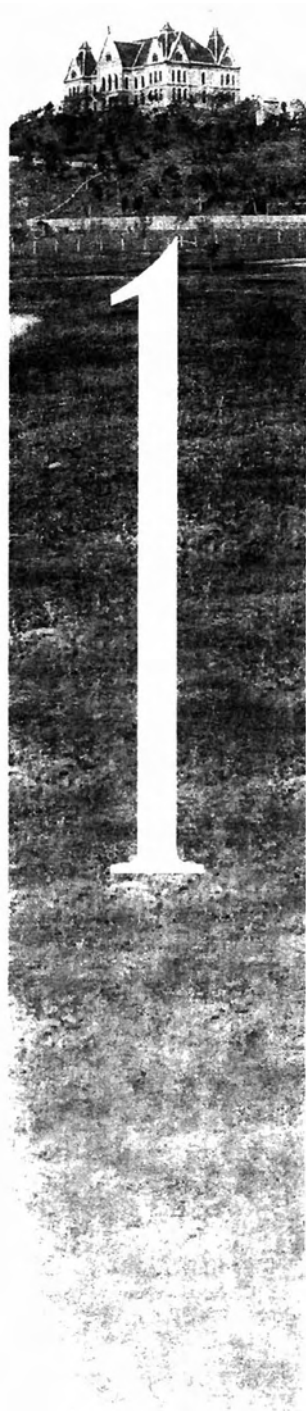
I believe the SWT president writing the foreword to the bicentennial history will look back at these years around the turning of this century as some of the most creative and transforming times in the university's two hundred years. He or she will be impressed with the progress we have made and the passion and dedication and fun with which we've done it. I hope that president believes then, as I do now, that SWT's best years are still ahead.

—Jerome H. Supple  
President

# A CENTURY SNAPSHOT







THE DAWN LINE TRAVELS WEST OVER THE FLAT, then rolling blackland prairies of Central Texas. Eventually it crosses the gray scratch of IH-35, the empty concrete steps of a football stadium, an athletic complex and the silver, steamy ribbon of the San Marcos River. This is the foot of the fabled Hill Country and the beginning of the story of a century-old university. Dawn climbs the slopes of Chautauqua Hill, brightens the orange-red roof of Old Main, and travels on to the water tower and Holland Street before proceeding westward to the rest of the world.

It's daytime at Southwest Texas State University.

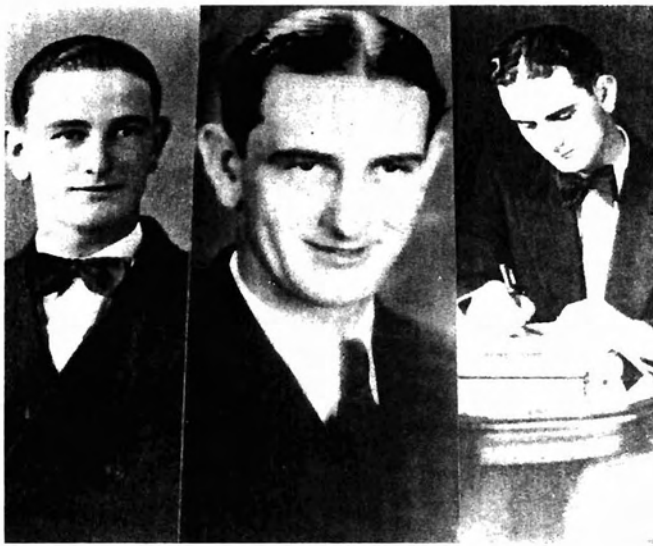
What in 1899 was a largely empty hill overlooking a picturesque, spring-fed river has become a campus sinuously winding across flatlands, up the Balcones Escarpment and along hilltops for several miles. The Main Building, once the only building, is now only one of many—and most are larger. But the gabled red towers of Old Main, which didn't gain their distinctive profile until 1903 when it was completed, have symbolized the university for most of the century it has been a fixture of higher education in Central Texas.

It is perhaps a measure of irony that we celebrate a mere one hundred years since the legislative commitment to build SWT when today's campus includes the shores of Spring Lake. Before the San Marcos River was dammed, this lake was a little valley filled with scores of artesian springs which attracted plant life, fish, game, and some of the earliest human inhabitants of North America. In the face of those millennia of history, our century is a ripple.

Still, that century since 1899 has seen the world change more and faster than ever in our recorded history. And Southwest Texas has progressed from the scratches of pens on several pieces of legislation to several hundred acres of educational enterprise, involving millions of dollars, nearly three thousand faculty and staff and, this year, a student enrollment of 21,504—well on the way to 22,000.

Perhaps what is most striking is the increasing pace of that change and growth. Much of it has been concentrated





in the past quarter of our century. In 1951, when the fiftieth anniversary was observed, there were 1,600 students on campus, five times the original 303 and the 1903 faculty of 17 had become 115. By 1978, and the seventy-fifth birthday observance, there were 15,000 students and 563 faculty—ten times the 1951 student body.

Compared to this astonishing expansion, the growth from the seventy-fifth year to the one hundredth slowed somewhat, but still student count increased by 50 percent to 21,504 with over 900 faculty.

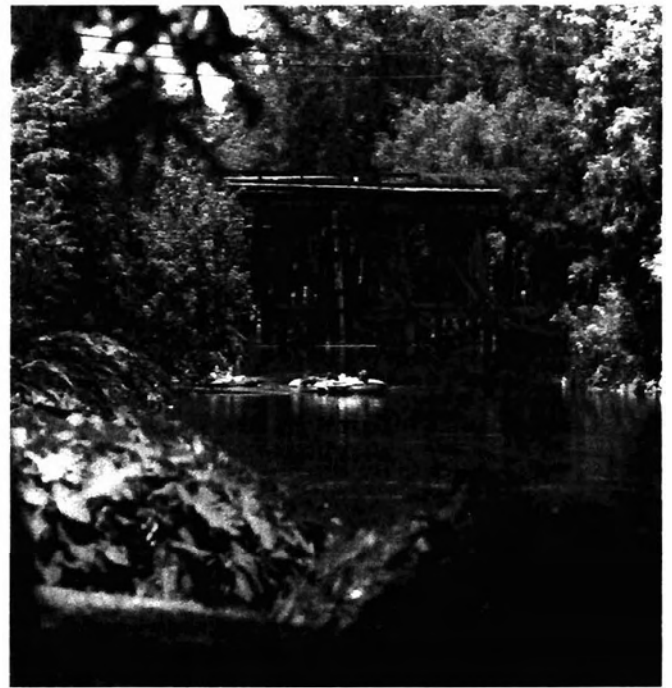
Over a hundred thousand alumni have spread out from this hill to make their marks in industry, classrooms, government, and other enterprises. One passed through Old Main on the road to the White House. Lyndon Baines Johnson never forgot SWT and what it had meant to him. Perhaps one hundred years isn't a mere ripple after all.

One of the more memorable aphorisms of our school-days is that "the past is prologue to the future." Perhaps so. But in many ways, the present is prologue to the past and to the future. So we start our story of one hundred years with today.

Our century snapshot is characterized by those benchmarks which seem to have always framed SWT and our memories of it—place, people, accomplishments, buildings, and change.

Place—the river, the Hill, San Marcos, Central Texas—SWT is what it is and will become what it will become because of its roots in this place. The buildings, people, and accomplishments are what have changed and what make this story. But place, which has not changed, is the story too.

Chautauqua Hill, though a patina of structures makes it seem not as tall as it once was, still is a significant outcropping from the Balcones Escarpment.



Bill and Sully Wittliff, wearing the President's Excellence Award medallions presented by SWT President Jerome H. Supple, stand outside the doors to the Southwestern Writers Collection area in the Alkek Library.

The San Marcos River, which bisects the campus, also defines place. Its economic and resource centrality to the region makes it more than a mere symbol. And SWT is now the custodian of the headwaters of that stream, legalizing what has been a century-long kinship.

Place is in many senses people too. And though SWT has grown to attract faculty, staff, and students from other places, it is still very much the local university to Central Texas. Place. In a textbook case of academic propinquity, Southwest Texas State is home to one of the nation's premier



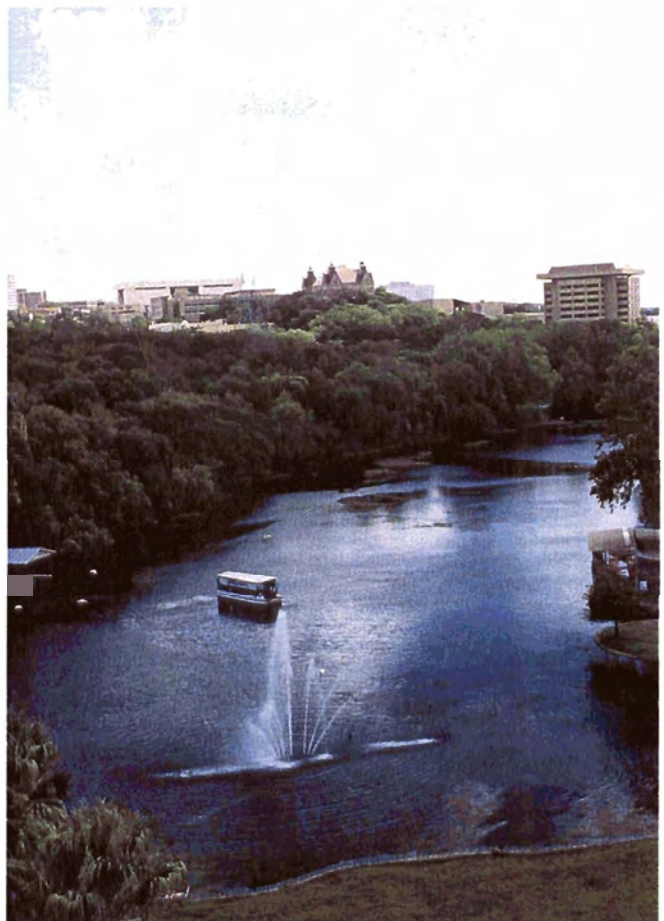
Among the items from the Lonesome Dove TV miniseries housed in the *Southwestern Writers Collection* is Gus's body. Former collection curator *Richard Holland* (right) shows a visitor items in the exhibit.



Roy F. and Joann Cole Mitte, Class of 1953, pledged \$17 million to fund 125 scholarships and five endowed chairs.



The complexion of the student body at SWT has changed significantly from the early years. Today, more than 25 percent of the student body is minorities.



The SWT campus includes Aquarena and Spring Lake, the headwaters of the San Marcos River.



Departments of Geography and Planning. Geographers study place—that relationship between people and their geographic homes. More than eight hundred faculty and undergraduate, master's, and doctoral students examine resource and environmental planning, waste disposal, remote sensing, geographic information systems, and other specialties which link us and our place from their laboratories, offices, and classrooms in Evans Liberal Arts Building. Indeed, the university is producing its first doctoral degree students in geographic education and environmental geography—a neat link between form and function.

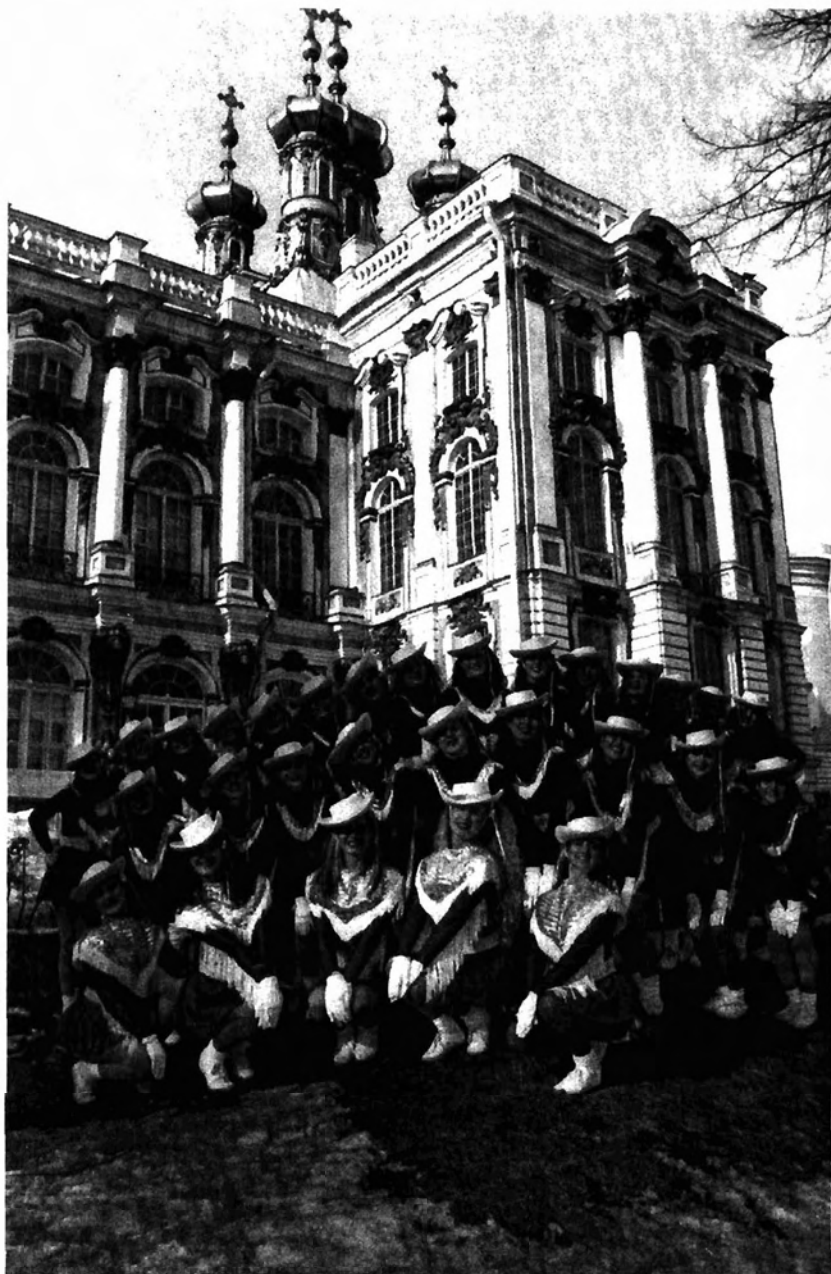
Place. SWT is also home to the renowned Center for the Study of the Southwest. The Center hosts courses, workshops, and conferences as well as sponsoring displays related to mankind and its place in the Southwest.

A Southwestern Writers Collection overlooks campus from a Southwestern-style home on the top floor of Alkek Library. The Collection houses memorabilia from those who have chronicled the Southwest. Among them is Larry McMurtry, author of *Lonesome Dove*. Much of the award-winning television miniseries *Lonesome Dove* was filmed near here in Lockhart. The collection includes photos, guns, hats, and at least one corpse.

Of course, place is not place without people to call it home. And over twenty-four thousand students, faculty and staff call the campus home for an important part of their lives. Though this is a Texas place with Texas people, it has become more than that too. SWT's president is originally a Bostonian who spent much of his academic life in New York.

Mass Communication's faculty is symbolic of the whole with professors from Bulgaria, Ireland, and the Philippines enriching its mixture of seventeen broadcasting, advertising, journalism, and public relations professors. History similarly livens up its faculty mix with members from Brazil, France, and China.

Almost 25 percent of the 21,504 who take classes represent the diverse population that is Texas—African American, Hispanic, as well as others. And geographic diversity is becoming more common. The high-technology industry of Austin and the IH-35 Corridor attract employees and



*Strutters pose in front of a cathedral in St. Petersburg, Russia.*

the families of employees to Texas, and SWT attracts them to San Marcos. The climate, quality and relative bargain represented by an SWT degree also bring in increasing numbers of students from the Midwest and Northeast who leave their own state universities to become Southwest Texans. Students from other countries now number in the hundreds.

Just as "people" no longer means a local student body or a local faculty, "place" no longer means just the Hill. "Campus" now includes a university farm, a university camp on the Blanco River, and the Freeman Ranch, a territory which already exceeds the main campus in size. Students take Southwest courses by correspondence from virtually anywhere in the world, but also as part of a multi-institutional campus in north Austin, and as part of SWT's Applied

Arts and Sciences and other programs at Kelly, Randolph, and Lackland Air Force Bases and Fort Sam Houston in San Antonio.

SWT students spend semesters at Cambridge University in England and other campuses in Europe. Anthropology students study with SWT faculty in the Middle East, Mexico, and Central America. Honors professors have taken classes to Yosemite National Park in California and the St. Lawrence River in Quebec.

Southwest Texas caps and sweatshirts may pop up anywhere. The university's jazz band has performed in Switzerland, its American Advertising Federation Team has presented in Washington, D.C., New York, and St. Louis. The Strutters are nearly as well known in St. Petersburg, Russia, and Sydney, Australia, as they are in Bobcat Stadium. Each summer, forty-five high school sophomores and juniors, some of the top young minds in the country, arrive for several weeks of stimulating learning as part of SWT's Summer Honors Math Camp. And at the college level, SWT's participation in National Student Exchange brings students here from universities in other states for a semester or year as well as sends Southwest Texans elsewhere.

Of course, all the fine young minds are not temporarily here from elsewhere. SWT has some of its own, thanks to the generosity of Roy and Joann Cole Mitte. Both alums, the Mittes have provided a gift which has established the Mitte Scholars and the Mitte Endowed Chairs. The Scholars, 125 total students, meet Olympic standards in academic accomplishment and service to qualify for academic scholarships and serve as catalysts for the entire learning community.

Ten of the most recent group of freshmen were National Merit finalists or semifinalists and the average SAT score is approaching 1300. Eight of their colleagues from the year before earned perfect 4.0 GPAs and forty-five of the group had at least a 3.8. These are students who could have gone anywhere, but they came to the Hill and will be part of the change over the next one hundred years. Providing a neat link with the past, seven of the most recent group are children or grandchildren of SWT alums.

The Mitte Endowed Chairs are allowing the university to bring in world-class leaders and scholars in five areas—entrepreneurial studies, creative writing, managed health care, cancer research, and semiconductor development. The



Gold medal Olympian Charles Austin, Class of 1991.

sheer variety of those five areas is as good an indicator as any of the academic diversity that is today's campus.

And those already here—students, staff and faculty—have protluced some world-class accomplishments of their own. SWT made *Money* magazine's "best buy" list among public universities for in-state students. No other Texas university was on that list. The university was one of only a dozen hot spots to go to school as picked in *Newsweek's* Kaplan college issue. Texas A&M was part of the dozen, and so were Stanford and Columbia. Not bad companions.

The university isn't the only place where the Geography program is con-



Emmy Award-winning actor Powers Boothe, Class of 1970.

sidered topnotch; the Association of American Geographers agrees and has ranked it the No. 1 program in the United States. And the School of Business joined the elite too. It is accredited by the American Assembly of Collegiate Schools of Business. Only one of four business programs in the nation are so honored.

The Physics Department was recognized as one of only five in the United States cited by the American Physical Society for innovation in preparing students for good jobs. The master's of fine arts program in Creative Writing was cited by Associated Writing Programs as destined to be "a regional—and very likely national—center for the literary arts." There are two technology programs in the South accredited by the American Foundryman's Society. SWT is one of them.

And the list goes on.

Individual students and faculty members have been honored too. Twenty-five Hispanic undergraduates in the United States won Rockefeller Brothers Fund Fellowships for graduate studies in education. Three of them were from SWT, the only school to have three awards. Charles Austin, SWT alum, was a recent gold medal Olympian. For the last several years, an SWT student has been named one of the best college jazz musicians in the country. A couple of years back, two of the top seven were Southwest Texans. Student teams in debate, advertising, and free enterprise compete regularly, regularly make it to national competition, and just as regularly place in the top five. The team in advertising placed in the top "one" a few years ago. Nine SWT faculty members have been named Piper Professors—the highest college teaching award in Texas. And just recently two, one in business, one in speech communication, were named best in the nation by their professional organizations.

These faculty teach and these students learn on a campus which has physically changed dramatically. Most campuses can claim that. But at SWT, even graduates from a few years ago express amazement at how the familiar old landmarks have become infused with new, unfamiliar ones. Some of these are not new at all, but considerably updated, modified, improved versions of what there was. Flowers Hall, the J. C. Kellam Building, and Centennial Hall (once the Science Building) are examples. Old Main has become a less-old Old Main several times, but still maintains a close resemblance to the 1903 version. What was once a gymnasium has through cosmetic and internal resculpting, become the Music Building.

But some of the unfamiliar "new" buildings actually are new. The "new" Science Building, for instance, on the



*The old and the new—the old LBJ Memorial Student Center (opposite page, left) was retired as the student activity center at SWT in 1997 when the new LBJ Student Center (above) opened.*



*In its history, SWT presented two honorary doctorates—the first to President Lyndon B. Johnson in 1962 and the second to his wife, Lady Bird, in 1982.*





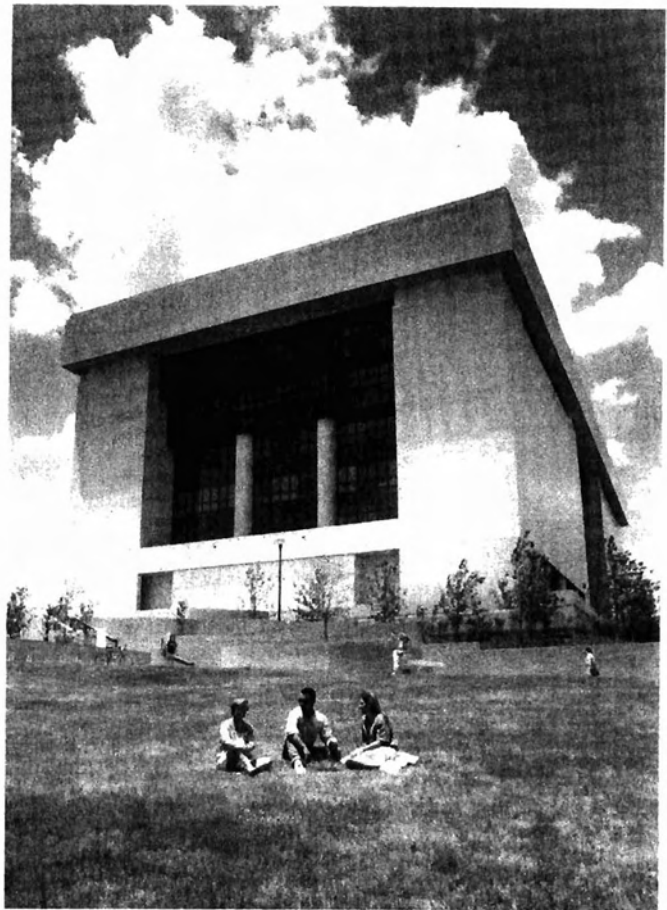
*The Albert B. Alkek Library (photo at right), which opened June 4, 1990, changed the skyline on the SWT campus.*

expanding west campus, west of Comanche Street, was residential land several years ago. The Alkek Library dominates the skyline more than Old Main. It houses one of three teaching theatres which accommodate over three hundred students, just about the size of the first SWT class in 1903.

The living room for campus is the incredible LBJ Student Center, between the new Alkek Library and the new Health Sciences Center. The Student Center features an array of eating facilities, meeting rooms, a ballroom, teaching theatre, the University Bookstore, a mail service, and several floors of student-related services such as the Counseling Center, Multicultural Student Affairs, and the Career Services facilities.

If the J. C. Kellam Building is the administrative nexus of campus, and Old Main remains its spiritual focal point, the epicenter of activity has shifted westward to LBJ Student Center. Visitors start their first experience with campus at a Visitors Center there; students begin their relationship with SWT at New Student Orientations which are headquartered there; the traffic flow from the bus transportation system radiates through LBJ's parking lots, parking garage, and hallways; and many between-class meal, study, and social breaks are in student center facilities.

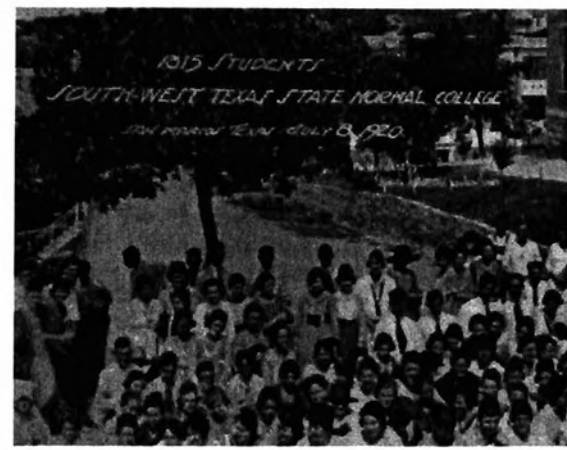
Because of this reorientation westward, to leave for a few years and then return can be a disconcerting experience. Old Science became the General Classroom Building, then a construction site, then Centennial Hall. But New Science stayed New Science even though there was no longer an Old



Science. What was old is new, what was old isn't there, and what was empty is now occupied. Even freshmen tend to look puzzled when upperclassmen refer to the "old" student center or "old" bookstore, since to them, there is only one version, the new one.

But though place, people, accomplishments, and buildings provide us pegs on which to hang our historical hats, so does change. Change is a slippery concept for all of us because it represents transition at the same time that it undermines what we perceive as tradition or stability. However, often what we see as change isn't fundamentally that at all.

Flowers Hall and the newly renamed Centennial Hall are considerably updated and renewed, but they are still recognizable, from location and appearance, as familiar landmarks. Though the Alkek Library is a massive and relatively new presence in the center of campus, visitors who enter its main floor will immediately know, despite the glow of video screens, that this is a place of study and research, much like its previous incarnations in the J. C. Kellam Building and others long gone. And despite the fact that our teaching theatres house three hundred at a time and provide students air-conditioned comfort while learning with the assistance of backlit projection screens, portable microphones, laser pointers, and other electronic bells and whistles, it is still



The Stallions, the Anna Hyati Huntington sculpture donated to SWT in 1951, was moved slightly in the early 1980s and saw its original limestone base replaced. The Stallions, which became the focal point of the "free speech zone" in the early 1970s, remains a student gathering point today.

basically a process of teaching and learning that flows back and forth in those rooms.

Increasingly that teaching and learning involve a more ethnically diverse student body. This complements the geographic diversity which has also come to characterize the university. Though, as with most institutions of higher learning, SWT was largely monochromatic in its earlier student bodies, it has come to more closely reflect the technicolor that is today's Texas.

Even place names show us that the state has always been a melange of cultural influences. SWT's president prefers the term *bouillabaisse* — a highly seasoned stew of many ingredients, all of which retain their flavor while contributing to a unique whole. San Marcos landmark Cheatham Street is associated with the Cheatham family Mose Cheatham, an

African American from early in the century, befriended generations of SWT students and helped transport them to their new home. And while Austin and Lockhart reveal the European ancestry of their namesakes, Seguin, San Marcos, and San Antonio are clearly linked to the centuries-old Hispanic heritage of Central Texas. To anglicize the latter two to St. Mark or St. Anthony is to rob them of their rich cultural associations. Even the lifelines of our local rivers are blessed with Hispanic names — Colorado, San Marcos, Guadalupe, and Blanco.

Indeed, in Texas today, even the term *minority* is not very meaningful since within a decade there will not be a majority ethnicity. Of course serving all the citizens of Texas by diversifying the student body is a continuing process rather than a static achievement. Still, change, the kind we seek, is taking place. Nearly one of four entering freshmen is

Hispanic or African American and one in three of those who were in the top 10 percent of their high school class falls into those categories. Just one figure symbolizes the key role SWT plays in the future of Texas—47 percent of Hispanic freshmen are first-generation college students.

While SWT has made enormous attempts to adapt, adjust, and improve, it is also making equally strong efforts to preserve, capture, and maintain. Size is a case in point. Those who remember the university as the friendly little place in San Marcos might be surprised to discover that though San Marcos is still home and friendliness still prized, "little" is a continuing state of mind rather than objective reality here. There are nearly twenty-five thousand people associated with our community of learning on the Hill. That makes SWT one of the largest universities in Texas, but



*All 1,315 of SWT Normal College students gathered by Old Main for this group photo in 1920.*

also places us at about the same size as many of the major state universities in surrounding states and larger than many others in the western states.

SWT's vision for its near-term future is to be recognized as one of the top three public universities of choice in Texas, offering the advantages of both a small college and a large multifaceted university. It's not that much of a stretch.

But size must be managed, individuals must remain individuals, and the university is working at that too. Students and teachers lived in close proximity to each other and the campus in the beginning, and there weren't many of them so they all knew each other. Today, five thousand students live in the residence hall system with perhaps another five thousand in San Marcos. But that leaves around ten thousand who commute. Though a significant faculty contingent lives in San Marcos, an equally significant contingent drives in from Austin. Wimberley, New Braunfels, and San Antonio. Several years ago, one faculty member even flew in from Houston each Saturday to teach a once-a-week art class.

Under those circumstances, a reputation for friendliness and individual attention can't be taken for granted; it must be earned continuously. And it is. A Freshman Academic Success Team, composed of students, and faculty and staff who have contact with freshmen, has generated ideas for preserving that sense of caring, engagement, and commitment which have always been here. One of the more successful ideas on campus is the Mentor Program which pairs entering students with staff and faculty mentors who provide willing ears, useful information and friendly advice, not to mention an occasional lunch or movie.

Each of the seven academic schools at SWT now has an Advising Center which takes care of the routine advising



*Film and television director and actor Thomas Carter (left), Class of 1974 and a "Distinguished Alumnus," exemplifies today's high-achieving alum. Here he sits with Theatre Department Chair Fred March.*

matters like registration help, degree outlines, questions about requirements and information on how to become a major. This frees up faculty to continue the personal career advising they have been known for.

Supplemental instructors, students who have done well in particular classes in the past, come back to conduct small discussion sessions and help others currently enrolled. And borrowing from England as well as SWT's own past, a Residential College program allows freshmen to live together, take many of the same classes together and engage in a program of social and academic activities with faculty who live in the same residence halls. One of their first semester classes is taught right in the hall and instructors hold office hours there. This popular program now involves several residence halls and has students more likely to succeed and return than those in general.

So balancing change with stability is a fascinating and continuing challenge, as is melding the old with the new and growing in national influence and reputation while still serving the citizens of Central Texas.





*A planned gift from the late Judge Marvin O. Teague, Class of 1954 and a "Distinguished Alumnus," created the SWT Alumni Association's first endowment.*

But the SWT of today in this century snapshot is still a place which manages to become home. One faculty member who came here from the Midwest planned to spend a least a decade trying to belong. Within two weeks, he'd run into: the nephew of a music store owner who had employed him in high school—in Illinois; discovered his contract had been signed by an interim president he had gone to high school with nearly thirty years before; looked at a house being sold by an administrator who had taught at the institution he came from; discovered his dean had earned a doctorate from the department where he had taught before coming to SWT; and found out that the new SWT president had co-authored a chemistry textbook with the son of his high school chemistry teacher. He was "home" sooner than he had expected.

So place was originally elsewhere for increasing numbers of students, faculty, and staff, but it somehow becomes rooted here—on this hill overlooking this river.

*Below:*

*The Alumni Association's endowment was boosted still further by O. C. Haley, Class of 1964, shown here receiving the President's Excellence Award from President Supply during conimencement.*



And that's today—our century snapshot of Southwest Texas State University. But since today is prologue to the past, what is the past? And what happened a century ago? There are actually many centennials in the history of an institution. Every minute is one hundred years since something happened. It only becomes a centennial when it is recorded and becomes historically significant; when viewed from the perspective of the present. This perhaps explains why SWT's fiftieth birthday was celebrated in 1951, forty-eight years ago, and its seventy-fifth was marked in 1978, twenty-one years ago. The year 1951 was fifty years since official state approval for construction to begin and 1978 was seventy-five years after the start of classes.

Our one hundred years ago wasn't the beginning of an idea or the beginning of classes or even the beginning of education on Chautauqua Hill. It was the signing of hills which symbolized the legislative and municipal commitment to build what became SWT in San Marcos. It was the dedication of money by the state and land by the city. It was in our definition of things a series of recorded events which have historical significance. It was 1899. And what better, more symbolic time to recognize it than at the end of a century that begins a millennium?

Just as there can be many centennials, there are really two histories—a history of records and a history of memories. Each tells us things the other does not. Often, they give us complementary versions of the same events. Sometimes they leave us contradictory versions.

Of the events of 1899 related to the college at San Marcos, we have mostly historical record—signed documents and basic newspaper recitations. We miss whether there was a sense of history making or whether the state legislation was routinely stamped in the middle of an agenda filled with what seemed much more important. There are hints of political wrangling before the final vote but no hints of what caused it. We know that the San Marcos City Council met in special session on October 16, 1899, to deed Chautauqua Hill to the state of Texas. But we miss the smell of dusty heat in the room where the City Council met. We no longer know whether other physical discomforts, gout, saddle sores, affected the length of the debate. We are left with the bare black-and-white bones of official words on paper.

However, or maybe because of this, it is tempting to historically fantasize, to imagine San Marcos Mayor Hammett Hardy climbing a dusty winding path around clumps of cedar and paddle cactus late that afternoon to look from the crown of Chautauqua Hill into the future. Of course we



Captain Ferg Kyle.

don't know if he was a man of such contemplation, but he could have been.

Perhaps he climbed the Hill with Captain Ferg Kyle, a snowy-haired, steely-eyed, firm-jawed Confederate veteran of the Battle of Shiloh who, legend had it, had climbed the Hill after he came home from the war, and proposed that a school be built there. Hardy and Kyle would have been peering forward not only from a hill which would fill and change, but from a world which would change even more dramatically. William McKinley was president. Several years down the road, he would be assassinated and his vice president, Theodore Roosevelt, would take over. The Spanish-American War, which had cemented Roosevelt's reputation was barely over. In South Africa, the Boer War had just begun. There were a few around who could still remember the Republic of Texas and considerably more who, like Kyle, had already experienced the cataclysmic changes of the Civil War.

Electricity for most of the Hill Country was a third of a century in the future and would come then partially through the efforts of a lanky young legislator from Johnson City who had made the daylong trek down to San Marcos and earned



*Lyndon Baines Johnson, Class of 1930, speaks at the dedication of the Alumni House in 1968.*

teaching credentials, taught for awhile, and then moved on into politics. Later, through the tragedy of another presidential assassination, Lyndon Baines Johnson too would become president.

Since we could barely imagine in our childhoods what the world is like today, Hammett Hardy and Captain Kyle probably couldn't imagine the next century either. But it is comforting to picture Hardy, taking a deep breath, smacking his hands in a satisfied manner, and exchanging a nod of acknowledgment with Kyle. We've done an important thing, the right thing, today—was what that nod would have meant. And now, on to their future.

There are really two histories—a history of records and a history of memories. This book is both, but it is also a historical portrait. And like a portrait, it is not complete and photographically precise. It suggests realities by strokes of a brush, hints of color, impressions of emotion. It cannot, in a few pages, tell everything that has happened in one hundred years—the snowball fights with donated Michigan snow; the SWT descendants of John Wesley Hardin, fabled figure of the Old West; the rumors that World War II German prisoners of war escaped and were hidden in residence halls; the legendary ghosts of Old Main and the Theatre Building. But it can and should provide an outline to be filled in by your memories. These favorite professor stories should spur remembrances of yours. These student traditions should remind you of others.

Enjoy the remembering.





*Snowballs shipped to SWT by students at Michigan Tech in Houghton, Michigan, to promote that school? winter carnival provided SWT students the ammunition for an annual snowball fight for years in the late 1960s and early 1970s.*

# AT THE BEGINNING



THE  
1933  
PEDAGOG

Home

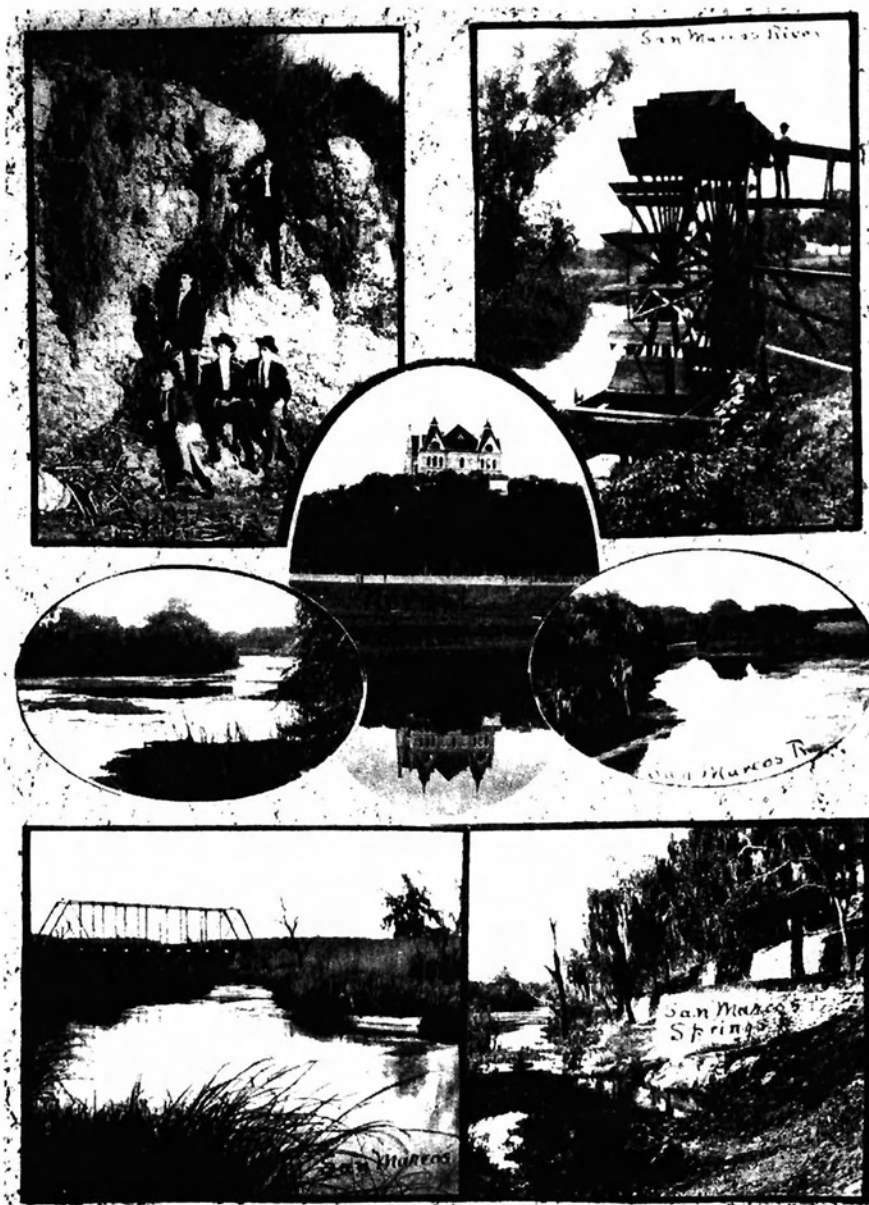
College



CHANGE IS NOT A RECENT PHENOMENON AT Southwest Texas State University. Authorized by the Texas legislature on March 3, 1899, and actually enrolling its first students on September 9, 1903, Southwest Texas progressed through normal school, normal college, state teachers college, and state college before being designated a state university in 1969.

It was a small beginning. In 1903 the Southwest Texas State Normal School was the youngest of Texas' institutions of higher education. San Marcos had contributed the original eleven-acre campus in May 1899. The state legislature appropriated \$55,000 for construction and faculty salaries. Thomas Green Harris, the first principal, and sixteen other faculty members opened the fall term with 303 students.

All classes met in the optimistically named Main Building (it was the only building), and both students and faculty boarded down the hill with San Marcos families.





Over the years, that original eleven acres has become more than four hundred acres acquired from private citizens, the U.S. Fish Hatchery, the San Marcos Baptist Academy, and most recently, the Aquarena Springs Resort. The transformation of the eleven-acre normal school into a burgeoning, sprawling doctoral-degree granting university is our story here as are the tales of those who transformed and were transformed by SWT.

Southwest Texas State Normal School became the third institution of its kind in Texas. A unique American innovation, the normal school offered rudimentary training in teaching techniques and subject areas to several generations of public school teachers. In 1879 Texas established its first normal, Sam Houston Normal Institute (Huntsville). North Texas (Denton), formerly a private school, became the second in 1890. Subsequent additions to the Texas Normal School and Teachers College System came with the creation of West Texas (Canyon) in 1909, East Texas (Commerce) and Sul Ross (Alpine) in 1917, and Stephen F. Austin (Nacogdoches) in 1923.

According to an 1890 address by Governor Oran M. Roberts, the purpose of these schools was to provide uniform training for the common school teachers of Texas. He believed that normals were an extension and "part of the public free school system of the State, and should be kept so." Initially the normal schools had two overriding objectives: to train prospective public school teachers in educational practices and to upgrade the qualifications of active teachers.

The normal school wasn't San Marcos' first association with education. Local historians Dudley R. Dobie and Annie Hall have credited the area with forty schools prior to the creation of SWT by the twenty-sixth legislature. The most famous of these institutions was Coronal Institute, a Methodist preparatory school operated in conjunction with Southwestern University in Georgetown. When the Institute closed its doors in 1918, SWT remodeled the first floor of Coronal's classroom building into the college's first indoor gymnasium.

The newest Coronal Institute dormitory changed identities several times — old-timers remember it as the San Marcos Hospital. Before its recent conversion to private ownership, it served as the chapter house for SWT's Pi Kappa Alpha social fraternity thus providing a tenuous but continuing link with pre-1899 higher education in San Marcos.

In addition to formal schools, San Marcos was also the site of a local Chautauqua meeting ground. In 1885 Methodist minister Horace N. Dubose of Houston delivered

the commencement address for Coronal Institute and also conceived the idea of establishing a Chautauqua in Central Texas above the banks of the San Marcos River. Inspired by New York's Lake Chautauqua experience. Dubose found here a scenic and recreational paradise ideally suited to religious instruction and inspiration. Both clergyman and entrepreneur, he joined with John E. Pritchett, president of Coronal Institute and later SWT professor of Latin, and local bankers W D. Wood and Ed J. L. Green to create the Real Estate Association of San Marcos, a subscription stock company. The promoters soon reorganized their enterprise as the San Marcos Chautauqua. bought W. D. Wood's Hill and promptly renamed it Chautauqua Hill.

At the crest of the hill they erected a wooden tabernacle that seated approximately fifteen hundred people. They also fenced the grounds and built an entrance gate just west of today's Centennial Hall (the Old Science Building). Between 1885 and 1895 the Chautauqua sponsored annual summer programs which featured Bible studies, sermons, Sunday school institutes, outdoor recreation, travel lectures, temperance rallies, discussion of social reforms, and political speeches. Special attractions included precision marching by the Chautauqua Guards in 1886 and nickel river excursions on a small steamboat, the *Tom Glover*.

Beginning in 1886, San Marcos hosted a Texas summer normal institute where educators gathered to study and earn advanced certification. In those days teachers compiled credit by passing examinations or completing normal school work which entitled them to teach more advanced students or to become administrators, and those coming to San Marcos for study saw its promise as a site for a permanent normal school to serve teachers in South Texas.

In December 1892 a teachers' institute meeting in San Marcos petitioned the legislature "to establish one more State Normal in this State, to be located in Southwest Texas." In 1893 the Texas legislature authorized Coronal Institute to issue diplomas if it obtained state approval for a teacher education program.

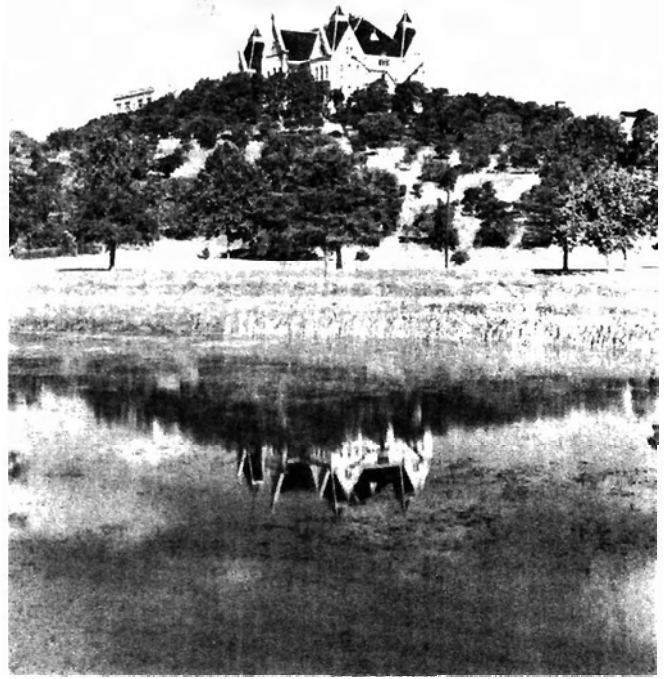
Coronal never complied with these requirements but San Marcos strengthened its claim as the logical site for the "southwest" Texas normal school with San Marcans providing services for the summer visitors. Restaurants, boarding houses, and a local hotel accommodated the Chautauquan patrons as did local liverymen who lumbered up and down the "hill" with passengers and supplies.

Families on a restricted budget could rent tents and camping supplies from other local promoters. The Lynch Brothers' Restaurant on the Chautauqua grounds sold meals

for \$1 a day, \$6 a week, and \$20 a month. The Chautauqua decade strengthened San Marcos' commitment to education and awakened an interest in tourism.

Today these economic twins have become pillars of the economy. By 1998 diversified educational enterprises—SWT, San Marcos Treatment Center, Gary Job Corps, San Marcos Baptist Academy, the San Marcos Consolidated Independent School District, and several smaller religious or private schools—employed more permanent residents than any other activities. Additionally, domestic and international tourists flock to the several factory outlet malls just south of the city and eagerly await the creation of a joint venture in ecotourism which may link SWT with the Texas Parks and Wildlife Department.

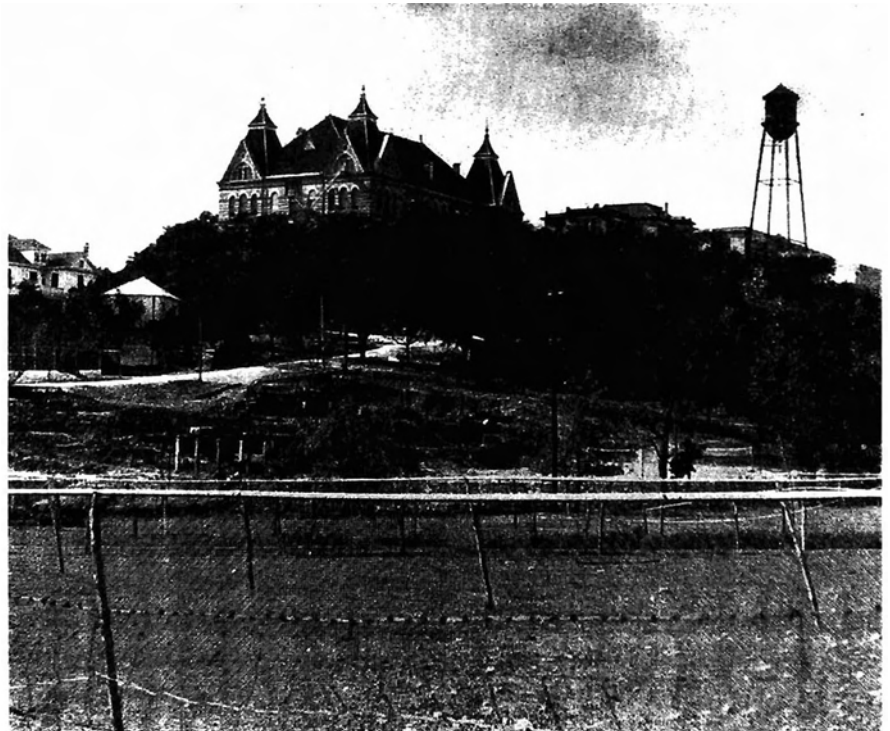
The Chautauqua link with SWT is direct and current. It was the eleven-acre Chautauqua site which was acquired by San Marcos in 1899 and donated to Texas for the proposed normal school. Not only does the hill crowned by Old Main bear the name Chautauqua, but the first men's literary society at the normal school was a namesake of the earlier institution, and one present-day lecture hall is named the Chautauqua Room. The faculty/staff newsletter is also named the *Chautauquan*. The university's continuing interest in summer and continuing education programs as well as conferences and workshops for professionals in various fields further knots that tie.



## THE CENTENNIAL CLOCK STARTS

The movement for a South Texas normal school culminated in March 1899, when Fred Cocke, state representative from the Ninety-eighth District which included Hays County, introduced legislation to establish a new state school in San Marcos. State Senator J. B. Dibrell of Seguin offered a companion bill which eventually passed both houses and became the authorization for the new normal.

The act provided that the "South West" Texas Normal School would be established in San Marcos if "San Marcos and the citizens thereof shall, without charge or cost to the State. . . . cause to be conveyed unto the State of Texas, a good and perfect title in and to the . . . Eleven acres of land known as Chautauqua Hill . . . together with all buildings and improvements." On October 16, 1899, Mayor Hardy



Work on Old Main building began on April 28, 1902.



*Students shown here from this vintage photo tend their Victory garden.*

and Aldermen George N. Donalson, N. K. Foris, W. D. Wood, Peter Ault, Thomas Taylor, and G. G. Johnson approved the transfer of the property. The legislature had argued that the normal school was necessary to relieve the hardships of Southwest Texans wanting to become teachers.

Following appropriation of an initial \$35,000 for construction of buildings and operation of the institution in 1901, work on the Main Building began on April 28, 1902, with Governor Joseph D. Sayers present to help lay the cornerstone.

The building's construction proved expensive and complicated because the construction site was atop the hill and directly over a limestone cavern that absorbed load after load of concrete. Finally the foundation was secured by filling the northeast corner with concrete; thereafter the work proceeded uninterrupted until the school opened in September 1903, though the unexpected complications and cost forced the legislature to pass a supplementary appropriation of \$20,000.

In the spring of 1903 San Marcans W. D. Wood, Ed J. L. Green, and S. V. Daniel were appointed to the Local Board of Trustees for the Normal School under the general supervision of the State Board of Education. The State Board

also chose Thomas Green Harris as the new normal's first principal.

Harris, superintendent of the Austin public schools prior to his appointment, was an experienced "school man," who was serious, absolutely honest, and a zealous opponent of "demon rum." Selected from a list of twelve applicants, he was well qualified to administer the new normal which offered three years of work—two of high school and one of college. Since Harris possessed broad experience in Texas public schools and had numerous professional acquaintances around the state, his appointment strengthened both the appeal of the school and the credentials of its graduates.

The first students enrolled in courses offered by the seventeen-member faculty. In addition to Harris there were Maud M. Shipe, Lula Hines, J. E. Blair, Lillie Shaver, Kate White, W. A. Palmer, Willie S. Foster, Annie Pearsall, Alfred Freshney, S. W. Stanfield, J. S. Brown, Jessie Sayers (sister of former Governor J. D. Sayers), J. E. Pritchett (formerly of Coronal Institute), Helen Hornsby, Mary S. Butler, and Lucy Burleson.

Prospective or practicing teachers took coursework in History, Civics, Geography, "professional work" (Education), Vocal Music, Physical Sciences, Physiology, Botany,



hthematics, Zoology, English, Latin, and German. Initially most of the curriculum was required with the only electives being Latin, German, and the Physical Sciences, from which each student chose an area of concentration. From 1903 to 1906 the choice, once made, bound the student to that elective until graduation. Beginning in 1906–1907 students were permitted more latitude in changing their electives.

The school year was divided into four terms of twelve weeks each, and classes were held Tuesday through Saturday morning in the early years. Southwest Texas did not change to the semester system until 1933.

## DOLLARS AND SENSE

Upon enrolling at the normal school, students had to promise to teach as many sessions of public school as they had attended college. Codes of conduct required strict obedience to standards of behavior. Compensation came in the form of free textbooks and an extensive system of scholarships for students nominated by the legislators, the lieutenant governor, the superintendent of public instruction, and the State Board of Education members.

Tuition was between \$100 and \$150 per session or a maximum of \$450 for an academic year of September to June. Laboratory fees were \$3 per term, and incidentals cost between \$2 and \$7. Local boarding houses provided food and lodging at \$15 to \$18 per month. Though these sound like bargain basement prices, unskilled workers normally made \$1 per day or less; faculty members could not earn more than \$1,500 for nine months, and even President Harris received only \$2,000.

By today's standards, clothing was cheap. Men's suits sold for \$5 to \$15; hats were less than \$1. Only a tee-shirt could be purchased for that price today, and it certainly would not have been considered appropriate outer attire. Although the costs of attending college have increased dramatically since the early 1900s, frugal students can still attend SWT for approximately \$7,000 per year. By national standards public higher education remains a bargain for Central Texans.

From the 1899 donation of eleven acres of land by the city, there has been a strong spirit of cooperation between San Marcos and its college on the Hill. When school opened in 1903, Mayor Hardy called upon San Marcans to help the normal and its students. The city hauled adobe brick to townspeople who were willing to build walkways so that students and faculty did not have to tramp through muddy streets on their way to classes. Public-spirited citizens



*Students worked in the campus kitchen to refine their culinary skills.*

revived discussion of a projected riverside park that had been planned in the Chautauqua years.

Residents converted their homes into boarding houses that lined the side of the Hill, Guadalupe, Austin (now LBJ), and North Streets. The first students lived with the Garths, Perrys, Moores, Nances, and others, where they expected to find a bed and a dining room, but often found a sitting room or a study room, too.

In 1913 boarding houses advertised rates of \$16 to \$20 a month and housed as many as sixteen to eighteen young men or women. And of course school and community leaders expected the owners to enforce the proper standards of conduct.

## FOOD FOR THOUGHT

Like all students those at Southwest Texas found time to grumble about their accommodations and food as this 1905 doggerel will attest.

*Backward, turn backward, O time in your flight,  
Feed me on gruel again just for to-night.  
I am weary of sole-leather steak,  
Petrified biscuit, and vulcanized cake,  
Oysters that sleep in a watery bath,  
And butter as strong as Goliath of Gath;  
Weary of paying for what I can't eat,  
Chewing up rubber and calling it meat.  
Backward, turn backward, how weary I am!  
Give me a swipe of grandmother's jam;  
Let me drink milk that hasn't been skimmed;  
Let me eat butter whose whiskers are trimmed;  
Let me once more have an old-fashioned pie;  
And then I'll be ready to curl up and die.*

The complaints have echoed down through the years. In 1909 Edda Bose caricatured the leaden "boarding house biscuit" that fell upon an unsuspecting pantry raider, knocked her to the floor, and left her battered and dazed. This was one segment of a stinging satire entitled *Fragmentary Facts and Traditions of an Ancient City* that appeared in the *Pedagog*.

In the 1930s the boarding house would begin to give way to the college dormitory, but not before student pundits had a few last laughs. The infamous and irreverent "Cats Claw" section of the 1930 *Pedagog* pilloried "Our Boarding Houses" under such headings as "Girls Reformatory," "Nunnery," "Prexy's (President C. E. Evans) Garage," and the following inscription of "Pevey House":

*Signifying: Satan's Hangout*

*Founded: By the moron himself*

*Standing in the Community: Next to heaven according to (Dean of Women) Miss Brogdon. Worse than hell according to inhabitants.*

*Motto: Evil lies in darkness, but be damned if we furnish stronger than 10 wait bulbs.*



*Few students had cars like this one shown in the 1946 Pedagog*

## RIDING WITH FRIENDS

The boarding houses were only the most obvious link between the town and the college. Another connection was the friendly and interesting Mose Cheatham, who for years met incoming students at the railroad station and transported them to the proper boarding house. Alumni remembered him as a kind and thoughtful man with only one leg: he had lost his other leg when he rescued a child from a runaway carriage. One of Mose's relatives, Lola, continued the



*Country music superstar George Strait, Class of 1979, is one of many SWT alumni who have excelled in show business.*

Cheatham tradition of connection to SWT, as she was the beloved supervisor of the Flowers Hall Faculty Lounge from the 1960s until her retirement.

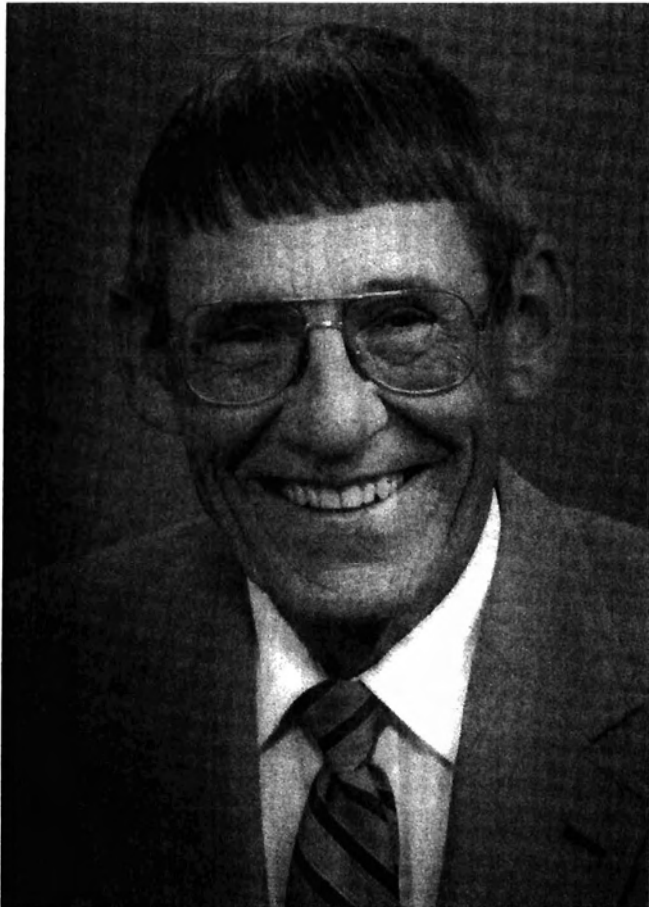
Cheatham Street links alumni reminiscences of the early teachers college with Kent Finlay's legendary honky-tonk, the Cheatham Street Warehouse. During the 1970s Finlay brought famous country artists such as the Texas Playboys and Ernest Tubb to San Marcos, and booked local student (now distinguished alumnus and renowned country star) George Strait.

Early roads around the Hill were built largely of adobe, which was a choking, dusty powder in dry weather and a slippery mire in rainy seasons. Visitors and arriving students often had to walk up the paths in the rain when Mose' horse team couldn't "pull the slope."

The coming of cars brought change, some of it unappreciated by President Evans. In 1916, the road up the Hill was widened to

allow two cars to pass. Soon, motorists from San Marcos were using the thoroughfare as a Central Texas version of Pikes Peak summit highway to test the strength and speed of their autos. Predatory young males would drive right up to Old Main to whistle at young coeds.

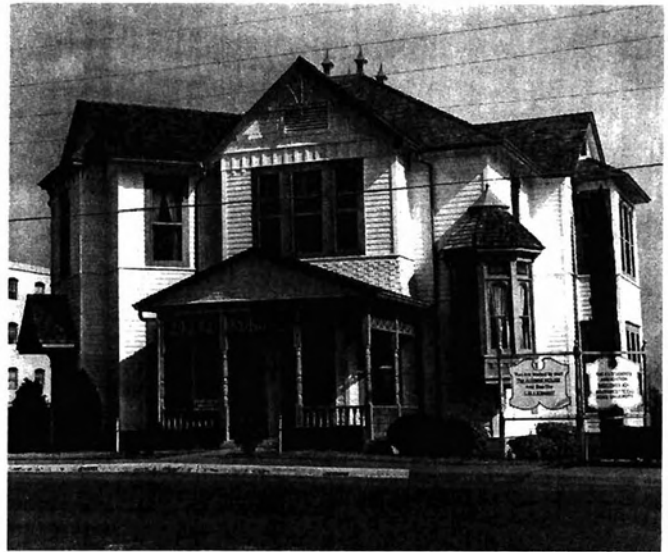
It was too much. Evans ordered Rufus Wimberley, a maintenance worker, to close the road and build a less tempting one around the Hill. The parallels with the modern-day Sessoms Drive, which can resemble a Formula One circuit as classbound traffic winds its way up the slopes, are inescapable.



Revered history professor Everett Swinney, who retired in 1996, has become a legend as both teacher and faculty senator:

By the time Yancy Yarbrough arrived in the fall of 1922, Joe Harmshel was operating a taxi service in San Marcos. Harmshel's employees drove three big, seven-passenger Buicks that carried students from the trains to the rooming houses. He also contracted with the college to carry athletes to and from contests in San Antonio or Georgetown. Like Mose Cheatham, Harmshel liked students and often hired them to drive his taxis on these intercollegiate jaunts. Yancy recalled that he was able to earn as much as \$5 at a time in this way. When a young man could take his date to a movie and for a soda at Red King's drugstore for about 75 cents, \$5 was important spending money.

While Cheatham and Harmshel slowly slip from memories into historical footnotes, other local businesses, like the Cheatham Street Warehouse, have survived for generations. Serur's Varsity Shop dates back to the 1920s and is one of the oldest continuously operating business that services SWT students and faculty Everett Swinney, who came to SWT's History Department in 1957, remembers that Terry Serur's father extended him credit for his first suit more than forty years ago. A third generation of Swinney family students still shops at this community landmark.



The Alumni House, which once housed the LBJ at San Marcos exhibit, was a boarding house *when* the young Lyndon Johnson was a student at SWT in the late 1920s.

As more students come to SWT via automobile and almost none by train, modern students encounter taxis only when their car is broken down or they discover that they have been towed for a parking violation. Ironically, descendants of Agriculture professor H. A. Nelson now employ Saucedo's Wrecking Service to remove the cars of students who decide to test the "customers only" notices in the Nelson Center strip mall across the street from SWT's Alumni House and residence halls.

And parking isn't the only adventure associated with driving. In the 1960s, Chautauqua and the other hills made San Marcos an interesting place to learn to drive. Susan Komandosky, who graduated with a degree in Journalism in 1968, remembers her boyfriend teaching her to drive when she was a sophomore: "[H]e had a standard shift Plymouth. I learned to be really good at using the clutch and the brake since there was always the risk of rolling back downhill while you got the car into gear."

Today, most students have mastered driving by the time they arrive and not all students search for parking on the fringes of campus. They often ride on the student-funded university bus system, which offers both on- and off-campus transportation. Some students even commute to SWT on buses that make stops in Austin. The private contractors who operate the buses often hire SWT students as drivers, and these buses routinely haul students from apartment complexes or the stadium parking lots which were farmland when SWT began operation in 1903. Similarities are also as common as differences in student life.

In the old days the county was dry, but when the eighteen-year-olds got the vote, this San Marcos area was voted wet by the students. The liquor stores closed down out there on Highway 123. And all those people that had died in drunk driving, driving back and forth, that was all eliminated.

—Charles Willms, Professor of Chemistry Emeritus

## BIG BATTLES

The normal school initially limited its admissions to students sixteen years of age or older who were residents of Texas or intended to become Texans. Students had to conform to the School's rules and regulations. They pledged not to engage "in any conduct that in the judgment of the faculty would be prejudicial to the interests of the school." Principal Thomas Harris was a strict disciplinarian. In 1905 he issued a list of "Regulations for the Guidance of Students of Southwest Texas State Normal":

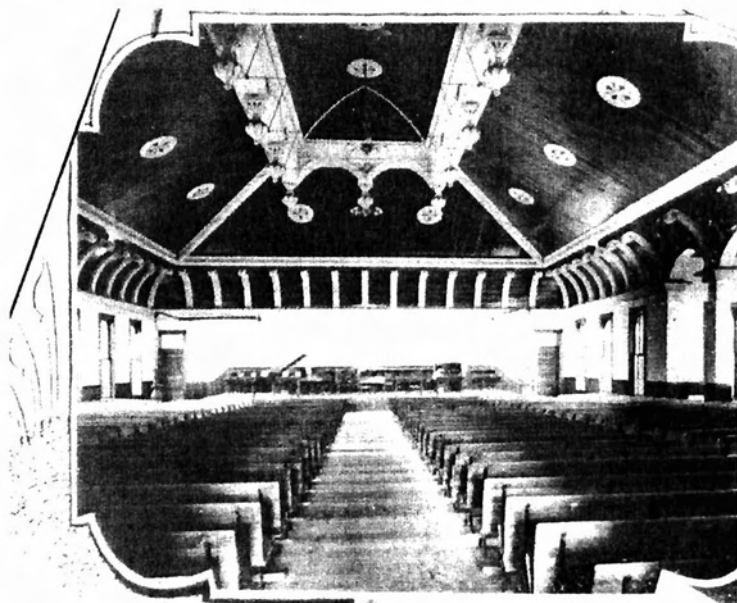
1. School will be in session from 8:45 A.M. till 2 P.M. on each Tuesday, Wednesday, Thursday, Friday and Saturday. Home study periods will be from 3:30 P.M. till 5:30 P.M. and from 7 P.M. till 10 P.M. each Monday, Tuesday, Wednesday, Thursday and Friday. From 2 P.M. on Saturday till noon on Monday students may devote their time to rest, appropriate exercises and recreation, attendance on Sunday School and Church services and other duties.

2. The hours designated above as study periods are to be spent by all students in their own rooms, or in the library or in the laboratory, in the prosecution of school work. . . .

3. In all boarding houses the use of the telephone by the students must be limited to the giving or receiving of important information in regard to school work, or to communications with parents, guardians or members of the faculty. . . .

4. Students will not without special permission from some member of the faculty, go to the post office either to post or to call for mail or for any other purposes. . . .

5. During the afternoons and evenings of Saturdays and Sundays, students may, within proper bounds, make and receive social visits, but such visits may not extend later than 10 P.M. and the proprietors of boarding homes are directed to see that their parlors are in all cases vacated by students not later than this hour. The purpose which justifies the existence of the Normal is the preparation of young men and women to teach, not to afford opportunity to marry. Any marked indications that students are spending their time in courting, or in being courted, or in trifling about such matters, will be deemed sufficient for the prompt removal of such students from the Normal.



These photos show the original and the restored version of the ornate ceiling in Old Main. For many years, the auditorium was the site of mandatory chapel and assemblies. Covered with a false ceiling that accommodated the Little Theatre for many years, the ceiling was restored in a renovation in 1972.

Both T. G. Harris (1903–11) and his successor Cecil Eugene Evans (1911–42) saw themselves and their faculties as the students' temporary parents. By the teen years, new temptations led the administration to expand the list of proscribed activities. Students were forbidden to leave campus without the approval of President Evans and were expected to conduct themselves as ladies and gentlemen at all times. "The smoking of cigarettes and the indulgence in intoxicating drinks are habits unworthy of a student in a normal school."



Prexy Evans reminded students that all collegiate functions such as athletic contests were under the supervision of the faculty. He cautioned them not to "request time from school for visiting friends and relatives," as these activities were supposed to be "limited to weekends, and then only in rare instances." During the 1920s Henry Ford's cheap automobiles posed a new social danger which, as Leland Derrick recalled, prompted another regulation that absolutely forbade "a young woman to enter an automobile with a young man." On one occasion an engaged couple was campused (restricted to their boarding houses, classes and travel between them) by Deans Henry Speck and Mary Brogdon because they had ridden together in a car driven by the young man's parents.

When C. E. Evans had arrived in 1911 to administer SWT, he had already established the habit of keeping his "little red books," pocket-sized, red-leather bound, memorandum books. In them he recorded everything from information about the backgrounds of SWT students and notes for speeches to his personal concerns as president. Tom W. Nichols, alumnus, longtime faculty member, and Evans' biographer, noted in *Rugged Summit*, that the books spanned more than half a century. "[T]here are 143 of the little books, each carefully dated and indexed, and there is not a single gap from the beginning to the end."

Today these red books comprise a large portion of the C. E. Evans Collection housed in the University Archives in the Alkek Library. One entry is from November 30, 1911. In it the then-new president listed several sources of trouble and temptation for the normal students:

1. *The town-goers and their control.*
2. *How to keep up with girls in town.*
3. *The post office; meeting relatives at train; out-of-town trips; holidays: buggy riding.*
4. *Stealing of books,*
5. *Three young men standing on corner waiting for normal girls to pass; then young men following.*
6. *The number of wives in San Marcos who came to Normal School but stayed to be wives and mothers of local men.*

Evans' list illustrates the true meaning of the *in loco parentis* philosophy (which means more or less "in place of the parent\*") in the early years at SWT. Can any 1990s students understand why their predecessors were absolutely forbidden to attend motion picture shows, without faculty approval, or why favorite spooning and courting spots, Rio Vista Park and the fish hatchery (the area then extending from the Freeman Aquatic Center to the Theatre Building) were on Prexy's list of "no noes"?



*Mary Brogdon, dean of women from 1923 to 1949, took her duties seriously.*

Initially Harris and Evans handled all discipline matters personally, but in the 1920s President Evans delegated many of the routine responsibilities to the newly created positions of dean of men and dean of women. Dean Mary Brogdon (1923–49) performed the duties of her office with a strong personal distrust of any contact between members of the opposite sexes.

Female freshmen, or "fish" as they were then called, were required to attend Dean Brogdon's orientation classes. She allegedly cautioned young ladies not to sit in chairs that had been occupied by men until the chairs had a chance to cool, as they otherwise might "excite the passions." Unquestionably Dean Brogdon took her responsibilities quite seriously; she was a woman who, as her female contemporary and historian Retta Murphy described her, "liked her job."

There were persistent rumors among both the faculty and the students that she "used to dress in men's clothing and got a woman who was a member of the English staff with her dressed in the same manner and they would ride around at night and kind of look things over."

In 1925 her strict supervision of student morality prompted spontaneous student protests that condemned her enforcement of an "unreasonable" code of behavior. The immediate cause of the disturbance was her decision to campus several of the school's most popular women. The protesters accused her of spying and disguising herself as a Mexican laborer in order to catch offenders.

President Evans listened to the student complaints and conducted a thorough investigation of the affair, including requiring Brogdon to answer individually each of the student charges. In a general assembly he reported that he had found no evidence implicating the administration in the student charges but explained that he did not endorse spying. He reminded students of the special obligations of the faculty and administration "to the board of regents, to your parents and to Texas for maintaining standards of propriety worthy of the best ideals of Christian homes."

Regulation of student behavior relaxed over the years. By 1950 (the year after Dean Brogdon's retirement) the College no longer listed specific offenses that students were expected to avoid. It simply said:

*The Southwest Texas State Teachers College invites to its classrooms only persons of good habits, strong character and noble purposes. Students of this type voluntarily refrain from improprieties of conduct, and counsel freely with the President and members of the faculty.*

By the 1970s SWT had virtually abandoned the concept of *in loco parentis*. According to the 1977-78 *Hill Hints*, the student handbook, Southwest Texas State University "expects its students to conduct themselves in a fashion that will reflect credit upon the University and themselves."

Today's students receive a special handbook, *The SWTexan*, which provides both useful information about student life and organizations, and elaborates on a formal system of student justice which is implemented when students violate laws, infringe upon one another's rights or interfere with the orderly functioning of the university. These policies and regulations prohibit "hazing activities whether on or off-campus," as well as "disruptive activities" such as interfering with a lawful assembly and hindering or threatening persons. Thus while the university retains the essential disciplinary sanctions (reprimand, probation, suspension, and expulsion), it has renounced its control except where student behavior conflicts with statutory law or the orderly functioning of the institution.

One continuing source of student frustration with the university governance system focuses upon the Regents' Rules which mandate the immediate suspension of students



*Students today at SWT still frequent the Quad, which now stretches from Old Main to the Alkek Library, but they are responsible for their own behavior:*

caught with controlled substances. During spring 1998 the Associated Student Government (ASG) again petitioned the Texas State University Regents to impose this sanction only when students had been found guilty by courts of possession of controlled substances.

During the last quarter century the most pressing matters of discipline have been the occasional disturbances associated with opposition to the Vietnam War in the early 1970s, the brief flirtation with the national fad of streaking (running naked in the streets) in 1974, incidents of hazing, alcohol and drug abuse, and the increasingly infrequent college pranks such as food fights or occasional jock or panty raids. While these activities continue to concern Student Affairs staff because they possess possibilities for individual abuse and illegal activities or can result in mischief and university-community discord, the guidance system provided by Student Affairs staff, faculty and academic advisors





*After the first school-sanctioned dance was permitted at SWT in 1926, such affairs became very popular; as this 1964 photo indicates.*

attempts to encourage individual responsibility among the students

Of course even in the bad old days of strict rules, students didn't always abide by them. As early as 1905, the *Pedagog* reported that one of the Senior Threes (an academic division based upon one's elective) had "decided that a little less studying, a little more housekeeping and a little bigger pupil than is to be found in the common school would be lovely—and she it was that got married."

Dating restrictions were always difficult to enforce, especially since women outnumbered men by as many as five to one, a state of affairs commemorated in the Junior Class symbol of 1904, MF5. As President Evans' earlier notations implied, it proved especially difficult to keep the college girls separated from eligible San Marcos males, who were immune to the college's rules. The ever-vigilant Dean Brogdon maintained a "blacklist" of undesirable "townres" in hopes that she could keep her girls from harm. Student satirists like Edda Bose reminded students that in "their city," dancing, leaving the city or being out after study hours were crimes punish-

able by "expulsion from the community and loss of citizenship." As early as in this 1906 verse entitled "Too Bad," students vented their frustrations over the restrictions on their lives.

*Nothing to do but study,  
Nothing to eat but hash,  
Nothing but a glimpse of a boy in the hall  
Then he is gone like a flash.  
Nothing to sing but do, re, mi.  
Ah, well, alas! Alack!  
Nowhere to go but where girls are,  
Nowhere to come but back.  
Nothing to see but "Normalites,"  
Nothing to drink but punch—  
Not even a day for a picnic long,  
With a big, oldfashioned lunch.  
Nothing to climb but the same old hill,  
That up to the Normal goes  
No one at all but a "Normalite"  
Can understand these woes.*

## SMALL VICTORIES

In the early 1920s many of the students violated the dancing restrictions in the privacy of homes and boarding houses where Victrolas played Rudy Vallee singing his hit tune "My Time Is Your Time." Soon his songs gave way to jazz, the Charleston tunes and still-popular country music. In 1920 the San Marcos Fire Department hosted a public dance on the square, but attending students found themselves campused for three days for violating the dancing rule.

The first school-sanctioned dance occurred in 1926 when Dean Brogdon, perhaps in penance for the student revolt of 1925, chaperoned the affair held in the Boys' Gym. Robert Tampke, band director, had an important responsibility—the job of getting an orchestra. In early 1978 he recalled this historic relaxation of the rules:

I was given the job of getting the orchestra . . . but the prescription was this orchestra *dare* not have a saxophone in it, because the saxophone was thought of generally as a rotten *instrument*, even by good people, *that's a fact!* Already at that time, *you* knock the saxophones out of an orchestra and *brother* you haven't got much *left*. Fortunately *I* had friends in New Braunfels and Seguin, so *I* got busy and got an orchestra together according to *specifications*. . . . *I* ended up with a piano player; *drummer*, trombone, *trumpet*, *fiddle* and a clarinet.

He remembered that it was awfully difficult to get music for his odd combo, but they were good musicians and performed admirably

As might be expected, the dance was a formal affair with Lyons McCall and Carol Fourqurean leading the promenade of seventy-two couples. While some townspeople were enraged to learn that the College had held a dance, the storm of controversy passed (much as it did at Baylor University seventy years later) and dancing became an integral part of campus life. About a month after the fact, President Evans called Tampke to his office and told him, "Tampke, we should have done that years ago!" Yet as in other situations in those first two decades, the college and its leaders cautiously threaded their way through crises and changing social mores.

Evans was also concerned about students' activities at the two earliest campus hangouts—the Bobcat and Galbraith's. Since the Bobcat was situated just off campus on the present site of Evans Auditorium, developments there caused more alarm. Two brothers, John and Leland Coers, operated this little refreshment and entertainment stand. Periodically Evans heard that students had been drinking there or that its table service bore remarkable similarities to

the dishes in the college cafeteria. Worst of all for Prexy Evans, it seemed to attract idlers, and he hated the frivolous wasting of time. His irritation at those who frittered away their education was so great that in 1916 he penned a little caricature that he called the "Loafer's License":

*I desire to loaf in the corridors during hours not used in recitations. I am of kindergarten disposition and, therefore, unable to stay in the library and keep quiet longer than ten or fifteen minutes at the time. I will pass from one building to another as many times as possible and guarantee the minimum of work with the maximum of trouble to my teachers.*

In his messages to the students, whether in chapel (later called general assembly) or in student publications, Evans always emphasized the opportunities that college and human interaction provided. In an article for the Star published on September 17, 1935, he advised students to:

Make optimism epidemic on the College campus. *Look for* the best in fellow students and you may expect them to *look for* the best in you. *Look for* the best in the faculty and your favorable attitude gives you a chance for the faculty to know *you* at your best. . . . Sell sincerity, good will, honest standards, loyalty and happy relations everywhere in college life.

## FACULTY AND STUDENTS TOGETHER

Organizations which brought students and faculty together in activities to supplement their classroom education were there on the Hill at the beginning and still are. Over the years, countless faculty have broadened the social and intellectual climate of the school by their support of and participation in student organizations. And for a century the presidents have reaffirmed the contributions of these teachers and scholars. From the first few clubs to the approximately 280 today, faculty, staff, and students have spent thousands of hours annually helping each other, the university and the community.

In the first year the normalites and their teachers organized three music associations, a YWCA, and the Gypsies, a girls' basketball team, as well as literary societies. Located near New Braunfels, Boerne, and other concentrations of German Texans, SWT always attracted students with that ancestry. This helps to explain why German was one of the two required foreign languages early on and both of the early music organizations bore the names of Germanic composers Schubert and Mendelssohn.

In conjunction with the Glee Club these student associations, with the direction and encouragement of Mary Stuart Butler, provided recitals and concerts for the campus and the





*The German Club's Colonial Pageant group shot was featured in the 1917 Pedagog.*

community The Schubert and Mendelssohn Clubs continued into the 1930s except for a brief interlude during World War I, when, like sauerkraut, they experienced a patriotic name change to the Liberty Chorus

The early student groups often had a strong ethnic, geographic, or personal character. As Mary Butler was the special patron of the musicians, so Helen Hornsby assumed leadership of the German Club, *Germanistische Gesellschaft*, which was organized in 1908. Until its disappearance in 1919, it was one of the most active associations on campus. Membership depended upon a student's meeting one of three criteria: the ability to sing the initiation song, the ability to sing and speak German, or the courage and determination to study the language. The club's early *Pedagog* entries always included a portion written in old German script.

The members gathered four or five times a year for social affairs that included the singing of German songs, the playing of German children's games, and the studying of Germany, Austria-Hungary, or Switzerland. Two annual events were a German Christmas carol sing at the home of President and Mrs. Evans and a spring picnic.

In 1914 Frances White met with the club to discuss her trip to Germany; she presented the club with a German flag and joined them in singing the patriotic anthems, *Wacht am*

*Rhein* and *Deutschland Uber Alles*. This was of course before the United States' entry into World War I.

While *Gemanistische Gesellschaft* was both academic and ethnic in purpose, the Komensky Club organized by SWT's Bohemian students in 1912 was more narrowly ethnic in purpose. The student members pledged themselves to "interest Bohemian students and youth in higher education and to cultivate the mother tongue." They tried to organize a Bohemian library and encouraged one another to write articles about their experiences and heritage for the various Czech newspapers in Texas. Like their German counterparts, they studied their history and brought countrymen like Louise Lewellyn to the campus to sing songs and to perform traditional dances. In 1914 they joined the University of Texas Czech students and former SWT Czechs in planning a convention that would promote Interest in and respect for their cultural heritage and the opportunities of American higher education.

Today's campus includes not only representatives of the cultural mixture of Texas but also increasing numbers of students from other countries. A list of clubs gives just a hint of this ethnic diversity: Asian Students Association, American Indian Club, Association of Mexican American Students, *Asociacion Tradicional de Latino Americanos*, Black Student

Alliance, Ebony Players Black Drama Club, *Grupo Folklorico de SWT*, Harambee, Image de Southwest Texas State, Japanese Language and Culture, Kammaasi, League of United Latin American Citizens, *Movimiento Estudiantil Chicano de Aztlan*, and a student chapter of the National Association for the Advancement of Colored People.

One of the early clubs brought together students with another common characteristic—red hair. The United Order of Fiery Tops appeared as early as 1907–08 and was organized periodically thereafter. The last mention of any club based on this unique characteristic was one appropriately entitled Flaming Youth. Other organizations featured students who had a home or school in common: the San Marcos High School Club, the Valley Club, and the Atascosa County Club.

The Elberta Peach Club, on the other hand, apparently shared a taste and a hobby. The East Texans in the club adopted the motto "Eat what you can and what you can't you can." Another unusual association was the Student Police Force mentioned in the 1915 *Pedagog*. Composed of B. L. Davis, chief, and members L. J. Culpepper, F. M. Delaney, G. H. Reagan, and W. S. Peters, the force sought to act as an "ethical factor in the lives of the young ladies" of SWT. Their badge was an enormous safety pin—apparently an old horse blanket pin. This organization's development was arrested after only one year. The Senior Boys' Boating Club whose three crews rowed small rowboats on the San Marcos River went under in a year too.

## CLUBS AND CLASS

The second generation of student associations developed in response to academic activities. In the teens Lula Hines, professor of Reading and Physical Education, sponsored the Story Tellers' League. At a time when many SWT women planned to become elementary teachers, the League gave its members opportunities to practice and criticize these skills.

In the fall of 1916 President Evans hired George B. Marsh to offer the first Spanish classes. When Spanish and then French were added to the school's curriculum, new foreign language clubs promptly followed.

Gladys Thomson remembered Marsh as a man who had been born and reared in the Philippines. At SWT he was a popular teacher who helped organize *La Salamanca* and the *Orchestra Espanol*, a Spanish combo. In an era before SWT regularly admitted Hispanic-surnamed students, *La Salamanca* promoted the study of Spanish and encouraged

the study of Spanish authors and customs, performed folk dances and presented scenes from Spanish plays.

In 1927 *La Salamanca* invited Senor Guerrero, pastor of the Mexican Presbyterian Church of San Marcos, to present a lecture on the "Culture and Customs of the Mexican People." Once Hispanics began to generally gain admission to SWT in the late 1920s, these students often participated in *La Salamanca* and its successor organizations. Other language societies soon modeled themselves upon *La Salamanca*.

In 1918 Mary Eskridge became the school's first French instructor, and she promptly helped to organize *Le Cercle Francais*. In 1919 Alfred H. Nolle, the first professor with a doctorate, joined the faculty to teach German. After the war Nolle reestablished the German Club, which was renamed *Schiller Verein* to honor one of the members' favorite authors. Once again the club grew and attracted interested students until the fall of 1943 when a second world war with Germany ended this venerable organization.

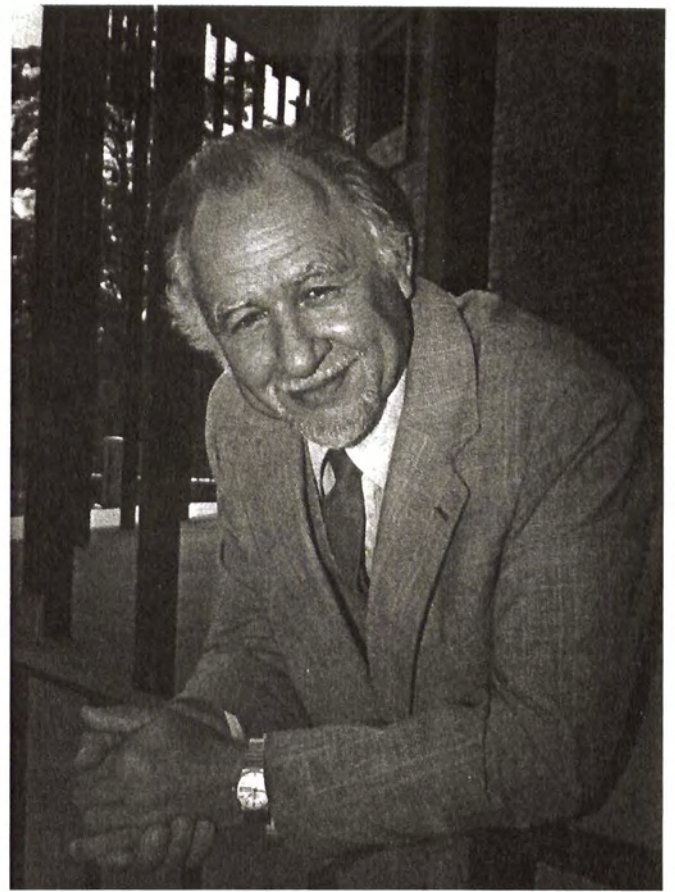
In these years the normal school became a college, the curriculum expanded, and a host of new academic clubs started. The first art club was established in 1922 when the Art Lover's Club proclaimed "an interest in and love of the beautiful." Three years later Georgia Lazenby replaced it with the Art Club which met twice each month.

W. I. Woodson played an active role in the formation of a special club for public school administrators. Various called the Administration Club or the Schoolmasters' Club, it was active during the summer terms, encouraging fellowship and permanent friendships among those men intending to become school administrators, customarily a male vocation in those years. The club met one evening each week and discussed current problems in education.

One of the most active organizations of the decade was the Rabbits Foot Dramatic Club formed in the fall of 1919. For nine years it was almost the only source of legitimate theater at SWT. The R.F.D.C. presented Elizabeth McFadden's *Why the Chimes Rang* on December 17, 1919, and thereby inaugurated the beginning of organized drama at the College.

During its first sixteen years, the school had relied upon occasional performances by the student literary societies and clubs like *Gemanistische Gesellschaft*. Between 1919 and 1922 George H. Sholts, instructor of public speaking, directed the student company. In the mid-1920s Hester Graves King succeeded Sholts and directed Shakespeare's *As You Like It* on the island at Riverside as part of the commencement exercises of 1926.





*Professors Ramsey Yelvington and Jim Barton laid a solid foundation for today's successful SWT theatre program*

The dramatics club was reorganized in 1928 and renamed the College Players. Under faculty direction the College Players presented a varied program of serious drama such as George Bernard Shaw's satirical *Androcles and the Lion* (summer 1932) and Oscar Wilde's *The Importance of Being Earnest* (1930–31), light comedies and an annual group of student-written and directed one-act plays. Although College Players continued into the 1960s, its importance declined as the drama faculty assumed control over the theatrical presentations.

Purple Mask, the dramatics honorary, was organized by the Rabbit's Foot group. Juniors, seniors, and faculty members were eligible for membership. Students had to have a C average, and all members had to have made major contributions in acting, stage management, scenic design, costume design, stage crew service, directing, or writing. Purple Mask continued to serve as the SWT dramatics honorary through the 1930s and 1940s.

During the 1930s and 1940s able young Professors Monroe Lippman and Dallas Williams improved both the quality and diversity of SWT performances. Though both left SWT, they formed a solid foundation of collegiate dramatics upon which Professors James G. Barton and playwright-in-residence Ramsey Yelvington built during the 1960s.

In more recent years students have benefited from faculty who have balanced teaching with active careers as playwrights, producer/directors, and actors. Charles Pascoe has gained a national reputation as a children's dramatist. Alumni such as actor G. W. Bailey are an active and creative presence in the community, developing SWT projects as well as community service ventures. Television actor and scriptwriter Larry Hovis, a resident of nearby Wimberley, has become a regular member of the faculty. Others such as Powers Boothe and Chelcie Ross return on a regular basis to the Hill.

SWT faculty and students now produce at least five major plays each year. Continuing a tradition begun in the Yelvington era, SWT produces the last spring show at the Glade Theatre on West Campus in an outdoor facility first used by the San Marcos Baptist Academy and renovated under the guidance of G. W. Bailey and others. Children's playwright Pascoe creates a traveling company for his theatre productions which are performed in area schools or occasionally at Aquarena Springs.

Another of the earliest clubs was the Home Economics Club. In 1919–20 it sponsored Halloween and Christmas parties, a Washington's Birthday picnic and monthly meetings. In November 1919, Mrs. Spurgeon Smith discussed

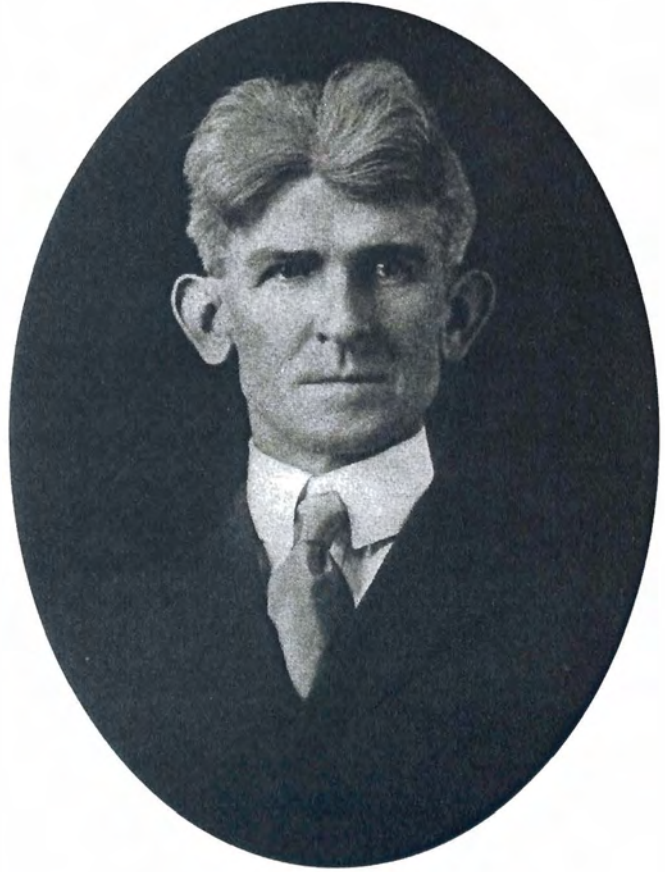
"The College Girl's Dress," a topic of considerable interest in what would become the turbulent fashion world of the 1920s. The Pedagogues reveal that freshman women were usually the exemplars of the latest hair and clothing styles. At SWT the bobbed hair, short skirts, and distinctive flat chests of the flapper look became popular in the mid- and late-1920s.

The role the Home Economics Club played in promoting or discouraging such styles is not known. It did give students an opportunity to practice etiquette, apparel coordination, and skills such as sewing and cooking. The club also prepared and hosted dinners for visiting dignitaries including the Board of Regents and Governor and Mrs. William P. Hobby (1919–20). Its members also sponsored dinners and receptions for campus notables such as the debate and football teams.

In 1923 Cora Lay became its principal faculty sponsor, an association acknowledged in 1928–29, when students renamed it the Cora Lay Club. A decade later in 1937–38 it became Kappa Lambda Kappa, the Greek letters for CLC—Cora Lay Club. There was a general tendency in the prewar years to exchange the old nomenclature for a Greek-letter alternative. Unlike the Student Police Force, and others, this club remained active well into recent times. So did *Le Cercle Francais*, which is still listed as a student organization in the *SWTexan*.

SWT's first Greek-letter society was the Social Science honorary Pi Gamma Mu which came on campus in 1927–28. By that time, however, the college had student groups for Agriculture, Industrial Arts, Science, Business Administration, and student journalists in addition to those already mentioned. In 1929, Pi Gamma Mu assisted University of Texas Professor Hershel T. Manuel, pioneer bilingual education specialist, in studying the conditions of Mexicans within the United States, a project funded by the Spellman Bureau of the Rockefeller Foundation. In 1936–37 the Science Club featured discussions of electric coils, electric charges in plants, wave motions, microscope slides, surveying, aviation, and explosives. Given the state of scientific research at the time and the international conflict that swept through the world in 1939, these latter two topics were most appropriate.

Over the years the English Department has had some of the most active student clubs, and its faculty members have been most supportive of these associations. From his arrival in 1909 until his untimely death in 1945. Professor Gates Thomas cultivated student interest in writing. Mrs. Thomas

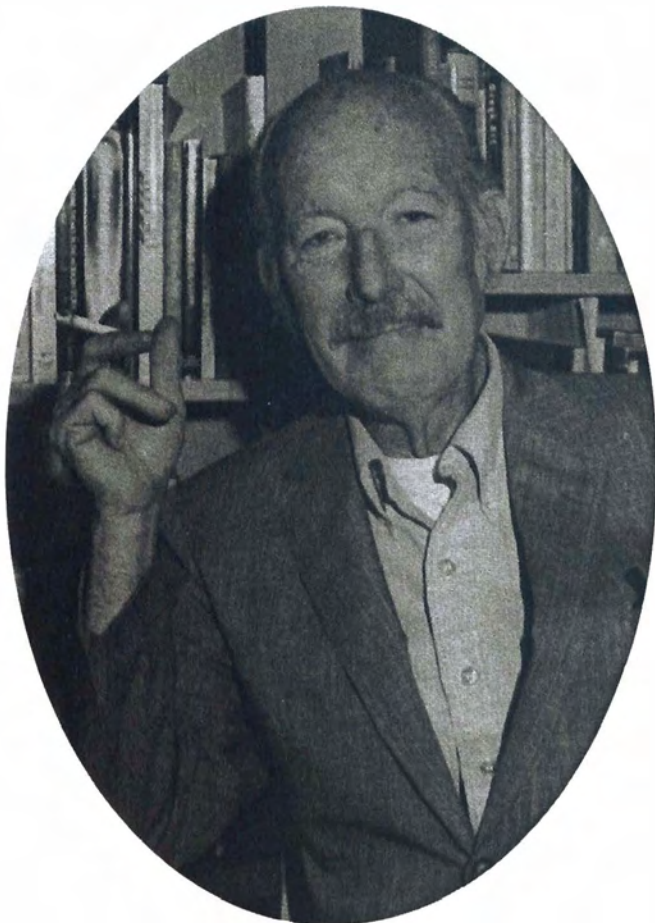


Gates Thomas and L. N. "Deacon" Wright actively cultivated student interest in writing in and *out of the* classroom.





Dr. Alfred Nolle.



Dr. Thomas Brasher

later endowed the Gates Thomas Creative Writing Awards as what seemed to her a most fitting memorial to her husband.

Beginning with the Scribblers Club organized in 1928 and continuing into the 1970s as the Cheshyre Cheese Club, English student associations have encouraged student writing and criticism.

Professor L. N. "Deacon" Wright sponsored and promoted the Scribblers Club. Wright and the students established it to furnish an outlet for those "interested in the creative side of literature, and with the further, and perhaps more basic, end in view of creating something like a literary atmosphere here on the Hill."

The club's scheme of organization bore the unmistakable mark of Deacon's free-thinking inclinations. Unlike most other clubs at SWT, the Scribblers had no permanent officers. Instead, a factotum (roughly translated as "flunky") presided at each meeting so that the society operated with both a touch of anarchy and a dash of absolutism. No regular meetings were scheduled since the club members met only when they had written enough to justify a good session of criticism.

The Scribblers began the publication of student fiction, essays, and poetry in their *Sheaf Number One* published in May 1928 as volume 17, number 14 of the *Teachers College Bulletin*. In his foreword Professor Thomas describes its publication as "a quantifying sign of our cultural maturing institutionally." In the summer of 1928 Professor Thomas released a mimeographed publication entitled *Summer Rhythms*. Beginning in 1929 *The Scrip* became the formal successor to *Sheaf Number One* and continued as a mimeographed anthology of student writing.

In 1932 the Scribblers Club dissolved to reemerge as the Writers Club, an organization with similar aspirations if somewhat less eccentric in its organization. In the 1950s Sigma Tau Delta and then the Cheshyre Cheese Club (1958) carried on the tradition begun in the 1920s. In more recent years Leland Derrick, Ralph Houston, Tom Brasher, Norm Peterson, Jack Rosenbalm, Miles Wilson, and Tom Grimes have advised English student clubs which continue to encourage and to criticize students interested in writing.

This background and support from Louise Lindsey Merrick helped set the stage for the creation of SWT's nationally recognized creative writing program. Today the legacies of the *Sheaf and Scrip* (retitled *Script* in 1958) live on in the literary journal *Persona* and in other student publications from the creative writing faculty and students.

Alpha Chi or the Nolle Scholarship Society, as it was called in the 1920s, was the particular interest of Dean

Alfred Nolle. Students could be selected on three separate occasions—junior, senior, and college graduate. To qualify for selection, they had to rank in the top 10 percent of their respective class.

Nolle was known to both alumni and faculty as a man committed to the highest standards of teaching and scholarship. Nolle served the general honorary society as secretary-treasurer when it was the Scholarship Society of Texas (1923–27). When it became Alpha Chi, he again assumed the office of secretary-treasurer, a position he held for almost fifty years. SWT alumnus J. M. Brandstetter also made a lasting contribution to Alpha Chi; he wrote the lyrics to its song.

English Professor Thomas L. Brasher sponsored Alpha Chi from the late 1950s until his death in 1979. More recently Biology Professor Melanie Lewis and Finance Professor Gary Carman have served as the principal advisors of the honorary society. Following Nolle's tradition of long service to the organization, Lewis, retiring in the centennial year, handled the application and certification process for twenty years.

Selected annually by vote of the membership, faculty recipients of the Alpha Chi Favorite Professor designation regard it as one of the most coveted recognitions of their teaching and service to undergraduates.

Alpha Lambda Delta and Phi Eta Sigma were originally reserved for freshman women and men respectively. As such gender distinctions have been minimized in modern honorary societies, both recognize all students' academic accomplishments during their freshman year. Golden Key National Honor Society came to campus in 1978. The chapter subsequently earned five consecutive Key Chapter Awards (1979–1984).

Those first few organizations have today become hundreds involving thousands of students and hundreds of faculty members. Career interest-related groups such as the Association for Childhood Education and the Public Relations Student Society of America are joined by those related to avocations such as Ducks Unlimited at SWT, the Rodeo Association, and the Billiard Club. Others bring those with interests in politics together: College Democrats, College Republicans, and the Libertarian Advocates for Self-Government. In an unfortunate sign of the times, the campus hosts a Men Against Violence chapter. But more hopefully, there are also a number of groups which sponsor volunteer projects: Circle K, Habitat for Humanity Campus Chapter, Rotoract Club of SWT, Sertoma, the Student Volunteer Connection, and others.

## IT WAS DEBATABLE

College debate is one of those activities considered exciting only to those few who participate in it. With the ebb and flow of societal and educational change at many universities, it has occasionally disappeared altogether as a topic of classroom instruction and as an activity. Though debate is alive and successful today at SWT, it does not have the popularity of athletic competition. Most students never see a debate, and may sit beside forensic champions without the slightest hint of their special talents. How shocked they would be if they were suddenly transported back to the early twentieth century on the Hill.

From SWT's founding until the 1930s, college debate was one of the most exciting aspects of college life. The first two men's literary societies, Chautauqua and Harris-Blair, cultivated debating and parliamentary skills. Their members represented the normal school against opponents from sister schools at Huntsville, Canyon, and Denton.

For the first fifteen years the debaters were more important than the athletic clubs. The early *Pedagogs* devoted an entire page to each of the SWT debates, whereas athletic teams often shared space on the same page. While football game summaries first appeared in 1918, the debating sections always mentioned the topic, the participants, and the outcome.

Why was debating so popular? In the first place there were few radios and no television. For over one hundred years political oratory had provided community information and entertainment. College debaters were often aspiring politicians, and their youthful enthusiasm interested both students and adults. Modern telecommunications and the worldwide web have displaced debate as a form of entertainment as has the stylized nature of modern collegiate debate where the accumulation of information and the rote-recitation of evidence have replaced the rhetorical style of the earlier era. Were the early debaters able to return to a modern forensics tournament, they would be as bewildered as modern students are to learn that debaters were once campus heroes.

In 1907 Lee De Forest became the first American to transmit a radio signal, but the normalites cheered H. O. Dabney (Chautauqua) and H. F. Grindstaff (Harris-Blair), who debated the Monroe Doctrine with their North Texas counterparts. In 1919 Owen D. Young organized the Radio Corporation of America (RCA), but San Marcans listened attentively to Claude Elliot, M. L. Shepherd, Dewey Lawley, and Richard Hays argue the importance of immigration



restriction. The following August, Detroit's WWJ began commercial broadcasting in the United States, while Bobcat debaters L. C. McDonald, Alfred J. Ivey, Oscar C. Stroman, and Richard Hays discussed the open shop. Unconsciously Americans witnessed the passing of an era. Debate continued to be popular, but the 1920s evidenced the growing appeal of its competitors—radio and intercollegiate athletics.

The first recorded debate at the normal school occurred in 1904 when O. A. Smith, W. J. Carrell, and B. H. Blenn affirmed the thesis that "Ancient Civilization Reached a Higher Plane than Modern." Their counterparts from Coronal Institute disputed this "absurd" proposition. In succeeding years students debated defense policy, the initiative and referendum as suitable constitutional amendments for

Texas, the income tax, immigration policy, and even the need for new marriage and divorce legislation. These issues continue to shape public policy discussions in the state and nation, but thanks to the proliferation of electronic media, collegiate debate is no longer a major means of airing the arguments.

During the first thirty years, debate attracted many of SWT's outstanding students. San Marcos historian Dudley Dobie won his letter during 1926–27 when he and G. Preston Smith defeated the "lads" from North Texas State.

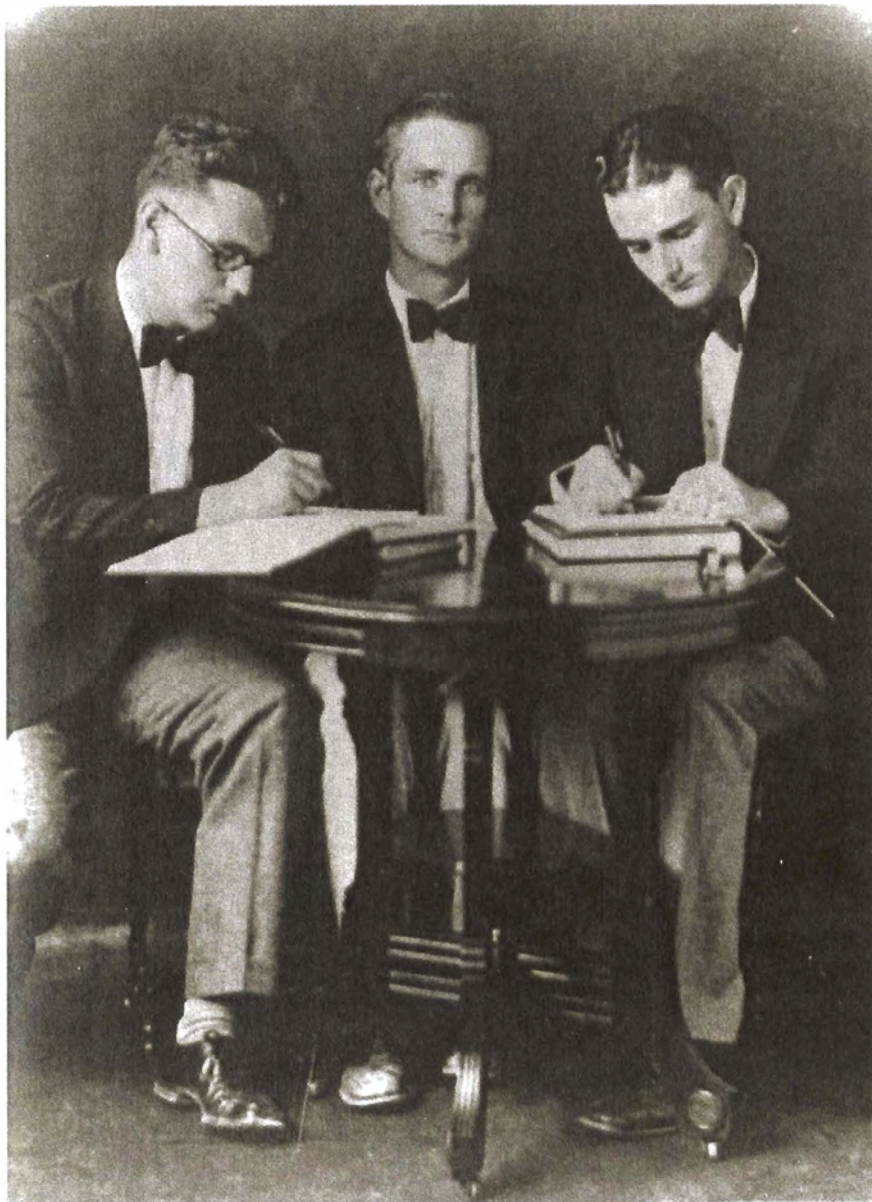
San Marcos educator, administrator, and dedicated alumnus Yancy Yarbrough represented SWT during two seasons—

1922–23 and 1923–24. Later, Lyndon Baines Johnson became the most famous of the debaters, but he joined a host of other young participants of these decades who would bring fame to their alma mater.

By the mid-1930s debate was losing its special status at the college, and by the end of President Evans' administration in 1942, debate was little more than another collegiate activity. Debate's legacy lived on briefly in the literary societies and it would return to competitive glory with SWT teams and individuals winning regional and national recognition into the 1990s, but never with the central focus of days gone by.

The first men's debating club was the Chautauqua Literary Society. Its arch rival was the Harris-Blair Literary Society, an amalgam of the names of Principal Thomas G. Harris and J. E. Blair, an instructor in English and an unreconstructed Confederate. Blair's ideological attachment to the rhetoric of the Lost Cause and states' rights apparently contributed to H-B's break with the Chautauquans. While the constitution has not survived the intervening years, the principles and historical analogies that Harris-Blair chose suggest a strong affection for the traditions of revolution and secession.

The first women's societies were the Comenian Society, whose members studied art and the child in literature; the Shakespeare Club, which examined the



*Lyndon B. Johnson (right) and his debate teammate Elmer Graham, with their coach Howard Greene, are shown in this much-printed photo.*





Whether it is *preparation for debates or classes*, the *reference* area in the Alkek Library expedites research for today's modern students.



works of its namesake; and the Idyllic Club, where Tennyson became the young women's idol. By 1906 two new women's societies, the Pierian Club and the Every Day Society had joined the original three. Unlike men who were slow to establish new organizations, the SWT women fashioned new groups whenever the need arose.

From the beginning the societies fulfilled a social as well as an intellectual function in the students' lives. The Shakespeares eventually became the special preserve of San Marcos women, while the Idyllics and Comenians stressed their seniority. The Every Day Society was probably the least pretentious of all the associations; typical of activities was its "Every Day Party" of 1917 when the guests and club members all wore their everyday clothing. blue shins for men and white middies for the women. The Shakespeares expressed a more typical elitism when they noted in 1905 that "we do not think we say too much when we claim that the Shakespeare Club is at the head." In an era of collegiate enthusiasm that included class, club, and school loyalty, the Harris-Blair yell of 1908 aggressively asserted:

Hokey, pokey, likity split

Harris-Blair; Harris-Blair she is it,

First in work, *first* in fun,

The best society under the sun.

During these years the Harris-Blairs used the pages of the *Pedagog* to caricature the rival Chautauquans. In cartoons they depicted the Chautauquans as taking wrong turns to wisdom and knowledge or falling short of the cherished ideals of normalites. By contrast the Chautauquans seemed secure in their campus status; their yell was a simple cheer that might just as easily have been applied to the early Bobcat athletic teams:

Raslem! Daslem! Zip! Boom! Rah!

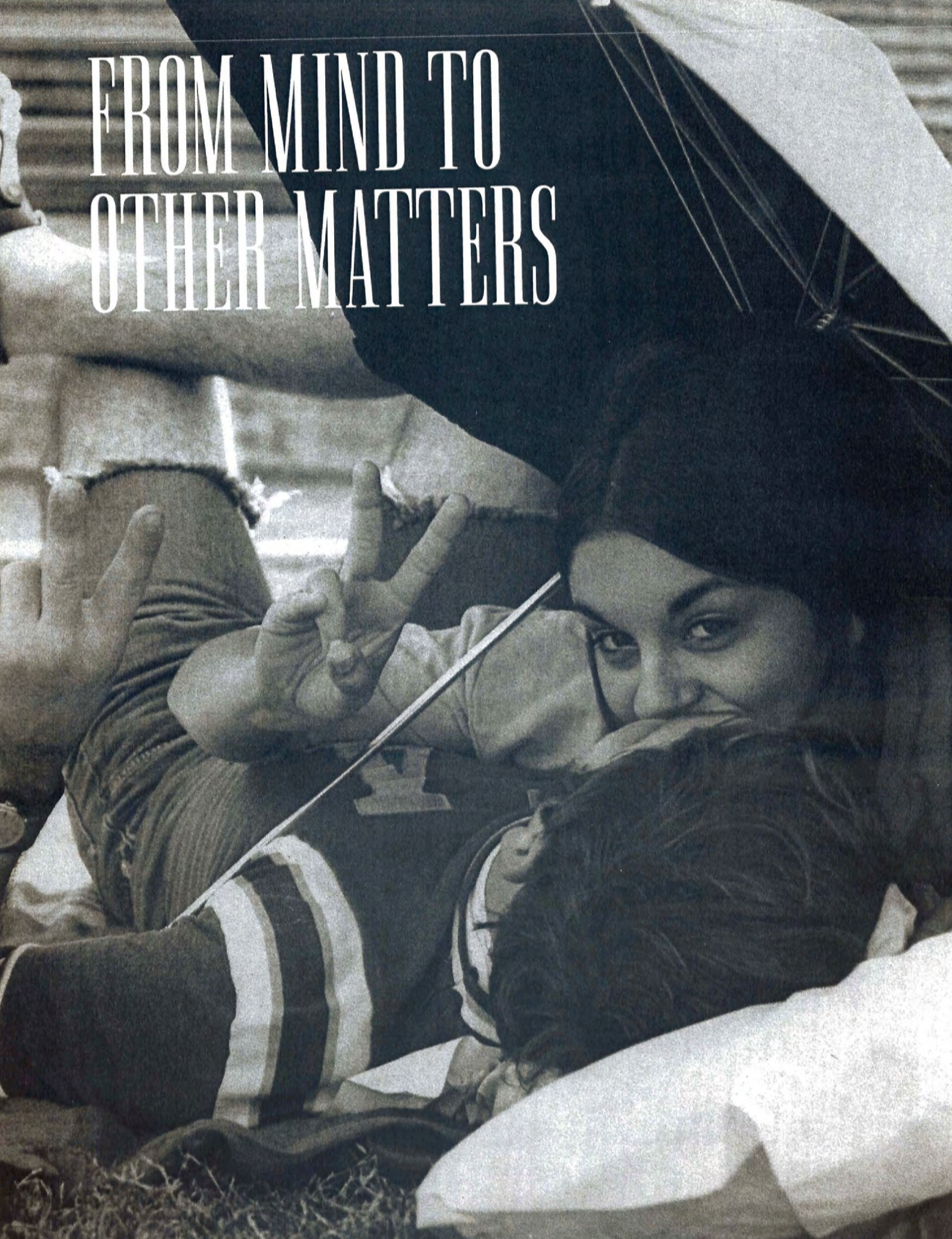
Chautalk'wa! Chautalk'wa! Rah! Rah! Rah!

The literary societies planned monthly or biweekly meetings at which they pursued their year's course of study and participated in social and political activities of their own organizations. For example, the Comenians of 1910-11 decided to prepare themselves for teaching the "children's story hour" that was then part of most public school curricula. They researched the possible sources of stories in mythology, fairy tales, biographies, and famous pictures, and then told the stories or prepared dramatizations of them.

Two years later the clubs participated in Hill and River Day when clubs presented skits and joined together in a general campus picnic. By 1914 the seven literary societies had formed a federation that coordinated campus beautification efforts and organized the Colonial Party held on Washington's Birthday. Here they re-enacted the signing of the Declaration of Independence, Benjamin Franklin's reception at the court of Louis XVI, colonial dancing, Washington's birthday party, and his entry into Trenton.



# FROM MIND TO OTHER MATTERS







GRADUALLY THE SOCIAL ACTIVITIES OF THE societies became most important. In 1915 the Idyllics hosted an informal dinner for the debate teams from Sam Houston State and Southwest Texas, but they had relegated the study of Tennyson's works to a project undertaken once every four years. More and more they hosted parties and prided themselves upon the extracurricular activities of the members. By 1921 the Chautauquans proposed "to cultivate the social and fraternal ties [emphasis added] that bind together the young men of Southwest Texas Normal College."

During the 1920s the other societies became *defacto* fraternities and sororities. In 1922 the Idyllics sought members who were strong workers and steady thinkers as well as loyal and fun-loving. They had affiliated with the Federated Women's Clubs and even sent a delegate to that organization's convention in San Antonio. Simultaneously, they abandoned the debaters for the football team and hosted parties that included games, Victrola music, and charades.

By 1922 the Chautauquans had changed their motto to "law and order" and had even established a system of initiation work for prospective members. Although the Chautauquans disappeared in 1925, the group had already completed the transition from nineteenth-century literary society to twentieth-century social fraternity.

Between 1923 and 1926 women formed three new literary societies, the Philosophian, the Pennybacker (honoring Texas woman and reformer Anna J. Pennybacker), and Allie Evans Literary Society. The Philosophians chose a society pin when they chose their name. Each of the new societies planned an active social calendar in addition to the obligatory interest in education and literature.

By 1928 the Shakespeareans described themselves and their counterparts when they reported that "the chief activities of the Shakespeares . . . have been in a social way. The entertainments were teas, theatre parties, 'haunted-house' initiations, picnics, Wimberley trips, and banquets." By 1933 the Idyllics had forgotten Lord Tennyson and studied instead that new social bible, Emily Post's *Etiquette*. During the 1930s two new societies, the Charles Craddock Club (1931) for women and the Jeffersonian Literary Society (1932) for men, replaced earlier organizations that had disappeared.

Hazing and initiation rituals became prerequisites for all new members, and the *Pedagog* depicted initiates with heads shaved to depict the letters "HB" as well as men and women painted with lipstick or engaged in bizarre antics like rolling eggs with their noses. Meanwhile the new

*Left Page:*

*This 1970 photo from one of the day's more unusual events—a kissing marathon—illustrates the originality of SWT students when it comes to extracurricular activities.*

Inter-Club Council, composed of representatives from each of the girls societies and organized in 1927, coordinated and supervised the annual rush season.

Contemporary Panhellenic Council members could identify completely with the women's literary clubs which were Greek in everything but name. Only the Jeffersonians, peculiarly influenced by "Prof" Greene, continued to reaffirm the older interest in debate, parliamentary procedure and the study of public policy. As late as 1941 the Jeffersonians reported that they had discussed the European War, democracy, marriage and education, but they alone affirmed such interests.

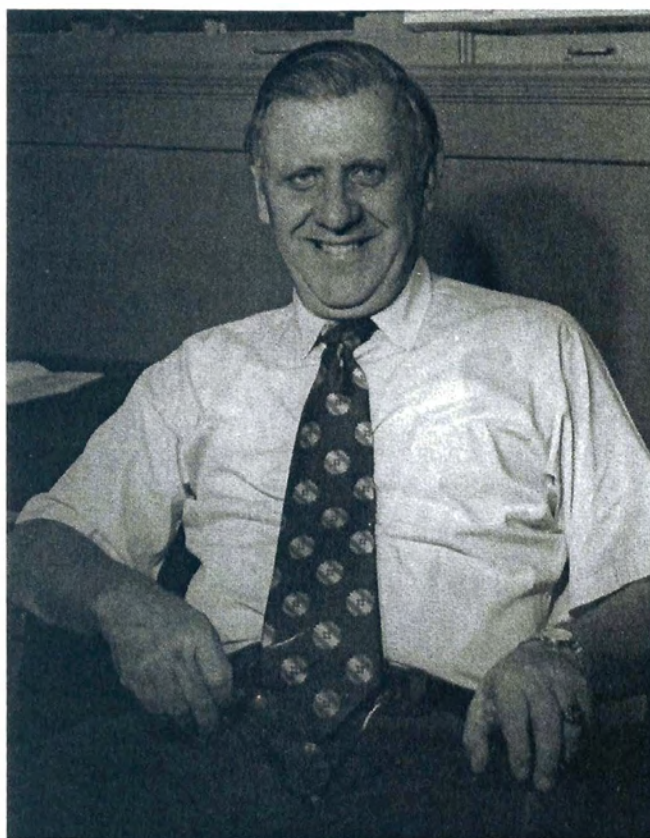
In 1947 the Allie Evans Literary Society (named after Mrs. C. E. Evans) described itself as "a girls' society designed to foster lifelong friendship among its members as well as to promote school spirit among the entire student body." While two new women's organizations, the Sallie Beretta and Aonian Literary Societies, appeared in 1946 and 1949, their activities paralleled those of the other women's societies. Hazing, initiation, rush, and dances continued, but were augmented by sock hops and the spring festival called Frontier Days.

## IT'S GREEK TO SWT

The formal step toward the establishment of national fraternities and sororities came in the fall of 1957 when the literary societies abandoned their fifty-year heritage and chose Greek-letter names. Former Dean of Students and Professor of Education Martin O. Juel remembered that both the men and women endorsed the initial name change. Juel explained: "I knew this was going to be the forerunner of fraternities and sororities, but I just thought if that's what they want, what's the difference?"

Requests from the SWT local groups to obtain national affiliation came in the early 1960s. Dean of Students Juel and President John Garland Flowers launched a campus-wide study of the matter. "We," recalled Juel, "set up a committee and studied national affiliation for a whole year. At the end of the year we recommended that nationals be allowed on campus, but they had to conform . . . to specific requirements that the committee developed."

In 1964, during James McCrocklin's first year as SWT's fourth president, the local Greek organizations began the process of national affiliation. The Shakespeares became Alpha Delta Pi sorority; the Philosophians, Alpha Xi Delta sorority; the Idyllics, Chi Omega sorority; the Allie Evanses, Delta Zeta sorority; the Harris-Blairs, Pi Kappa Alpha frater-



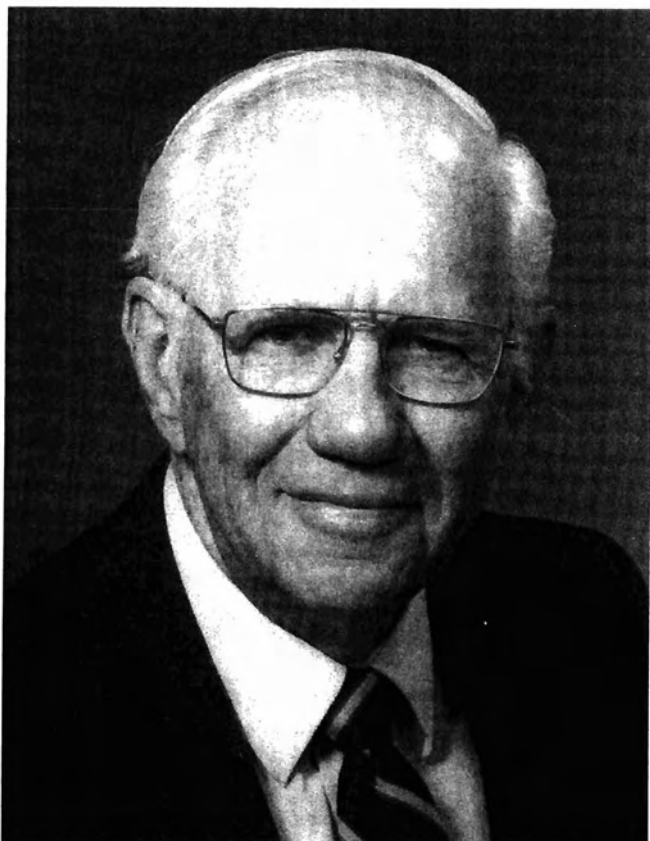
*Longtime Dean of Students Martin O. Juel helped guide SWT sororities and fraternities to national affiliations in the early 1960s.*

nity; and the Jeffersonians, Sigma Nu fraternity. While the sororities continue, the two original fraternities have each at one time or another lost their national charters because they violated institutional regulations on hazing or responsible behavior.

In the centennial year there are nineteen fraternities and nine sororities which are modern descendants of the literary societies. For the first half century the literary societies fostered social cohesion for a largely residential campus, today nearly 75 percent of SWT's approximately 21,500 students are commuters who live in off-campus housing or travel to the Hill from a one-hundred-mile radius. These changes may surprise older alumni who remember a residential college where campus events brought students, faculty, and alumni together. Today it is more of a challenge to provide the social and academic integration that is possible when students and faculty live together in the same place they teach and learn.

It is not precisely accurate to conclude that SWT's first Greek-letter fraternities came in the 1960s. Actually that distinction goes to the Beta Sigmas, commonly called the "Black Stars" of the 1920s. The confusion about the name of this organization stemmed from its secret nature. Nonmembers learned that the club's initials were B.S., and, since the





*Distinguished Alumnus Roy Willbern, who received degrees in 1938, 1942, and 1987, compiled the book *The White Star Story*, a definitive history of the Alpha and Omegas.*

school's emblem was a star, they assumed that the letters stood for "Black Stars." As David E. Conrad points out in *Lyndon Baines Johnson: The Formative Years*, this secret society was actually an organization of campus leaders, many of whom were the football stars. Membership in the club came only after nomination and unanimous approval by the members.

Organized in 1920 as a social and political organization, it initially invited Coach and Mrs. Oscar Strahan to its social functions. When the activities and exclusive character of the group began to cause team conflict, Strahan tried to dissolve the organization. This proved impossible as the Black Stars were most active in campus politics and used the club as an organizational base from which to run their candidates for class and campus offices.

The key issue was control of the student activity fees. These funds were administered by the Student Council composed of representatives from each of the classes. In addition to the fee disbursement, the Council also appointed the editors of the *Star* and *Pedagog* and the business manager of the *Pedagog*. Each of these offices then carried a \$30 per month salary that made it attractive. During the early 1920s the Black Stars dominated campus affairs; Yancy Yarbrough.



*Mystery still surrounds much of the history of the Beta Taus — the Black Stars — but Distinguished Alumnus Emmett Shelton, Class of 1925, at this writing is one of the oldest surviving members of the Black Stars.*

Henry Shands, Ed Kallina, Jesse and Claude Kellam, and Alfred Johnson were prominent members of the society. Their very success, however, spawned resentment and eventually a rival organization, the Alpha and Omega Society, emerged and became known on campus as the White Stars.

The White Stars were founded in the fall of 1928 by a group of nonathletes that included Lyndon Johnson, Vernon Whiteside, Horace Richards, Willard Deason, Wilton Woods, and Hollis Frazer. Alumnus and White Star member Roy Willbern has written *The White Star Story*, the definitive history of this group. Both Roy and Alfred Johnson credit Lyndon Johnson with an important role in the creation of the new organization. They allege that Lyndon spearheaded the new organization when he was denied admission to the Black Stars.

Like its counterpart, Alpha and Omega selected its members from among the most promising students on campus. They countered the activities of the Black Stars, swore an oath of secrecy and promised to help each other throughout their lives. Inevitably the battleground became campus politics and the issue, the disposition of student fees. The Black Stars wanted the funds to flow into the athletic

activities; the White Stars preferred to allocate money to debate, drama, music, and special events.

While Lyndon worked for President Evans, he exerted considerable influence over the jobs that members of the two groups held: the White Stars had office and indoor jobs whereas the Black Stars labored outside on the maintenance crews. The White Stars dominated campus publications and won repeated electoral victories in the late 1920s and 1930s. These contests gave Lyndon Johnson an opportunity to cultivate his considerable political talents.

While some of these Black Star rivals later became life-long friends, other rivalries such as that between LBJ and Henry Kyle colored relationships for the rest of their lives. Though Johnson attained unparalleled political prominence, Kyle outlived him by twenty-five years and became an important critic of LBJ for historian Robert Caro. Kyle maintained his law office on San Marcos' Austin Avenue, which was renamed LBJ Drive in the 1970s, but he always listed his business address as "East Side of Square."

## ALL POLITICS IS LOCAL

The struggles of the Black Stars and White Stars are but one ingredient in the history of student government at Southwest Texas. The first Hill officials were the class officers of 1903–04. The seniors elected Charles Gault, president; B. H. Glenn, vice president; and Hannah Smith, secretary. The first junior officers were H. E. Meador, president; Reuby Caperton, vice president; Attie May Holliday, secretary; and R. Bieseke, sergeant-at-arms. W. H. McNair, president; Annie Wilbarger, vice president; Mabel Lytle, secretary; and W. A. Cliburn, sergeant-at-arms, led the first class of fish.

For the first fifteen years class officers remained the most important elective leaders. Although there were sporadic attempts to establish a campus-wide government, the Student Welfare Council organized in 1919 is the lineal ancestor of the present student government. As simply the Student Council, this body became the students' representative organization during the 1920s.

According to the 1926 *Pedagog*, the Council included three representatives each from the junior and senior classes and two from both the freshmen and sophomores. The Council met with the registrar, the dean of students, and the dean of women, and allocated the student blanket tax (student fee) funds. The Council also sponsored the debate team awards, issued sweaters to the student "yell leaders [cheerleaders]," elected the most valuable players in the



*Distinguished Alumni Jack Afartin (top), Class of 1973, and Bill Wright, Class of 1970, both cut their political teeth in student government at SWT. Both went on to become Texas State University System regents.*

major sports, and coordinated efforts to build SWT's first basketball gymnasium.

Student members of the Council had to have been students for one term, with an overall average of "C," as well as being at least eighteen and free of previous disciplinary sanctions. Throughout C. E. Evans' presidency, the Student Council promoted cooperation between the students and the faculty. In 1933 the *Pedagog* explained that it was "no attempt at student self-government, but its work does have a large influence in the guidance of the student's school life. It is through this agency that sentiment, suggestions, and ideas of the students arising on the campus are given recognition and guidance by the faculty." The Council also assumed responsibility for assuring morality on the campus.

By the late 1950s, the old Council had been replaced by the Student Senate, but the basic features and responsibilities remained unchanged:

*The purpose of the Student Senate at Southwest Texas State College is to encourage and initiate proposals and measures of benefit to the student body; to encourage and to develop leadership; to assist in the supervision and coordination of student activities; to conduct and supervise all school elections; to promote harmonious relationships between the student body and all other segments of the College community; to recommend and refer to the President of the College matters pertinent to the welfare of the student body at SWT.*

The present student government emerged from a reorganization in 1961–62 and a second in the late 1970s. Now called the Associated Student Government (ASG), it has three branches: executive, legislative, and judicial. In addition to periodic controversies over eligibility for office and even efforts at impeachment, the ASG has debated issues such as Vietnam, civil rights, student rights, allegations that President McCrocklin plagiarized his dissertation, the dismissal of President Robert Hardesty, and the increases in and uses of student fees.

Recently members have passed resolutions addressing academic requirements, the university shuttle and commuter bus systems, and the disbursement of student fees. This legislation reflects the changing character of the student body and the nature of student life in the last years of the twentieth century, though the issue of student fees also indicates a continuity from the early years.

In recent years student apathy and low voter turnout in the ASG elections have raised questions about the importance and effectiveness of student government. Campus leaders have responded by identifying new issues and projects.

Student officials zealously guard their continuing role in the appropriation and allocation of student fee funds, by now in the millions of dollars, and thus have some power to promote or discourage certain student activities. The most notable changes in this area came in the 1980s when students began to allocate funds to academic areas. Student fees now fund the University Scholars program and provide assistance for undergraduate and graduate travel to conferences.

This travel support means that SWT students are able to make more presentations around the country than any other school in the state and more than most peer institutions in the nation. The ASG also selects students who serve on various university advisory committees where they represent students' concerns to the administration.

Some campus commentators believe that the student government reforms accomplished under President Lee Smith permanently weakened student influence in campus affairs by artificially linking representation to academic majors rather than to natural student associations such as residence halls, Greek organizations, and commuters. The changing nature of the student body in which students may have their primary associations with their homes or employment in other communities could also play a role in apparently diminished interest in self government by students. Nevertheless, student government continues to provide an important means by which selected students gain experience in politics and social governance.

## AWAY FROM THE CLASSROOM

Nearly twenty-five generations of students have amused themselves with campus walks, dates, classroom flirtations, and unorganized leisure-time activities. In the early years roller-skating was an interesting pastime that has reappeared as an occasional fad as have its more recent counterparts, skateboarding and inline skating.

Hazing freshmen became standard fare for generations of students; freshmen were required to wear special caps, called "beanies," that distinguished them from upperclassmen. By the 1920s they were universally referred to as fish, and as this 1906 poem by Maude Caspary suggests, older students invariably linked them to the color green which connoted fresh, immature, and unsophisticated.

*We saw a thing of greenish hue,*

*And thought it was a lawn of grass,*

*But when we nearer to it drew,*

*We found it was the Freshman Class.*





*Rush activities, as indicated in this 1958 yearbook photo, were spirited and not always hazing free.*

Student hazing, although technically forbidden by statute and college policy, was tolerated by administrators and faculty. First seriously challenged by the men coming to SWT on the GI Bill after World War II, hazing began to reappear as the veterans graduated and were replaced by traditional college-age youth. By the late 1950s the procedures and practices had been formalized and were broadly enforced. Then in the 1960s an awakened interest in civil and human rights brought freshman resistance and shortly thereafter the campus-wide practices simply disappeared, though they survived in isolated organizations and in somewhat diluted form, still may exist to this day, in violation of carefully enforced regulations.

The death of hazing stemmed from the realization by both administrators and students that violations of college customs and restrictions could not be prevented. The GIs had first demonstrated its vulnerability in the late 1940s, and the student rebellion of the 1960s ended the remaining practices.

But beanies, at least, still survived for awhile. Alumnus Charles Hughes, a freshman in 1960, said he was "flummoxed by the ritual of wearing a beanie. . . ." But it resides in a place of honor in his house today. "If I squint, I can make out the name, Fish Charles Hughes, inscribed on the golden bill. I have the damn maroon skullcap in a shadow box on the wall in our den."

Eventually what happened at SWT was merely one aspect of a national reaction against institutionalized hazing. Throughout the nation dangerous pranks and excessive drinking have brought increased attention and legal action to remnants of hazing in the fraternities. SWT has not been immune to this as many of the fraternities have been suspended in the last twenty years. Of the twelve national fraternities present in 1978, only seven remain active during the centennial.

The San Marcos River has always been an important part of the economic life of San Marcos, but also of student social life at Southwest Texas. Elsie Ely, who attended the normal school in 1907–08, remembered that students of her generation walked along the river, watched the boys fishing, and occasionally rowed on it.

But the river gained importance during President Evans' administration. In the early teens the societies used the river valley for their annual Hill and River Day or Colonial Party on Washington's Birthday. All of the students attended the festivities, but the social clubs and student organizations presented folk dances, skits, and musical entertainment. Curiously there was no formal swimming in the river until Professor S. M. Sewell waded into the water one hot summer day in 1916.

Sewell came to the college as an instructor of mathematics, but became the patron and patriarch of Riverside,



*Until the mid-1960s, one of the first things an SWT freshman did was buy a beanie at the bookstore.*

subsequently renamed Sewell Park in his honor. In 1916 the San Marcos River was clogged with refuse of man and nature; trash, old logs, and centuries of mud clogged the river flow. With the support of C. Spurgeon Smith, scientist and then football coach P. T. Miller, a chemist, and President Evans, Sewell oversaw the cleansing of the river and the preparation of Riverside Park.

Most of the work fell to Rufus Wimberley, the same college engineer who had obliged President Evans by closing off the "racing road." He dredged out the mud with mule teams and scrapers. In the summer of 1917 the new facility opened to the students and faculty of the school. It replaced an older pool, located near the old powerhouse. From the beginning S. M. Sewell and his wife supervised activities at Riverside. In today's era of male speedos and two-piece, bikini, and backless swimsuits for women, the initial regulations of Riverside Park seem positively puritanical, as these new styles would surely have seemed licentious to those pre-World War I students.

The student swimmers were segregated within the pool itself; women swam in one end, men at the other. All suits had to be dark colored, and men then wore one-piece outfits that covered everything between their knees and neck. Women's apparel was even more conservative; their suits had broad shoulder straps and according to Bernice Evans Soyars, President Evans' daughter, "covered everything but the end of your nose." Her description of bathing attire and regulations for women is a cherished memory of times long past:



*Since the beginning, SWT students have used the San Marcos River as a natural playground. First there was Riverside.*

*We had these lovely bloomer things and to those you attached your stockings and if you thought you could appear on the walk from the Sewell bathhouse to the water without any stockings on, you were crazy, 'cause Mrs. Sewell proposed you went back into that house and got stockings to cover those legs.*

Retta Murphy, professor of History (the Murphy of Taylor-Murphy History Building) remembered that during the 1920s Dean Mary Brogdon even required female faculty members to wear stockings. When Murphy learned to swim (not at Riverside), her instructor, a minister, told her to get rid of those silly stockings, but back in San Marcos they continued to be a standard requirement.

In writing about this era of extreme personal modesty, SWT historian Joe B. Vogel reported that "Sewell cut the legs off a pair of trowsers [*sic*] and sewed them to the bottom of his suit for more protection." Sewell loved to swim and even formed a San Marcos version of a polar bear club, a group who went swimming year-around and always on Christmas

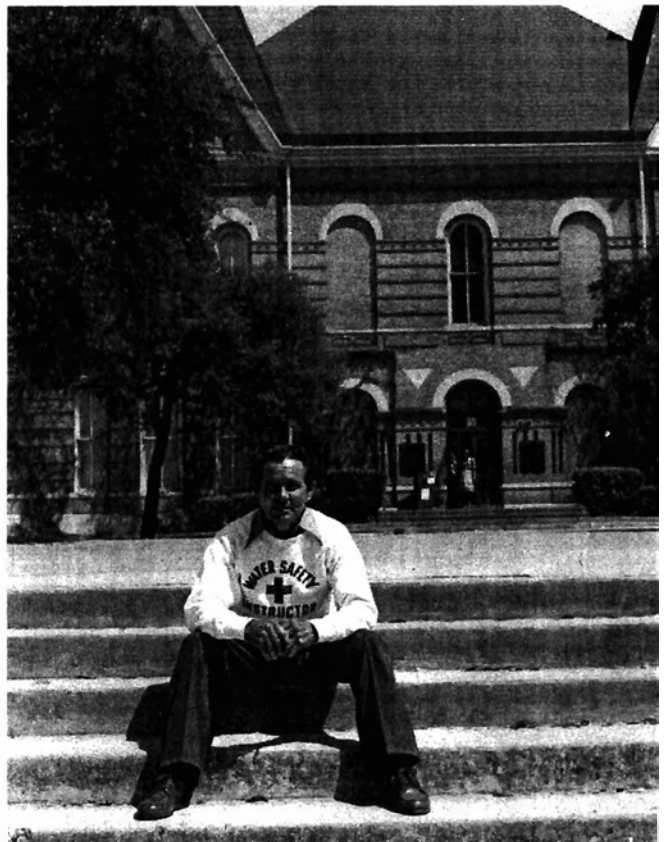
Day. Of course this was not quite as daring in the seventy-two-degree spring-fed water of South Texas.

"Froggy" Sewell (his nickname obviously connected to his love of water) supervised the swimming and lifesaving instruction that took place at the new swimming facility. Beginning in the 1920s the Aquatic Club, Red Cross Senior Life Saver and Water Safety instructors assisted Sewell in administering Riverside activities. Rusty Lewis, cheerleader and Froggy Sewell's youngest water safety instructor, was one of the old-timers who remembered fondly river events of the interwar period.

Sewell and his students also sponsored the annual Water Pageant that began on July 4, 1920, and continued intermittently for more than three decades. The first affair was simply a swimming and diving exhibition that President Evans authorized in conjunction with the opening of the pool. The activities gradually expanded with Professors Spurgeon Smith and Deacon Wright writing scripts for the two-day extravaganza that included performances by the student swimmers, as well as a parade of decorated water floats, musical concerts by the band and chorus, and dramatic productions. These summer festivals eventually attracted several thousand visitors each year.



*Dr. S. M. Sewell oversaw swimming at Riverside and sponsored the annual water festival until his retirement in 1941.*



*Three-time SWT graduate Rusty Lewis, a "yell leader" and Dr. Sewell's youngest water safety instructor, loves nothing more than to return to the campus where he literally grew up.*



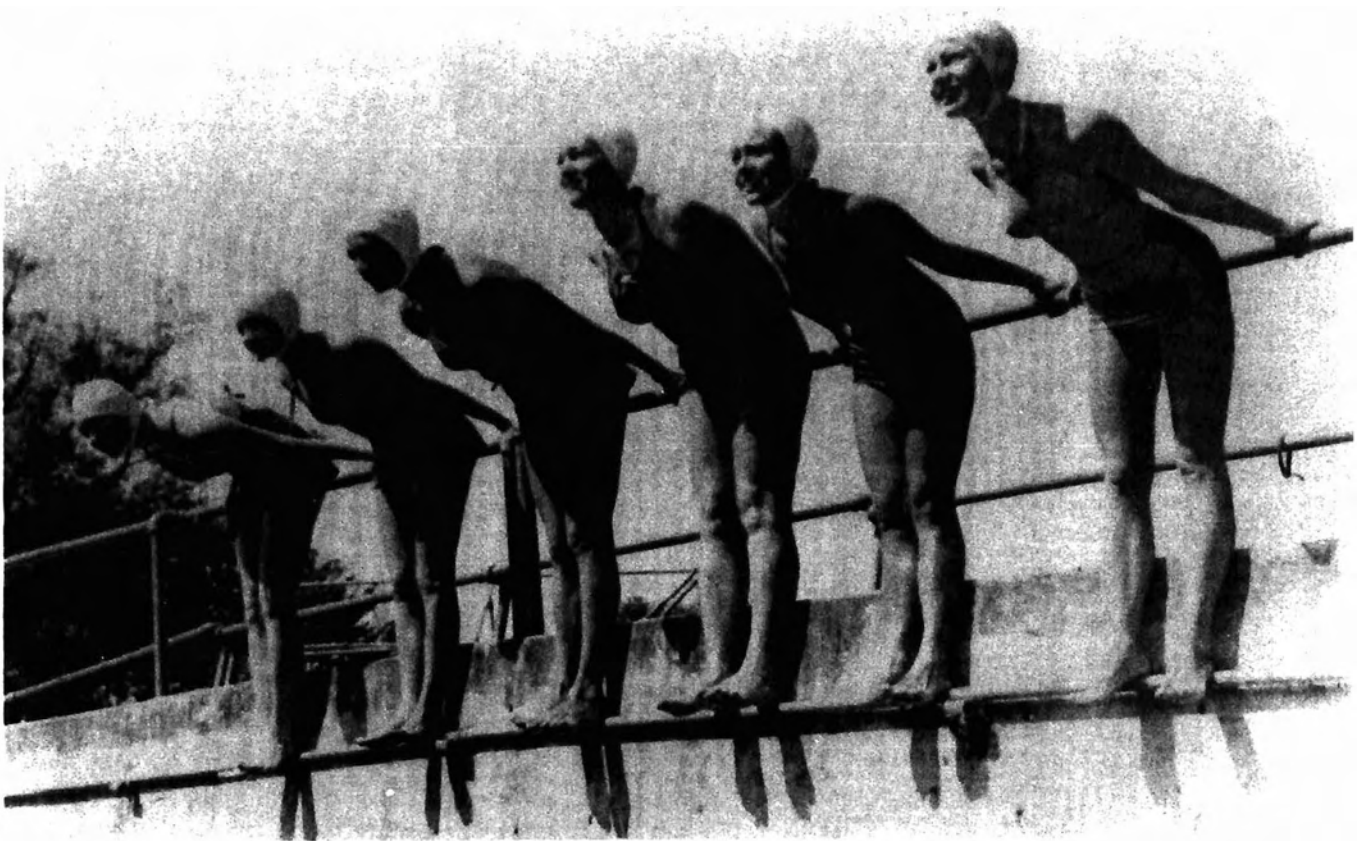


Band director Robert Tampke and his musicians presented a program that once included members of the Houston Symphony, which was conducting a summer camp in New Braunfels. Tampke remembered:

Ernest *Hoffman* was the director of the Houston Symphony. . . . So *this summer comes along and Mr. Hoffman, his first chair violinist, . . . his chief bassoonist, his oboist, his violist, and cellist*—it was practically an orchestra by itself—they heard about this [pageant] coming up, *Hoffman* did and he says, "Well, why can't we play with ya?" Kidding, I said, "You reckon you can cut the mustard?" . . . So they came and we had a dinger of an orchestra.

The Water Pageants continued into the early 1950s until as Tampke remembered it, they were discontinued. "I say why? You couldn't get people to stay on the weekends to put on a show or practice."

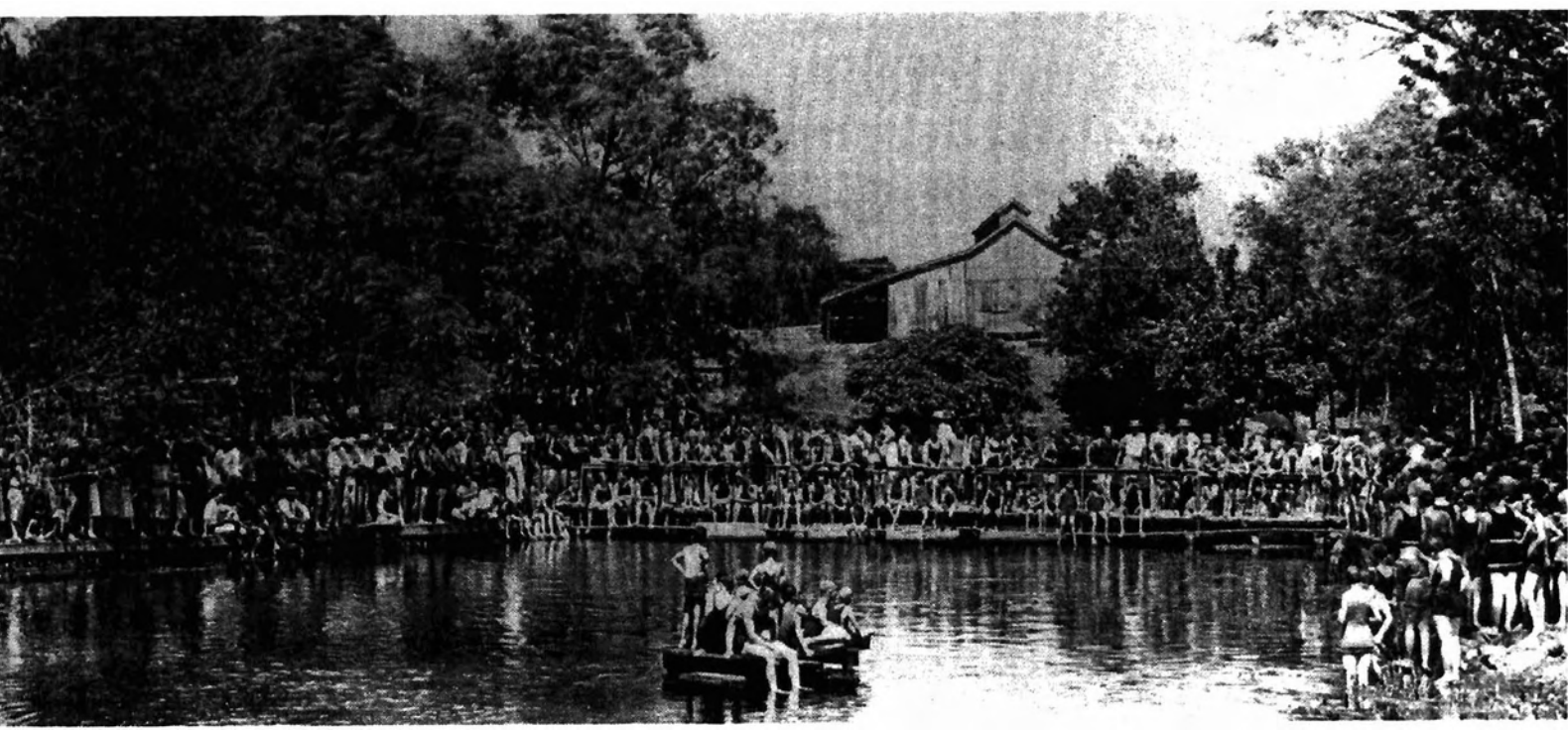
The passing of the summer festival did nothing to diminish the attraction of the river for SWT students, and new activities arrived to replace the old. Probably nothing has made the river more accessible to the SWT community than initiation of the Lions Club Tube Rental in nearby City Park and the further development of Sewell Park along the shore of the river.



From 1920 until the early 1950s, throngs of visitors watched the swimmers at the annual summer water pageant at Riverside. By the time Charlie *Hutto* directed the 1942 pageant, swimwear had changed from *Dr. Sewell's* early days.

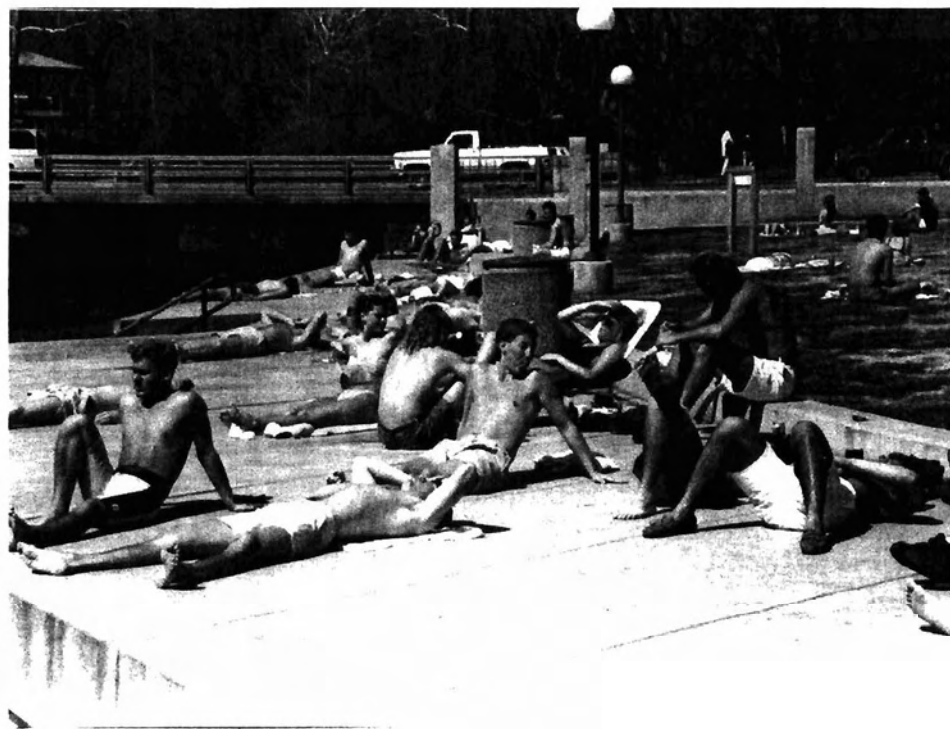
During the 1920s improvement of the Riverside facilities occurred gradually as President Evans added to the original tract of four acres that he leased for the College from the U.S. Bureau of Fisheries. Sewell Park and the adjacent university properties that extend along the river back to Aquarena Springs eventually gave the University nearly complete control of the riverfront from the Aquarena Springs Hotel to City Park.

One of the most important innovations at Riverside was the special creation of Professor J. A. Clayton of the Manual Arts Department (now Technology). Since the college lacked the resources necessary to set concrete forms along the river, Clayton suggested that the concrete be poured into forms placed along the banks. Steel reinforcing rods were extended beyond the individual slabs and shaped into hooks and eyes that matched those in the next slab. When cured, the





*Improvements on the river playground at SWT came gradually. The park on the banks of the San Marcos River was renamed for Dr. Sewell. But whatever the name, its popularity spans the century.*





concrete slabs were lowered into the river, one at a time and then literally "hooked" together in the concrete series that continues to form the banks of the river through Sewell Park.

The inventive Clayton also developed a water-powered dumbwaiter used in the old college cafeteria and created the first electric scoreboard in the college gymnasium. J. A. Clayton has the distinction of being one of the few fathers of father-and-son SWT faculty combinations. His son, Charles E. Clayton, was an associate professor of History, who, like his other son and grandson, attended Southwest Texas.

We are tempted as we approach the twenty-first century to forget that the concepts of community and engagement aren't new at all. President Evans envisioned his college as a community. He was always willing to organize a school party because he believed that they were good for morale.

From 1911 until World War I he sanctioned an annual one-day trip to Wimberley. According to the recollections of participants, both faculty and students boarded commodious, harm-dram, passenger vans rented from A. B. Rogers Furniture Company. The caravan set out over the narrow, dusty, packed-caliche road that linked San Marcos and Wimberley. It was a wearying ordeal, but no one ever forgot the comradeship or the picnic and games up in the Hill Country. The University Camp on the Blanco River near Wimberley allows and preserves some of those same comradely activities today.

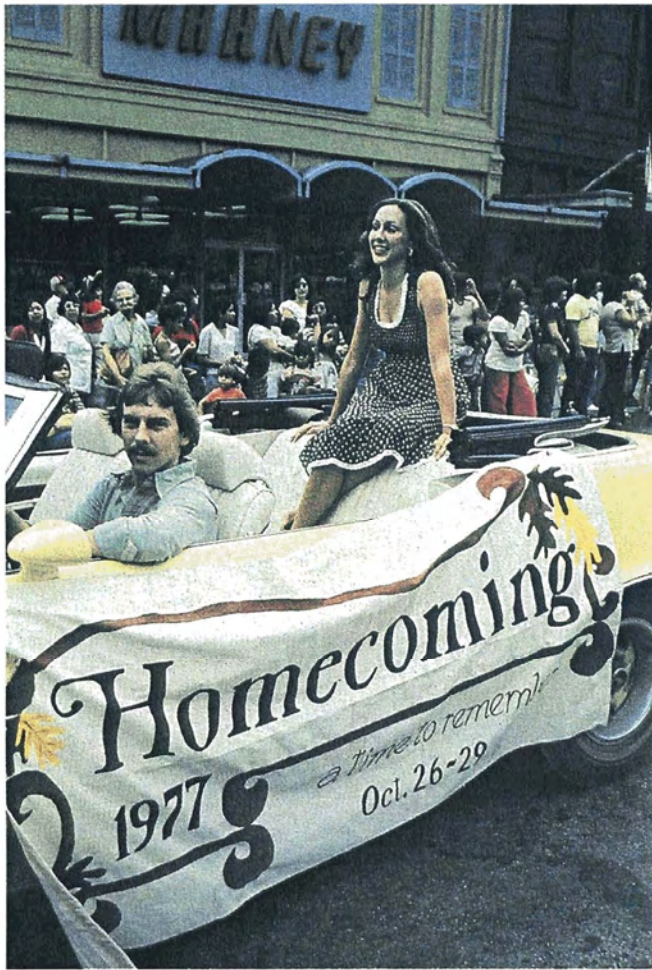


Frontier Days featured pretty girls, a parade, floats, and a country western dance. The event faded in the early 1960s.



Will the traditional Homecoming bonfire be replaced with a laser light show at Homecoming in 1999?





*Homecoming royalty is shown in this 1977 daytime Homecoming Parade shot.*

## IF IT'S NOT ONE DAY, IT'S ANOTHER

Professor Ralph Houston believed that Hobo Day was probably the direct descendent of this earlier collegiate celebration. During the 1930s Professor Greene and President Evans created this annual spring event. Under Greene's leadership the dress-dumpy day became a springtime holiday that temporarily ended the strict separation of students and faculty. On Hobo Day students and faculty alike joined in revelry along the riverside. Students often seized a favorite professor and gave him a dunking in this splendid outdoor swimming pool. Evans was always in attendance.

Professor Houston recalls that Evans wore "a greening black frock coat and derby hat, his face appropriately smudged." One interesting picture of C. E. Evans shows him sitting on a bench for Hobo Day. Taken a few years before his retirement, the photograph shows the sparkling eyes and the kind and friendly countenance of a president who was willing, for that day, at least, to conduct himself as the students suggested.



*Chuck Pascoe's Oracle of the Balcones, first staged in 1989, is only one of several original musicals written by the SWT playwright-in-residence that appeals to audiences of all ages.*



*A centennial alumni reunion on the river scheduled for July 3, 1999, promises to reunite generations of former SWT students.*





*The Ebony Players — the black theatre group that spawned such notable theatre alumni as Thomas Carter and Eugene Lee, both Class of 1974 — was formed by James G. Barton. A command performance of Raisin in the Sun at the LBJ State Park focused attention on the group. Here, SWT President Billy Mac Jones and President Johnson meet the cast and the audience.*

When John Garland Flowers assumed the presidency of SWT, he believed that Hobo Day cast a negative image over the college. After the war a committee developed an alternative, Frontier Days. The first Frontier Day was established to clean up the college campsite in Wimberley, a gift of Regent Sallie Beretta. For the first few years a work session at the campsite accompanied the other festivities.

Frontier Day preserved some of the earlier traditions of Hobo Day, notably the practice of dunking faculty members. William C. Pool, longtime member of the History Department, remembered it as a time of fun to release tensions. As a victim of one of the dunkings, however, he noted that some faculty members preferred to avoid the celebration for obvious reasons. As with Hobo Days, everyone dressed the part and donned Stetsons, Levis, and decorated western shirts.

It began with a parade through San Marcos. There were floats, marching units, and old cars in the review. In later

years there was a student rodeo. The talented displayed their skills as ropers and riders, and the greenhorns tried clumsily to match their feats.

By the early 1960s growing opposition brought an end to Frontier Days; however, riverside activities continued, first as Sadie Hawkins Day or Activity Day, and later as the Spring Fling, a more sedate celebration that began in 1964. These later celebrations featured egg-throwing contests, sack races, three-legged races, riverside dances, and exciting tugs of war across the San Marcos River. These last events offered the exhilaration of triumph to the victorious and the physical discomfort of a dunk in the stream to the defeated.

Each generation of SWT students has found its own satisfactions along the banks of the San Marcos River. Today it is the place to go for people-watching, sunbathing, swimming, basketball along the river, beach volleyball, Frisbee golf or Frisbee tossing, touch football, or just plain relaxing under the shady trees beside the rippling waters. In 1936 the *Pedagog* included the following description of Riverside. Except for slight variations in the uses that students made of the river, it might have been written yesterday or in 1903.

*Riverside! A magic word to every student who ever graced this campus with his presence. A word that spells pleasure to thousands of students who have found there a spot where they can forget the worries of work and studies and for a few hours really*



live—live where invigorating breezes blow off the opalescent green waters. Cool shades of drooping willows speak an irresistible invitation to come and lounge there. . . . A splash of water breaks the silence—a peal of laughter rends the cool air—all building up a wall of pleasure and relaxation through which thoughts of studies and classes, only a few blocks away, can never penetrate. The constant roar of roller skates drones in the air: *It's all in a day at Riverside.*

Then comes night! All Riverside is alive with activities of students and professors alike. From under powerful searchlights comes the crack of the bat—a baseball game in progress. On the other side of the resort is heard the happy voices of players busily engaged in volleyball games.

This then is our riverside, Sewell Park, simply "the river." Now that it has been joined by Jowers Center recreational facilities and extends upriver to Spring Lake at Aquarena, this part of campus continues to be the leisure time and activities center of campus in the spring and summer and, in commemoration of Froggy Sewell's polar bears, in winter too.

## ONCE UPON A TIME . . . ONCE IN AWHILE

But there were occasional events too. On October 16, 1915, Messrs. Garrett and Sewell and Miss O'Banion accompanied the SWT freshmen on a "possum hunt" that included a late-night picnic and a chance to join in games and campfire jokes. On March 27, 1926, the faculty women sponsored a special excursion. Under the supervision of Mrs. Gates Thomas and Dean Brogdon, sixty carloads of young women drove off toward Austin, Wimberley, and New Braunfels to see the state flower in bloom and, coincidentally, celebrate the coming of spring. Dean Brogdon also inaugurated a series of inter-class teas and receptions during the 1920s; besides being a renowned disciplinarian, she proved a resourceful social planner.

Nothing, however, in the early years compared with the appearance in 1928 of Jack Holman, a freelance Hollywood cameraman and aspiring director. In a foreshadowing of the popularity the campus would gain as a movie location, Holman produced a film entitled *The San Marcos Sheik*, using student talent. It was an obvious attempt to capitalize on the continuing popularity of Rudolph Valentino, the silent screen's greatest lover. Valentino had died in 1926, but his San Marcos successors played in a comedy that brought together the elements of the 1920s theatre fare: a villainous (college) sheik, a hero, a heroine, and a vamp.

Holman succeeded in producing a popular hometown favorite that played briefly to capacity crowds in San Marcos. Though the success of the movie was local and brief, the movie career of SWT and San Marcos had started. Not only have theatre alums and faculty such as James Harrell and Larry Hovis taken SWT's name elsewhere, but Steve McQueen, Dennis Quaid, Emilio Estevez, and others have come here with film crews. *DOA*, *The Getaway*, *The Great Waldo Pepper*, *The Piranhas*, and *The War at Home* have all had a temporary home on campus. Students and faculty have had considerable opportunity for extra roles in films both here and in surrounding towns.

Students invariably remember these activities as a highlight of their college experiences. When Estevez used Taylor-Murphy (old Fine Arts) for his set location, students surrounded the classic Spanish Colonial-style structure hoping for a glimpse of the nineties star and his supporting cast which included Academy Award winner Kathy Bates.

During the mid-1930s the college joined the rest of Texas in the preparations for and celebration of the Texas Centennial. In San Marcos, Irma L. Bruce, then a supervisory teacher in the campus school and later an Education professor, was chairman of the centennial festivities. Professor Bruce remembered that the "climax of all events was a beautiful pageant, *Texas through the Years*, which was presented at Evans Field (now the commuter parking lot just east of Jowers Center) on May 1, 1936. According to Miss Bruce, *The history of Texas* was depicted in six episodes: Episode I by the Southside School; Episode II, by the Junior High School; Episode III, by San Marcos [Baptist] Academy; Episode IV, by the Senior High School; Episode V, by SWT; and Episode VI, by the Senior High School. An *interlude* was presented by the Negro School. The Grand Finale received a tremendous applause as all of the participants appeared simultaneously in *their groups*.

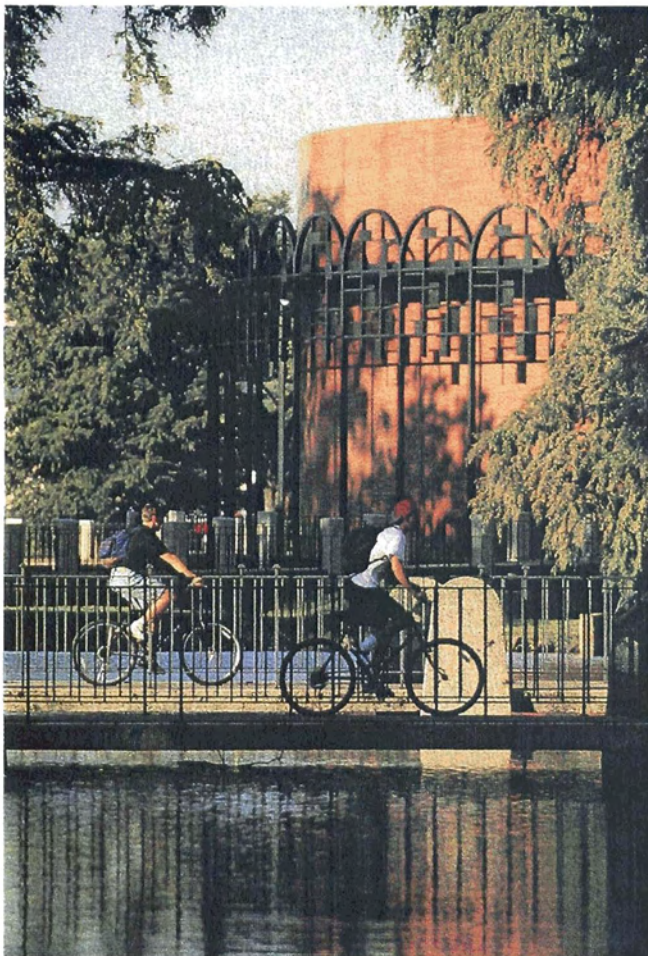
The most spectacular part of the performance was surely the prelude, a dance of the massed elementary classes of San Marcos. Each class dressed as a separate Texas wildflower and danced in separate circles on Evans Field. Occurring in the midst of the Great Depression, this spectacle permitted community and college a brief patriotic and optimistic interlude in otherwise trying times.

Generations of former fish remember fondly the preparations for the Homecoming bonfires. For days, even weeks, they gathered every scrap of combustible material, stacked it on a gigantic pile, and then wearily guarded the bonfire site. Finally on Homecoming eve they ignited their precious mound.

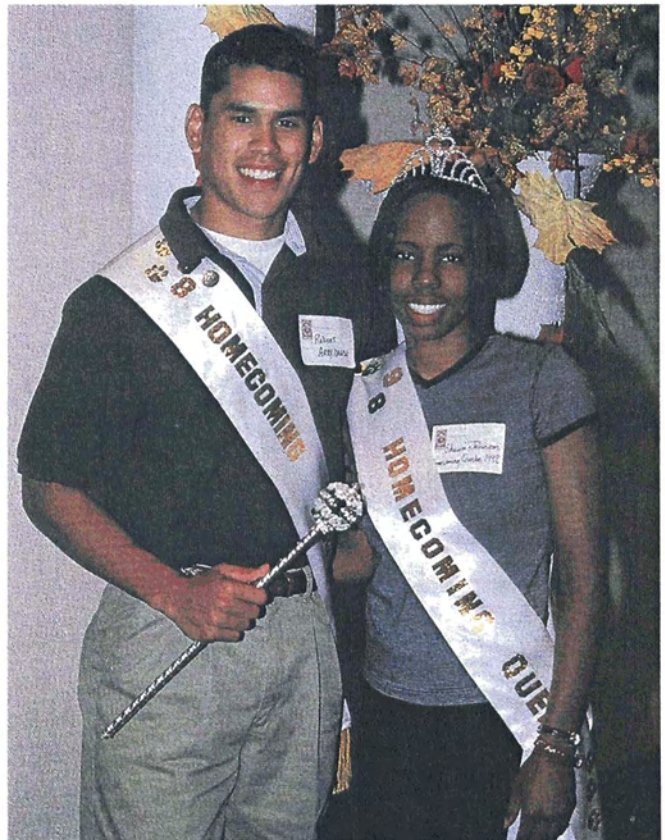




*In spite of the student-fee-funded shuttle buses, walking is the key mode of transportation on campus.*



*SWT students find bicycles helpful to get around town and across a campus that has expanded considerably since 1903.*



*Robert Arredondo and Shawn Johnson were chosen 1998 Homecoming King and Queen respectively in campus-wide elections the weekend before Homecoming.*





*This colorful shot of the Bobcat Marching Band shows the band in another inaugural parade—the parade down Congress Avenue that heralded the swearing in of Texas Governor Dolph Briscoe.*

Sometimes the canvassing for the supplies took on the character of vandalism as students found the perfect out-house or unattended lumber, and simply didn't bother to ask if it were available for their use. In the fall of 1963 the "bonfire crisis" almost ended the practice when outsiders twice fired the stack of scraps. This led to the third and successful bonfire being built of stolen lumber. That prompted demands for repayment as well as disciplinary action for the student culprits.

Other events were both less controversial and more dignified. In the late 1950s and again briefly in the 1980s students in Music and Theatre performed Christmas madrigal dinners which included food and entertainment in the Elizabethan style.

And students of course always entertained themselves independently. The drive-in movie reigned supreme here as it did nationally in the 1960s. In San Marcos, however, it was not without its hazards. Susan Komandosky remembers, "you always had to check which way the wind was blowing from before going. The drive-in movie was located a little too near the stockyards and a breeze from the wrong direction could make for a stinker of an evening."

Back on campus the students have had the opportunities to meet and listen to addresses by prominent entertainers, writers, and political figures. Among the many have been William Jennings Bryan, Eleanor Roosevelt, Norman Cousins, Henry Steele Commager, Walter Prescott Webb,

James Arness, Dean Rusk, John Hope Franklin, C. P. Snow, Alvin Toffler, Timothy Leary, Alan Ginsburg, Shelby Foote, Scott Momaday, Barbara Jordan, Gerald Ford, Larry McMurtry, public television journalist Robert MacNeil, Jim Lehrer, and alumnus Lyndon B. Johnson. This list is experiencing additions during the centennial year as campus lecture committees are inviting numbers of distinguished social, political and literary figures.

And SWT has taken its show on the road. During the 1990s the university performing arts groups have taken repeated trips to western Europe and Russia. Southwest Brassworks, the faculty brass ensemble, has established a special relationship with musical colleagues in Russia. Student travelers will retain life-long memories of travels with Fine Arts faculty to European cathedrals and concert halls. Dr. John Paul Johnson has taken the SWT choirs on several European tours in the past decade; Professor Howard Hudiburg and the University Orchestra have traveled both across the country and abroad, the SWT Jazz Ensemble has earned international recognition with its performances in Russia and throughout western Europe. But these successes have not come out of nowhere. They have their roots in the student organizations, dedicated faculty and informal, on-campus performances of the early century.

## CAMPUS FAVORITES

Campus popularity and beauty contests long had a place in the lives of Southwest Texas students. In the early days when the school was a small, close-knit community, such recognition, like participation in the literary societies or the Stars, had broad meaning for the entire campus. In 1910 the *Pedagog* included the first section devoted to "Our Pretty Girls," Donna Devoe and Lona Lederer, who were the fore-runners of later campus queens.

For the next sixteen years the *Pedagog* normally featured campus beauties and student favorites, but an important change came in 1925–26 when the *Pedagog* staff inaugurated a contest for selecting the "Most Representative Students of the Southwest Texas State Teachers College," the Gaillardians, named for a local flower which is also the school flower.

The qualifications for Gaillardian candidates specified that nominees had attended two college terms prior to the winter term, had earned at least a "C" average in their preceding two terms and had participated in one or more of the following: dramatics, band, football, basketball, baseball, track, Student Council, Press Club, the *College Star*, the





*This award-winning jazz ensemble has made headlines around the world.*

*Pedagog*, Women's Athletic Association, YWCA or YMCA cabinets, intercollegiate debate, and the literary societies (Harris-Blair, Idyllic, Pennybacker, Philosophian, and Shakespeare). The *Pedagog* staff conducted the election in which each student had one vote and in which class, organization, political and financial considerations were completely ignored.

The contest produced the first ten Gaillardians, eight from the college and two from the sub-college (SWT's preparatory high school that accommodated San Marcos children and college students with high school deficiencies).

Revisions in the qualifications and procedures for nomination in the following year suggest that efforts to eliminate such class and organizational affiliations had failed. In 1926–27 previous Gaillardians and students under disciplinary sanctions were excluded from voting, but each class, the literary societies, the Women's Athletic Association, and the T-Association nominated a man and a woman. From twenty-two nominees, the students elected the eight Gaillardians.

Beginning in 1927–28 and continuing until 1947 only women could win the designation Gaillardian. Students selected men to serve as their escorts during the presentation ceremonies and the Gaillardian Dance. Since 1947 Gaillardians have been both men and women, and all cam-

pus organizations can nominate candidates. Though no longer treated with the campuswide significance they once had, Gaillardians are one of the links in a chain to a more cozy and homogeneous past. The centennial Gaillardians were the most diverse group in our history and reflect the ethnic and cultural diversity of an institution changing to meet the needs of the twenty-first century.

Campus queens and bathing beauties can trace their SWT origins back to the same 1910 *Pedagog*, but the first of the modern contests probably occurred in 1942–43 in the midst of World War II. The popularity of these contests probably stemmed from the increasingly popular Miss America contests dating to 1921 and the wartime popularity of pin-up girls and Hollywood stars who linked servicemen with life back home.

In San Marcos Nelva Smith won the first SWT bathing beauty contest. In the years that followed young women competed for an assortment of beauty titles: All-College Beauty, Frontier Days Queen, Rodeo Queen, Homecoming Queen, Chili Queen, and Miss SWT.

Competition for Miss SWT began in 1947 when Carla Beilharz was selected in a contest that recognized beauty, poise, and talent and concluded twenty-nine years later when Eva Dorsey was chosen as the last Miss SWT. Though beauty contests fell victim to changing social values and a



*The Miss SWT and All-Campus Beauty titles were the campus's most prestigious until beauty pageants were abandoned in the mid-1970s. Here Miss SWT Kaye Alexander (center), Class of 1974; first runner-up Jeanie Boone (right), and second runner-up Jenice Graham, pose after a pageant.*

broader societal criticism of contests which selected aspirants for the title Miss America, three generations of SWT women regard these contests as part of their personal treasured memories of life on the Hill.

## STRIKE UP THE BOBCAT BAND

In 1919 D. D. Snow became director of the first SWT band, the Southwest Texas Normal Band, which soon became the Bobcat Band. It turns eighty in this centennial year. The band, which began with support from the Board of Regents and eleven instruments furnished at state expense, met in the evenings and offered the students a pleasant study break.

Snow and his twenty-two student musicians first performed at the SWT-San Marcos (Baptist) Academy football game on November 28, 1919. According to the 1920

*Pedagog* the band was "a valuable asset because it furnishes music to all students and can perform at all occasions." The early band's members acted as ambassadors of the college.

The band attained new permanence when Robert A. Tampke became its first permanent director in 1923, replacing E. L. Barrow, who had succeeded Snow. A graduate of North Texas, Tampke had studied English and Social Studies; his primary qualifications for appointment as band director were his ability to play several instruments and his participation in band while in college. The North Texas president recommended Tampke to President Evans for the SWT job.

The young graduate decided to interview for the position because his father reminded him that he would have no discipline problems in college. In an era when C. E. Evans repeatedly told faculty members that "if you've had it [a course or subject area], you can teach it!" Bob Tampke found himself band director because he could play an instrument.

Tampke remembered the SWT Band of the 1920s as "a wide open organization . . . [which] played primarily upon good will—you know what I mean, enthusiasm." Professor Tampke remembered the 1920s–30s as good years for the college's band.





*Spiffy in uniforms, the Bobcat Band posed for its 1936 Pedagog photo.*



*The 1923 SWTTC Band didn't have a saxophone.*

But there were problems and frustrations, especially when it came to transporting the band out of town. Without travel funds Tampke asked faculty friends to transport the band in their private autos. Sometimes as many as fifteen to eighteen cars filled with musicians commuted between San Marcos and Commerce or Denton. Periodically a car or two got lost, and there were several accidents, but Tampke remembered that there were never any serious mishaps.

One such mix-up occurred when Professor W. I. Woodson drove three men and two women to North Texas State for a football game. Each of the drivers had agreed to

rendezvous with their riders at a particular point. Woodson and his group agreed to meet at the American Cafe on the square in Denton. When the weather turned cold, the students decided to wait for Woodson inside the cafe. Meanwhile, Woodson circled the square several times, could not see the students and promptly headed for home.

When he did not show up, the students surmised that he had left them and so made their own travel arrangements. The women hitchhiked back to San Marcos, and the men found a way to Fort Worth where they managed to appear on a radio variety show called "Bewley's Best" broadcast over WFHA.

Back in San Marcos, Tampke learned of the mix-up when the girls' housemother called in the middle of the night and asked him where they were. Though he suffered a few hours of uncertainty, the women arrived shortly after daybreak to end the worst of his anxiety. Reflecting upon the event years later, Tampke explained that it showed clearly "the difficulty of doing things at all and the fact that people did help out."

Tampke's father turned out to be right after all. In 1978 Tampke remembered his association with the band as his greatest satisfaction at SWT: "I had a wonderful bunch of kids, I'll declare. I didn't have to discipline but one."

The first band uniforms came in 1928 and occasioned one of those perennial conflicts with Dean Brogdon's notions





*Choral music director John Paul Johnson (front row right) pulled together this volunteer group of vocal jazz musicians who became extremely popular during the 1998-99 celebration year performing as the Centennial Singers.*

of female decorum. Tampke wanted the band all dressed alike in maroon and gold with caps, capes, blouses, and pants. These last were the stumbling block because Dean Brogdon thought them inappropriate attire for young ladies until Tampke explained how much more embarrassing it would be for the young women if they wore dresses while performing on a raised stage!

Tampke was succeeded in the 1950s by Anton Bek. Though these were years of slow growth, Bek did encourage the development of the first drill teams and baton twirlers. When Maurice Callahan became band director in 1960, he proposed a change in uniforms and the creation of the drill

team that has become the Strutters. He led the band during the Johnson years when the SWT Band twice participated in presidential inaugurations honoring the famous alumnus.

In 1965 the so-called "battle of the bands" made national headlines when the University of Texas Band attempted to lead the inaugural parade. Only the timely intervention of SWT President James McCrocklin ended any doubts as to which organization would follow the presidential party down Constitution Avenue.

Today that twenty-two-member ensemble has become an organization of hundreds that critics suggest is one the finest marching bands in the country. Building on the efforts



*Here the 1989 Strutter line poses in front of Old Main.*

of Tampke and his successors, director James Hudson has given special attention to recruiting and used his summer band camps to bring both outstanding high school musicians and their directors to campus. His band is only one part of a music program which features choral groups and jazz groups with national and international reputations, vocal and opera programs, renowned percussion ensembles, a mariachi group, and a gospel choir. Though highly talented music majors form the backbone of these groups, they continue to involve large numbers of musical students from all across campus, involving a larger and broader cross-section of participation than almost any campus activity.

*This department [music] was small [in the mid-1960~1... But the friendliness, the feeling of camaraderie, the feeling of helping one another in all the areas . . . wonderful people just made it very friendly. And the other thing that always played a role and will always play a role at Southwest Texas is the camaraderie between faculty and students.*

—J. Robert Whalin, Professor of Music

In addition to traditional teacher education and performance specialties for its students, the Music Department houses a major in Sound Recording Technology, one of only a few in the country. These students are not only talented musicians, but must endure a daunting sequence of Calculus and Physics courses as well.

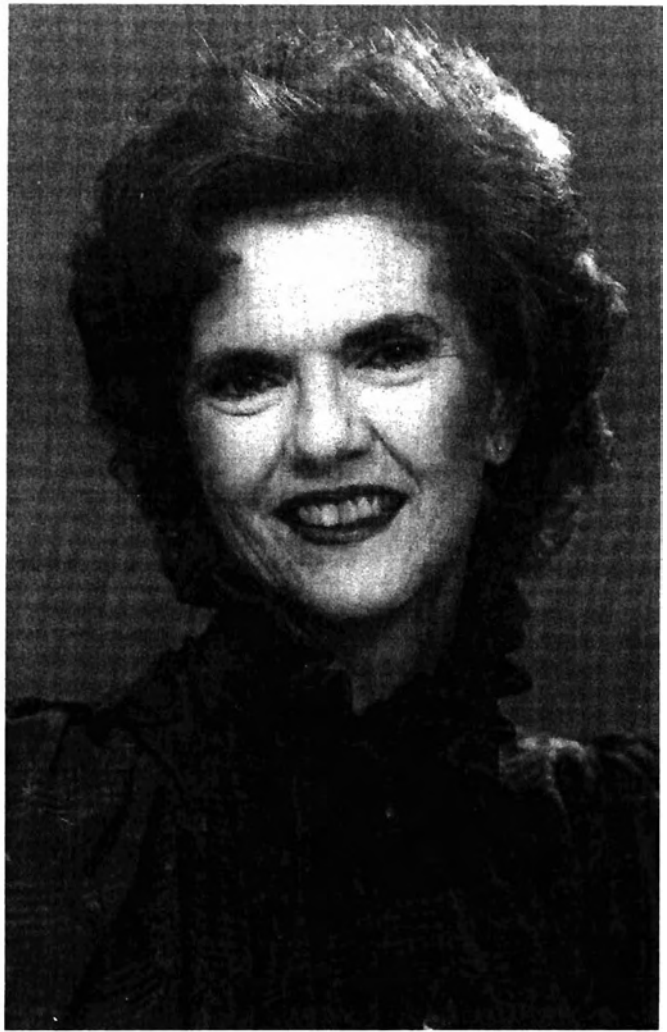
Though the Bobcat Band and other music organizations are still ambassadors of the university and part of the music curriculum which provides teachers for Texas band and choir rooms, they have become important training grounds for a growing number of professional musicians as well. Recent SWT musicians have gone on to perform in Hollywood and on Broadway, and their experiences in collegiate music organizations such as the University Chorale, the University Symphony Orchestra, and the instrumental ensembles, as well as the Bobcat Band, have laid a foundation for their later success. Not only have these organizations added to the quality of campus life, but as important, they, along with similarly creative programs in theatre and art, have provided generations of students with a variety and quality of cultural experience which has immeasurably supplemented their traditional education.



In 1960 the first women's drill team became the Strutters, and Barbara Tidwell became its leader and choreographer. In an almost forty-year career Mrs. Tidwell influenced thousands of young women who came to SWT to join the Strutters. The Strutters, a combination drill unit and precision dance team, marched in the inaugural parades of 1961 and 1965, performed at all home football games, and have traveled across the state, nation, and world as emissaries of the university. In 1996 they traveled to the Republic of China in one of their most exciting out-of-country experiences and pictures of them at the Great Wall are an appropriate symbol of how far SWT's presence has spread.

Though they have been student and public favorites for years, the Strutters have also attracted controversy as some faculty and alumni objected to the image that they projected as well as the influence which Mrs. Tidwell exercised over the young women. Events reached a crisis in 1978 when President Lee H. Smith disbanded the Strutters at the end of the fall semester. Refusing to disband, the Strutters and their beloved leader Mrs. Tidwell continued to practice in City Park next to the new Jowers Center and Sewell Park. Meanwhile, friends and Strutter alumni mounted a campaign to restore the organization to campus. By the end of the spring semester President Smith restored the Strutters but moved them from the Music Department to the Athletic Department, where they remain.

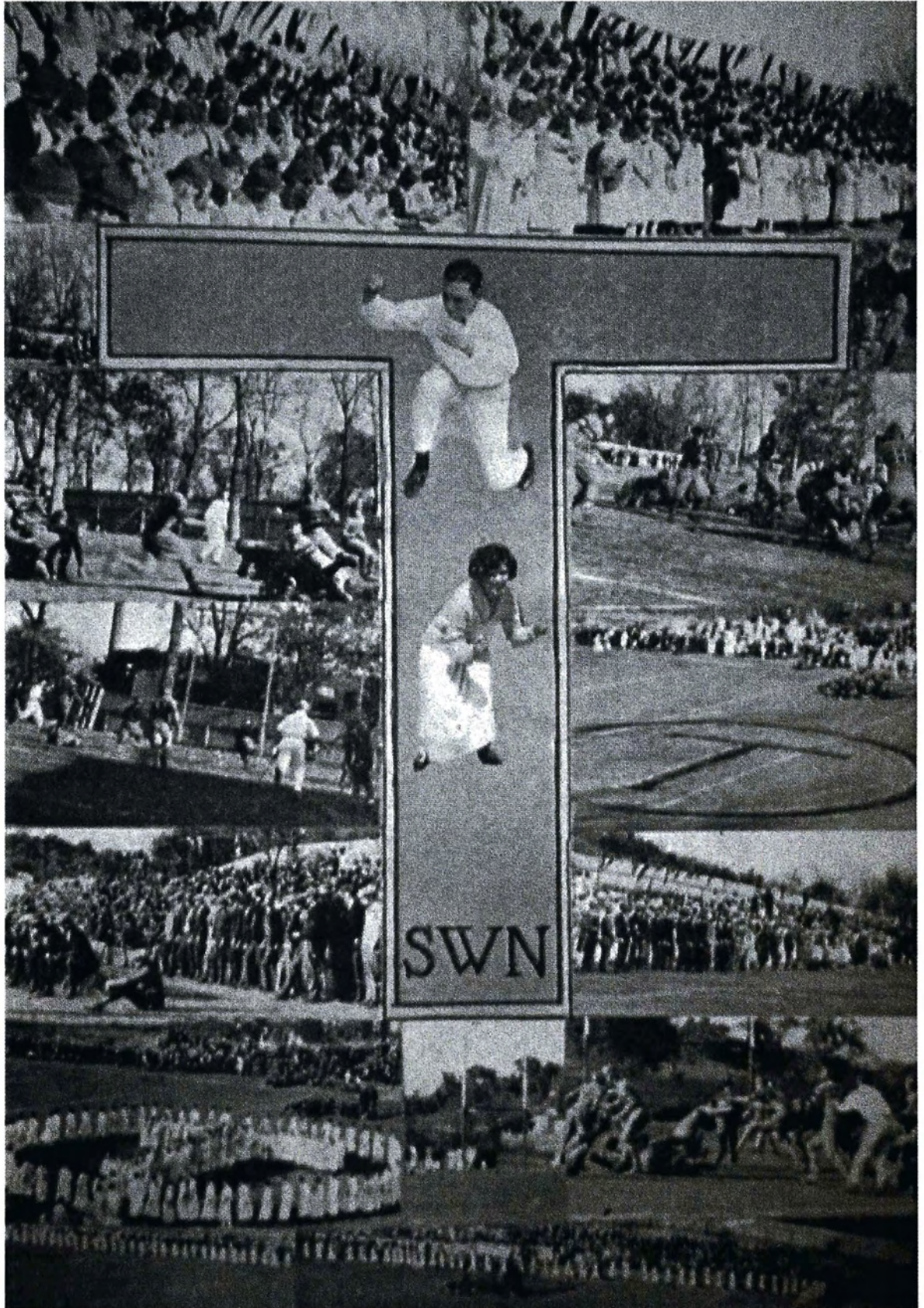
Mrs. Tidwell retired in 1997 but the Strutters are entering their fifth decade and the university's second century under her successor, Susan Angell.



Original Strutter choreographer and *director*, Distinguished Alumna Barbara Tidwell, Class of 1962.



# FIELDS AND DREAMS





# 4

IN A REVERSAL OF THE HISTORY AT MOST universities, the first formal athletic teams at the normal school on the hill were the women's basketball teams. In fact, for the first decade women's teams in basketball and tennis outnumbered those of their male counterparts. At times women had as many as four different basketball teams which bore such interesting names as the Gypsies, Nymphs, Topsies, Sprites, and Goblins. For nearly twenty years the women's teams competed, first at the intramural level and then within an intercollegiate program.

In 1923 and 1924 the Gypsies, coached by Berta Lowman, captured the Women's Intercollegiate Athletic Association championships by defeating such rivals as southwestern University, Southern Methodist University, Texas Woman's College, Hardin-Simmons, and North Texas State.

All of this changed in 1925 when Lula Hines and Dorothy Gregory reorganized the women's athletic program and established the Women's Athletic Association. This society fostered intramural rather than intercollegiate athletics for women. Although part of a national trend to limit competitive sports for women, it temporarily destroyed one of



*Women's basketball teams with names like the Gypsies, Goblins, and Nymphs (shown here) were common in SWT's earliest days.*



By 1913, the Bobcatfootball team was scheduling games with college and high school opponents.

the oldest and most vigorous sports traditions in the college. It would be almost forty years before women again had an opportunity to participate in intercollegiate athletic programs comparable to those enjoyed by men.

The first men's team appeared in 1904–05. The men too played basketball, but the premier sport was baseball. The earliest normal school football team organized in the fall of 1908 and had become a permanent part of the school's athletic program by 1910. In 1913 the football and baseball teams were scheduling games against collegiate and high school opponents in Central Texas.

During this formative period, there were no full-time coaches. Instead, faculty members doubled as coaches of both the men's and women's teams. Jimmy Coxen, head of the Manual Training Department, was the first football coach, but he soon shared these responsibilities with scientist C. Spurgeon Smith and Spanish instructor George B. Marsh. Thomas E. Ferguson, an English instructor, joined Marsh as a baseball coach, and H. A. Nelson, head of the Agriculture Department, directed the Gypsies through the mid- and late teens.

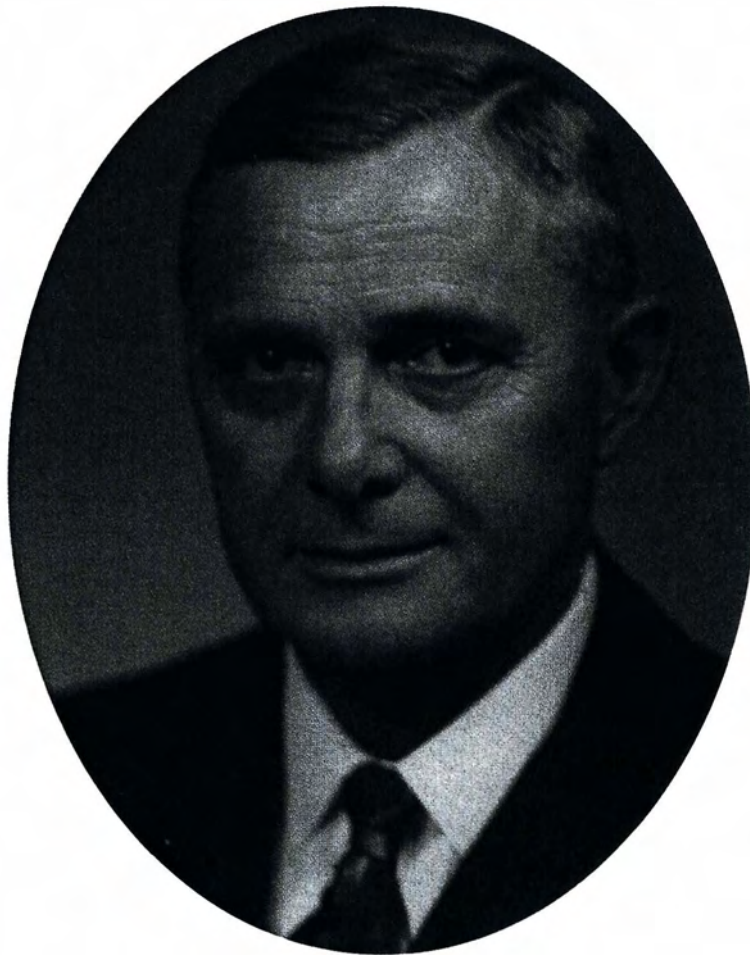
## THE BEGINNING OF THE STRAHAN ERA

Oscar W. "Oskie" Strahan, the school's first professional coach, came to Southwest Texas in the fall of 1919 after "interviewing" with Prexy Evans in St. Louis' Union Station. Strahan had been a prewar track and football star at Iowa's Drake University. After graduation Strahan joined the Signal Corps and served in France with the American Expeditionary Forces. When he discussed the SWT job with C. E. Evans, Oskie asked if the college had a gymnasium, to which Prexy allegedly grunted: "Gym? We don't need gyms in Texas. Weather's too good to play indoors."

Coach Strahan, nevertheless, worked to get a gymnasium. He established a makeshift gym in the old Coronal Institute auditorium which served until the first special purpose gym was completed in 1921. Those who watched the Bobcats play basketball at Coronal remembered that the presence of three padded support columns in the middle of the floor aided the "picks and screens."

Spectators sat on old school benches, and occasionally the press of fans forced school officials to lock the doors and hold down the windows, lest the overflow crowds spill over onto the playing floor. The original locker and shower facilities at SWT were primitive. The men dressed under the baseball bleachers until Coach Strahan obtained a vacant room in the Powerhouse. The basketball players "showered" in an old washtub that was heated over an old stove; at the end of the game the players took turns rinsing themselves in the hot water.





*SWT's first professional coach, Oscar Strahan, came in 1919.*

Students and San Marcans contributed both time and money toward the construction of the first bona fide college gymnasium, which opened during the winter of 1921. It had become a college and community project with hundreds of individuals participating as amateur carters and teamsters, carpenters, and painters. Varying the normal construction techniques slightly, the building's walls and all-important basketball floor were completed before the roof was finished. The first basketball game was played in the uncompleted structure and all went well until a rain storm threatened to turn the building into a gigantic swimming pool.

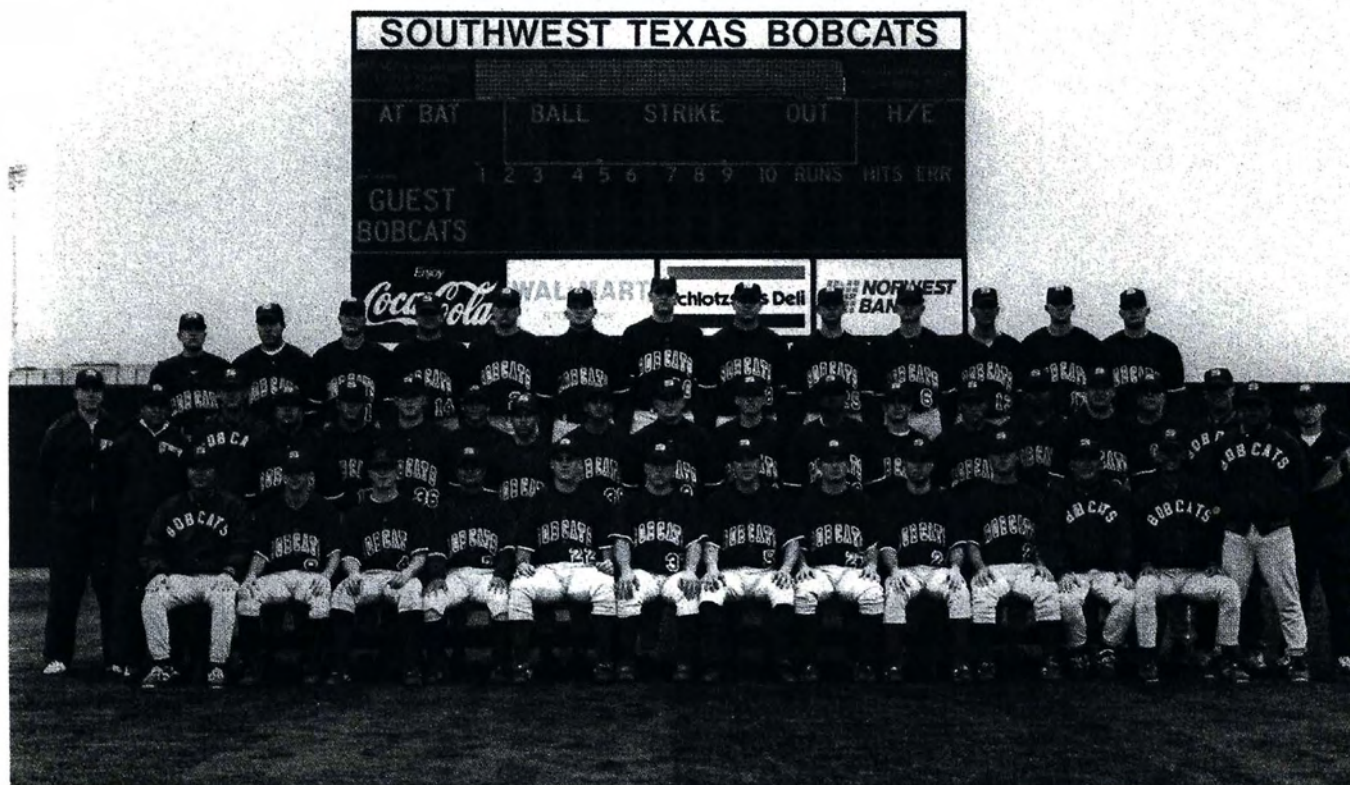
That basketball team of 1921 won three games and lost twelve, but it surely established a college record for endurance when it played ten games during a twenty-day stretch in February! Coach Strahan's team played the University of Texas, Southwestern University, Howard Payne, San Marcos Academy, Sam Houston State, and Simmons College.

In the early years Strahan coached every sport except baseball which he did not like; thus baseball, initially the favorite sport, was relegated to a secondary position. During the 1920s the hardball team struggled along under the direc-

tion of SWT alumnus and basketball coach Henry G. "Pete" Shands, who had lettered in football and was captain of the famous undefeated normal college champions of 1921. Baseball disappeared as an intercollegiate sport after the 1930 season and did not return to campus until 1958.

During much of the modern era, baseball limped along as a club sport. Former UT baseball player and enthusiast William C. "Bill" Pool almost single-handedly kept the club sport and then varsity sport alive in the 1970s and early 1980s. For baseball Pool followed a tradition as old as the school itself as he blended his teaching of Texas history with his coaching and scheduling of baseball games. Eventually, baseball regained major sport status, then earned national recognition in spring 1997 when Coach Howard Bushong and the team won the Southland Conference championship, advanced to the NCAA playoffs and defeated top-seeded Texas Tech in Bobcat baseball's first-ever NCAA tournament game.

Though the Bobcats failed to advance, they also defeated other top seeds and brought national attention to a program that had been a club sport with a faculty coach less than a decade earlier. As Vice President for University



*Coach Howard Bushong's 1997 baseball team racked up the campus' best baseball season eve,;*

Advancement and alumnus Gerald Hill commented, the real tragedy was that Bill Pool "didn't live to see his beloved baseball team go to the playoffs."

Coach Strahan's favorite sport was track which he coached until his retirement, but his first years were hectic as he also served as athletic director (1919–61), football coach (1919–34), and basketball coach (1919–24). He also helped organize the Texas Intercollegiate Athletic Association (TIAA) and the Lone Star Conference (1931), as well as being active in the affairs of the National Association of Intercollegiate Athletics (NAIA).

Two of Coach Strahan's most successful football teams played during the 1920s. The 1921 team transformed football into a major sport at SWT when it compiled a 7-0 record and earned the title "Normal Champions" as the Bobcat football team defeated rivals from Huntsville, Commerce, and Denton. The triumph over North Texas State was especially satisfying as SWT became the first normal to defeat its Denton rival. The 1929 Bobcats won the TIAA championship for the first time and compiled a record of 5–1–2. The squad's only loss came to powerful Howard Payne of Brownwood, but it was a nonconference game. Three Bobcats, "Cotton" Branum, "Effie" Lindsey, and Joe Berry, earned All-TIAA first-team honors, and two others, "Goof" Gordon and Ed Horton, were second-team selections.

Coach Strahan was equally successful in track as his teams won two championships during the 1920s and finished near the top in most meets. Meanwhile, Pete Shands' basketball team of 1929–30 compiled a 15–4 record which included a victory over Southwest Conference neighbor UT! These victories brought statewide recognition to both SWT and Coach Shands, who became in 1935 the coach of North Texas State. At North Texas he organized and instituted health workshops for teachers and the first basketball clinic or coaching school in Texas. In 1975 the SWT Alumni Association selected Shands for one of its Distinguished Alumnus Awards in recognition of his service to his university and the citizens of Texas.

Coach Strahan became a living legend at SWT; his association with the college and its athletes brought him recognition as a member of the NAIA Track and Field Hall of Fame in 1954. More importantly he developed an athletic program that was stable, produced championship teams, and turned out several generations of successful high school and college coaches.

Four years before President Evans hired Oskie Strahan, he identified the benefits and dangers associated with an active athletic program. He believed that a good program could promote physical skills, develop intellectual strength, and spawn self-control, self-reliance, and courage, as well as





*Coach Pete Shands, Class of 1924, accepted the Distinguished Alumnus Award from Alumni President Jim Turner*

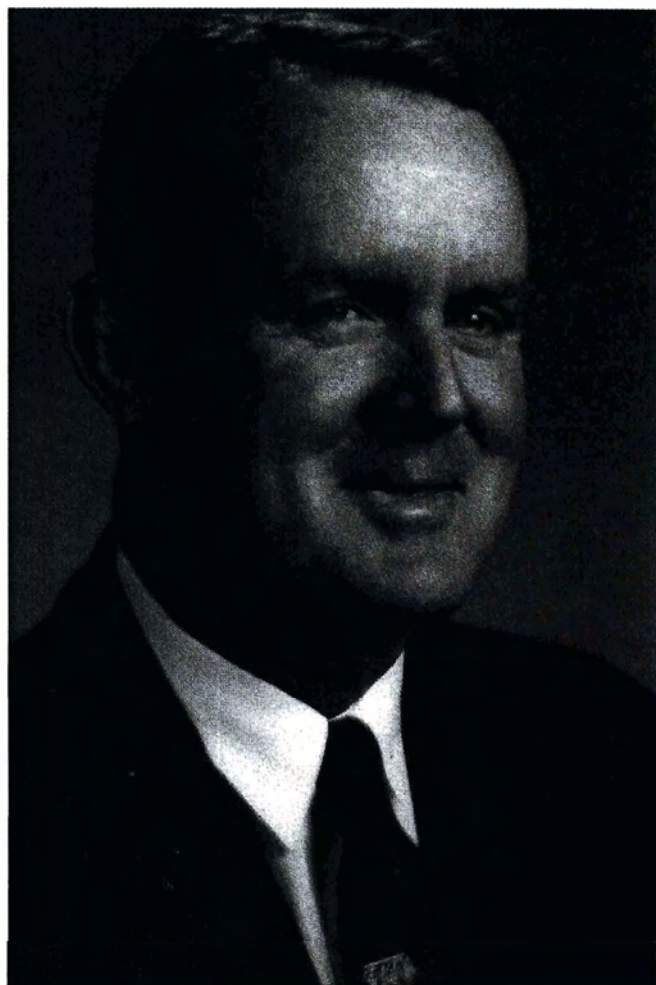
foster teamwork and school spirit. The perils were the tendency to overemphasize winning and to sacrifice scholarship and professionalism which would undermine the school's standards and sense of purpose.

In appointing Oscar W. Strahan, President Evans showed the wisdom and judgment of character that brought SWT a coach who averted the perils and accomplished the purposes that Evans had foreseen. Coach Strahan lived to age eighty-seven, dying on August 21, 1978, almost sixty years after he came to SWT. Strahan Coliseum houses Bobcat athletic events, graduations, and preserves an important memory.

Coaches Joe Bailey Cheaney, George Vest, and Frank Gensburg, successors to Strahan and Shands in the 1930s, never managed to equal the successes of the 1920s. The anticipated return to the victorious traditions seemed always just around the corner. Cheaney's best team came in 1941 when the Bobcat football team won four games and finished second in the Lone Star Conference. Vest coached basketball before the war and football afterwards. His 1948 team compiled an 8-1 record and won the Lone Star Conference championship. The 1948 team had four all-conference players. These accomplishments in the late 1940s and the appointment of Milton Jowers as head basketball coach in 1946 set the stage for what became the remarkable 1950s.

## BOUNCING BACK WITH JOWERS

Milton Jowers had played for Coaches Strahan and Shands in the early 1930s when he starred in both football



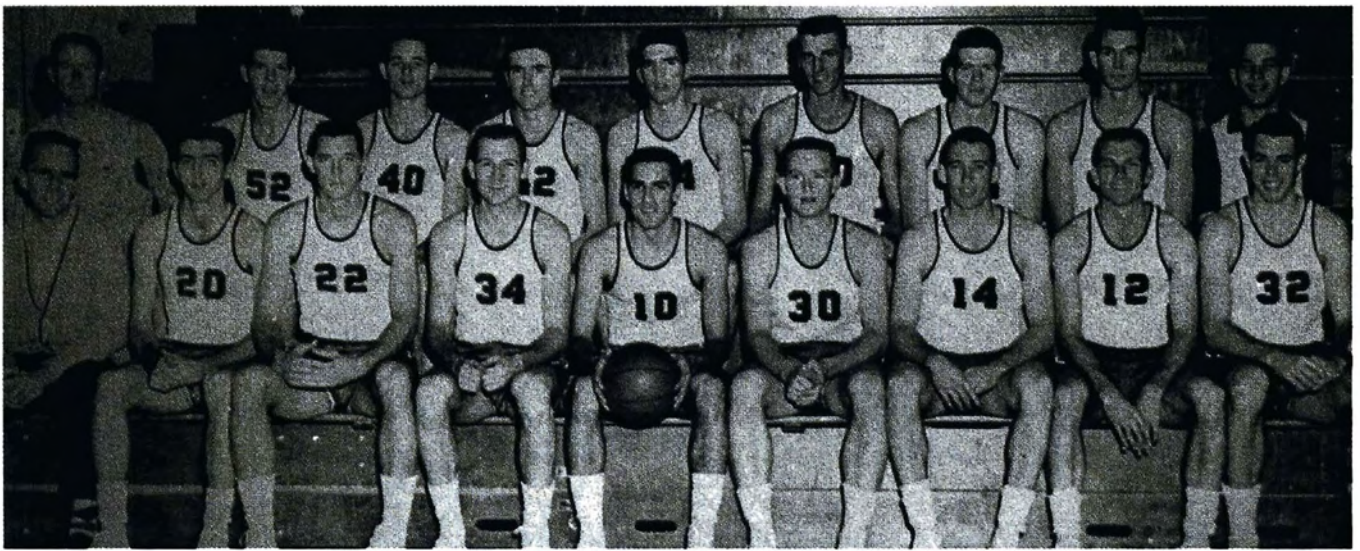
*Alumnus Milton Jowers, Classes of 1935 and 1939, returned to his alma mater in 1946.*

and basketball before he graduated in 1935. Upon leaving SWT Jowers coached at Teague, Shiner, and San Marcos High Schools before returning to SWT in 1946. At San Marcos High Jowers had coached a state championship team in the days before the class system was adopted.

As head coach of the SWT cagers, Milton Jowers tied or won the Lone Star Conference championship six times: 1950, 1951, 1952, 1955, 1959, and 1960. On six occasions SWT won NAIA district tournaments; in 1952 and 1959 the Bobcats reached the semifinals of the NAIA tournament, and in 1960 captured the elusive national championship. This remarkable performance brought Jowers the honor of NAIA Coach of the Year, and the chance to coach the NAIA Olympic All-star Team, which defeated NCAA University Champion Ohio State, then coached by Fred Taylor, AP and UPI Coach of the Year.

In 1961 Jowers relinquished basketball and turned instead to football. In 1960 the Bobcat gridgers had won only two games, but by 1962 Jowers had turned the program around, and his team finished second in the LSC behind





*The 1959-60 Bobcat basketball team was national champion.*

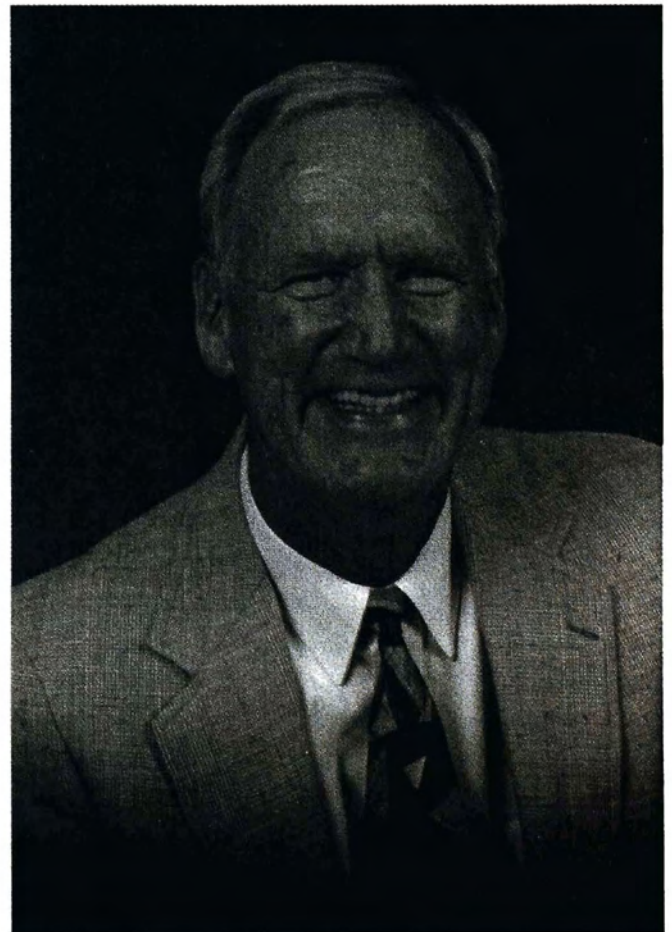
perennial powerhouse Texas A&I (now Texas A&M-Kingsville). In 1963 he coached the football squad to a conference championship and the first perfect season since the normal school champions of 1921. Finishing 10-0 this team had two All-Americans, end Jerry Cole and tackle John Reese. That year proved doubly gratifying because Coach Jowers was inducted into the NAIA Hall of Fame, the second SWT coach so honored.

In 1965 he resigned as football coach, but continued to serve as athletic director, a job that he assumed when Strahan had retired. In 1972 Milton Jowers faced the mortal illness that forced him to leave his beloved athletes and his alma mater. That same year he received the SWT Distinguished Alumnus Award. Like his own mentor, Coach Strahan, he left an enduring legacy at SWT.

Two of his former players and longtime aides, Bill M. Miller and Vernon McDonald, succeeded him as football (1966-78) and basketball (1961-77) coaches respectively. Neither had the overwhelming success that marked their mentor Coach Jowers, but each led his players to one LSC co-championship (football in 1971 and basketball in 1974) and kept their teams close to the top in other seasons.

Pence Dacus, a former SWT administrator and four-sport letterman (1952-56), remembered Milton Jowers as a man who "had an innate sense of getting what was there out of the players. He worked the athletes very hard, but they feared and respected him. He had a charisma that the average coach doesn't have, and he knew how to use it to his advantage. . . ." Dacus reported that while Jowers had a few excellent athletes, he always got the most from "good ol' country boys who happened to come to San Marcos."

By 1978, SWT had launched construction of new athletic facilities: the Milton Jowers Center for basketball and indoor sports and Bobcat Stadium which replaced old Evans Field. These new facilities and the decision to leave the NAIA for NCAA Division II laid the foundation for a brief but exciting period when SWT football captured national attention.



*After making a splash as football coach in the early 1980s, Jim Wacker returned as athletic director in 1998.*



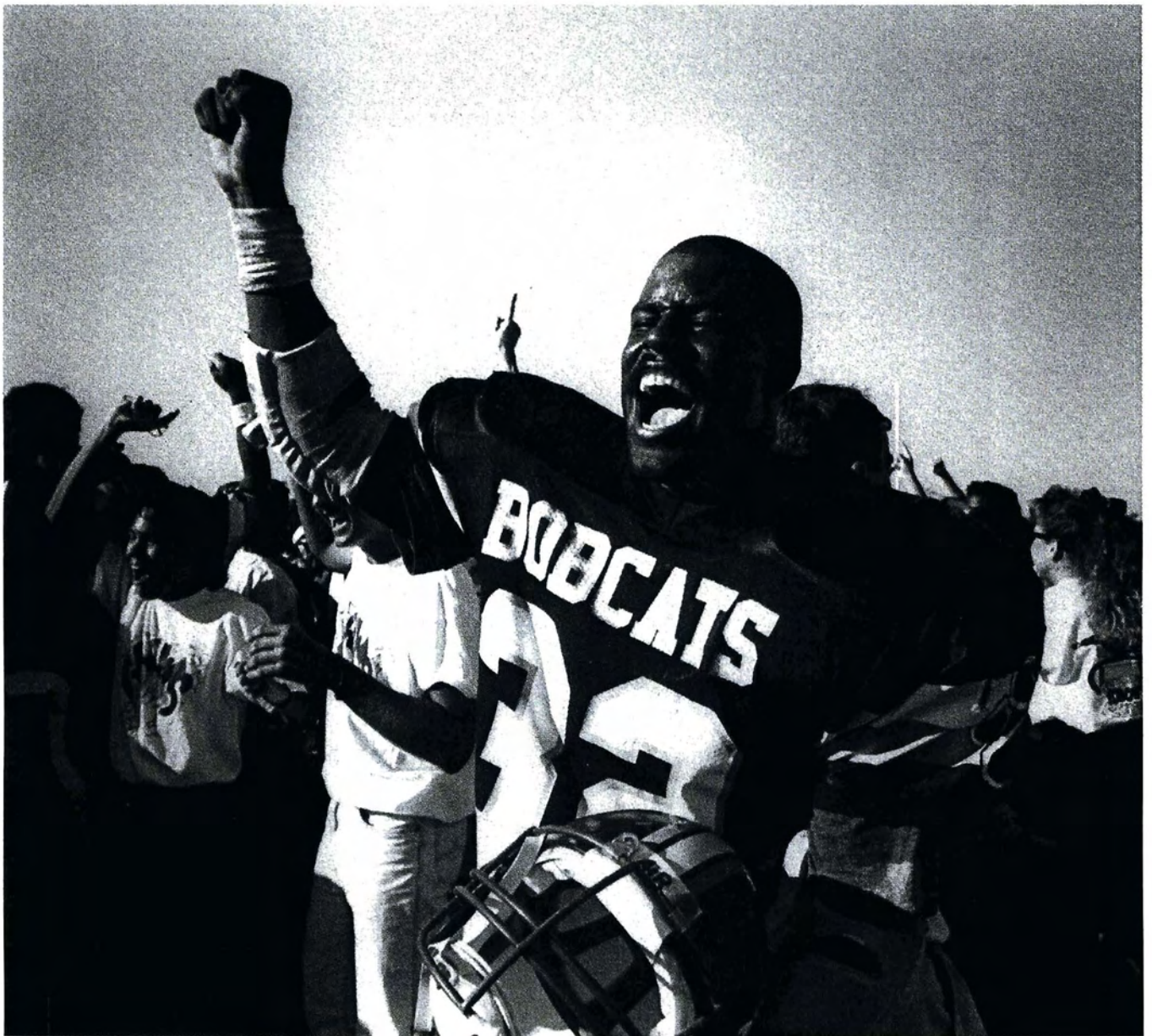
## WACKER EXCITES, LEAVES, AND RETURNS

In 1979 President Lee H. Smith hired Dr. Jim Wacker, a graduate of Indiana's Valparaiso University and the University of Nebraska where he'd earned his Ph.D. Wacker had made his first impact upon Central Texas in the mid-1970s when he had coached Texas Lutheran College's football teams to regional prominence. While at TLC Wacker's teams twice defeated SWT teams coached by Bill Miller. Wacker left TLC and took the head coaching job at North Dakota State.

Jim Wacker came to SWT in a period of institutional transition when SWT grew rapidly and suffered from the consequences of internal turmoil associated with this change. His arrival, which coincided with the opening of Bobcat Stadium, produced an exciting diversion as the university underwent a change in presidential leadership. During his four-year career at SWT Wacker took three teams

*A far cry from the old Evans Field, Bobcat Stadium has a seating capacity of 14,200 and provides a home to football and track and field events*





*Former Bobcat football player Reggie Rivers, 1991 Mass Communication graduate, played six years for the Denver Broncos.*

to the NCAA Division II playoffs, captured three consecutive LSC championships, and won two national championships. No other coach had accomplished so much in such a brief tenure at SWT.

As with Jowers, players remember Coach Wacker as a man who recruited some excellent athletes, but was most successful in getting the most out of his other players. He won Coach of the Year honors in 1981 and 1982, and attracted national attention to both SWT and himself. In 1983 he resigned as SWT's head coach and took head coaching positions first at Texas Christian University and later at the University of Minnesota. Though he never enjoyed the extraordinary success that characterized his earlier career, he became the first major sport coach to rise to the elite ranks in the Southwest Conference and the Big Ten.

When Coach Wacker retired from Minnesota in 1996, there were those who didn't believe he could retire. His former student and assistant coach Bob DeBesse returned to become head coach of the Bobcats in fall 1997.

On August 19, 1998, those who didn't believe Wacker could retire were proven right. Jim Wacker accepted an invitation to become SWT's sixth athletic director. The immediate response from alumni and community supporters was unqualified enthusiasm. A member of the national championship teams now living in Minnesota sent his son on a four-hour trip to join in extending his personal congratulations to his former coach. Commenting on Wacker's legendary enthusiasm, Coach DeBesse said, "On his down days, he's on Cloud 8." Bobcat sports start the second century with a significant ingredient from its success during its first century



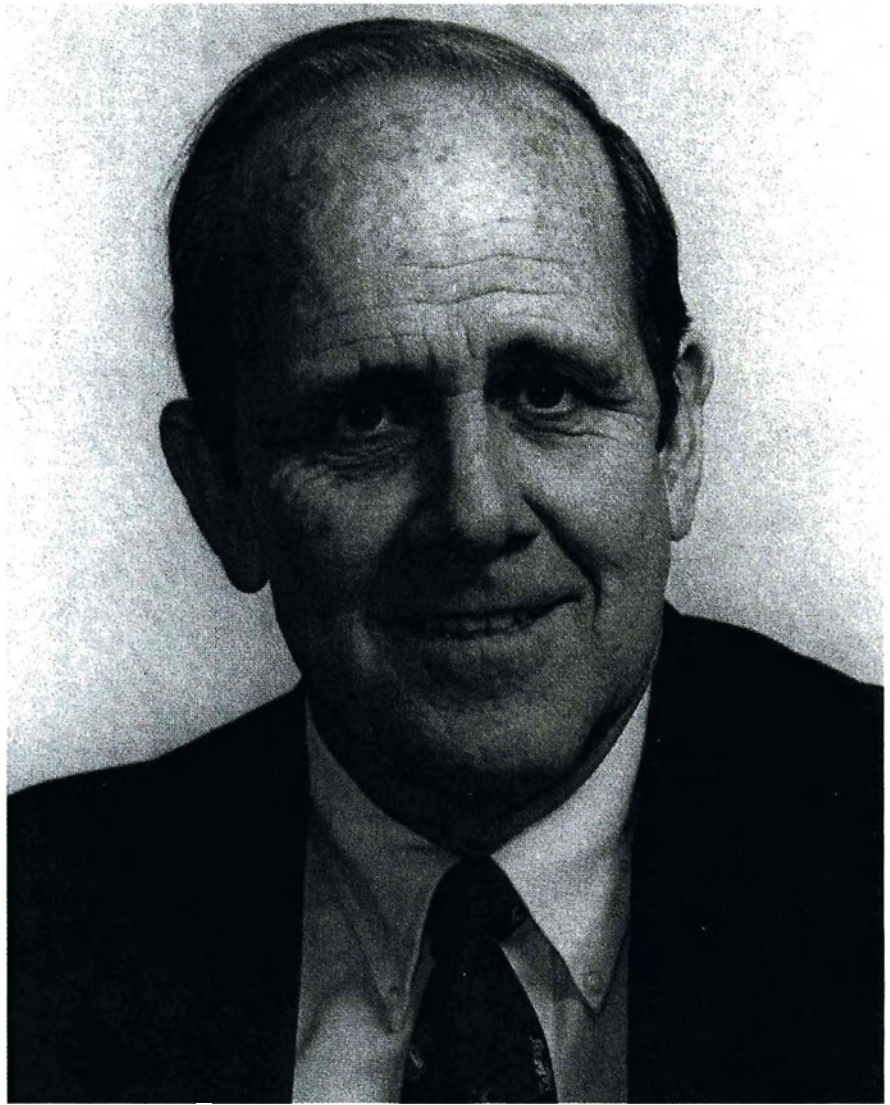
## AND IN BETWEEN

Following Vernon McDonald's resignation as head basketball coach, the last years in NAIA proved especially successful as Daniel P. Wall coached the Bobcats to an NAIA tournament appearance in 1979. The "Cardiac Cats" of 1978–79 won twelve consecutive games during one stretch, captured both the LSC regular season and tournament championships, and became the most successful Bobcat basketball team since the 1960 NAIA champions.

The move from old Strahan Gym (remodeled as the Music Building) to Strahan Coliseum in the Jowers Center signaled a dramatic improvement in the quality of SWT's athletic facilities. Where old Strahan seated approximately two thousand in its two levels, Strahan Coliseum seated more than seven thousand in a facility used for athletic contests, commencements, concerts, banquets, lectures, and job fairs.

Coach Mike Miller came to SWT in 1993 and the Bobcats twice earned berths in the NCAA tournaments (1995 and 1997). Linda Sharp, head women's basketball coach, left the University of Southern California to come to SWT where she immediately gave women's basketball new visibility and led her 1996–97 team to the NCAA tournament, making SWT one of the few universities to place both men's and women's teams in the tournament in the same year. Coach Sharp left SWT in 1997.

Volleyball Coach Karen Chisum has led the Bobcat teams for almost two decades, making her SWT's most senior coach in the centennial year. Coach Chisum's teams have been consistently competitive and attract a loyal following of students and area fans. San Marcos became a center of volleyball enthusiasm at approximately the same time as Coach Chisum's arrival. Several daughters of university faculty became high school standouts just as collegiate women's sports began to gain increased visibility. This combination of events has given additional impetus to SWT's collegiate volleyball program. Over the past two decades SWT has regularly played major Southwest Conference and more recently Big Twelve powers such as the University of



*Vernon "Motor Mouth" McDonald, Class of 1952, is another of the legendary home-grown Bobcat coaches.*



Volleyball Coach Karen *Chisum*, whose 1998 team won the Southland Conference Tournament and advanced to nationals, is a 1972 *SWT* grad.

Below:

The 1913 "*Junior* Tennis Club" is pictured in front of a sparse Old Main skyline. The cutting of men's tennis to *make* way for women's soccer *was* announced in 1998.



Texas, Baylor, and Texas A&M, upsetting each of these schools on several occasions.

In the centennial year SWT will field teams in basketball, volleyball, football, cross country, track, softball, baseball, golf, and women's tennis. Meanwhile, women's soccer will begin a phased movement to major sport status.

Title IX of the Education Amendments of 1972 required parity in funding for men's and women's sports. For SWT this has meant that female athletes have moved from the old Texas Association for Intercollegiate Athletics for Women to NCAA Division I status with tournaments or postseason competition in all sports. Today women's athletic teams have attained an equity that characterized the early history of SWT.

The pressure to attain this parity while preserving football has created occasional casualties such as the gymnastics team coached by Darlene Schmidt and the men's tennis program long coached by Neil Kinlund. In the late 1970s and early 1980s Coach Kinlund's teams were among the most successful at SWT, making regular trips to postseason competition.

But during the 1990s more schools dropped men's tennis in an effort to attain gender equity. In 1998 SWT's fifth athletic director Mike Alden announced that SWT would drop men's tennis and add women's soccer in an effort to reach institutional goals for equity among men's and women's teams. Both nationally and locally, the gender equity issues have been complicated by the current predominance of women over men in higher education (55 percent women to 45 percent men among undergraduates at SWT).



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## COVERING NEWS, RECORDING MEMORIES

SWT STUDENTS HAVE EXCELLED NOT ONLY ON THE athletic fields but also in the campus newsrooms. The constant references in this centennial history to the records of the *Pedagog* and *Star* indicate how important they are to the memories of thousands of students and others. The *Pedagog* was first published in 1904, the *Star* in 1911.

William Dyer Moore was the first editor-in-chief of what was originally spelled the *Pedagogue*, the school yearbook. The first three decades of the *Pedagog* combined photographic portrayals of the campus with text describing life on the Hill. The *Pedagog* staffs worked long hours to put together their reminiscences of each particular year, and still do.

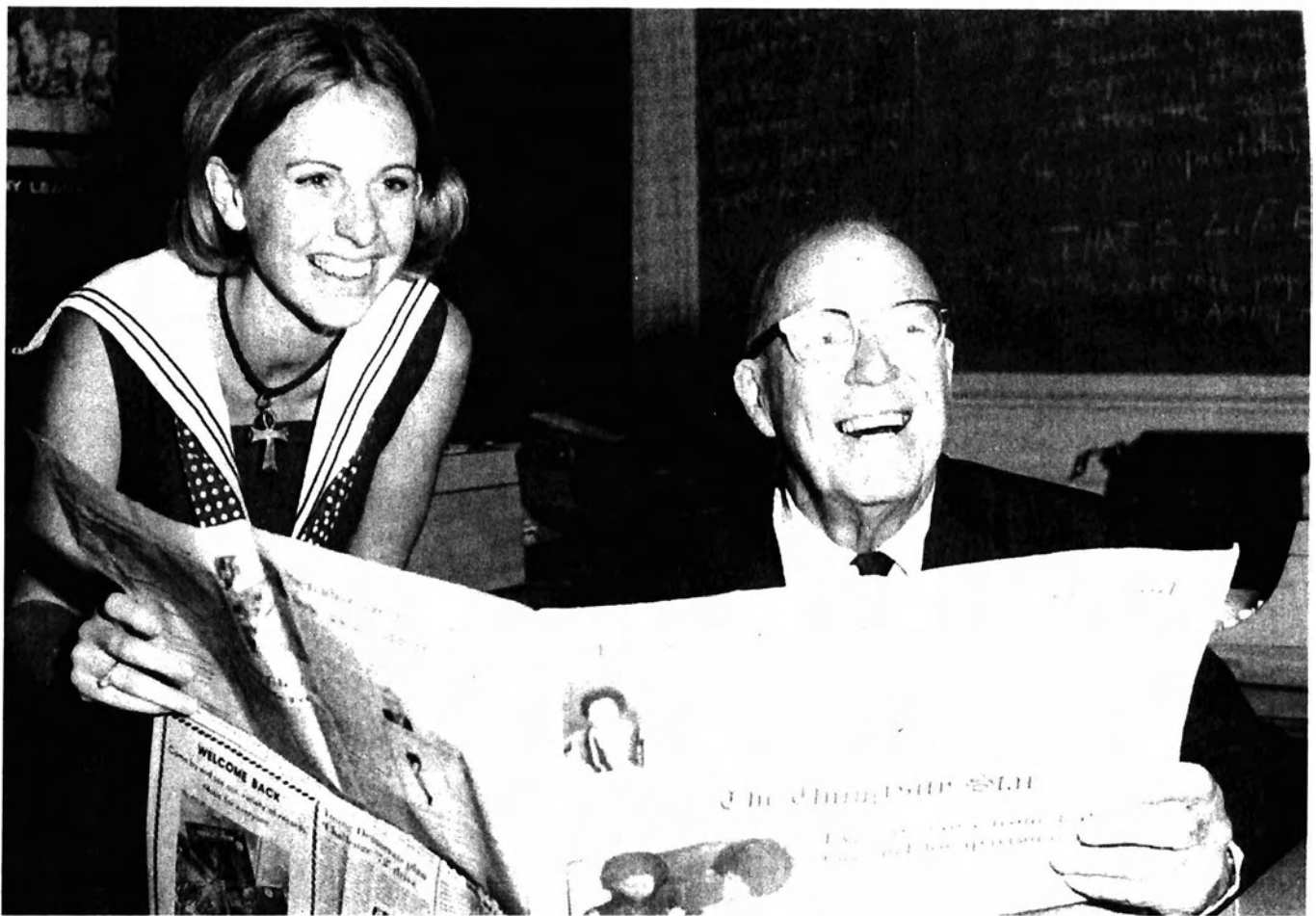
During the 1920s they became increasingly interested in the quality of their publication and experimented with its format and layout in an effort to attract national attention and awards from the publishing firms and intercollegiate press associations.

The *Pedagog* editorship became one of the contested appointments in campus politics. Of course, the editor controlled the placement of copy within the yearbook and even a superficial study of the erratic placement of the Harris-Blairs or the Shakespeares or the Idyllics shows that there was a link between the choice of editor and the location of clubs and literary society. Furthermore, the notorious "Cat's Claw" section in the *Pedagog* gave the vindictive or satirically inclined editor an opportunity to ridicule rivals.

The "Cat's Claw" proved so irritating to President Evans that he refused to distribute public copies of the *Pedagog* until he personally had examined every segment of this section. On several occasions he ordered the entire section purged from the yearbooks sent to the Regents and other officials. No matter how vigilant the editor or faculty sponsor, something objectionable was sure to creep in.

The *Pedagog* had a long history of outstanding achievement. The 1926, 1927, 1928, and 1929 books won Texas Intercollegiate Press Association and National Scholastic Press Association honors. In 1926 it was voted one of the six best in the nation. In 1927 it repeated. "Modern Wonders" was the theme with Wonder No. 3 being television, though it would still be a quarter of a century until TV was common. In 1929 the yearbook again got All-American honors but then the Depression hit and resources got tight.

The *Pedagogs* bore a direct relationship to the growth and financial stability of the school, so the annuals increased in size and featured new techniques in photographic display and arrangement during the prosperous 1920s and in the



*The late Distinguished Alumnus Fred Adams, son of the founder of Adams Extract Company, is credited with founding the Star student newspaper in 1911. He recalled how the first Normal Stars were printed on the same press that printed the Adams Extract labels. He's shown here with 1972 University Star editor Darla Jean Ogg.*

years after 1945, when the sacrifices of World War II were in the past. Conversely, the yearbooks retrenched during the early 1930s and during both world wars.

Seeking novelty, editors added and deleted sections. Editor Esther Peterson and her staff discontinued the old "Cat's Claw" section and replaced it with "Catty Camera" in their 1938 *Pedagog*. They also restructured the yearbook as a photographic portrayal of college life rather than a verbal description of the year's experiences. They added a "Who's Who" section and expanded the photographic coverage of club and faculty activities. Since these sections were continued, the editor and staff of the 1938 yearbook assumed increased importance as innovators.

During the late 1960s another change occurred—the *Pedagog* became the staff's personal statement about the nature and quality of college life. *Pedagogs* pictured the changing social mores and the new social tensions that characterized student and national life. By the 1970s the costs of production and growing student disinterest in the publication led to the decision to abandon the *Pedagog* after the 1975 edition.

In 1978 the *Pedagog* was resurrected by the Student Foundation as part of the seventy-fifth anniversary celebration. Though the publication has continued since 1984, the Student Fee and the Student Publications Committees have recommended its abolition after 2000. As a measure of the technology that has changed so much else about SWT and the world, it will be replaced with a video disk which will capture pictures and recollections of each year. Thus the *Pedagog* will reflect the continually changing nature of the student experience in the most dramatic restructuring in its near-century of existence.

The *Normal Star* was the special concern of Frederick Ward Adams, who believed that SWT needed a student newspaper. He canvassed the campus and the community to raise sufficient funds to start publication. For Fred Adams this was merely the beginning of his contributions to SWT and education in Texas. In 1973 the Alumni Association honored Adams for his accomplishments in education, business, and public philanthropy. His name lives in the Fred Adams Scholarships administered by the Department of Mass Communication.





Distinguished Alumnus Walter Richter, who received his bachelor's degree here in 1938 and his master's in 1939, was director of *Journalism*, publications, and ex-student affairs at SWT from 1939 to 1948.

When the first *Star* appeared in 1911, T. H. Leslie was its editor. It has served as the record of student activities at SWT for the succeeding eighty-seven years. As SWT changed its status, so did the *Normal Star*, becoming in turn the *College Star*, and the *University Star*. Today, in recognition of its four-day-a-week publication, it is the *Daily University Star*.

Like many student newspapers, it exists to serve the university community and seeks to keep this special audience of students, faculty, staff, and administrators aware of what is happening on campus. It also serves as a training laboratory for Mass Communication majors and other students interested in print journalism. As such it becomes the practical vehicle by which generations of undergraduates have practiced reporting, editing, advertising, and photographing the news.

Since the *Star* is both a member of the press and a laboratory, producing a publication identified with SWT, various reporters have found themselves in conflict with other parts

of the university community, notably the campus administrators. Conscious of their responsibilities as aspiring journalists, students report campus news in ways that can conflict with the expectations of the administrators who may view the paper as a vehicle to convey their policies and points of view. Occasionally, they also transgress the journalistic standards of their advisors.

During the 1920s, the *Star* staffs naively proclaimed that their reporting and editorial comments "attempted, as a mouthpiece of the student body, to voice the student opinion at all times, but in so doing they had not conflicted with the aims of administration."

The *Star*, however, did upset President Evans, who repeatedly affirmed the need for censorship. "There is nothing inadvisable, unwise, or dangerous in the censoring of school papers," he explained to Sam Houston President H. F. Estill. "Any college adopting any other policy than that of reasonable censorship will come to grief."

President Evans disliked student complaints about class schedules, campus and cafeteria regulations, and especially the school's strict absence policy. Invariably the *Star* was the vehicle by which campus disagreements became matters of public controversy. Then too, the infighting between campus organizations such as the Black Stars and White Stars occasionally spilled over into the *Star*, especially in the editorial columns.

President Evans' response to these challenges was strict faculty supervision of *Star* activities and articles. For several years in the early 1930s the *Star* was edited by Professor Gates Thomas and trusted English majors, who turned the newspaper into a virtual literary journal. When student complaints ended this arrangement, the paper returned to student control with first Tom Nichols and then Deacon Wright serving as its faculty sponsors.

During the mid-1930s each year's staff reaffirmed its "one desire," "fervent hope," "unsuppressed desire," and "wish" that the *Star* be permitted to continue under student control with a minimum of faculty censorship. In retrospect, few of the *Star*'s articles or editorials have seemed that controversial, but the problems of a too-free press and too much censorship have plagued the relations between every SWT president and the editors of the student paper.

In proof that no one ever sees anything the same as someone else, groups of students have also criticized the *Star* for not representing them, or for being a tool of the administration. Though the *Star* continues to serve as a laboratory for aspiring journalists, critics have created alternative newspapers.



*Legendary Journalism Department Chair Roger Bennett (left) and longtime Student Publications Manager Jeff Henderson (right) congratulate 1986 Pedagogy Editor Rana K. Williamson at commencement.*

During the later 1990s, the *File* has operated as a periodic publication that claims to produce the in-depth analysis and commentary that its rival often does not. Focusing especially upon campus issues such as curriculum, evaluation, student governance, faculty governance, program assessment, and expenditures of funds, the *File* has earned the attention of segments of the university community with its interesting analysis of issues and investigative practices.

Meanwhile, the *Star* continues to serve as one of the principal vehicles for the dissemination of campus information. Recent surveys of students indicate that the *Star* is their primary source of information about campus events and activities.

In addition to the *Star* and *File*, SWT students operate an FM stereo broadcast radio station KTSW and a television news operation on a San Marcos cable television channel which features public interest programming. The radio station, which supports instructional activities of the Mass Communication Department, also involves students from elsewhere on campus in its work. The television news is strictly a classroom laboratory.

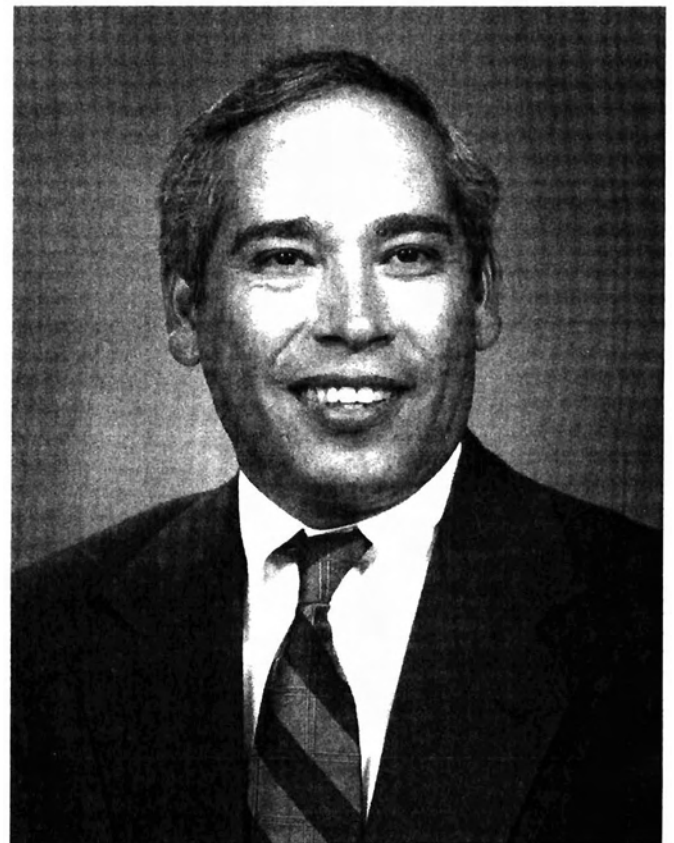
KTSW has become especially important as it is the only locally operated radio station in San Marcos. Programming targeted at the traditional portion of its student listening audience reveals a considerable difference in musical taste and other interests from that of others in the area who may listen in. Its decision in summer 1998 to drop San Marcos High School football coverage because its listening audience preferred contemporary music also created a brief flurry of

controversy in the community. The station's coverage of the flood of 1998 brought further discussion.

Although it would be some years before broadcast news classes were offered at SWT, Bruce Roche, who served as Journalism instructor, news service director, and then department chair from 1958 to 1967, involved (and mentored) students in broadcast news production starting in the early 1960s when the department had a direct line hook-up to the local radio station.

## RELIGION AND THE HILL

Since its inception SWT has had a long tradition of active student religious organizations. Even the links to the Chautauqua movement suggest that religion was an important aspect of life in San Marcos. The first *Announcement* of the normal school described San Marcos as a community



*Former Star Editor and Distinguished Alumnus Dionicio "Don" Flores, Class of 1973, executive vice president and editor of the El Paso Times, is one of many "rising star" communication graduates.*

renowned for "its churches and the high moral tone of its citizenship." Elsie Ely remembered that in 1907–08 church activities and Sunday school had been an important part of the student's life.

That very year saw the creation of the first campus religious organization, the YWCA. According to the 1908 Pedagog the YWCA's objectives were to "develop Christian character and to train members for service in the churches as well as to prosecute Christian work to win women to a Christian life." In its first year on campus the YWCA attracted eighty-five members, enlisted 320 women in its Bible study program, raised \$50 for state YWCA work, and assumed the service function of providing refreshments during the registration periods.

For the next thirty years the YWCA and its male counterpart, the YMCA, sponsored assorted religious and community activities. Organized in the midst of what historians call the Progressive Era, the YWCA and the YMCA adopted the broad commitment for social and spiritual renewal characteristic of the period. In 1909 the YMCA invited "every young man in the Normal, whether Christian or sinner, to its meetings, since it strives to better the social and moral atmosphere as well."

In 1913 the two organizations raised enough money from students, faculty, and regents to hire a full-time general secretary, Mabel Gaines. With this newly acquired professional help, the organizers opened the first campus store. Located in the Main Building, it sold school supplies and snacks. In essence the "Y" store is the ancestor of the present University Bookstore and LBJ Student Center. In addition to its store, the YMCA published the earliest student handbooks in the late 1920s.

The programs of the various YW–YMCA study groups focused upon missionary work in China and Latin America, Bible study, contemporary morals, the peace movement, social hygiene, science and religion, and community action. It was this last phase of the "Y" activity that spawned the Country Life Club (CLC) in 1918 and the Mexican Night School, two of the most interesting activities to develop in the early years. The CLC sought to make efficient social leaders out of prospective rural teachers. Filled with the era's reforming zeal, its members studied "such rural problems as the lack of cooperation in the country, the exodus to the cities of county young, and the dearth of organized play [in the country]."

The Mexican Night School was an even more ambitious enterprise that seems to have developed from 1919–21 study groups who called upon the students to ask "What can I do

in my community?" At SWT the students answered the question by organizing a special school for Mexican American children. Training themselves for public school teaching, the students naturally sought to educate the Mexican American youth of San Marcos. Besides such serious undertakings, the "Y" groups also sponsored recreational activities for their members and the general student body.

The first Catholic student association, the Newman Club, appeared in 1914. Like its Protestant counterpart, it fostered the development of "moral earnestness and the serious realization of true Christian citizenship through a knowledge and practice of the Catholic Faith." Though small, the Newman group held regular meetings, engaged in religious study and planned an active social calendar. Today's Catholic Student Center on the corner of LBJ and Concho Streets is both a lineal descendant of the early Newman Club and a visible symbol of diocesan outreach to the students, faculty, and staff of SWT.

Strongest of the Protestant denominational groups was the Baptist Student Union organized in 1926 and sponsored by Professor W. I. Woodson. During the 1950s it established a permanent youth mission center at 518 North LBJ Drive.

In the 1940s other Protestant denominations established their own college youth groups which in 1959 coalesced into the Campus Christian Community (CCC) which provides ecumenical activities for students belonging to the Christian Church, the Methodist Church, the Presbyterian Church, and the United Christian Church. Like its predecessors, the CCC established a physical presence with its first building on the site of the old Student Center-Education Building complex and its new one at 604 North Guadalupe.

The Church of Christ supported a separate ministry to the campus and built its center at 506 North Guadalupe. Newer religious groups include the Jewish Student Association, Lutheran Campus Ministry, the Latter Day Saints Institute of Religion, and others.

During the 1950s SWT students and their University Christian Mission supported an annual Religious Emphasis Week, which brought speakers to campus who discussed moral and ethical problems confronting students and American society. Though these programs were abandoned in 1963, the more recent H. Y. Price Lecture Series sponsored by the CCC has brought campus and community together to study the meaning of faith and religious experience in the late twentieth century. This series has brought prominent social and religious commentators to campus and to the affiliated Christian denominations in the community. While the early religious integration represented by the YWCA and



YMCA has disappeared, the religious associations continue to play an important role in the lives of SWT students.

One interesting legacy from this earlier era is the role that the religious centers had upon the creation of the current Religious Studies minor in the Philosophy Department. In the earlier era the directors of several of the religious centers taught college courses in religion. When officials decided in the early 1980s that such courses were inappropriate unless taught by regular university faculty, the religious centers continued to offer these courses through extension arrangements with denominational universities in the state.

In 1997 SWT officially established a Religious Studies minor which offers both traditional Religion courses, Philosophy courses, and specially focused courses in areas such as Anthropology, Art History, English, History, and Political Science. Thus the institution adjusted to and validated the desires of students who remain interested in their spiritual heritage.

## THE OUTSIDE WORLD

The 1920s were years of great social change throughout America; nowhere was this more apparent than on college campuses. Sinclair Lewis chronicled America's main streets and Babbits, while the irreverent H. L. Mencken chided the nation's leaders in the *American Mercury*. The "Great Commoner" William Jennings Bryan visited San Marcos twice in the years before he went to Dayton, Tennessee, for the famous Scopes Trial. The acerbic Mencken wrote that if Bryan "was sincere, then so was P. T. Barnum," but students and San Marcans enjoyed these visits by the famed Democrat who had once moved the hearts of millions with his "Cross of Gold" speech.

Throughout America this was the era of Prohibition and the Ku Klux Klan; for San Marcos both of these had special significance. The passage of the Eighteenth Amendment and the Volstead Act temporarily ended several decades of bitter strife between the "wets" and the "drys." Then San Marcan and later SWT alumnus J. Edwin "Smitty" Smith remembered that his stepfather made some home brew in those years and encountered pressure from local Klan members who objected to his employing black meat cutters in his market.

Klan presence in San Marcos was undeniable, but President Evans, whose half brother Hiram Wesley Evans was the Texas Klan chieftain, kept both his brother Hiram and Klan activities away from campus in an era when Governor Miriam Ferguson was virulently anti-Klan.



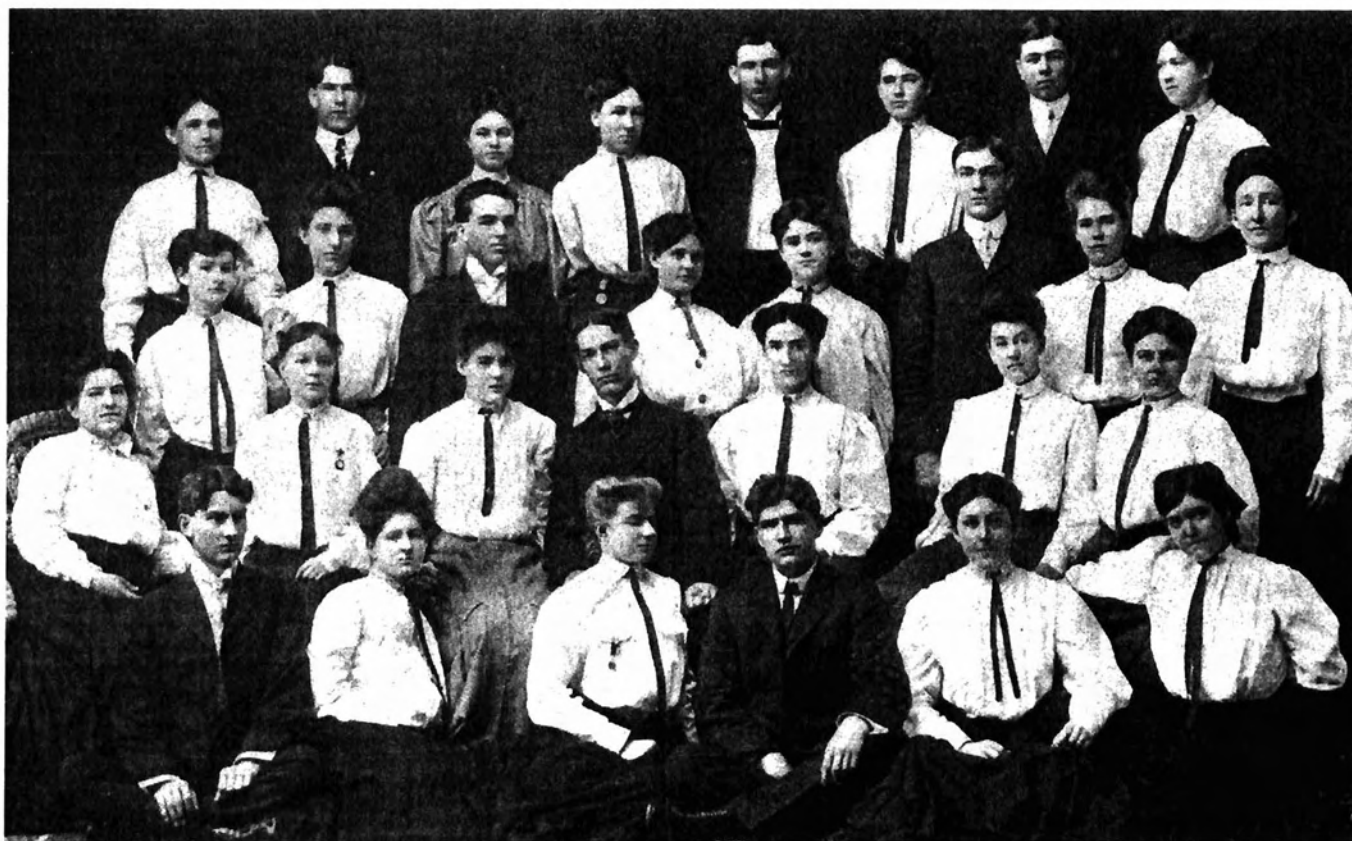
*Distinguished Alumnus]. Edwin Smith, Houston attorney from the Class of 1933, was instrumental in getting African American residents the right to vote in Fort Bend County, Texas.*

But, while SWT accepted religious diversity within its first decade, the embrace of racial and cultural diversity took considerably longer. Native Americans, Hispanic-surnamed Texans, and African Americans struggled through more than a century of discrimination before they gained admission to higher education in Texas.

Thanks to the research of English Professor Leticia Garza-Falcon, we know that SWT's first Hispanic student was Elena Zamora, who attended the normal school in 1906 and 1911. Zamora was the lone student of Hispanic ancestry until the late 1920s. Thereafter students with Hispanic surnames appear regularly in the *Pedagog*, but less commonly appear among the SWT seniors.

In the case of African Americans the situation was dramatically different. Both state law, in the form of the school's charter, and institutional practices systematically excluded African American students from SWT. Though important case law challenged segregation in Texas during the first half of the century, even the seminal case of *Brown v. Board of Education of Topeka, Kansas* did not immediately end segregation at public colleges and universities in Texas.

Instead Texas, like other Southern states, had created a parallel, segregated system of public higher education which



*With a nationally recognized creative writing program in the late 1990s, SWT can look with pride at a history of former students who have become outstanding educators and writers. Among this 1906 "Junior 2" group photo is SWT's first Hispanic student, Elena Zamora, teacher and novelist. Distinguished Alumnus Tomas Rivera, Class of 1958, is recognized today with a writing award named after him.*

included institutions such as Prairie View A&M and Texas Southern University.

According to the September 14, 1962 San Antonio Express-News, eighteen-year-old Dana Jean Smith of Austin had applied for admission to SWT the day before and was rejected because the school charter required that students be white Americans. President John Garland Flowers reportedly told Miss Smith that he "felt that Miss Smith would win her case [a civil suit then in progress] in time to be admitted to the College for the spring semester."

Asked by reporters if she was willing to go to college somewhere else, she replied that she would go to SWT even if "I have to register myself." She explained that she wished to enroll at the university because "both of her parents were once employees of the College and she knows what a good school it is." Smith, a graduate of Anderson High School in Austin, said she intended to study Speech Therapy.

President Flowers was right. In February 1963, Dana Jean Smith and three African American women from San Marcos—Georgia Faye Hoodye, Gloria Odoms, and Mabeleen Washington—registered at Southwest Texas State College. The next day, they were joined by Helen Jackson, a transfer sophomore from Huston-Tillotson College.

When these students enrolled, they later reported that they encountered some racial slurs and subtle discrimination, but nothing comparable to what early African American entrants to major Southern universities encountered in the late 1950s and early 1960s.

In August 1967, Dana Jean Smith graduated with a Bachelor of Science in Education degree in Elementary Education.

There is no specific documentation about when the first Native American came to SWT, but enrollment remains small. Meanwhile Hispanic students constitute approximately 19 percent of 1997 enrollment and African Americans add another 6 percent.

## HATPEGS OF HISTORY

During almost every generation of students, something happens that becomes a hatpeg upon which they hang their memories. Each, looking back on a long life, can focus on births, deaths, graduations, weddings, promotions, and personal anguishes, but there are also events which provide a common bond; those which almost always lead to "I remember where I was when. . . ."



*Dana Jean Smith's pursuit of admission to SWT in 1962 led to the first African Americans enrolling in the spring of 1963.*



The attack on Pearl Harbor provided that hatpeg for the World War II generation and perhaps the death of President Franklin Roosevelt in 1945 since he had been president for most of the lives of SWT students. Those older might remember the explosion of the airship Hindenberg in that way or Lindbergh's solo flight across the Atlantic.

The 1960s, in particular, seemed to be punctuated with those hatpegs. Charles Hughes, here during the first half of that decade, remembers what has come to be called the Cuban Missile Crisis when the world nearly teetered into nuclear disaster. It made "us aware that we did not have the control over our lives that we might have hoped."

Less than a year after the black women integrated SWT, John Kennedy lay dead or dying in a limousine in Dallas. The shock and shame that many Texans felt was accompanied by a pride that Texas' and SWT's Lyndon Johnson was there to take over. "I think it was difficult to handle the complex mixture of emotions—anger, loss, pride, fear—that we all felt in varying degrees," Hughes remembers.

And the hatpegs seemed to run on and on. Robert Kennedy was assassinated in California; Martin Luther King in Memphis. But in a rare moment of triumph, 1969 saw "one small step for a man." We were on the moon.

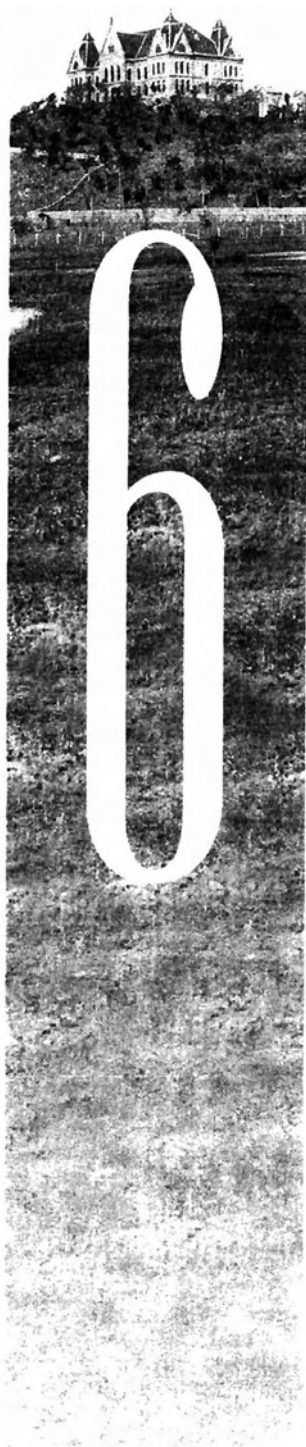
The 1960s wouldn't be end of such hatpegs of course. The trauma of Vietnam would grind on into the 1970s, leading in part to the shooting of four college students at Kent State University in Ohio. A few years later, an impeachment process would lead to President Nixon's resignation. And in the 1980s, a generation of students would remember where they were when the shuttle Challenger exploded, destroying a crew which included schoolteacher Christa McAuliffe. The 1990s would bring the loss of hundreds of lives in the Oklahoma City federal building bomb blast.

But the accumulation of history seemed to weigh most heavily on SWT during the 1960s. It was in many ways childhood's end. Hughes recalls, "I guess each generation must lose its innocence in its own way. That time . . . seemed to me a foretaste of the discord, anger, and fear that would mark the years ahead."

# TEACHERS AND FRIENDS



*Jessie Sayers, one of the original seventeen faculty members, penned the "Alma hinter:"*



## UNIVERSITIES ARE BUILT BY STUDENTS WHO RETURN AND PROFESSORS WHO STAY

IT WAS A GOOD START. TWELVE OF THE FIRST seventeen faculty members were still teaching at the normal school in 1911 when Cecil Evans became its second president. From the start, Southwest Texas State University has been staffed by a century's worth of dedicated teachers and scholars, many of whom dedicate the majority if not all of their careers to the Hill.

A quotation from an early student has that timeless quality that could have placed it in any era up to the present. "I was frightened to death of every one of them. It took me years to realize just what wonderful teachers and friends they really were."

When the first class arrived in 1903, Principal Thomas G. Harris explained that he recruited the sixteen other faculty "from their ability to teach and not for the degrees they held." Four of the original faculty held master's degrees, three held the baccalaureate degree, two had obtained normal school certificates, and eight had no college-level work. Ten of the seventeen were women, and women remained the majority of the faculty until 1912.

Five campus buildings bear the names of original faculty: Harris Dining Hall, Lucy Burleson Hall, Mary Stuart Butler Hall, Lula Hines Academic Center, and Helen Hornsby Hall.

Another member of the original faculty, Jessie Sayers, had actually been first lady of Texas during the administration of her brother, Governor J. D. Sayers, who was single. Although Sayers Hall, named in Miss Sayers honor, was torn down to make way for the now old LBJ Student Center, today, her name commonly appears in *The SWTexan* and commencement programs as the author of the "Alma Mater."

Though contemporary students and faculty often complain about the melody of the song, efforts to replace it in the 1970s aroused the ire of students and alumni alike. Current systematic efforts to revitalize student spirit have not yet established "Alma Mater" as a student favorite, but ever so slowly more students and faculty demonstrate knowledge of the song at the commencement ceremonies. Certainly this lasting legacy would have pleased Sayers, a much-loved romantic.

The early faculty taught classes and assumed broad parental responsibilities for students. For example, Joe Vogel records that S. S. Stanfield not only taught Biology and Penmanship but also "met the trains at registration time to





*Dr. C. Spurgeon Smith is credited with suggesting the bobcat as the SWT mascot.*

direct students to their proper houses and to help them secure proper lodging."

Many of the faculty taught Sunday school classes in the San Marcos churches, and nearly all of them assumed duties that ranged from janitorial work to clerical and administrative duties now reserved for deans, chairs, and their administrative assistants. For example, faculty members supervised the sweeping of the gymnasium as late as the 1950s and performed other duties that included collecting tickets at concerts and athletic contests. Like their modern counterparts they served as advisors and sponsors of most student activities and clubs. Modern faculty rarely act as chaperons in the way that their original counterparts did, but they do encourage student organizations which promote majors or raise social consciousness on campus.

The early normalites respected and admired such favored teachers as C. Spurgeon Smith and Gates Thomas. Besides being a part-time coach, Spurgeon Smith, who came to SWT in 1913, taught Biological Sciences and was one of the eligible bachelors on the pre-World War I faculty. In 1924 the *Pcdagog* staff dedicated its yearbook to this beloved teacher and dedicated scientist who was praised for "his sincere interest in each one of us, and because of the encouragement which he is ever ready to give to help us attain the best in college life." Smith is also credited with suggesting the bobcat as SWT's mascot in 1921.

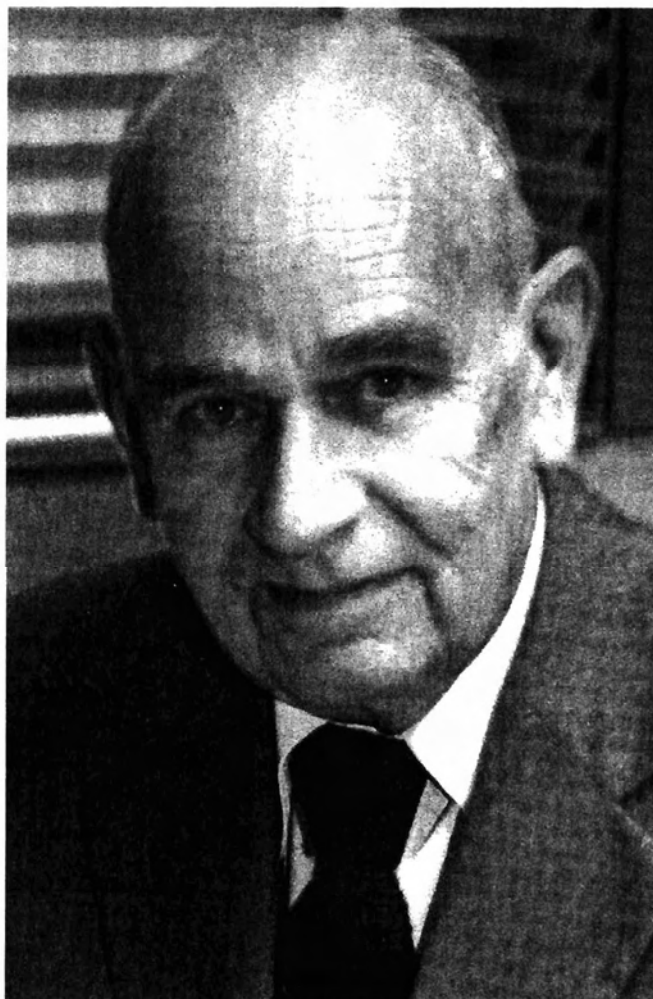
Gates Thomas joined the faculty in 1909 and became head of the English Department. Several generations of

students remembered Professor Thomas as a skilled and compassionate teacher who loved poetry and transmitted his affection for it through sensitive readings. When he died unexpectedly in 1945 the *Pcdagog* eulogized him in poetry, a fitting memorial for one who spread so much love of it.

*... You bore pour mark of learning, rich and rare,  
With gentle, quiet dignity and poise,  
In all your teaching your were just and fair—  
So well you knew the hearts of girls and boys.*

In his history of the English Department, *Rosemary for Remembrance: A Memoir*, Ralph Houston, a disciple and colleague of Gates Thomas, remembered him as "the arch linking the normal-school beginnings to the future of the department." Houston described him as a former farm boy who "lived close to the soil and loved growing things with the same ardor he felt for language and literature."

In the early years Thomas and then Deacon Wright dominated the English Department. Their love of humanity and devotion to the study of literature made them continual



*Former English Department Chair Ralph Houston was instrumental in preserving the history of the department and the writings of L. N. Wright.*

student favorites. Houston, who also edited *The Muse and Deacon Wright: A Collection of Verse* by L. N. Wright (1986), remembered that Wright "wrote some of the most interesting light verse ever generated on this campus."

Ironically it was this very talent which, when turned to anonymous satire in 1954, caused Governor Alan Shivers to come to the Hays County Courthouse square and publicly denounce Deacon's "news story that was never published" as a foul slander on the names of good women of San Marcos. Wright learned as had Principal Harris, and as would Presidents McCrocklin and Hardesty, that politics and higher education could be a dangerous mixture. Deacon's satire and its political repercussions led him to resign in fall 1954 to go first to Premont High School, then Defiance College in Ohio, before completing his career at Arkansas A&M, which made him chair of the English Department and then professor of English, emeritus.

For his devoted friend and colleague Ralph Houston the events of 1954 were both a personal and institutional tragedy, belatedly remedied by his editing of *The Muse* and the creation in 1985 of the Leonard Wright Scholarship for Future Teachers.

Houston came to campus in 1937 and served SWT for most of the remaining forty-one years of his career. At various times he was chair of the English Department and dean of Liberal Arts until his retirement in 1978. In January 1979 he was named SWT's first "Distinguished Professor Emeritus," an honor reserved for select faculty nominated by their colleagues and formally recognized by the Board of Regents, Texas State University System.

Leland E. Derrick, another prominent faculty member and administrator, twice served as acting president of SWT. Houston and Derrick served as links to the early English Department.

*[I]t's so nice to find a scapegoat down the line somewhere to justify the fact that one's own English students don't write better than they do when they have finished my ministrations, but my own memories would hardly justify a sweeping indictment of the public schools on this score. As a matter of fact, I know that students come here knowing a variety of things that their counterparts, forty-five or fifty years ago didn't know.*

**—Ralph Houston, Distinguished Professor  
of English Emeritus**

## THE LIBERAL ARTS

The Department of English was the first SWT department to attract nationally distinguished scholars; Rudolph Kirk, formerly of Rutgers, and Arlin Turner, formerly of Duke, joined the faculty in the 1970s. Turner, a Nathaniel Hawthorne scholar, held the Tierese Kayser Lindsey Chair of Literature. After his departure in 1979, the department brought prominent authors to campus as visiting scholars, thus laying the foundation for the Center for the Study of the Southwest and the Master of Fine Arts (MFA) in Creative Writing.

Today, under the leadership of Chair Lydia Blanchard, the department teaches not only several hundred undergraduate and graduate major students but also the entire student body at one time or another in the required two semesters of Composition and one of Literature. English Professor G. Jack Gravitt is dean of Liberal Arts and English Professor Nancy Grayson is associate dean.



Retired English Professor and Associate Dean of Liberal Arts Martha Luan Brunson chaired the campus segment of the Centennial Campaign.



*Piper Professor Robert Walts, also a former chair of the English Department, was a Mark Twain scholar*

The department's MFA degree in Creative Writing has become one of SWT's terminal degrees and has built upon the work of creative writers linked symbolically to the traditions of Thomas and Wright. New leaders such as Miles Wilson and Tom Grimes have guided this program to a prominence that will be enhanced by the recently created Roy and Joann Cole Mitte Chair in Creative Writing.

The School of Liberal Arts now encompasses Humanities such as Philosophy at SWT. Philosophy came to SWT relatively late because the discipline was so clearly associated with the Liberal Arts and Humanities. In fact, the Department of Philosophy was long a part of the Department of English.

In the earliest days SWT students studied educational philosophers such as John Dewey, but gave less attention to classical and medieval thinkers except as their works appeared as classic texts in foreign language study.

Early leaders in Philosophy were James Treanor, Gil Fulmer, Keith Lovin, and Glen Joy Today, the department teaches thousands of students each semester in the required introduction to Philosophy course. Philosopher and lawyer Vince Luizzi, chair of the department, has led it in such creative efforts as a critical-thinking laboratory. Jeff Gordon,

professor of Philosophy, serves as director for nearly one hundred sections of the Freshman Seminar course taken by all freshmen.

Unlike Philosophy, foreign language has been taught from the first Latin and German instruction. The earliest instructors, John E. Pritchett (Latin) and Helen Hornsby (German), expected their students to master the subject matter even though students took their courses as electives. In 1917 George B. Marsh became SWT's first Spanish teacher. In the next year Mary S. Eskridge arrived to teach French, but the dominant force in languages was Alfred Nolle, who joined the faculty in 1919.

Nolle had earned his Ph.D. at the University of Pennsylvania in 1915 and came to SWT in 1919. At SWT he taught German and served almost four decades as dean of the college (1922–1959). In 1926 the students dedicated the *Pedagog* to Dr. Nolle "in appreciation of his influence upon the development of the High Standards of Southwest Texas State Teachers College and of his superior scholarship and unfailing counsel."

In more recent years J. Lloyd Read led the department, and is remembered as a man who encouraged innovation as well as sustained the department's reputation for excellence. Robert Fischer is current chair of the Department of Modern Languages.



*Piper Professor Robert Galvan.*



Robert Galvan, SWT's second Piper Professor, is a Modern Language faculty member as is internationally recognized scholar Sharon Ugalde. Spanish, though not the first modern language taught here, has by far the largest enrollment—certainly appropriate in Central Texas which owes so much to Hispanic language and heritage. A rare copy of one of Spanish explorer Cabeza de Vaca's journals, considerably older than the University or Texas, resides in Alkek Library.

The early social scientists established a school-wide reputation for their sound teaching and independence of thought. Professor A. W. Birdwell joined the faculty in 1910 and served SWT as head of the History Department and first dean of the faculty (1920–22) until he left SWT to become president of Stephen F. Austin State Teachers College.

M. L. Arnold joined the History faculty in 1911 and lived with his family in a two-story house located where Flowers Hall now stands. Mrs. Arnold operated a cafeteria in her home and, according to Professor Irma Bruce, served "the most delectable foods." In 1930 Professor Arnold completed work on his doctorate to join Spurgeon Smith (1928) and Dean Alfred Nolle (1919) as the only faculty members holding the Ph.D.

Another historian, Retta Murphy, joined the SWT faculty in 1919 and began a career that spanned almost forty years. Former students like David Votaw, the son of Dr. Votaw as well as a teacher and scholar in his own right, remembered her as one of those teachers who pushed students to the limits of their ability.

Professor Murphy remembered in 1978 that, just as original band director Robert Tampke had said, President Evans had some "very peculiar" ideas about teaching including the notion that if a person had ever taken a class then he could teach it.

She also noted that in those early days there was a sexual double standard at SWT; men ordinarily received time off to pursue advanced degrees and earned higher salaries, while women had to work on doctorates without assistance

*In my second semester I had Dr. Retta Murphy. My first exam that I wrote under her . . . I made an "E" In my whole life, I had never made an "F" on anything. I nearly fainted and fell over. . . . She had one of the sharpest intellects that I've ever known. She even graded the Presbyterian ministers and told them that sermons were a "C-" today or maybe a "B+" later. . . .*

—Merry K. FitzPatrick, Associate Professor of  
History Emeritus



*Retta Murphy's career spanned almost forty years*



*English Professor Elvin Holt, an SWT alumnus, is one of "those who stayed" to help build the department.*



*Social Sciences Chair James Taylor was a dominant figure in the post–World War II era.*

and received lower salaries because they did not have families. She remarked at the time that "if I had worn my pants on the outside rather than on the inside, I would have been a department chair!" Students like Merry FitzPatrick and David Votaw remembered Dr. Murphy, who retired in 1956, as one of SWT's most exacting and talented teachers.

In 1923 the legendary H. M. "Prof" Greene joined the Social Science faculty, and, when he retired in 1957, he had earned a campus-wide reputation as a controversial, self-confident, individualistic free-thinker who ordinarily came to class in a khaki shirt and rumpled trousers. David Conrad claims that once during the 1930s, Prof was mistaken for a tenant farmer in need of employment.

Greene taught Government and the history of Jacksonian America, but his real passion was debate, which he coached during most of his early career. Richard Henderson remembered that when Greene and other SWT friends were ushered into the Oval Office to await President Lyndon Johnson, Prof promptly occupied Lyndon's chair and put his feet on the president's desk. When cautioned to show proper respect for LBJ, Greene replied tartly, "Shucks. Lyndon won't care!" and indeed he did not.

Claude Elliott joined the History faculty in 1930 and began a long career in administration which eventually

included time as registrar, director of personnel, coordinator of veterans affairs, and dean of the Graduate School. Elliott was a distinguished Texas historian who had debated and earned his baccalaureate degree at SWT.

In the post–World War II era James Taylor was the dominant figure in the Social Sciences. Coming to SWT in 1946 as chairman of the Social Sciences Department, Dr. Taylor won wide acclaim for his work with the Texas Council for Social Studies (TCSS) and his leadership in the Texas Association of College Teachers (TACT), the earliest statewide association of college professors. Wartime service in the Navy made him an excellent judge of personnel. He hired three of SWT's nine recipients of the Minnie Stevens Piper Awards for Distinguished Teachers: historian Emmie Craddock (1963), political scientist Dan Farlow (1975), and sociologist Clarence Schultz (1976). When Dr. Taylor retired in 1962, SWT established in his honor its first permanent lecture series, the James Taylor Lectures.

When the History Department moved into the old Fine Arts Building, the faculty requested that the building be renamed to honor James Taylor and Retta Murphy, who had shaped the modern History Department and were early advocates of gender equity at SWT.

*In September 1965 the History and English Departments, as well as Modern Languages and the Library, were all in Flowers Hall. The History Department had just broken off from the Social Science Division, and I believe Political Science was in this building and Geography. We are in a room about ten feet by twelve feet, and he [Bill Brunson] and three other people shared that office. There were four desks and chairs and filing cases in there. . . .*

—M. Luan Brunson, Professor of English

In 1965 the Social Science Department was subdivided into disciplines of History, Government (now Political Science), and Economics-Sociology-Geography. In subsequent reorganizations the remaining combined department became five new departments: Finance and Economics in the School of Business; Geography, Sociology, and Anthropology in the School of Liberal Arts; and Social Work in the School of Health Professions.

When History became an independent department, Everette Swinney (1957–1996), another of Dr. Taylor's recruits, soon became chairman. During a career that spanned almost forty years Distinguished Professor Emeritus Swinney served as chair (1967–79), faculty senator, and chair of that body, first assistant to President Jerome Supple and briefly as acting dean of Liberal Arts. In the fall of 1996 the Faculty Senate officially renamed its recognition for Piper Professor nominees the Everette Swinney Teaching Awards.

Other prominent postwar History faculty included Betty J. Kissler, who succeeded Swinney as chair and earned a state and national reputation in service to the profession in organizations such as TACT, TCSS, and the American Association for University Professors (AAUP), as well as serving three terms on the San Marcos City Council. Like Swinney, Kissler served briefly as acting dean of Liberal Arts and was named a "Distinguished Professor Emeritus" upon her retirement.

*We always had the History Department party at the beginning of the year in Chair Ev Swinney's backyard. This one year he had a tiny electric fence that was not very high, just temporary, around this little calf, and its mother was gone or had some kind of problem, so he had to keep it in his back yard. It seemed fairly amusing that you'd have a party of historians, and the focal point would be a cow.*

—William Pool, Professor of History Emeritus



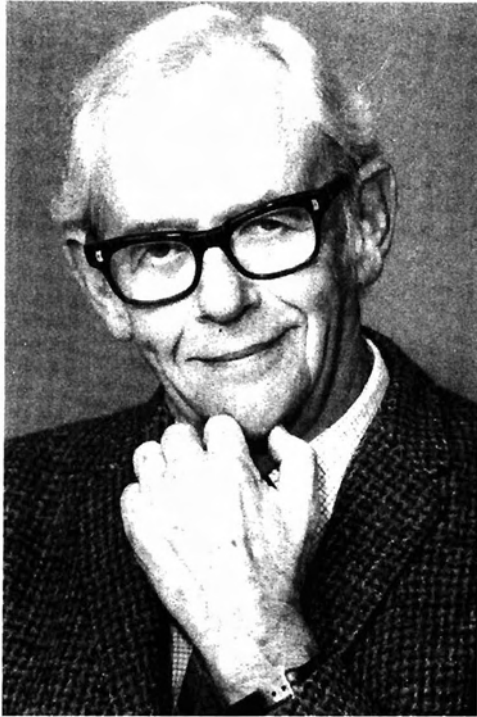
*Dr. Betty Kissler combined teaching and the practice of political science.*

Kissler's mentor and longtime friend Emmie Craddock had been a faculty leader in the 1960s and 1970s. She was the founding director of the SWT Honors Program (1967–80), several-time mayor and City Council member of San Marcos, SWT's first Piper Professor and a respected teacher of social and intellectual history of the United States.

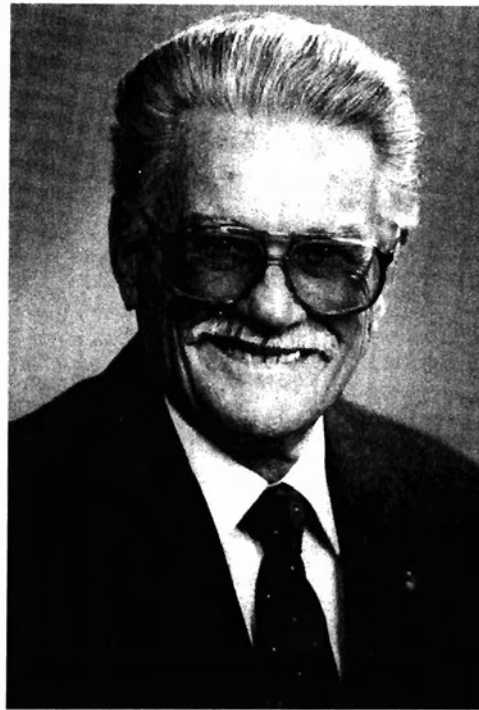
William C. Pool, mentioned earlier as a devout baseball fan and aspiring coach, taught Texas history to three generations of Texas teachers. Like Craddock and Kissler, he too served on the City Council and was active in the Texas State Historical Association.

Others have also been active outside the department. Merry FitzPatrick and Frank Josserand were Honors Program stalwarts and joined Ron Jager as historian patrons of the arts. Former chair James A. "Tug" Wilson and Frank de la Teja have made important contributions to the study of Hispanic Americans in the Southwest and Texas. Ron Brown was Honors director for fifteen years and acting dean of the College of General Studies. He was succeeded in the Honors post by Associate Professor Eugene Bourgeois. Dennis Dunn





William C. Pool, devout *baseball fan*, was a revered Texas History *professor*.



Under Distinguished Alumnus Richard Henderson, Class of 1949, the Government Department became Political Science.



The Hobby Family Foundation, chaired by former Lieutenant Governor Bill Hobby, endowed the William P. Hobby Center for Public Service.

is director of the Center for International Education. Bill Liddle is a longtime Hays County Democratic chairman. Ken Margerison, who is chair of the department, was founder and first president of the Texas Faculty Association. James Pohl has been chair of Faculty Senate, interim director, and then president of the Texas State Historical Association. Historians Gregg Andrews, Vikki Bynum, and Mary Brennan have received national recognition for their publications while simultaneously serving as the first faculty-in-residence for SWT's Residential College program. Finally, Joseph Yick's selection to deliver the 1998 Presidential Seminar makes him the most recent recipient of an honor awarded more historians than any other discipline.

Under Richard Henderson's leadership the Government Department became the Political Science Department. Frank Rich succeeded Henderson and brought the Public Administration and Lawyer's Assistant programs into that department in the 1970s.

Dan Farlow, another of SWT's Piper Professors, was one of the remarkable Political Science teachers in the modern era. Though an unfortunate stroke restricted his teaching in

later years, he earned the respect of generations of SWT students who admired his knowledge of Texas state and local government. His untimely death in March 1998 closed another of the links to James Taylor and the original Social Science Department.

Today Political Science houses a respected Public Administration program. The Hobby Family Foundation of Houston has endowed the William P. Hobby Center for Public Service in honor of the former Texas lieutenant governor with Political Science Professor Howard Balanoff as director. The gift establishes a professorship in public service, provides a permanent source of funds for the center's operation, and creates a lectures series and scholarships for students in the Texas Certified Public Managers program offered by the center.

Another faculty member, Ted Hindson, though a political scientist, is also a baseball enthusiast and teaches a popular honors course in Baseball and the American Experience.

Another of the social sciences, Psychology was formed from the educational psychologists in the Department of Education in 1969. It too joined the School of Liberal Arts,

*The faculty lounge in Flowers Hall used to be the hub, the political hub of this campus. . . . Somebody in Political Science is supposed to have written a thesis on how things were negotiated from that room. . . . Of course it was full of people from all over, and we all knew one another in the mid- to late-60s.*

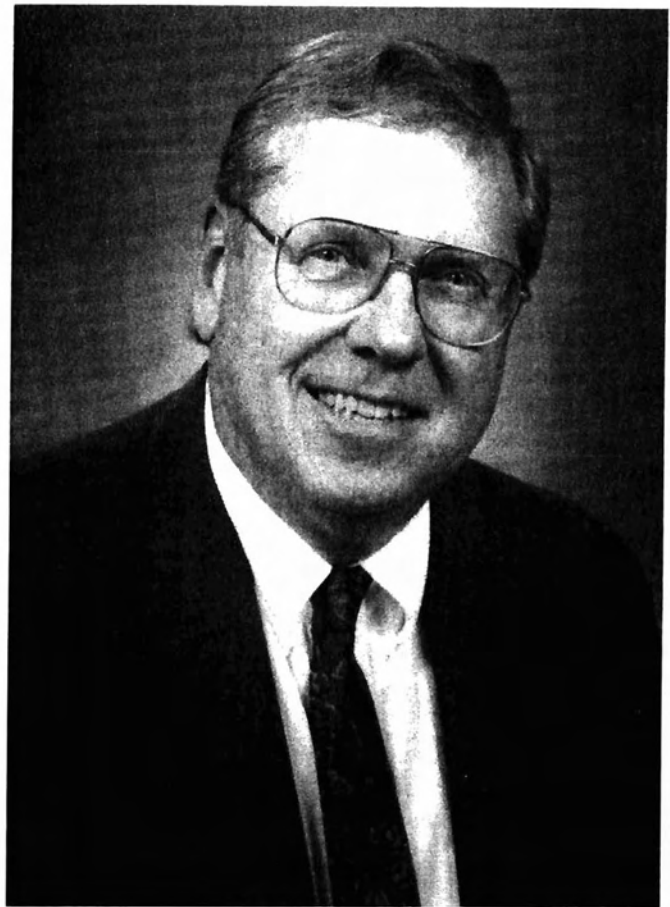
—M. Luan Brunson, Professor of English

under founding Chairman Theron Stimmel. Dr. Stimmel later indicated that pressure for a Psychology degree from students was the primary boost toward the department's birth.

In addition to Stimmel, the newborn department listed Wade Wheeler and Sandra Merryman as faculty. They, along with John Davis, who came in 1974 to teach Social Psychology, are still here. The centennial department, led by Shirley Ogletree, houses nineteen faculty members in addition to three who teach in the department but have primary duties elsewhere. These are Greg Snodgrass, director of the Counseling Center; Paul Raffeld, director of the Testing Center; and Robert Smallwood, associate vice president for academic affairs. Continuing the popularity that led to the department's founding in the first place, nearly nine hundred students major in Psychology.

When Geography and Planning became an independent department. Allen Hellman became its chair. His successor, Richard G. Boehm, brought national attention to SWT. His collaboration with the National Geographic Society almost single-handedly restored geographic education to the Texas public school curriculum. The Geo Bowl Contests that were the most visible part of this cooperation and his work with the National Standards Committee for Geographic Education earned him regional and national acclaim. In 1998 he was named to the first holder of the Jesse H. Jones Chair in Geographic Education, which was funded by a \$1 million gift from The Houston Endowment, Inc.

Building upon Boehm's accomplishments, Chair Lawrence Estaville led a successful effort to bring a doctoral degree to SWT. The department is close to graduating its first Ph.D.s in Geographic Education and Environmental Geography. Other prominent faculty in the modern Geography Department include Byron "Doc" Augustin, teacher of an enormously popular World Geography course and recipient of numerous local, regional, and national teaching awards, and Brock Brown, popular adviser and award-winning developer of a correspondence course in Cultural Geography. Many other current and new faculty

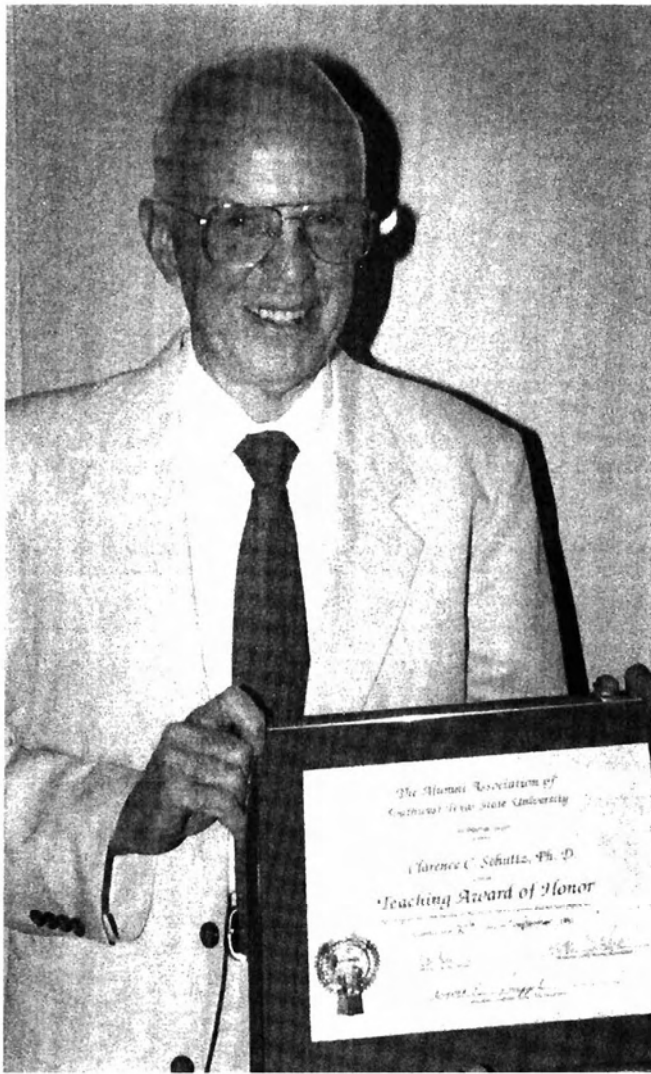


*Dr. Richard G. Boehm became the first holder of the Jesse H. Jones Chair in Geographic Education in 1998.*

have national reputations in their research specialties and have attracted an increasing select group of majors.

Another area of rapid expansion during the 1980s–90s is the former Department of Sociology Anthropology and Social Work. Clarence Schultz became the first chairman of the new department. Sociologists played a particularly important role in the curricular reforms of the 1980s as department Chair David Watt co-chaired the General Studies Curriculum Committee and Rollo Newsom, who was chair of the department and also served as vice president for academic affairs, became the first dean of General Studies in the mid-1980s. Susan Day, current chair, has served as assistant to the SWT president. Ann Marie Ellis is associate dean of Liberal Arts, and Ramona Ford was an active member of the Faculty Senate.

Social Work became a separate program under the leadership of Elmer Good, who served a decade as program director (1976–86), followed by Michael Smith. Social Work then moved to the School of Health Professions, where it became a department under the leadership of Karen Brown. The department is home of one of the newer graduate programs, a Master of Social Work.



*Piper Professor Clarence Schultz, also an alum, Class of 1949, was the first chair of the Sociology Department.*

The youngest department in the School of Liberal Arts is the Anthropology Department which just twenty years ago consisted of only two archaeologists. Now it's one of the fastest-growing undergraduate majors. The large enrollment in courses such as Cultural Anthropology and Magic, Ritual, and Religion attest to the attractiveness of the material even to those who are not majors.

As far back as 1981, SWT anthropologist Tom Gray, discoverer of Lucy, a now famous hominoid fossil, was teaching here. The subject of a Public Broadcasting System show, best-selling book, and a *Reader's Digest* article, Lucy was three feet, six inches tall and estimated to be 3 million years old. Gray reported that the unusual name came from a Beatles' song, "Lucy in the Sky with Diamonds," which happened to be playing on his portable radio.

Much of this success and growth of today's department can be traced to apparently ageless master teacher Norman Whalen, who created one of the finest Anthropology



*Longtime Education teacher Irma Bruce began work here in the laboratory school.*

laboratories in Texas while leading SWT students on extended excavations in the Middle East. Others on department-sponsored trips explore southern Mexico and Central America.

James Garber became the first chair of the newly created Anthropology Department. Under his leadership forensic anthropologist David Glassman, who is now chair, relocated to San Marcos. Glassman, who is widely recognized in his specialty worked on identification of remains after the Branch Davidian siege near Waco. Professor Reece J. McGee and Associate Professor Richard L. Warms and ethnographer Kent Reilly have already made a dramatic impact upon students and the departmental curriculum.

## EDUCATION

Since this was a normal school at its inception, during most of SWT's history the Education Department and then School of Education has occupied a central position. Indeed, until the 1950s one of the prerequisites for all faculty was public school reaching experience.

In recent years SWT consistently ranks among the top three schools in the total number of undergraduates





*Alumna Reed Brantley Parr, Class of 1931, symbolized the thousands of alumni who became classroom teachers.*

obtaining teacher certification in the state of Texas. Furthermore, Southwest Texas claims more active teachers and administrators than any other Texas university.

In the early years Principal Harris, Annie Pearsall, and Lula Hines taught the "professional work" courses. President Evans and Maud M. Shipe assumed Harris' responsibilities in professional work in 1911. In 1912 W. I. Woodson joined the faculty and reduced Prexy's responsibilities in the Secondary Education curriculum.

In 1914 the normal school opened its Training School, which operated under the auspices of the Education Department then headed by Woodson. Lynton Garrett was the first principal of the practice school, which according to the 1915 *Bulletin*, "bears the same relationship to the profession of teaching, as the laboratory does to science, or the workshop does to Manual Training."

The lab school students came from the community and the faculty. Among the early faculty children were Bernice Evans, the Woodson girls, and Janie Shands. Many prominent members of the Education Department began teaching in the laboratory school. Elizabeth Falls, Irma Bruce, E. O. Wiley, and Ruby Henderson began there as critic teachers or administrators. Irma Bruce, later a professor of Education, remembered her critic teaching as "very challenging" and the students, most perceptive.



*Former Dean of Education J. Lloyd Rogers taught generations of SWTexans.*



*Longtime Special Education Department Chair Empress Zedler was nationally recognized for her special education work.*

In the late 1970s the Education Department was restructured into the School of Education, which included the Departments of Curriculum and Instruction; Health, Physical Education, and Recreation; and Educational Administration and Psychological Services, which offers graduate degrees in Counseling and Guidance, Developmental Education, Educational Administration, Management of Vocational/Technical Education, and School Psychology.

Curriculum and Instruction handles the instruction associated with those headed into careers in Elementary Education. Students intending to teach at the high school level are attached to the department which represents their specialty. Math teaching students would be part of the Math Department, for instance.



*Dr. Barbara Hatcher, Piper professor and professor of Curriculum and Instruction, is also assistant dean of the Graduate School.*

Health, Physical Education, and Recreation began with a few recreational courses taught by members of the faculty and coaching staff. This role expanded as the department assumed responsibility for training high school teachers of Physical Education. In 1998 the department, chaired by Ed Burkhardt, offers six undergraduate majors and continues to teach a vast array of activity courses in subjects ranging from Scuba Diving to Hunt Seat Equitation. These meet a two-course physical fitness and wellness requirement in SWT's General Studies curriculum.

The department houses a highly selective program in Athletic Training in which many students compete for just a few positions available each year. Among other interesting specialties are majors in Health and Wellness Promotion, Recreational Administration, and Dance. Steven Furney, professor of Health Education, is one of country's premier scholars in AIDS Education. Joan Hays, head of the department's Dance program, has served as chair of the Faculty Senate and won a President's Award for Excellence in Teaching.

Among other prominent faculty in the past and present are the late Henrietta Avent, distinguished professor of Health, Physical Education, and Recreation emeritus, who chaired the Faculty Senate for a number of years; the late William Bechtol, professor of Curriculum and Instruction, who served as chair of that department; John Beck, SWT alumnus and current dean of the School of Education; and Oscar Dorsey, professor of Curriculum and Instruction, who is former dean of Applied Arts at SWT.

Others include the following distinguished professors emeriti: Empress Zedler, who was nationally acclaimed for her Special Education work; Martin Juel, who was chair of Education and also dean of students; J. Lloyd Rogers, former dean of Education; and Milton Smith, professor of Educational Administration.

Charles Dolezal is chair of Curriculum and Instruction while Sue McCollough is chair of Educational Administration and Psychological Services. J. Michael Willoughby, professor of Education Administration and Psychological Services, serves as dean of the Graduate School. Barbara Hatcher, professor of Curriculum and Instruction and Piper Professor, serves as assistant dean of the Graduate School.

## APPLIED ARTS AND TECHNOLOGY

While all of the original subjects at the normal school were linked to Education, the disciplines of Domestic Science (Family and Consumer Science), Manual Training (Technology), and Agriculture have become important elements in the School of Applied Arts and Technology.

Helen Halm was SWT's first home economist in 1910, but the field has changed dramatically in the last thirty years. Now Family and Consumer Science is one of the largest undergraduate departments with majors in Family and Child Development, Fashion Merchandising, Interior Design, and Nutrition and Foods. Contemporary leaders of the department such as Chair B.J. Friedman; Judy Allen, who serves as Alumni Association president; John Garstka; Jene Laman; and former Chair Nelwyn Moore provide an important link to early leaders such as Cora Lay.

Similarly, the Department of Technology has been reshaped by Chair Bob Habingreither; former Chair Gene Martin, who is dean of the School of Applied Arts and Technology; Ralph Borchers, who supervises a popular photography sequence; Steve Springer, who directs an innovative program for students with extensive work experience; Michael Pierson; and Gary Winek.



*Distinguished Alumnus Bill Deck, Class of 1942, chaired what was then the Industrial Arts Department.*

Yet the modern department was linked to the normal school faculty by Distinguished Alumnus Bill Deck, as well as by John R. Ballard, Victor Bowers, Billy Windham, and John Yarchuska. When James R. Coxen came to SWT to teach Manual Arts in 1910, he never anticipated the changes that the twentieth century would bring to his field or the labor force. Probably no department has undergone more profound change as its mission changed from training teachers of Manual or Industrial Arts to training technically sophisticated employees.

Agriculture coursework has been offered since about 1908, first taught by Principal Harris to comply with state law. In September of 1909, Harris hired normal school student H. A. Nelson to teach the classes. Nelson eventually became department chairman, a post he held until his retirement in 1945. He was followed as chairman by T. R. Buie in 1945. The first students graduated with a bachelor of science degree in Vocational Agriculture in 1948 and the first students certified to teach in the field graduated in 1950. It is interesting to note that as recently as 1986, all original teaching faculty that had retired were still living in the San Marcos area.

Longtime Chair Roy Miller retired in 1996. Others who have been associated with the department for much of its modern history include Lon Shell, Glen Rydl, and Mike Abel



*The late Harry Freeman uses a map to show the layout of the Freeman Ranch to then-president Lee Sniith and Texas State University System Regents Robert Baldwin, Hollis Smith, and W. C. Perry.*



In addition to its teaching programs, Agriculture oversees a University Farm and the four-thousand-acre Freeman Ranch. A large scholarship program is supported through the Houston Livestock Show and Rodeo.

The Criminal Justice Department (originally Law Enforcement Department) dates from 1969, but has grown to be one of the biggest on campus. The first chair was C. C. Mahaney. Interest in programs in Law Enforcement, Criminal Justice, and Corrections was high from the start. The first 67 majors had become 188 majors by the spring of 1971 and 225 by 1972. Today, the number hovers around 1,000.

The original faculty, mostly a few retired law enforcement officers supplemented part time by active duty police, has also grown. By 1977, there were two assistant professors and nine instructors and lecturers. Many remember Chair Donald B. Harrelson, who retired in 1987.

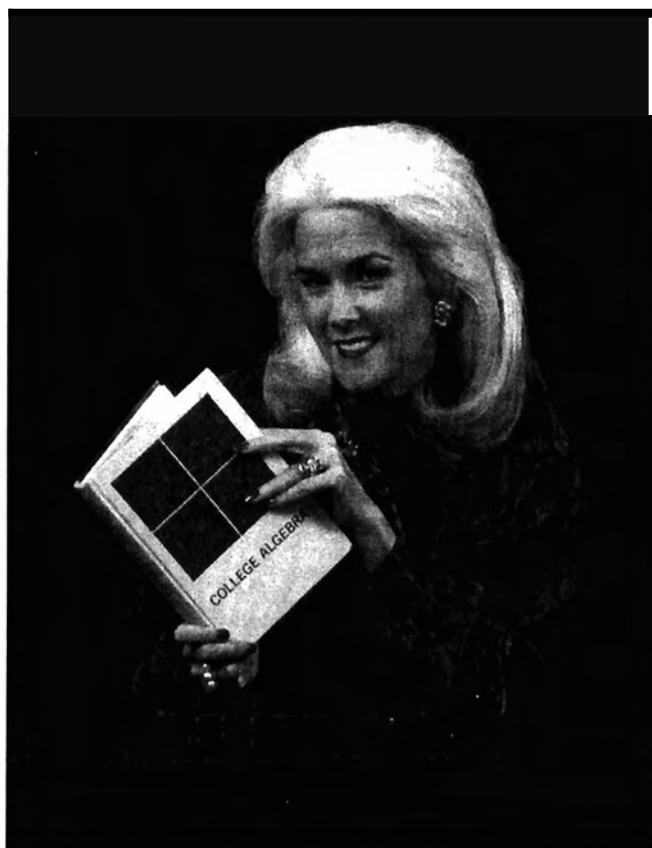
By the centennial year, the department is home to two professors, seven associate professors, two assistant professors and two instructors. Wayman Mullins, acting chair during the centennial year; Professor Jocelyn Pollock; and Associate Professors Ronald Becker, Jay Jamieson, John McLaren, Tomas Mijares, David Perkins, Barry David Smith, William Stone, and others make up the faculty. These faculty teach not only classic courses like Criminal Investigation, but also those more a sign of the times: Women and Criminal Justice and Occupational Crime.

*One morning the place was just surrounded by state policemen. Some chemistry student had taken this compound which is very easily prepared and is very unstable and will explode readily . . . sprinkled a solution of this stuff from Flowers Hall, down the stairs, up to the Quad and right up to the front stairs of Old Main. The night watchman, whom the students called "Deputy Dog" because he resembled the cartoon character, stepped on some of this stuff, which had dried in the concrete, and it popped at his feet. Well, it was two o'clock in the morning and he thought someone was shooting at him. And he started running towards Old Main and it was popping under his feet and he just knew someone was shooting at him, probably from the Science Building. And he called the police and the State. . . .*

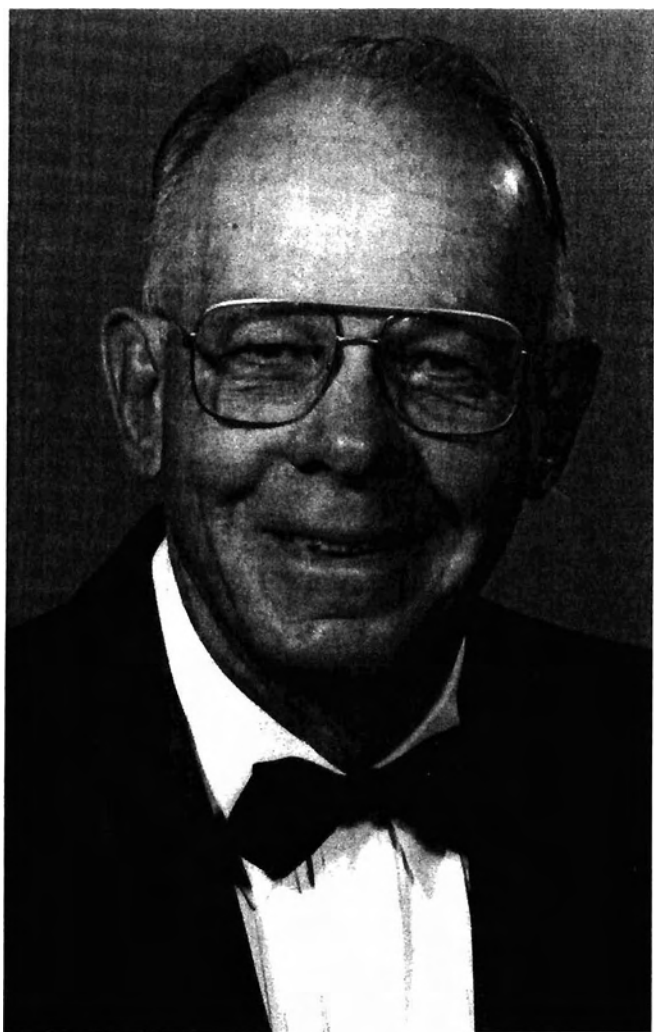
—Charles Willms, Professor of Chemistry Emeritus

## SCIENCE

Science and SWT scientists have also made dramatic changes in our world. Like every original curriculum area, the fields of Biology, Chemistry, Mathematics, and Physics were originally emphases for public school teachers. None of the early Science majors could have imagined that Computer Science, a relative newcomer, would join Biology as the largest of the undergraduate majors in the School of Science. Furthermore, course work in Geology, now taught in the Department of Physics, was specifically excluded because SWT's initial mission was the training of teachers, not the preparation of baccalaureate graduates. In 1922 Carroll L. Key, chemist, joined C. Spurgeon Smith and S. M. Sewell to round out the Science and Mathematics Departments.



Columnist Heloise, distinguished alumna, a 1974 math graduate, likes to talk math with the Honors Summer Math Camp students.



*Respected biologist and Distinguished Alumnus W. E. Norris Jr., Class of 1940, served as academic vice president under two presidents*

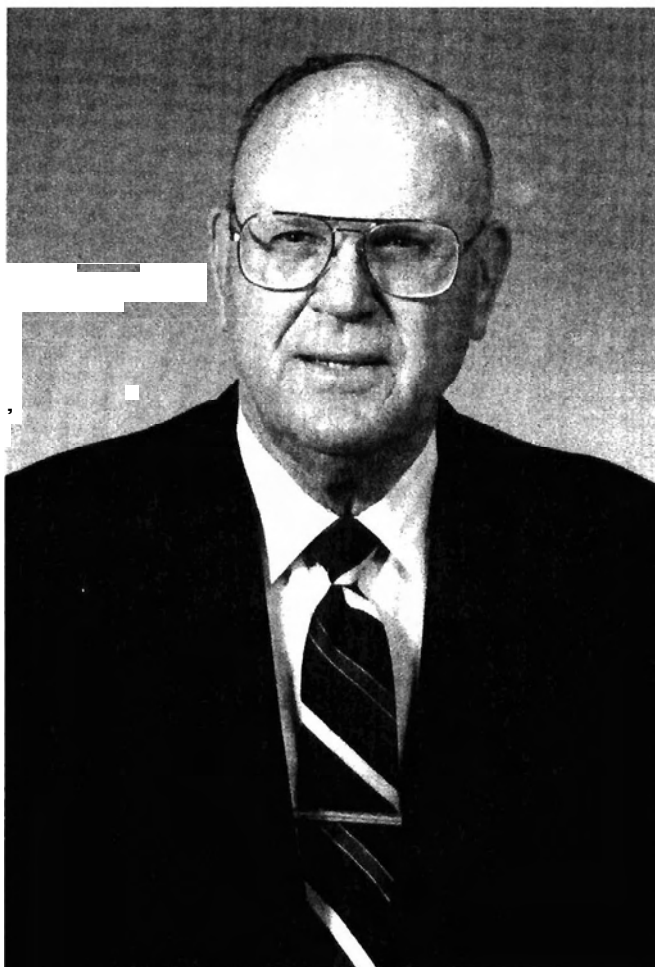
In this century's middle decades, chemist Archie O Parks, who was department chair, and biologist and Distinguished Professor Emeritus William E "Henry" Norns, who was dean of the university, were among the most prominent science administrators. Norris served as academic vice president under both Presidents Smith and Hardesty.

Biologists Gary Aaron, William H. Emery, Sidney W. Edwards, former Chair Herbert H. Hannan, David Huffman, Joe Koke, Melanie Lewis, Glen Longley, Donald Tuff, Bobby Whiteside, and former Chair Willard C. "Pete" Young, who was also dean of Science, have provided the framework for a modern Biology Department which is the largest in the School of Science with well over one thousand majors. Biology faculty members David Lemke and Paula Williamson have both won Presidential Excellence in Teaching Awards. And the university's custodianship of the San Marcos River is evidenced in part by the Edwards Aquifer Research and Data Center.

*They were in process of building this wing on the old Science Building and we were all kind of cramped up in the fourth floor of the old section. Right at first, we all shared one office. There were six or seven of us at the time. It was a real challenge to survive that first year. [So] we made the offices in the new wing very small, just big enough for a desk, one chair and a bookcase behind it. If you made them small, they couldn't move anybody in there with you.*

**— Charles Willms, Professor of Chemistry Emeritus**

Generations of undergraduates have complained about those tough courses in Chemistry and Physics. SWT's faculty in these disciplines pride themselves upon their rigorous standards and their students' successes. Today SWT has chemists as president (Jerome Supple) and associate vice president for academic affairs (Patrick Cassidy). Cassidy also serves as director of the Polymer Research Center, which has brought research related to the NASA space shuttle to SWT. He and John Fitch continue to assist NASA.



*Dr. Archie O. Parks was another prominent Science administrator.*



*Chemist and avid golfer Charles Willms is honored with a scholarship started by alumni, along with Spurgeon Smith.*

In 1992, a sample of one of their products, a clear, colorless film stable to one thousand degrees Fahrenheit, was successfully exposed to space during a flight of space shuttle *Atlantis*. The material was discovered by graduate student Gordon Tullos during his thesis research in the late 1980s. Six SWT Chemistry students watched the lift-off at Cape Canaveral, Florida. According to graduate student Jennifer Irvin, "It was great and only forty-eight seconds off schedule."

The traditions of Key have been carried forward by Willis Cude, associate professor emeritus; John W. Hopson, assistant professor emeritus; James Irvin; Robert Lowman, assistant professor emeritus; Reeves Perry; Wally Rudzinski; Charles Willms, former chair and professor emeritus; and longtime adviser and former Chair Billy Yager.

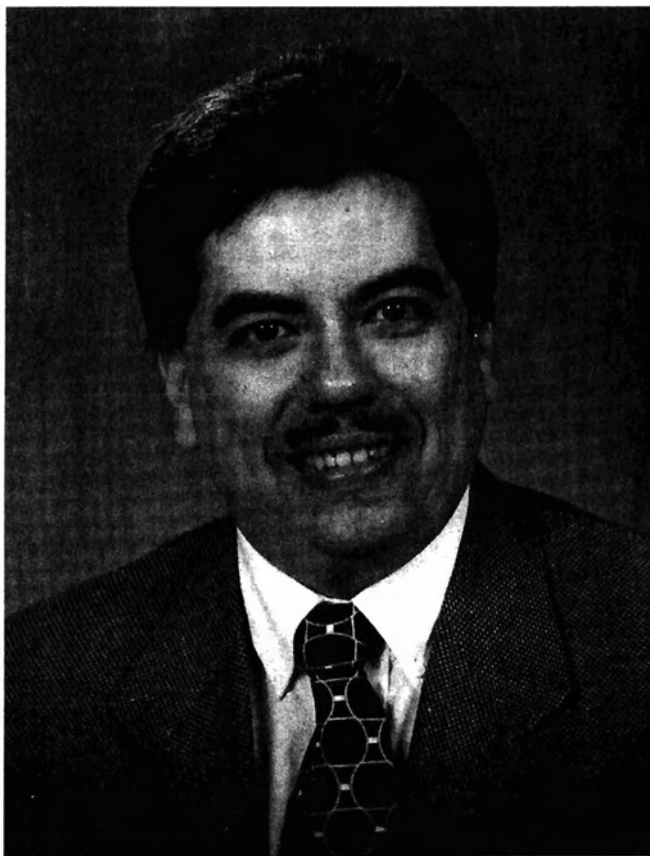
The modern Physics Department has been the special creation of a select group of scholars: Robert E. Anderson, who was chair for fourteen years; current Chair James Crawford; William Jackson; and Victor Michalk. Donald Olson has gained a national reputation for his innovative work in historical Astronomy and his interdisciplinary

*All my clothes were full of holes from the acids and things in the laboratory. We had a store downtown called Wood's Clothing Store, and I walked down there and told Mr. Woods that I needed at least three suits and I didn't have any money. He said, "Well just help yourself to what you want and pay me when you can." . . . That was the nice thing about the community, if you worked for the university, they knew who you were and you had almost instant credit.*

**— Charles Willms, Professor of Chemistry Emeritus**

honors courses, as has researcher Carlos Gutierrez, who blended his interest in semiconductor research with founding of SWT's nationally acclaimed chapter of MAES (Mexican American Engineers and Scientists).

The Departments of Mathematics and Computer Science are inextricably linked, as the earliest computer scientists were mathematicians. Mathematicians William Akin, Burrell Helton, and Henry McEwen provided the transition to the modern department linked with former Chair Robert Northcutt, noted for his work in math preparation, and Chair Stanley Wayment, who oversees a department that



*Physics Professor Carlos Gutierrez actively pursues research interests in several areas.*



teaches college Algebra and/or Calculus to every student on campus. Another recognized for his innovative approach to teaching college Algebra is Greg Passty, who also serves as assistant dean of Science. Other department members include nationally recognized math educators Paul Kennctly and Mas Warshauer.

The Computer Science Department is less than a third as old as SWT, but several individuals have long led this fast growing department: Wilbon Davis, Grady Early, Thomas McCabe, and Ron Sawey.

Former mathematicians Henry McEwen, Wilbon Davis, and Grady Early provided a critical link between the roots of Computer Science at SWT and its current status as one of the university's most popular undergraduate majors. Dr. Early in particular is familiar to many as the advisor who consults with prospective students and helps others with course selection.

Today Chair Moonis Ali coordinates a department of several hundred majors which also teaches basic computer courses for Teacher Education and other programs.

## BUSINESS

The 1970s and 1980s might be characterized as the years of Business not as usual at SWT. What had been a Department of Commerce in 1919 with faculty members C. E. Chamberlain and Anne Kerchner outgrew its original charge to train public school teachers of Bookkeeping, Typing, and Stenography, and became one of the largest Schools of Business in the region, encompassing several thousand majors.

Composed now of the Departments of Accounting; Computer Information Systems and Quantitative Methods; Finance and Economics; and Management and Marketing, the School of Business has joined Applied Arts and Technology, Education, and Liberal Arts as the four largest undergraduate schools. Meanwhile, the graduate program both on campus and at the newly formed Multi-Institutional Teaching Center (MITC) at Westwood High School near Round Rock serves the needs of adult learners who hold day-time jobs and complete graduate degrees in the evening.

Under the leadership of the first dean of the School of Business, W. Leland Wilson, the Business departments experienced extraordinary growth in the early 1970s. The older Business Education faculty such as Laura Hastedt and Arlene Lann joined with Dean Wilson, Alvin Musgrave, Otis Reese, Howard Yeargan, Beverly Chiodo, Royce Abrahamson, Myron Shields, Robert Stevenson, Celia Morgan, Gary



*W. Leland Wilson was SWT's first Business School dean.*

Carman, Bill Bishop, Randy Cook, Marvin Johnston, Cecil Stott, Howard Savage, Orland Lee, and James Yeary to inaugurate this change in the scope and mission of the Business curriculum.

President Lee H. Smith, Dean Ed Roach, and Paul Gowens, chair of Finance and Economics and now dean of Business, established the goal of attaining American Association of Colleges and Schools of Business (AACSB) accreditation for the rapidly growing school. Though the process took almost two decades, by 1997 the modification of AACSB accreditation standards, gradual decline in enrollment growth, and an increase in faculty led to accreditation.

Today Gowens and department Chairs Michael Keefe (Management and Marketing), Dan Flaherty (Accounting), Don Sanders (Finance and Economics), and Mayur Mehta (Computer Information Systems) preside over a school which requires interested students to complete six courses in Accounting, Economics, and Mathematics before entry into the school.



*Business Communication teacher Beverly Chido has received recognition not only as a Piper Professor but also from her national association.*

Beverly Chido, legendary teacher of Business Communication, is a Piper Professor and has won the Best Teacher Award from her national association. Mary Ann Stutts, professor of Marketing, has worked with the Department of Mass Communication to successfully shepherd a number of American Advertising Teams to regional and national recognition.

In one of the more interesting "other lives" of an SWT faculty member, Jon Bible, associate professor of Business Law, has spent weekends in the fall as a referee for the National Football League and the Big Twelve Conference. James Bell, also associate dean for undergraduate programs, has advised a Students in Free Enterprise team to the national level. The other associate dean, Robert Olney, who is responsible for graduate programs, oversees hundreds of students who study at night and on weekends both on campus and off.

## FINE ARTS AND COMMUNICATION

Like Business, the School of Fine Arts and Communication has experienced extraordinary growth in the past two decades. The School includes the Departments of Art and Design, Mass Communication, Music, Speech Communication, and Theatre. While the development of the Bobcat Band, Symphony, and Choirs are discussed elsewhere, these organizations and others in the school depend upon the teaching faculty who mentor the talented student performers and communicators not only in the classroom, but also through performances and publications.

In the Music Department, the legacy of Robert Tampke, Anton Bek, and Maurice Callahan survives in transitional figures such as Ira Bowles, distinguished professor emeritus; Ralph Harrel; Arlis Hiebert; Byron Wolverton; and Bob Whalin. As in Theatre, it is not unusual for these and other skillful instructors to also maintain performing careers. Among them bass Naymond Thomas and tenor Cary Michael Fink have performed across the country, following in the footsteps of Professor Emeritus Harry Wayne (Harry Ham), longtime voice professor and performer. Percussionist Genaro Gonzalez performs with symphony orchestras as do trumpeter Jack Laumer and trombonist Charles Hurt.

*In the 1962-63 year, when I came, it was a very small college. . . . I don't remember how many faculty there were, but we all met in one room in Flowers Hall.*

—John Belisle, Professor of Music

Jazz musicians have gained special assistance from internationally recognized faculty artists such as James Polk and Keith Winking. Mary Beth Smith conducts opera workshops on campus and John Stansberry and Howard Hudiburg teach student musicians how to conduct other musicians.

John Paul Johnson's choral groups and choral camps have made SWT a household word among high school singers and choral music lovers. In the late 1980s and early 1990s, James Bert Neeley produced a series of Broadway musicals and light operas, some in cooperation with the Theatre Department, which drew crowds from as far away as San Antonio and Austin.

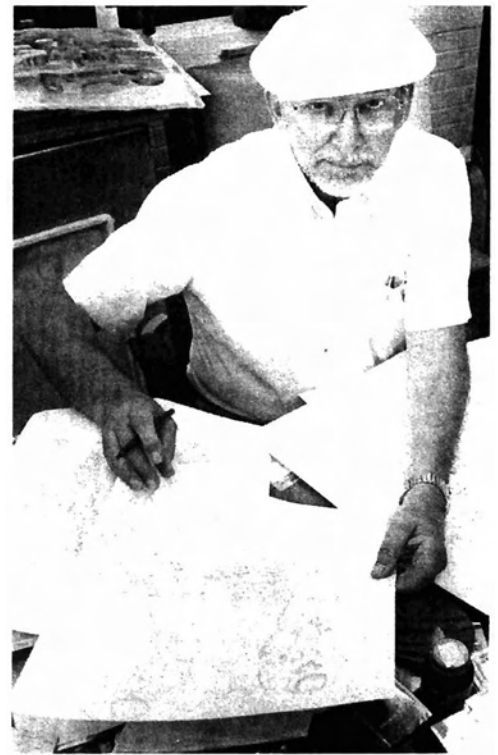
Robert Tampke's first band has come a long way. Manny Brand, chair of the department, who today oversees an array of music instruction, groups, camps, workshops, tours, and special seminars, fields continuous requests for his musicians to appear all over the state and beyond. Music



*Dr. Robert Tninphe is legendary in campus music history.*



*Maurice Callahan's showy marching band went to Washington for two inaugural parades.*



*Art Professor William Kolbe painted a series of campus scenes for the president's Christmas cards during the Hardesty administration.*

students and faculty are playing a key role during centennial observances.

In order to preserve quality of instruction, the department has had to rely on carefully judged auditions which ensure admission to only the most talented and dedicated. A far cry from Tampke, who used to say of his groups, "We may not have been that good, but we sure were loud."

The recently renamed Department of Art and Design has attained regional recognition as Verna Deckert and Georgia Lazenby, student favorites in the early years, have passed on a tradition of excellence nurtured by regionally prominent artist William D. Kolbe, and his colleagues Phyllis Sawyers and Charles J. Suckle. Former Chair Brian Row has guided the department through its transition from concentration upon traditional media to expansion with new emphases on Advertising Art Direction, Graphic Design, Hypermedia, Illustration, and Art History.

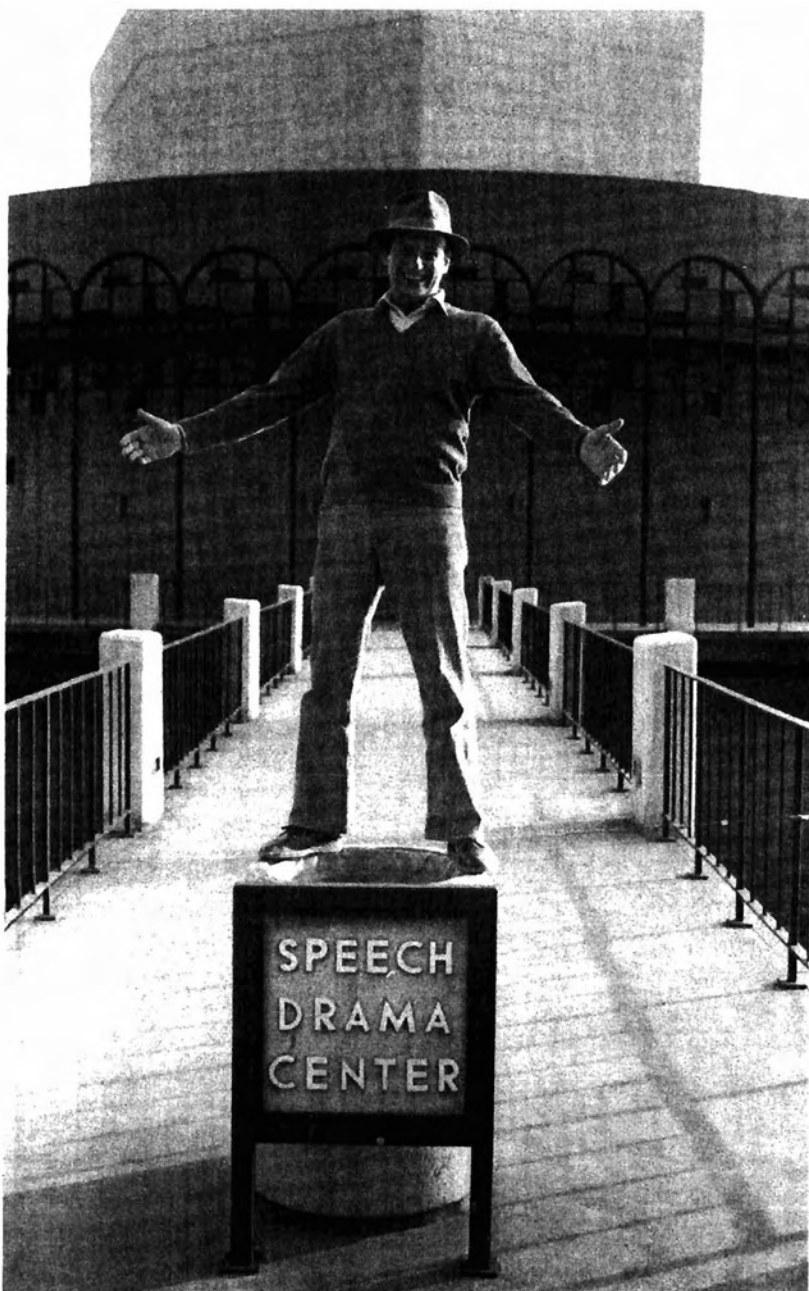
A program led by Professor Bill Meek in Communication Design uses the computer as its tool of choice and is expanding as fast as the technology. New programs in art history led by Francine Carraro, Tom Williams, and others attract those whose interest is understanding art rather than producing it.

Michel Conroy's work with the Gallery program has made it a focus of many classes on campus. And Beverly



*Dr. Laurie Fluker, Broadcast Sequence coordinator in the Department of Mass Communication, came to SWT in 1989*





*Playwright-in-residence Chuck Pascoe's 1997-99 accomplishments included directing the university's latest Southern Association of Colleges and Schools self-study effort.*

*[The un-remodeled] Evans Auditorium was an abominable place to perform. I remember we were doing Fiddler on the Roof. . . . And we were getting ready to open and the lights went completely out. The members of the chorus were sitting back in the auditorium waiting to come on, and they got angry with us because they were sitting therefor hours while we were trying to get the lights on.*

—John Belisle, Professor of Music

Penn's work in metals is widely recognized. These and others like Jean Laman, Eric Nielson, Mark Todd, Eric Weller, Ryce Wilson, Roger Colombik, and Carole Greer have worked closely in reshaping art education at SWT as more undergraduates seek an education which will lead to professional careers in addition to those interested in teaching Arts and Humanities in Texas' public schools.

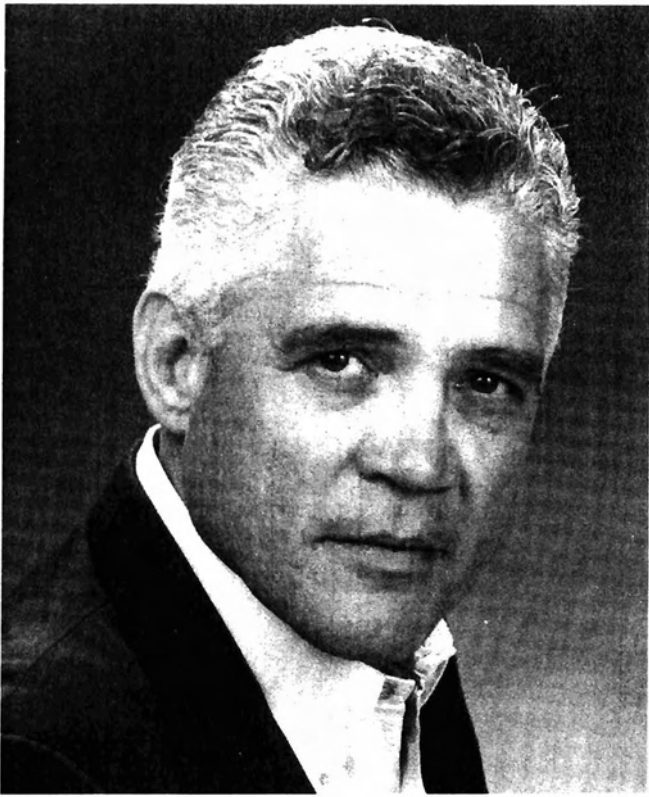
Initially linked to public speaking, SWT's Theatre Department has become one of Texas' leading dramatics centers. Much of this credit goes to Chair Fred March, who became the first chair of the independent Theatre Department. March and a distinguished faculty which includes Peter Coulson; set designer Dan Hannon; costume specialist Sheila Hargett; actor Dennis Maganza; children's playwright Chuck Pascoe; lighting specialist Rill Peeler; director Richard Solders; and lecturers Jay Jennings and Larry Hovis have provided two decades of professionalism and creativity for students.

The recently retired Hannon was known for twenty-four-hour days and sleeping on a couch in his office during preparations for major productions. But all have specialized in one-on-one teaching and mentoring. Chairman March's renowned personal academic and professional advising of Theatre students has established permanent links with now-successful performers, managers, directors, and producers of both live theatre and cinemagraphic productions. SWT alumni receive dramatics nominations and will become ever more important members of the regional and national theatrical community

All three of the Fine Arts Departments — Music, Theatre, and Art and Design — make special attempts to involve students in their programs, performances and displays. In addition, the three share with Dance Professor Joan Hays the teaching of SWT's Introduction to Fine Arts course which enrolls thousands each semester in a course which teaches appreciation and understanding of the role of fine arts in the past and present.

The Department of Mass Communication has also undergone a transition as the world around it has changed. Its history for the past quarter of a century has been the history of two "Dr. B's." Under Dr. Frank Buckley, chair for thirteen years, what was a solid and steadily growing program began to grow so fast after the impact of the Watergate revelations that it gradually outstripped its resources.

Under the leadership of modern Chair Roger Bennett, who retired in 1996 after seventeen years at SWT, it has built a faculty to match its students and become more selective in admissions.



*Theatre Arts faculty and actors G. W. Bailey, above (Class of 1993), Larry Hovis, right, and James Nelson Harrell, below, add the voice of professionalism and experience to their students.*



*Dance Professor Joan Hays has made her mark on dance at SWT.*

Originally, as at most universities, Journalism was a few courses in the English Department. Legend has it that Lyndon Johnson, taking advantage of his friendship with President Evans, prevailed upon him to add the courses which led to the program. A Department of Journalism was eventually established in 1947.

Through most of the next thirty years Journalism steadily grew, linked closely to production of the *College Star*, then *University Star* and the *Pedagog*. Instruction was provided by a few instructors, many of them also employees of university printing or publicity operations. Bennett came to SWT as the chair of Journalism in 1979. He always claimed he got the job offer because his luggage was lost on the trip to his SWT interview and the university "felt sorry for him."

By the mid-1980s, Bennett had built up a faculty of four or five. Longtime print specialist Jeff Henderson and broadcaster Bob Shrader had been joined by advertising specialist Michael McBride, journalist Paula Renfro, and public relations scholar Bruce Renfro, who replaced the deceased Robert Graves. Others who taught were lecturers, many doctoral students from the nearby University of Texas.

However, that small faculty was trying to teach nearly one thousand majors. The institution of a grammar, spelling, and punctuation test as an enrollment screen, instituted under Paula Renfro, provided some control. Authorization to hire more faculty provided even more relief.

By 1988, seven new faculty members were on board and enrollment was down to around seven hundred majors. Within several years, a name change to Mass Communication reflected the changing nature of Journalism education—no longer merely teaching writing to those who would work for newspapers, the department now taught Advertising, Public Relations, and Broadcasting as well.

Faculty members have won research as well as teaching recognition with both Bruce Renfro and Gary Rice winning the Presidential Award for Excellence in Teaching.

By the early 1990s, the department hosted a cable television news operation as well as a broadcast FM stereo radio station, KTSW, which came to the university thanks to the efforts of longtime faculty member Bob Shrader, who still serves as its faculty advisor.



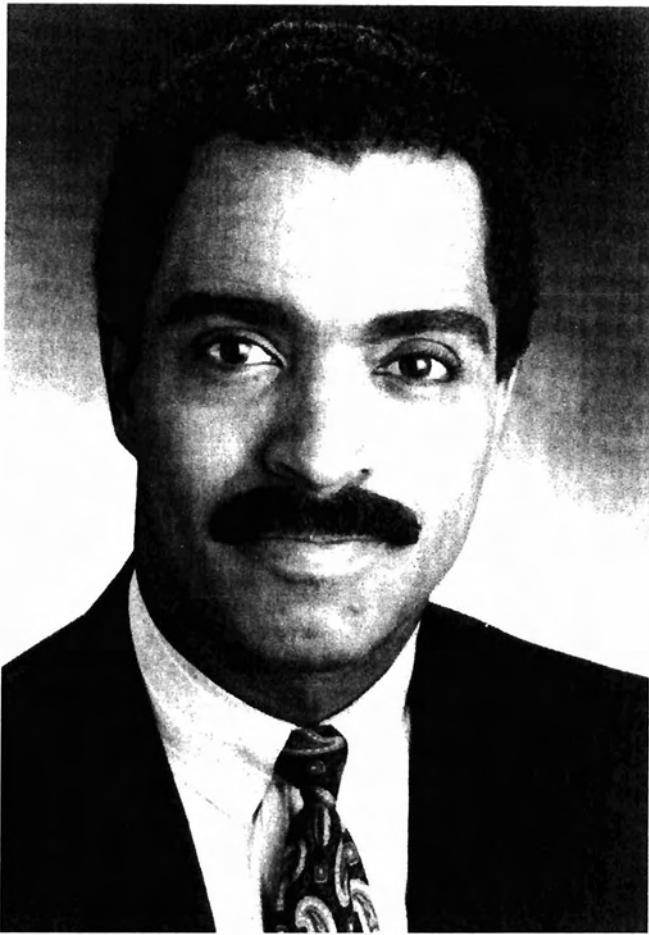
*Frank Buckley, shown here with Pedagog Editor Susan Toudouze, Class of 1971, chaired the Journalism Department for thirteen years.*

Throughout all these stresses and changes, Bennett preserved a sense of humor and devotion to students that sometimes obscured problems, but often solved them while occasionally creating others. One of many anecdotes



*Bob Shrader, broadcast teacher and general manager of the university-owned radio station, got KTSW off to a good start.*





*Television executive Marcellus Alexander, Class of 1974 and distinguished alumnus, was a Speech Communication major:*

surrounding him took place shortly before his retirement. He was discussing career interests with a student one day when he decided to call a friend in another state to see if she had any internships available. He called while still conducting a rapid-fire conversation with the student and dialed 9-1 which is the university code for a long distance call. Then he got distracted and dialed another 1. The resulting 911 soon had his office filled with campus and San Marcos police and fire officials. The student later got an internship with someone else's help.

Today, the department boasts a new graduate program, seventeen faculty members and about nine hundred majors. Enrollment in the introductory course overflows one of the three-hundred-seat teaching theatres. Kate Peirce, who now heads the graduate program; Dave Nelson, who is now assistant dean of General Studies; and Laurie Fluker, head of the broadcasting sequence, are still around from the "new" bunch that came in 1988 and 1989.

Speech Communication has undergone similar transformations under the leadership of nationally recognized author and Chair Steven Beebe, who came to SWT when his predecessor T. Richard Cheatham became dean of the School



*The late Elton Abernathy's diacritical exams were legendary.*

of Fine Arts and Communication. Beebe came to SWT from the University of Miami and enjoys international prominence as an expert in interpersonal communications.

Abandoning the traditional public speaking course in the curricular reforms of the 1980s, the Speech Communication faculty have fashioned a campus-wide requirement which exposes students to the broad range of interpersonal communication skills including nonverbal and group communication modules. Their own majors still study public address and forensics, but also examine communication within organizations, gender and ethnic issues related to communication, and nonverbal cues.

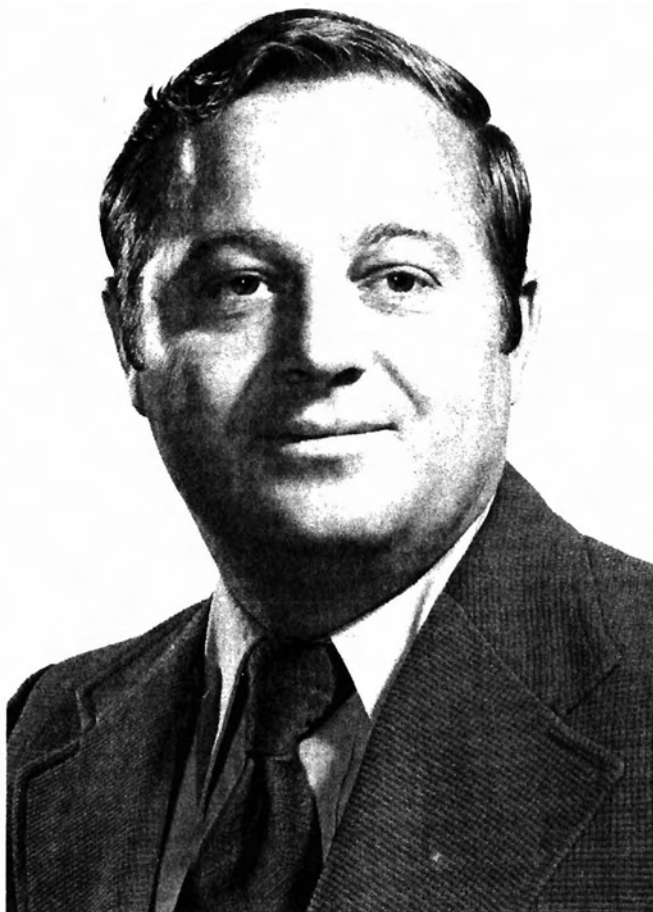
The modern department has been shaped by Elton Abernathy, Beebe, Cheatham, and Robert Gratz, who was department chair, dean of Applied Arts, dean of the faculty, and is vice president for academic affairs. Also, Sue Fitch, Phil Salem, M. Lee Williams, Tom Burkholder, and Cathy Fleuriet. Fleuriet, who has served as associate dean of Fine Arts and Communication as well as assistant to President Jerome Supple, is now associate vice president for quality and planning.

## HEALTH PROFESSIONS

The newest unit on campus is the School of Health Professions. The school is a blend of relatively new departments (Health Administration, Health Services and Research, Physical Therapy, Respiratory Care, Clinical Laboratory Science, Health Information Management, and Radiation Therapy) and older departments which came to the school from Education (Communication Disorders, formerly Special Education) and Liberal Arts (Social Work).

These last two departments had distinguished histories in their earlier versions and are associated with legendary leaders such as Distinguished Professor of Special Education Emeritus Empress Y. Zedler, Professor of Social Work Elmer Good, and Associate Professor and Program Director E. Ardelia Brennan.

Professor and Chair Arch R. Mallard has led Communication Disorders since Dr. Zedler's retirement, and Karen Brown, chair; Nancy Chavkin; Mike Smith; Catherine Hawkins; and Jaime Chahin, who is also associate vice president for human resources and university affairs, have been key in the evolution of Social Work into a department.



*Dr. Don Green, a biologist, became the first dean of the School of Health Professions.*

The remainder of the school traces its origins to initiatives launched by President Billy Mac Jones (1969–73). Former biologist Donald C. Green became the first dean of Health Professions and served in that capacity until his retirement in 1992. Continuous reorganizations of the newer departments and programs permit linking these key leaders together. Recent graduates will recognize Wayne Sorenson who has been chair of Health Administration since 1995; George Burke; Ruth Welborn, associate dean for almost two decades; Robert Mooney; Michael Nowicki; C. Oren Renick; Charles Johnson, chair of Health Services and Research; Deanie French; Joy Boone; Beth Knos; Marian Upchurch; Barbara Sanders, chair, Physical Therapy; Diana Hunter; Barbara Melzer; Cade Harkins, chair of Respiratory Care; Lynda Harkins; David Falleur, program chair of Clinical Laboratory Science; Louis Caruana; and Sue Biedermann, program chair of Health Information Management.

Under the leadership of Dean Green and his successors Fernando Trevino and Rinaldo Juarez, the School of Health Professions symbolizes SWT's changing role in meeting the needs of a changing society

## OTHER FRIENDS AND TEACHERS

While faculty assume primary responsibility for creating the learning environment at SWT, every generation of students owes a special debt of gratitude to librarians, those custodians of received knowledge and architects of access to new formed information, and others who are part of the learning process.

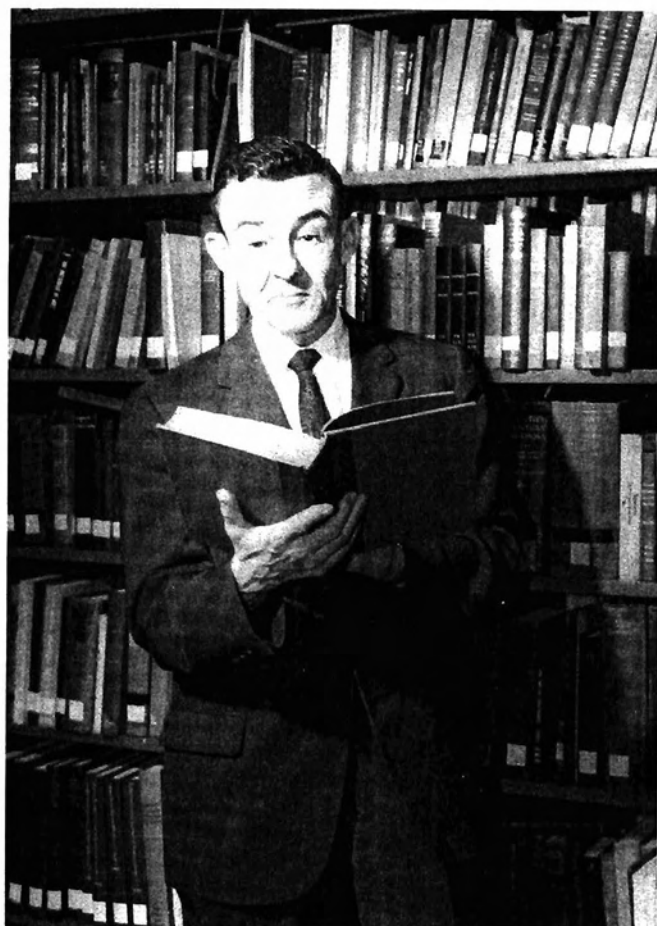
SWT's first librarians were Lucy Burleson (the daughter of Old Main architect Edward Northcraft) and Blanche L. Hawks, who presided over a Library which began in Old Main and later moved to Leuders Hall. Ernest B. Jackson became the first professional librarian and supervised the first distinct Library, now Flowers Hall. His successor, Louis Moloney, supervised the Library's move from Flowers to the J. C. Kellam Building. Though he participated in planning the new Library, his retirement gave Joan Heath the opportunity to shape the service available in the new Alkek Library.

That facility, named for Albert B. Alkek, a Texas oilman and rancher who had been a generous donor to SWT, cost \$30 million and can shelve 1.5 million books in its seven stories.

For almost a quarter of a century William Mears has served as the director of the Learning Resources Center (LRC) which has included the Library, as well as Media Services directed by Mike Farris. The facility also houses ser-



*Ernest B. Jackson became the first professional librarian at SWT.*



*Dr. Louis Moloney succeeded Jackson and supervised the Library's move from Flowers Hall to the J. C. Kellam Building*



*The seven-story Alkek Library is named after Texas oilman, rancher and philanthropist Albert B. Alkek (center right). Since Mr. Alkek's death, the foundation named for him and his wife, Margaret (right), has continued its support of the Library.*





*John Garrison, assistant vice president for student affairs and dean of students, has worked with students for more than two decades.*

vices such as the Faculty Advancement Center headed by Gerald Farr and the Student Learning Assistance Center directed first by De Sellers, later dean of General Studies, and then by Carol Dochen. Each of these entities supports the learning needs of SWT's varied student population, as do a number of other units that have developed in response to increasingly sophisticated student needs.

That first faculty was asked to do virtually everything involving the students' experience. But increasing size and complexity have brought increasingly complex needs that can only be served by specialists. Principal Harris and Dr. Evans, the first presidents, probably greeted each prospective student and made a personal decision about admission. With thousands of prospects now applying to or visiting the university each year, that is clearly no longer possible.

Today, admission counselors talk to those who come to the university, but also cover the entire state on trips from a day to a week. A financial aid staff helps students through the thickets and pitfalls of paying for college. Counseling and ADEPT Centers provide support and advice for students having difficulty with the stresses of college life. A Residence Life staff teaches the important lessons learned through group living. Career Services helps prepare for the choices associated with graduation and employment. Medical treatment and legal aid are also the province of special Student Affairs units, as is the Office of Multicultural Student Affairs which provides programs and services to support the adjustment and progress of minority students.

Longtime Dean of Students John Garrison and Student Center Director Lillian Dees have had lasting influence on the lives of students for decades, as have many others who have served in crucial staff positions.

In addition to its more notorious duties enforcing parking regulations, the University Police Department gives presentations about safety and crime prevention, checks emergency phone boxes, decides where exterior lighting can be improved, and now provides a bicycle patrol. As befits a campus of its size, SWT has twenty-seven police officers, fourteen guards, and eleven support personnel.

And of course there are the modern descendants of Rufus Wimberley, that long-ago custodian/engineer who built roads for President Evans and cleaned the San Marcos River for Froggy Sewell. Today, they and others add up to over two thousand who are also a vital part of learning on the Hill.

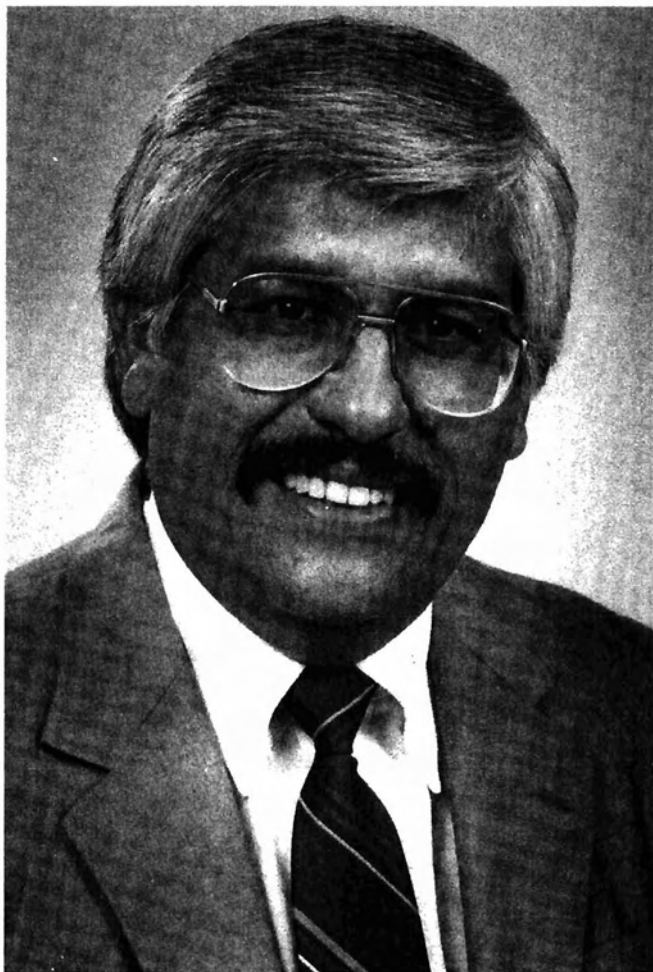
During the past quarter century SWT's professional and pre-professional programs have continued to grow, thus supplementing the initial teacher training mission. Interestingly,

the earliest terminal degree programs have developed in the Arts, Social Sciences, and Humanities rather than in Education. The first doctoral programs came in Geographic Education and Environmental Geography while the M.F.A. in Creative Writing was arguably the first terminal degree program at SWT.

In 1903 Thomas G. Harris hired faculty who could teach, and in 1998 President Jerome Supple challenged the faculty to "engage" the students to assure a learning environment that graduated those students SWT recruited to each year's new class.

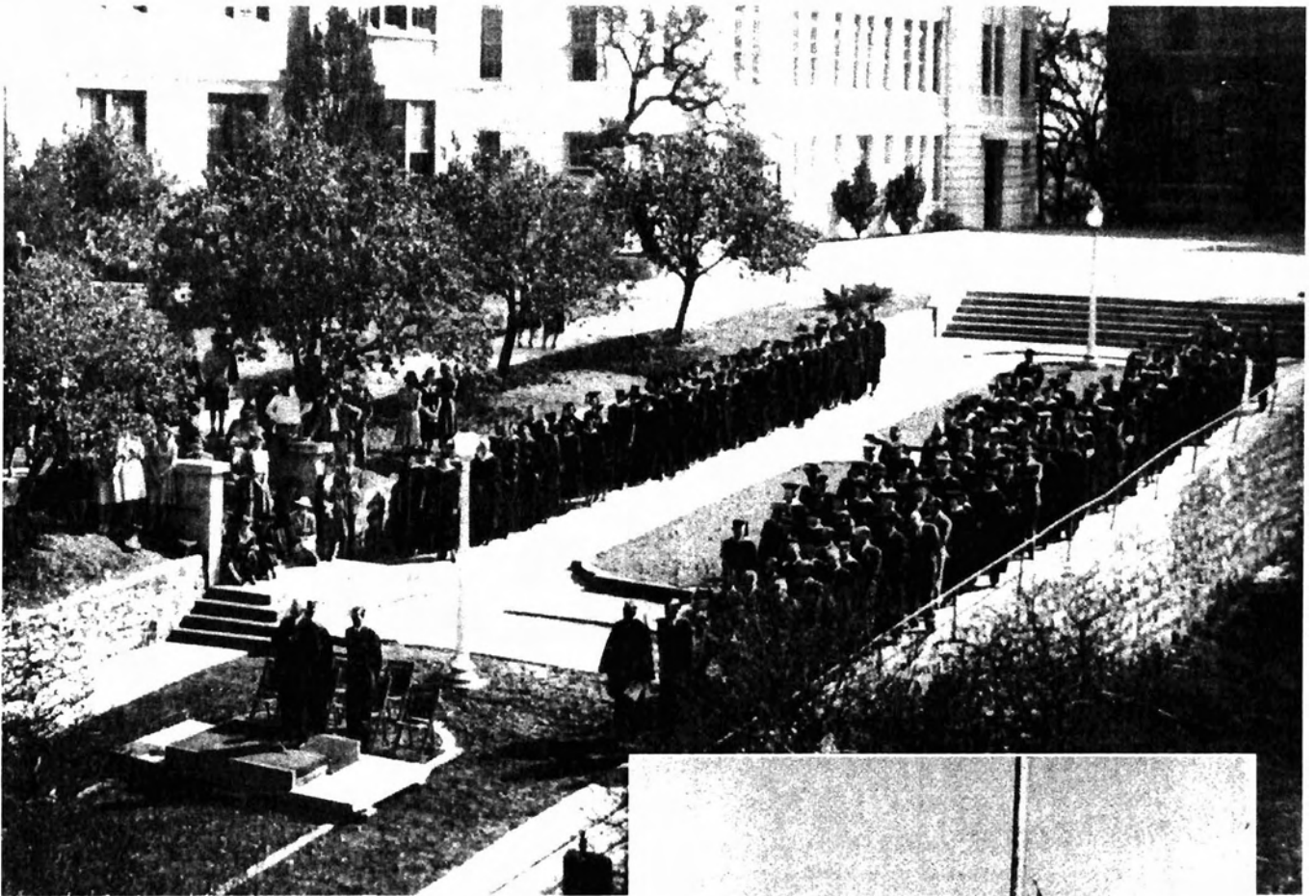
At a time when public opinion and new regulations by state and national governments stress accountability SWT has never strayed from its original commitment to meet the educational needs of the state of Texas.

Increasingly, this means anticipating the needs of all those we accept as we enter the world of the twenty-first century. Increasingly it means adapting what SWT does to a changing world. But those needs will still require those who want to teach others what they know and to teach others how to learn.



*Dr. Adolfo "Sonny" Barrera, director of Multicultural Student Affairs, helps facilitate the adjustment of minority students.*

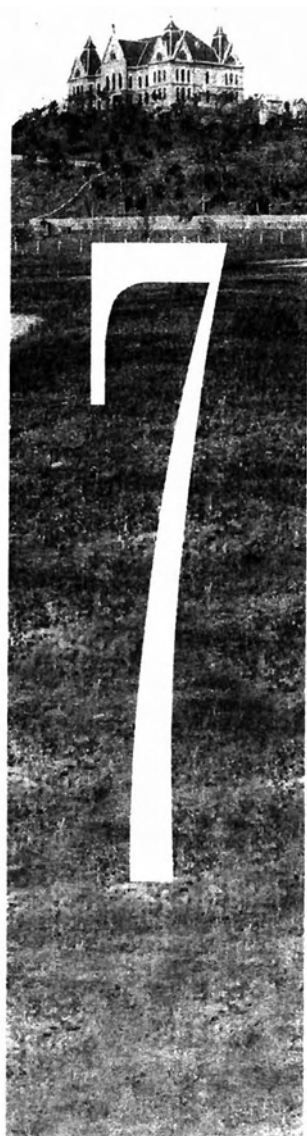
# IN TIMES OF WAR



The *war years* changed SWT *in* more ways than a lessening in the male enrollment. Training programs and *memorial* services were much a part of campus, as *these* 1942 photographs indicate.







AT THE SOUTHEAST CORNER OF THE CHEMISTRY Building is a little alcove formed of concrete benches and a few shrubs. It is an out-of-the-way, relatively quiet little corner on a bustling campus. Students, faculty, and delivery trucks often pass within a few feet as though it weren't there. And it might be wished that it didn't have to be there.

The informal little area houses a metal plaque, granite slab, and stone memorials to SWT's war casualties.

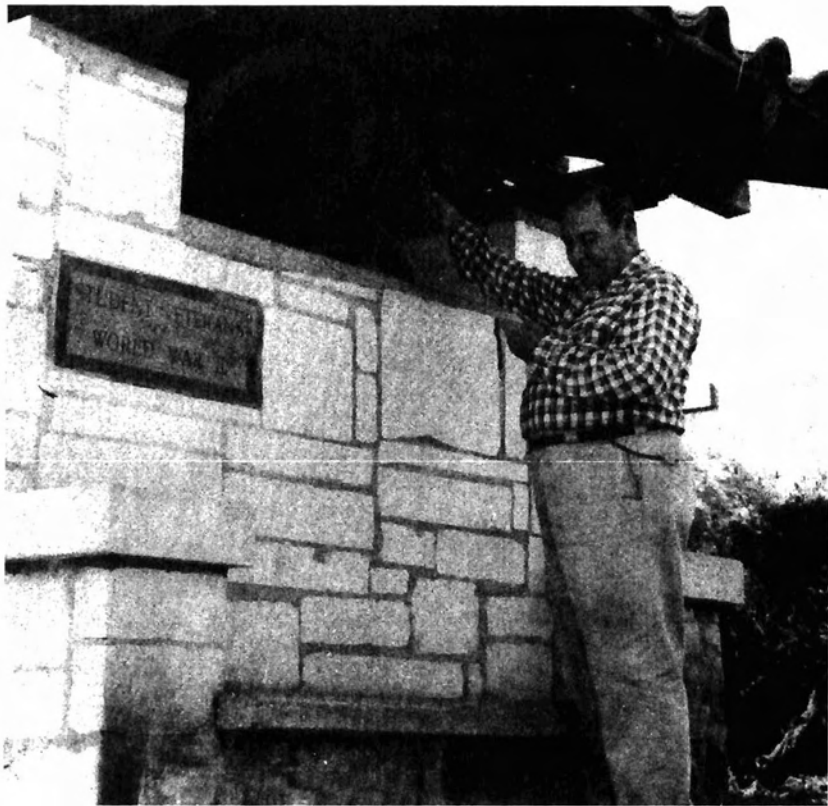
Southwest Texas has never been isolated from the world around it, so wars have had the same profound, intense and sometimes tragic impacts on the university that they do on the rest of the country. From the beginning there were Civil War veterans involved in the normal school and probably, since the beginning of instruction followed the Spanish-American War by only a few years, there may have been veterans of San Juan Hill around too. After all, Teddy Roosevelt recruited for the Rough Riders in San Antonio's Menger Hotel.

In times of war, defense courses have been devised, special training provided for members of the Armed Forces, degrees shortened to meet the demands of recruiting, and the university has put its share of men and women, faculty and students, into uniform. Wars have also imposed resource limitations in students and goods that have restricted the growth of the university. In the case of the Vietnam War they created opposition among those who remained on campus and led to embittered divisions.

The Army Reserve Officer Training Corps unit is relatively new to SWT, even newer than the Air Force unit, which came soon after World War II. But there was a much earlier version

The Student Army Training Corps was recalled for a 1951 history of SWT by Grace Berry who had been head of Home Economics. President Evans called Berry into his office early in September of 1918, shortly before the end of World War I, though they couldn't know that at the time. "We got that training unit, Miss Berry. About eighty men. They'll be here in a few days. I want you to plan the meals. Buy the food. Oversee the cooking. I've arranged for George and his wife to help you as cooks."

Berry was stunned. The boys were to be quartered in the empty Coronal Institute building, but since that school had closed a while before, the old wood ranges had been unmaintained and were clogged with soot. And George's only known qualifications were that he had once been illegally elected president of the Freshman Class, and he had been school janitor for longer than most faculty members had been there.



*The GI Bill enabled World War II veterans to pursue a college education after the war. In 1951, the local veterans group built a base to house the bell on the quad, which was rung to signal class change times for years.*

But the transformation took place. Men were fed, drilled, and had first aid practiced on them by patriotic coeds. Management was somewhat complicated by the fact that the War Department had inadvertently sent two commanding officers for the unit, but by the time that was straightened out, it was November, the Armistice had been signed and the unit was disbanded.

Not all World War I experience was so innocuous. Professor and Mrs. M. L. Arnold of History shared special grief with five other families of alumni when their son Jack was killed in the fields of France with the American Expeditionary Forces.

The history of U.S. involvement in World War II is longer and so the impact on SWT was much greater. Anticipating the need for aviators, the college in the fall of 1939 began to cooperate with the Civil Aeronautics Authority in its program of civilian pilot training. J. Lloyd Read headed the program under which the first students were able only to qualify for a private pilot's license. In all, counting later Navy and Air Corps students sent from nearby Gary Field, approximately seven hundred received their first flight training on the Hill.

Thirty faculty members organized and offered ground school courses and taught military courses in Mathematics,

Physics, Geography, Meteorology, Physical Training, Civil Air Regulations, and Military Science. Following the attack on Pearl Harbor, the college was declared an Air Corps Training Center and the Ninety-fourth College Training Detachment (Aircrew) was activated here. SWT was the first university in the country to receive a citation of merit from the War Department for its part in the war effort.

It was a mutual benefit since the military activity may have kept SWT alive in those years. By the time John Garland Flowers became president in 1942, enrollment had plummeted to 876, mostly females. World War II created the greatest dislocation that SWT ever experienced. In the spring of 1944 there were only 434 full-time students, the lowest enrollment since 1906-07. After the Ninety-fourth disbanded, hard times continued until fall 1946 when enrollment of 1,421 nearly equaled the pre-World War II and post-Depression high of 1,441.

The educational opportunities available through the GI Bill of Rights fueled expansion through the late 1940s, but enrollment fell again during the Korean War. Not until the fall of 1952 did the 2,157 students top the old 1927-28 record of 2,136.

In the spring of 1951, thanks in part to its experience during World War II, the college was accepted as a member of the Air Force's ROTC program. This makes that unit nearly half a century old and one of the oldest in the country since the Air Force itself is only four years older.

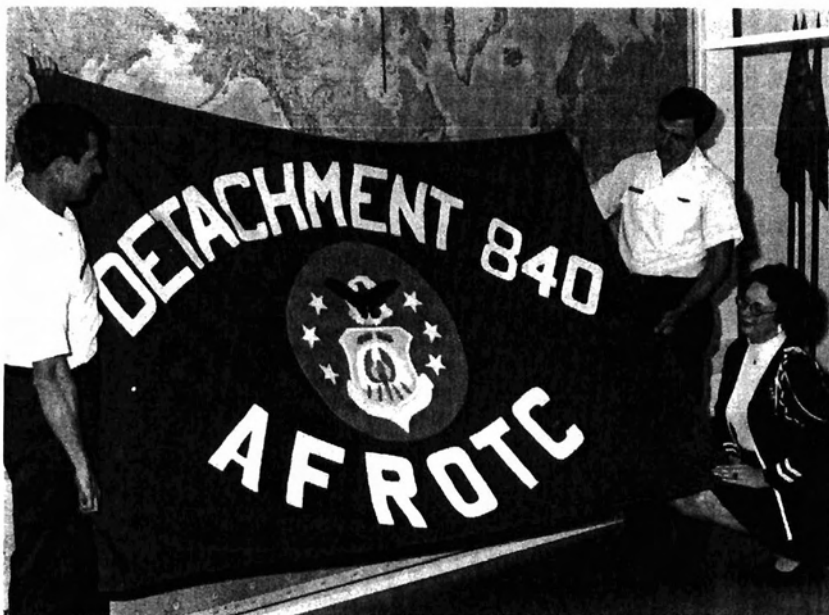
Though it had the unusual experience of following the Air Force ROTC here, the Army ROTC unit is today a large and active unit which under Major Dennis Wilkinson, Major Stewart Avants, Lieutenant Colonel Karen Adams, and others has risen to recognition as one of the best in the country.

The Air Force unit nearly didn't see its fortieth birthday. In the late 1980s, it was slated for deactivation as part of cost-cutting measures by the Pentagon. The arrival of Colonel Joe Banks changed all that. Indeed, by the time the high-energy commander moved on to an executive post in overall Air Force ROTC, his unit at SWT had been, like its Army counterpart, ranked as the best in the nation. Today Air Force ROTC's unit enters its second half-century as the university enters its second full one and is likely to be around for some time.

Like most American colleges and universities, SWT had its conflicts over the Vietnam War and the Cambodian Invasion. In 1970 the San Marcos Ten, antiwar protestors surrounding the Huntington "Fighting Stallions" statue, were dismissed from the university. Their hasty dismissal raised questions about issues of free speech on the campus and gave rise to the creation of so-called "free speech zones," where students could exercise their constitutional rights under carefully managed regulations.

At the beginning of its second century, the SWT war memorial area includes a plaque from World War II which lists fifty-one names. Near the top of the alphabetized list is Edward Gary, the first SWT soldier killed in that conflict. His name lives in Gary Job Corps Center, which occupies portions of World War II's Gary Field, and Edward Gary Street.

There are veterans of less extended, but equally violent conflicts on campus today—Panama, Grenada, and the Persian Gulf. And perhaps someday, it will be necessary to add more plaques and slabs to the memorial at the corner of the Chemistry Building. But in this centennial year, a relative calm pervades campus and world.



*AFROTC Detachment 840 has a long anti distinguished history at SWT.*



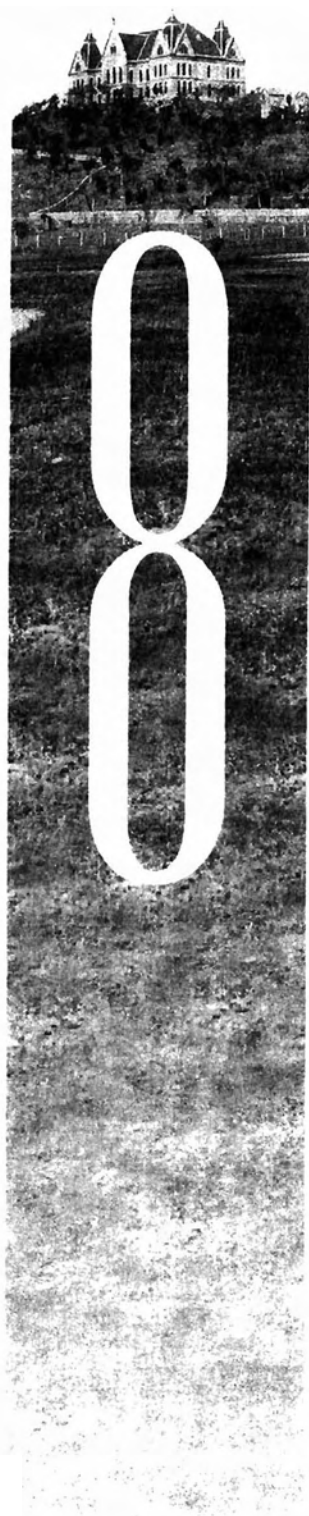
*More than three decades after the Air Force was on campus, the Army ROTC Detachment started Both groups have been recognized as tops in the nation.*



# IN THE PUBLIC INTEREST

*Mrs. Sallie Beretta, who left her Texas hill country ranch near Wimberley to SWT, was the second female to serve on the Board that governed SWT.*





BECAUSE SOUTHWEST TEXAS STATE IS A PUBLIC institution, first the State Board of Education and more recently the Texas State University System Regents have administered the institution in the public's interest.

Initially SWT was administered by the Local Board of Directors operating under the State Board of Education. This system made perfect sense in a state where the normal schools were viewed as an extension of the public school system. Normal schools provided the upper-level training for those persons wishing to teach in the public schools.

The original local board included Judge W. D. Wood, president; S. V. Daniel; and Ed J. L. Green, all San Marcans. In 1911 the thirty-second legislature replaced the local boards with a statewide Board of Normal School Regents. Initially the enabling legislation authorized the governor to appoint "four persons of good education and of high moral character" who joined the state superintendent of public instruction as the State Normal School Board of Regents for the State Normal Schools for White Teachers. Members of the board held two-year terms and were required to visit each school once during the year.

Surprisingly little has changed in the ensuing ninety years as the first Regents were authorized "to erect, equip and repair buildings; to purchase libraries, furniture, apparatus, fuel and other necessary supplies; to employ and discharge presidents or principals, teachers, treasurers and other employees; and to fix the salaries of the persons so employed." One important added responsibility gives the Regents the authority to review proposed changes in institutional curriculum and mission.

Since 1911, the Board of Regents, headquartered in Austin, has gone through a series of name changes, reflecting the changing status of the institutions under its jurisdiction. The "Normal School" phase was followed by the "State Teachers College" and "State Senior College" designations before the governing body acquired its present title, Board of Regents, Texas State University System, in 1975.

Although the Regents have at one time administered North Texas, East Texas, Sam Houston, West Texas, Sul Ross, and Stephen F. Austin, the present Texas State University System Regents govern Southwest Texas State University; Angelo State University in San Angelo; Lamar University in Beaumont, Orange, and Port Arthur; Sam Houston State University in Huntsville; and Sul Ross State University in Alpine.

In 1929 the forty-first legislature set the number of Regents at nine and authorized their appointment for three years instead of two. Today the governor of the state of Texas

with the approval of the Senate appoints the Regents to six-year terms; three Regents are normally appointed each biennial period. The most recent change to the Texas State University System governing structure was the appointment of Lamar G. Urbanovsky as the first chancellor. Prior to the creation of the post of chancellor, Urbanovsky served as executive director of the Texas State University System.

Over the past century the Southwest Texas chief executives normally have maintained good relations with the institution's governing board, but there have been at least three separate occasions when the governor or the Regents have taken dramatic action to alter the leadership of SWT. The first came in 1911 when Principal Thomas G. Harris, a Baptist, opposed successful gubernatorial candidate and prohibition opponent Oscar B. Colquitt.

Governor Colquitt requested and received Principal Harris' resignation after he assumed the governorship in 1911. The second crisis came in 1969, when the fourth president, James H. McCrocklin, faced a challenge to his presidency based upon faculty allegations that he had plagiarized his 1954 doctoral dissertation, "A Study of the Garde D' Haiti, 1915-1934," written as part of his Ph.D. requirements at the University of Texas.

When a special graduate school committee of the University of Texas declared that the dissertation would not be recognized within the UT System, an acknowledgment that it was plagiarized, the president of the Board of Regents, Emil C. Rassman, came to San Marcos to request President McCrocklin's resignation.

The third official incident came in 1988 when the seventh president, Robert L. Hardesty, was officially discharged at the May Board of Regents meeting. In each of these instances national or state political considerations are alleged to have precipitated the dismissals.

Some persons suggest that the precipitous resignation of the sixth president, Lee H. Smith, in summer 1982 may have resulted from accumulated pressure upon the Board of Regents by students, faculty, alumni, and San Marcos citizens. There is no official record of Board action to substantiate such allegations, but none can deny that mistrust and recriminations had reached a fever pitch prior to Smith's resignation. In this instance local developments are credited with creating a situation in which President Smith had lost the support of university constituencies. The depth of the discontent with Smith became evident when his successor, Robert L. Hardesty, received repeated standing ovations while addressing the faculty and staff in fall 1982.

*It is my impression that SWT has had perhaps more internal crises resulting from high level leadership problems than is typical of most universities. . . . [It] doesn't affect how classes are taught day by day but almost anything beyond that day-by-day routine does get disrupted; faculty morale becomes a problem. In extreme cases, jobs go on the line. We had at least three presidents in modern times who have left under circumstances that created university-level crises—McCrocklin, Smith and Hardesty.*

#### **—Everette Swinney, Distinguished Professor of History Emeritus**

The Regents often make personal sacrifices to serve. Every president of SWT has commended the Regents for their support of Southwest Texas and higher education in general. In the early years the Regents often defended the normals against the combined opposition of the private colleges, other state colleges and universities, and the supporters of tax reductions. For example, in 1916 the Regents authorized the expansion of the normal schools into four-year colleges, and in 1921, they directed the normal school presidents to "proceed at once to meet the requirements of the University of Texas looking towards early recognition of their respective schools as colleges of the first rank."

Though men dominated the early appointees to the Board of Regents, the first female Regent was Margie Neal, and Sallie Beretta served three terms on the Board of Regents. In the fall of 1998, current Regent Elizabeth Topper Nash chronicled the unique contribution of the system's women Regents. In recent years women, African Americans, and Hispanics have been appointed to the Board of Regents which has become more broadly representative of the state of Texas.

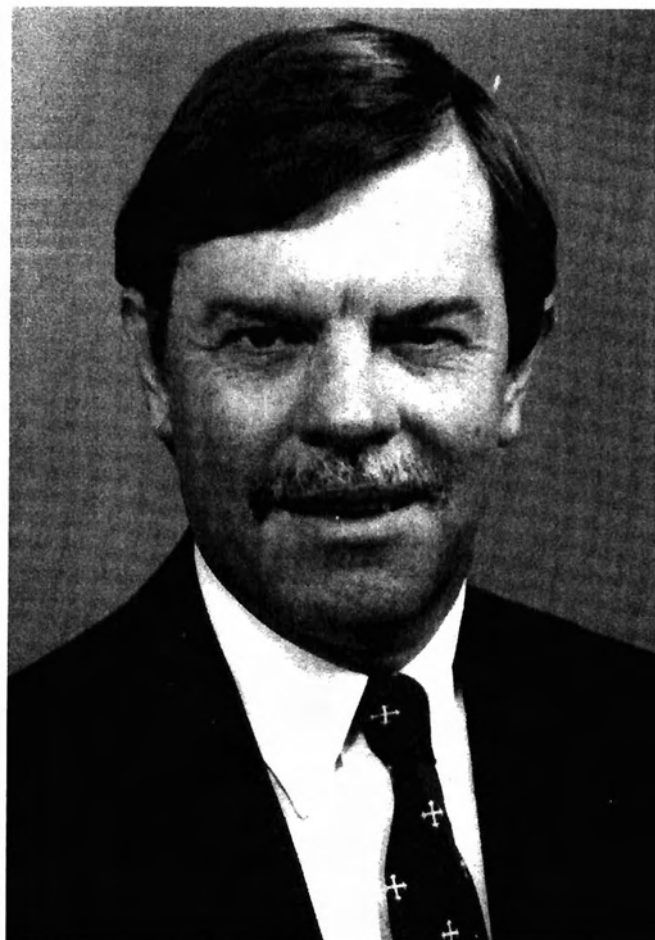
In quarterly meetings with the institutional presidents and vice presidents, the Regents monitor new initiatives on campus, approve all contracts and class reports, award contracts for all major campus construction projects (currently defined as projects exceeding \$99,000), review and approve policies for student fees, admission standards, new degree programs, and similar major shifts in institutional mission and purpose.

Though the San Marcos Board of Normal Trustees came exclusively from San Marcos, the community was not represented on the Board of Regents from 1912 until the appointment of Hollis W. Smith in 1979. James Tuttle (Tuttle Lumber Company) was appointed in 1971, but he died before his first Board meeting.





*Hollis Smith, who was head of Student Financial Aid at SWT, was appointed to the Texas State University System Board of Regents in 1979, the first San Marcos resident to serve on the Board since 1912.*



*In the 1990s, San Marcos residents William Cunningham, above, SWT Class of 1973, and Elizabeth Topper Nash, below, were appointed to the Board of Regents. Both served as chair of that body during their tenure.*

By contrast, San Marcos had representatives on the Board of Regents throughout the 1990s as first William Cunningham and then Elizabeth Topper Nash were appointed by Governor Ann Richards. Both the community and the university family have appreciated the special interaction with the Regents that these appointments have made possible. Both Regent Cunningham and Regent Nash have made regular appearances at the fall faculty and staff picnics and special events such as building dedications, the receipt of major contributions, and commencements.

This is not Cunningham's first connection with SWT. According to Edmond Komandosky, editor of the *Star* in the mid-1960s, he was once given "a hard time" by President Billy Mac Jones for not censoring the work of a student cartoonist/journalist—William Cunningham.



## EIGHT PRESIDENTS, EIGHT VISIONS, ONE MISSION

Because of continued growth that results from both the allure of San Marcos and unique programs with exceptional faculty, SWT has become the flagship institution in the Texas State University System, and eighth President Jerome H. Supple has become one of the region's educational leaders.

In the past, each president has brought his own set of dreams and aspirations for the university community. For more than half of this period SWT was a single-purpose institution dedicated as Principal Harris explained to preparing "worthy teachers for the schools of Texas." The gradual shift away from this purpose began when James H. McCrocklin became president in 1964. McCrocklin envisioned SWT as the premier public liberal arts college in the state of Texas; his successors Billy Mac Jones and Lee H. Smith endorsed a broader mission which included large professional schools that met the needs of Texas business and health industries. Robert L. Hardesty wanted to recapture the best of the McCrocklin vision and sought to create a distinctive undergraduate curriculum which set SWT apart from other universities.

As SWT approaches its centennial celebration, President Jerome Supple can look back on a decade of change and accomplishment. Coming to SWT at a critical juncture, President Supple used his fall 1998 speech to highlight the changes that have occurred in the past decade. "SWT is not the same university it was ten years ago. You have changed it. We had some goals, some dreams, you and I. We wanted a doctoral program. We have one. And before long we'll have two more. We wanted a Center for the Study of the Southwest. We wanted better salaries. We wanted \$20 million a year in external research funding."

Each of these dreams has been accomplished as has the Centennial Campaign goal of raising \$60 million. Now the university must make another jump in quality and prestige, and President Supple sees this being accompanied by a dramatic improvement in freshman retention and an institutional commitment to address alcohol education. Construction of the new Art-Technology-Physics Building on the west side of Comanche Street will further cement the link between the West Campus and the Main Campus that began with the 1978 acquisition of the San Marcos Baptist Academy property. Looking backward and forward from vantage point of a new century and new millennium, the university community can appreciate the contributions of Dr. Supple and all seven of his predecessors.

## BUILDERS OF TRADITIONS: HARRIS, EVANS, AND FLOWERS

### Thomas Green Hams (1903–1911)

In September 1903, Thomas G. Harris became principal of the new Southwest Texas State Normal School in San Marcos. Born on May 27, 1854, Harris was shaped by the Civil War and Reconstruction. He earned both his baccalaureate and master's degrees from Carson-Newman College in Jefferson, Tennessee. Before coming to San Marcos, Principal Harris had taught public school in Elijay, Georgia, and had administered Texas schools in Weatherford, Mansfield, Plano (1881–87), Dallas (1887–92), Houston (1892–95), and Austin (1895–1903). While serving as Austin's superintendent of schools, Harris earned a reputation as a "good schoolman" and "a strict disciplinarian." At SWT Thomas G. Harris presided over an embryonic normal school that was more like a high school than the college and university it would become.



Thomas G. Harris, SWT's first president, presided over the normal school from 1903 until 1911.

Like each of his successors Harris stamped his personality upon the school and its students. Under his leadership the normal school set its mission in the 1903 *Announcement* which stated that it would "fit young men and women for the profession of teaching[;] . . . [I]t will therefore not hope or endeavor to give its students a university or college education." Principal Harris expected that normal students intended to become public school teachers and hence discouraged courting because consequent marriages violated the compact between the students and the state of Texas which subsidized their education.

While he administered SWT, Thomas Harris organized the school, chose the faculty, planned the courses, drew up the academic schedule, wrote the catalog and summer school announcements, and acted as general trouble shooter in matters of maintenance and custodial care.

Harris recruited idealistic students "who welcome hard work and whose course is ever onward and upward." Harris taught spelling during the chapel period and met after school with students who could not reproduce proper diacritical markings. He rigidly enforced the normal school rules and, according to Ethel M. O'Banion, believed that obedience was the first principle of education. "Once the child has mastered the ability to be obedient then the teacher can proceed to the teaching of reading, writing, and arithmetic."

Given common assumptions about the disciplinary and moral responsibilities of turn-of-the-century teachers, Harris conveyed to his students a clear sense of how to teach and to behave in an era when local communities expected teachers to serve as models of proper behavior. Long experience in Texas communities probably strengthened his religious suspicions about alcohol. Paradoxically, his temperance stand in 1911 cost him his job at SWT, but strengthened his credibility among Baptists who subsequently hired him to supervise the new San Marcos Baptist Academy.

### **Cecil Eugene Evans (1911–1942)**

C. E. Evans, who the faculty and students called "Prexy," was born in Bowden, Georgia, January 21, 1871. By 1875 the Evans family had moved to Alabama, where in 1888 the seventeen-year-old boy earned his B.A. degree from Oxford College. After graduation, he began his long career as an educator, teaching four years in Alabama and then teaching and administering Texas public schools from 1893 until 1908.

Between 1896 and 1902 he was superintendent of schools in Anson, and he then took a similar position in Merkel, where he stayed until 1906. In 1906 he earned his



Cecil Eugene Evans served as *president* from 1911 until 1942.

M.A. degree from the University of Texas and became superintendent of schools in Abilene where he remained until 1908 when he became general agent and campaign worker for the Conference for Education in Texas (CET). The CET was an organization of concerned educators who wanted to improve the public education in Texas, which then ranked thirty-eighth among the forty-six states.

Serving as general agent, C. E. Evans developed a statewide reputation as a friend of public education, a skilled lobbyist, and a competent administrator. He helped secure the adoption of three new constitutional amendments that permitted increases in school taxes, authorized county-line school districts, and validated outstanding school bonds. This reputation as a schoolman, lobbyist, and later teachers college president helps explain why Southwestern University in Georgetown conferred upon him the honorary degree of L.L.D. in 1923.

By the time Evans came to SWT in 1911 the Main Building had been joined on the Hill by the Science Building and the Library (Leuders Hall). Roger F. French reports that the enrollment for academic year 1911–12 totaled 619.





*Leland Derrick, who later would twice serve as acting president of SWT, learned of his promotion to full professor from President Evans in an unusual manner*

In the early years Prexy Evans supervised every aspect of school life. His daughter, Bernice Evans Soyars, remembered that his duties included approving every student's request to leave campus or to have weekend dates. Evans soon delegated these responsibilities to Lillie Shaver, dean of women, and Henry E. Speck, dean of men. Although he also hired Deans of the College A. W. Birdwell and then Alfred Nolle, he continued to handle the major academic decisions such as faculty recruitment. Nolle, Retta Murphy, Robert Tampke, Leland Derrick, and J. Lloyd Rogers were all personally interviewed and hired by C. E. Evans.

He handled promotions and reprimands in similar fashion, personally. Leland Derrick recounted that Evans explained his promotion to full professor by stopping him on campus and saying: "Oh, Derrick, you're now a full professor! When a man's salary reaches \$3,600, he's a professor." According to Dr. Murphy, he used the same public announcements when he accosted students or faculty "out

on the Quadrangle there, or in teachers' meetings, or wherever groups of people were present."

His reprimands were public denunciation, but he also apologized when he was wrong. She remembered one disturbing instance of Prexy's intervention with a student grade—he repeatedly changed her grade of "F" to a grade of "C." This behavior was so uncharacteristic that it troubled her for years. Later, in his retirement, she asked him about this situation and was apologetically informed that the student's father was a prominent legislator whose vote on the appropriations bills was critical to SWT.

Prexy Evans (old friends and fellow Rotarians called him "Shep") was interested in the SWT students. He used his remarkable memory and his famous little red books to note something about every student that he met. Years later he could greet former students or their families and recall something about their special relationship with SWT.

Evans often referred to SWT as a "poor man's school" and used every opportunity to stress his optimism and faith in education, a characteristic attitude for early-twentieth-century progressives. In the introduction to the 1937 *Pedagog* he stated: "The gate of college opportunity narrows when the rugged individualism of selfish interest dominates, but broadens when ambition for the common welfare is paramount. College spirit, manifest in rallies for teams, in the maintenance of a worthy college record, makes college life abound in joy and usefulness." This philosophy, often imbibed by students, became especially significant when Lyndon Baines Johnson, alumnus and thirty-sixth president of the United States, translated it into legislation as part of his Great Society Program.

Like his predecessor, C. E. Evans used the regular chapels and later general assemblies to transmit both his moral values and ideals to the student body. In recent years the freshman convocations and presidential addresses to the faculty and staff have provided similar opportunities for presidents to transmit their visions and goals to the university community.

C. E. Evans had plenty of problems during his thirty-one-year presidency, but the school survived World War I, the Great Depression, and was engaged in another world war when he left office in 1942 at age seventy-one. These external crises threatened the nation at large, but a very personal problem plagued Evans in the 1920s when his half-brother Hiram Wesley Evans became imperial wizard of the Ku Klux Klan. Not only did President Evans maintain his distance from his brother, but he also encouraged students like Yancy Yarbrough and Lyndon B. Johnson to fight the Klan's influ-

*President Evans was by nature I would think politically oriented. But President Flowers . . . said to me more than once that he was sorry, he couldn't claim for himself any particular skills in the influencing of legislative action. But that wasn't so with Dr. Evans. He did a lot of work with the legislature.*

—Ralph Houston, Distinguished Professor of  
English Emeritus

ence in the columns of the *College Star*. In 1925 Evans concurred in the Board of Regents' decision not to rehire Bertram Harry, a professor of Education, who had supported the Klan's candidate for governor Felix D. Robertson. If Evans learned one lesson from T. G. Harris's presidency, it was that the college and its president had to stand above partisan politics and divisive national issues.

Evans proved a masterful politician when it came to obtaining support for SWT and the other teachers colleges, but he was always alert to opportunities to advance the college's agenda as when he adroitly hired a stone mason to chisel James E. "Farmer Jim" Ferguson's name into the cornerstone of the Psychology Building (then Education). While Jim Ferguson had signed the original appropriation bill for the construction, his name had been omitted after his impeachment in 1917.

Under Evans' extraordinary tenure as president, SWT changed its name from a normal school into a four-year normal college (1918–19) and then to a teachers college (1922–23). In 1935 the State Board of Teachers College Regents approved a Master's of Education degree program for SWT. Evans also obtained certification from the State Department of Education, the Association of Texas Colleges, and the Association of Colleges and Secondary Schools of the Southern States (now the Southern Association of Colleges and Schools [SACS]). Each of these accomplishments attested to changing status of both the institution and the education that it offered.

Under his determined leadership SWT gained control of the Anglo segment of the San Marcos public school system. The Auditorium Building (now Evans Auditorium and the skeletal structure of the Evans Liberal Arts Building) served as an elementary school and was built with Public Works Administration assistance. The Psychology Building served as both high school and home for the Education faculty. San Marcos High School's alma mater bears continuing testimony to this origin with its reference to its presence on a "high hill." President Evans carried the laboratory school

model to its logical conclusion, but educational theory had already moved to practice teaching experiences in the regular public schools. In all probability Evans would have supported SWT's modern program which places full-time Education faculty in public schools so that students can get a comprehensive internship experience.

The physical character of the campus on the Hill changed under Evans' watchful supervision. When he retired in 1942, the original eleven-acre campus had more than doubled. Of the three classroom buildings that he had inherited, two remained: thirteen new classroom and administration buildings had been added, as had eight dormitories and co-op houses, a forty-acre farm, and the riverside swimming pool and recreational park (now Sewell Park). Enrollment had peaked at 1,441 students during the fall semester of 1940 and was still over 1,000 in the spring of 1942 after the United States entered World War II.

When C. E. Evans retired in 1942, he turned the college over to an alumnus, Dr. John Garland Flowers. Evans remained in San Marcos and appeared on campus almost daily until his death in 1959 at eighty-eight. These final years gave Evans time to write his own history of education in Texas, *The Story of Texas Schools*, published in 1955. These were satisfying years for Evans because he watched with interest the growth of SWT and the rising political career of his former campus errand boy, Lyndon B. Johnson.

It is even more remarkable from the perspective of the centennial to realize that nearly one-third of the century has been the Cecil Eugene Evans era.

## **John Garland Flowers (1942–1964)**

When alumnus John Garland Flowers assumed the presidency of SWT, the founders' era closed but a new and exciting phase of consolidation and change began. President Flowers was the first of four consecutive native Texans to administer the college. He had been born and reared south and slightly west of San Antonio near Pearsall. John G. Flowers had attended Southwest Texas State Normal School which awarded him his teaching certificate in 1912–13.

He continued his education at East Texas State Teachers College where he obtained his B.A. in 1924. Following a fairly typical path to advanced education in the early twentieth century, Flowers continued his studies at Columbia University where he earned an M.A. in 1925 and his Ph.D. in 1932. At Columbia Flowers studied with John Dewey, the exponent of "instrumentalism" and the leading American educational philosopher of the twentieth century. Flowers would be especially pleased to see SWT's current emphasis



*Alumnus John Garland Flowers, Class of 1913, was president of SWT from 1942 to 1964.*

upon collaborative learning, mentoring, and internships, which all draw their inspiration from insights first provided by John Dewey. When he accepted the presidency of Southwest Texas, Dr. Flowers was a noted educator and carried his alma mater into the forefront of American teachers colleges.

John G. Flowers' own life experiences suggest how unsuccessful his predecessors had been in their efforts to discourage dating. While an SWT student, Flowers renewed his acquaintance with Lora Hogan, a childhood friend. Though John was a member of the Chautauqua Literary Society and sang bass in the Mendelssohn Club, he apparently spent considerable time courting Lora. Theirs was one of many romances spawned at the foot of the Hill. They picnicked at the infamous Fish Hatchery, rowed about on the San Marcos River, and "kodaked" on Sunday afternoons. Appropriately, Lora's parents owned a boarding house that sat near the present site of Flowers Hall.

On Christmas Eve, 1916, John G. Flowers and Lora Hogan married, and then promptly moved to Prenion, Texas, where the groom was teaching in the public schools. Though Harris and Evans might have disapproved of the

relationship that bloomed on campus, it and others like it proved a lasting legacy to SWT.

With the exception of a brief interlude during World War I, Flowers taught continuously in the schools of Texas from 1912 until 1924. He began as a teacher and had become a principal when war broke out in 1917. Between 1919 and 1921 he was principal of the public schools in Cooper, Texas, and in 1921 he became principal of the East Texas State demonstration school, beginning an association with higher education that lasted for the rest of his life.

After he received his master's degree, he became director of training at East Texas. In 1928 he left Texas to join the faculty of New Jersey State Teachers College, Montclair (Montclair State University). Flowers left Montclair in 1937 and assumed the presidency of State Teachers College, Lock Haven, Pennsylvania (Lock Haven University). These experiences provided John Garland Flowers with extensive experience as a public school teacher and administrator and college teacher and administrator. Lora Flowers too had taught alongside her husband until he assumed the presidency of Lock Haven and was also mother to two children: John Garland and Mary.

The Flowers years witnessed construction of additional buildings, showed a basically stable, though gradually expanding, enrollment and produced a plan for institutional development. During Flowers' last year enrollment reached 3,852 and the faculty had increased to 188. Meanwhile the administration had assumed responsibility for projecting future needs and anticipated growth of SWT. In 1943 Dr. Flowers and his colleagues drew up the first master plan designed to identify buildings needing rehabilitation as well as to predict the growth of the campus. Between 1943 and 1963 SWT acquired fifty-five new pieces of property and expected to acquire an additional sixty-three as part of an urban renewal project in San Marcos.

Most of the acquisitions were residential lots that bordered on the campus, but three were substantial additions to the college's holdings: the four-hundred-acre College Farm along Hunter Road, the eighteen-acre tract for married student housing (Riverside Apartments) and the Sallie Beretta ranch (now University Camp in Wimberley). During these same years, the approximate value of the SWT physical plant increased from slightly less than \$2 million to approximately \$15 million. Ten new instructional buildings, seven additions to existing class buildings, twenty-three dormitory and apartment buildings, and six additions to existing residence halls had been completed or were under construction in spring 1964.



*The Fine Arts /Taylor-Murphy Building is a beautiful building. When I first came here, the courtyard of that building. . . was just rocks and afortntain in the center:... there were banana trees growing there. . . they cut them down pretty much every year or two, but in that short space of time they would grow up to the second floor level.*

—Byron Wolverton, Professor of Music

Dr. Flowers was particularly proud of these buildings and their distinctive Spanish-colonial style of architecture. Occasionally, as in the Fine Arts Building (now Taylor-Murphy History Building), the attention to aesthetics produced a building which never really met the needs of the students and faculty who used it, but in most cases the buildings remain both serviceable and picturesque. The lone exception, Taylor-Murphy became fully functional and remained aesthetically pleasing when it was remodeled for the use of the History Department in the 1980s.

Leland Derrick remembered John Garland Flowers as a kind and considerate man who "had a peaceful administration." Both Drs. Derrick and Murphy noted that "people liked him." In comparing Flowers with his predecessor, Derrick explained that "Dr. Flowers was more a dyed-in-the-wool teacher educator I think than Dr. Evans, but with the passing of time we broadened our curriculum."

When he came to SWT, Dr. Flowers had brought new respectability to the college. While Evans was an educator of state and regional significance, John Garland Flowers forged a national reputation as a teachers college administrator. He was president of the American Association of Colleges for Teacher Education and developed the teacher certification criteria adopted by the Texas Education Agency

As occasion permitted, he abandoned Evans' commitment to the laboratory school model and replaced it with the student teaching model in which prospective educators spend a semester in a regular school classroom. He also sponsored the first foreign exchange program at SWT. During the early 1950s this interest and his participation in the American educational commission that studied German educational needs for the American Military Government (1949) brought several groups of German educators to SWT. Here they studied American education first hand.

As his presidency was drawing to a close, he participated in one of the dramatic transformations of SWT. In spring 1963 five young African American women were enrolled at SWT. Prior to this time SWT had been a segregated college,

*I recognize one error in judgment he [President Flowers] made. We held too long to the role of a single purpose institution when our sister teacher-training colleges were becoming multiple purpose state colleges. He had thought, "A-ha there's a vacuum here. We will be the state college of education—Texas State College of Education." Well, it didn't take too many years to realize that the other colleges were not going to give up anything they had had in the way of teacher preparation.*

—Ralph Houston, Distinguished Professor of English Emeritus

even though the Supreme Court had reached its famous *Brown v. Board of Education* decision nine years earlier. Ironically, the San Marcos public schools had been integrated soon after the Supreme Court handed down its decision. But, though delayed, the actual integration of SWT, thanks in part to a firm message of compliance from President Flowers, occurred without incident. It is described further in another section of this book.

Under President Flowers' twenty-two-year leadership, SWT celebrated its fiftieth anniversary (1951), experienced a decade of steady growth, established a tradition for long-range planning and changed from a teachers college to a multipurpose regional college, a change embodied by dropping the word *Teachers* from its name in 1959. When Dr. Flowers elected to resign in the summer of 1964, he did so from ill health and his personal conviction that SWT "needed a younger, more vigorous person to guide it during this critical period of growth, expansion, and development."

In 1964 the Regents selected James H. McCrocklin, professor and chairman of the Government Department at Texas A&I University and the mayor of Kingsville, to succeed President Flowers.

## TRANSITION, TURMOIL: McCROCKLIN, JONES, AND SMITH **James Henry McCrocklin (1964-1969)**

The selection of James Henry McCrocklin unpredictably inaugurated a quarter century of turmoil on the Hill. Born in nearby Boerne, Texas, on May 23, 1923, James H. McCrocklin was the son of Andrew Jackson and Nancy McElroy McCrocklin. His mother had attended SWT (1909-11) and the family always lived in Central Texas so that young Jim was familiar with SWT. McCrocklin later said that his parents had always stressed the importance of edu-



*James H. McCrocklin assumed the presidency of SWT when Flowers retired in 1964. He would renew the institution's ties with President Johnson.*

cation, which he completed at the University of Texas between 1943 and 1954.

Meanwhile he was a Marine Corps officer in both World War II and the Korean conflict. In 1946 he had married Harriett Elizabeth Stroud. Their two sons James T. and John H. are both alumni of SWT as are a couple of grandchildren.

McCrocklin came to SWT in a time of national turmoil and unprecedented growth and conflict for American higher education. Though no one could have predicted that the still sleepy college in the Hill Country would be swept into the national maelstrom, its proud and prominent alumnus Lyndon Baines Johnson, by then president of the United States, intentionally focused the national microscope on his alma mater and its president.

McCrocklin took charge of an institution prepared for take-off. For the better part of its sixty-year history Southwest Texas had expanded gradually, but suddenly during the 1960s it surged forward with enrollment increasing by almost two thousand every second year between 1964 and 1971. Though the maturation of the post-World War II baby boomers helps explain the growth, the national and regional attention that President Johnson brought to both the



*President Lyndon B. Johnson chose the campus of his alma mater to sign the historic Higher Education Act of 1965 into law. A year earlier, he spoke at President McCrocklin's inauguration.*

school and his beloved Hill Country also contributed to its growth and popularity.

Susan Koniandosky recalls one of the president's visits to campus. "We were not allowed to shut the doors to our rooms . . . and girls being girls I am sure we made those [Secret Service] agents' lives miserable that day. I remember the agents all came running when one of the girls pulled out a kitchen drawer and dropped it with a loud bang. It was a drawer full of jar lids and made an incredible amount of noise."

No one, least of all the SWT academic community, had forecast or prepared for the extraordinary growth which both blessed and plagued the university for almost twenty-five years. Because the growth was so rapid and because it had not been anticipated in the capital allocation models developed in the 1960s, SWT faculty found themselves on a cramped campus with inadequate facilities. President McCrocklin would be the first of four successive leaders to struggle with this dilemma, which would not be resolved until growth slowed in the early 1990s.

*The school came from a sort of retrenched, sort of laid back, oldfashioned, small town school into something that you knew was going to grow one way or another. You might not have liked everything he [President McCrocklin] did, but there was a dynamism about him and a kind of a take charge attitude. . . .*

—John Belisle, Professor of Music

*I've always described President McCrocklin as a person who was in too big of a hurry. . . . very bright and very efficient man and he evidently just got too involved with where he wanted to go faster than he should have. . . .*

—M. Luan Brunson, Professor of English

He inherited an institution where the president continued to perform many routine administrative functions. One of his first initiatives was an administrative restructuring that replaced a largely undifferentiated personal management by Flowers and Nolle, who had retired in 1959, with three new vice presidents: Joe Wilson, academic affairs; Leland Derrick, college affairs; and Jack Cates, finance. McCrocklin remembered that the changes were more descriptive than substantive, because each man had been performing duties that carried with them the title of vice president at other colleges and universities.

He also reorganized the college into a five-school liberal arts college. For the first time in its history, SWT housed a specialized School of Education rather than serving as an entire institution devoted to teacher preparation. Thus President McCrocklin completed the transition from a single-purpose teachers college to a multipurpose regional college.

Another accomplishment of the McCrocklin era was the establishment of the General Honors Program in 1967. Responding to concerns for improved methods of instruction and more independence for exceptional students, founding Director Emmie Craddock and Vice President for Academic Affairs Joe Wilson created a special curriculum for superior students.

During its more than thirty years, the Honors Program has forged a special curriculum of fifteen hours, which includes the writing or creation of a senior honors thesis. Under Craddock and later Ronald Brown, Jon Bible, and Gene Bourgeois the program and its faculty have become creative avenues for educational experimentation. These experiences and presentations at national conferences have expanded opportunities for undergraduates at SWT and constitute a lasting legacy of innovations from the McCrocklin era.

President McCrocklin and newly appointed Registrar Alton G. Brieger also initiated the transition to computer-assisted registration. Curiously neither the computer nor any of SWT's eight presidents have been able to completely eliminate the seemingly inevitable delays and frustrations that plague each new orientation and registration cycle.

Today's students complain about the telephone registration as their predecessors bemoaned standing in lines in Jowers or in stairwells in Kellam or on the Quad circling Flowers Hall or Old Main. Apparently neither common sense nor technology can solve the scientific impossibility of too many students trying to occupy the same space doing the same thing at the same time.

In addition to modern registration procedures, President McCrocklin adjusted some of the more complicated rules that governed life in the residence halls and provided special locations for the exercise of free speech. Another temporary innovation that appealed to staff was his decision to close administrative offices thirty minutes before the end of the working day so that all employees could clear their desks and leave by 5:00 p.m. Paradoxically, the institution now will likely encourage flexible work schedules so that hours can expand to meet needs of commuting students.

McCrocklin believed that he contributed to improved relations between the college and the community, and helped bridge the rift between SWT and Lyndon Johnson that followed Dr. Flowers' refusal to allow Johnson to end his 1960 campaign on the college campus.

Throughout his presidency James McCrocklin sought and obtained support of SWT's most famous alumnus. President Johnson delivered the address when McCrocklin was installed as president, and also authorized the transfer of the federal Fish Hatchery property to the college. This new property gave the college control of all the land between Old Main and the railroad tracks behind Evans Field (now the Jowers Center and commuter parking lot). Here the college built the J. C. Kellam Building (formerly the Library-Administration Building) and the circular Speech-Drama Center. While SWT President James H. McCrocklin received a number of special national appointments that he believed were part of President Johnson's effort "to bring Southwest Texas out."

The McCrocklin years were controversial in continually unexpected ways. Members of the 1965 Bobcat Band will recall the so-called "battle of the bands," when President Johnson invited the Bobcat Band and Strutters to lead the inaugural parade. Successfully raising \$38,000 for the trip to Washington was a point of institutional and community pride. The crisis developed when the University of Texas Band and its leaders attempted to replace SWT as the parade's leading musical organization.

In what both McCrocklin and former band director Maurice Callahan remembered as a flurry of political controversy, the neighboring schools vied for the right to lead the



*That man [President McCrocklin] would . . . have his desk cleared at ten o'clock in the morning, and was out on the campus. . . . He made the rounds from department to department. He knew who was working and who wasn't.*

— Charles Willms, Professor of Chemistry Emeritus

parade. Professor Callahan felt that McCrocklin's gruff military bearing contributed to SWT's victory, but the former president explained that ultimately LBJ's wishes had to be honored so that he had merely to untangle the politics and red tape. Eventually the military organizers placed SWT first, and the *Washington Post* bore the banner headline: "SWT BAND OUT FRONT!"

Though McCrocklin was broadly praised for his administrative leadership, his presidency ended with unprecedented contention and controversy. In part, provoked by alleged reprisals against faculty critics of President Johnson's Vietnam policy, faculty critics launched an investigation of allegations that Mrs. McCrocklin's master's thesis at Texas A&M had been plagiarized from her husband's doctoral dissertation and it then expanded to allegations that the doctoral dissertation had been plagiarized from Navy Department documents.

The allegations led to a public meeting where critics engaged in a parallel viewing of the dissertation and the Navy Department document on the occupation of Haiti. Because McCrocklin was on leave serving as undersecretary of the Department of Health, Education, and Welfare during the controversy, the national issues forced the University of Texas to charge a committee with investigating the allegations. When the committee's report recommended that McCrocklin's degree be held invalid within the University of Texas System, pressure from the Regents and then Board Chairman Emil Rassman led to McCrocklin's resignation. Because James McCrocklin retained significant administrative, faculty, community, and alumni support throughout the ordeal, the resignation removed the crisis but left deep divisions within both the community and the faculty.

McCrocklin remained in the area as an active and prominent businessman until his death in 1998.

### **Billy Mac Jones (1969–1973)**

When McCrocklin resigned, Leland Derrick was appointed acting president, a position that he had occupied while McCrocklin served in Washington.

In fall 1969 Billy Mac Jones became SWT's fifth president. Born in Abilene, Texas, on April 5, 1925, Jones became



*Billy Mac Jones became president of SWT in the fall of 1969. His tenure would be the shortest of the school's eight presidents.*

the third consecutive native Texan to serve as president. He earned his B.A. degree from Vanderbilt University in 1950, his M.A. from George Peabody Teachers College in 1952, and his Ph.D. from Texas Technological College (Texas Tech University) in 1963. Like his predecessors Harris, Evans, and Flowers. President Jones had taught in the public schools (1950–54) before joining the faculty of Middle Tennessee State College in 1954. He left Tennessee in 1958 to become assistant coach of the Texas A&M Aggies.

Interested in continuing his academic career, Billy Mac Jones left A&M in 1959 and became chairman of the Social Science Department of San Angelo Junior College (Angelo State University). He left San Angelo briefly between 1961 and 1963 to complete his doctoral work at Texas Tech, and then returned as head of the Social Science Department; subsequently acting dean of student life, and then an assistant to the president. Trained as a historian of the American West, Dr. Jones was awarded one of the Minnie Stevens Piper Awards for excellence in teaching in 1967.

Though his training was traditional, President Jones brought an interest in developing new professional curricula to SWT. Specifically, he encouraged the creation of the new Departments of Criminal Justice and Allied Health Sciences. These additions to existing departments prompted another

reorganization of the university; President McCrocklin's five-school liberal arts college was replaced by a three-school university—College of Arts and Sciences, College of Professional Schools, and the Graduate School.

Although this structure has been altered on several occasions in the intervening years, the current undergraduate academic structure (Schools of Applied Arts and Technology, Business, Education, Fine Arts and Communication, Health Professions, Liberal Arts and Science) bears the mark of Dr. Jones' earlier plans.

Dr. Jones left Southwest Texas in 1973 to assume the presidency of Memphis State University. His brief stay, shortest of any president, limited his influence, but he did initiate the planning for two new buildings, the IBI Memorial Student Center and the ill-fated minidome athletic and convocation center.

*We've also been a training ground for people who go ahead to do other things. For instance when Bill [Billy Mac] Jones was here as president, he was a novice at it. He learned how to be a president here and I think that is unfortunate. The same in some sense was true of President Hardesty. He had some experience in the chancellor's office [at The University of Texas] but I think he didn't know the full scope of the job when he came.*

—M. Luan Brunson, Professor of English

By the late 1960s SWT clearly needed a new student center. Rapid growth in enrollment had strained the older facility, and the expansion also necessitated a larger bookstore. Jones and his administration planned a new student center, an expanded art building, and a new education building in one interconnected complex running down the Hill from Old Main. The new structure took several years to construct and moved the center of campus away from the old Quad and toward the Kellam Building which housed administrative offices and the Library

Jones' all-purpose, minidomed athletic and convocation center was still in its planning stages when he left SWT. He had been concerned that the architect appointed by the Board of Regents would specify a facility beyond SWT's means. After a careful analysis of the project and its anticipated cost-effectiveness, Interim President Jack Cates (1973–74) decided that the project was too expensive. Instead, SWT added both a stadium and a coliseum during the presidency of Lee H. Smith, who succeeded Jones in 1974.



Jerome C. "Jack" Cates, SWT's chief financial officer and a 1960 grad, served as acting president for almost a full year:

*I still remember events back in the days of streaking. . . [Jack Cates], the interim president at the time, instead of blowing his stack and kicking kids out of school, had a whole day and a whole area . . . and you could streak to your heart's content. . . . Of course, not too many did it, but, then, what's the kick?*

—J. Robert Whalin, Professor of Music

"Streaking," running naked or nearly naked in public places, was an interesting fad that briefly attracted American college students in the spring of 1974. A combination of exhibitionist, rebel, and protestor, the streakers attracted crowds of curious onlookers and occasional crowds which protected them. However, the activity symbolized the near-end of serious campus discourse on social and political issues that had characterized the preceding decade. SWT's version of the national excitement featured naked students dashing through the "free streaking zone" along Edward Gary Street between the dormitories.

The diversion lasted for about a week as Interim President Cates calmly allowed the escapades to continue and then explicitly warned the students that the activities

would cease after their return from spring break. To paraphrase Bob Dylan's lyrics, "the times, they were a-changin'!"

It was against this background that the Regents selected Lee H. Smith as SWT's sixth president in 1974. No doubt, all hoped that Smith's presidency would restore order and tranquility to the San Marcos campus, but it would not be so.

## Lee Herman Smith (1974–1981)

In 1974 Lee H. Smith became the sixth president of Southwest Texas State University. Born in Ector, Texas, on January 7, 1935, President Smith became the fourth consecutive native Texan to administer SWT.



*Lee H. Smith, SWT's sixth president, served from 1974 to 1981.*

Smith and his family had moved from Ector to Gober and then to Dallas, where he played basketball and tennis in high school. He attended Texas A&M on a basketball scholarship. While president, Smith's experiences in athletics shaped his own enthusiasm for constructing new athletic facilities at SWT and led him to emphasize the roles that intramural and intercollegiate athletics can have in building character and promoting physical health.

Dr. Smith, a Mathematics major at A&M, was the first SWT president whose undergraduate and graduate training was not in Liberal Arts or Education. He graduated from Texas A&M in 1957, worked in industry and pursued advanced degrees in Engineering (M.S.) and Statistics (Ph.D.) before he took a position in 1965 as an assistant professor of Business at the University of Texas, Arlington. Smith's prior experience in industry and his fascination with business systems led to rapid changes in responsibilities and positions. He eventually held positions not only as a faculty

member, but also as associate dean, department chair, dean of faculties, and then vice president for academic affairs at three institutions (University of Texas-Arlington; University of Houston; and University of Texas-Dallas) before arriving at SWT.

When Lee H. Smith was appointed to the SWT presidency in 1974, the institution had gone through a decade of transition and turmoil. He brought his wife Eva and daughter Diette to SWT, and probably expected to continue his rise as an educational administrator at an institution experiencing as rapid changes as those at the two UT system schools and the University of Houston. But he came to a university with an almost three-quarter-century history and a faculty determined to preserve its traditions.

President Smith's prior experiences led him to adopt policies designed to bring SWT into the modern era. He endorsed a series of reforms designed to clarify lines of administrative authority and to implement changes in institutional practices and procedures. Like his immediate predecessors McCrocklin and Jones, he brought with him two new, young administrators: Allan Watson, his thirty-two-year-old assistant, and Eugene E. Payne, associate vice president for financial affairs.

Within a year Watson became vice president for university affairs, Payne became vice president for financial affairs and Pence Dacus, an SWT alumnus, became vice president for institutional advancement. Nearly simultaneously the retirement of Joe H. Wilson permitted Smith to promote William E. "Henry" Norris to the office of vice president for academic affairs. Smith's actions reflected standard practices



*Former Bobcat athlete Pence Dacus, Class of 1954, returned to his alma mater as vice president for institutional advancement.*



in corporate and higher education administration and were a natural outgrowth of management changes initiated by President McCrocklin, but they were relatively rapid and major in an institution accustomed to neither. Coupled with Smith's commitment to structural change, they portended future conflict and tension with major constituencies: alumni, faculty and staff, students, and citizens of San Marcos,

During his first year Smith struggled with student complaints about Dean of Students Floyd L. Martine, whose traditional interpretation of student regulations placed him at odds with both President Smith and student leaders. In April 1974 state auditors discovered irregularities in Martine's handling of student insurance premiums, from which he made himself short-term personal loans which he subsequently repaid with interest. There was evidence previous administrations had known and approved of the practice, but Martine was forced to resign. He promptly appealed his dismissal as a faculty member who held tenure because his dismissal addressed only his performance of administrative functions.

Emmie Craddock and a faculty grievance committee upheld Martine's right to academic tenure, but President Smith rejected the report and asked the Regents to sustain his decision. Though the Regents upheld Smith's decision, Martine spent the next seven years seeking authority as a private citizen to sue a state agency to collect legal damages. Ironically, Martine obtained this authority and won a major settlement against SWT just as other factors combined to bring Lee H. Smith's presidency to a hectic conclusion.

Smith's personal background, his business experiences, his feeling that people should adapt to systems and not vice versa and his rapid rise in academic administration set the stage for a continuation of the tempestuous and contentious environment that had characterized the late 1960s and early 1970s. His style of leadership and management led to widespread perception that he valued things—buildings, administrative systems, computers, procedures—and devalued human contributions to teaching and learning.

Among evidence used by those who had these perceptions were his allegations that 5 percent of the faculty were

"dead wood," an assertion that the faculty were "at the bottom of the totem pole," his often-expressed belief that students and alumni needed to be managed, and what was seen as a desire to control freedom of speech on campus.

The consequences of this accumulation of what was seen as evidence now seem predictable, but during his presidency Smith didn't seem to appreciate that his steering, well-intentioned and needed or not, would increase institutional turmoil.

Among his management reforms were ideas such as zero-based budgeting, management by objective (MBO), the implementation of detailed, written job procedures (JPs) for tasks as mundane as opening the office or answering the telephone, and most controversial, an operating letter (OL) system which purported to codify and to clarify administrative policy, while offering a review process which gave all participants an opportunity to shape important institutional policy. Even Dr. Smith expected some temporary confusion and disruption as the result of all this change. And none of these measures seem all that unreasonable taken out of the context of the times on the Hill. But they served as a catalyst to unrest and the "temporary" disruption did not go away.

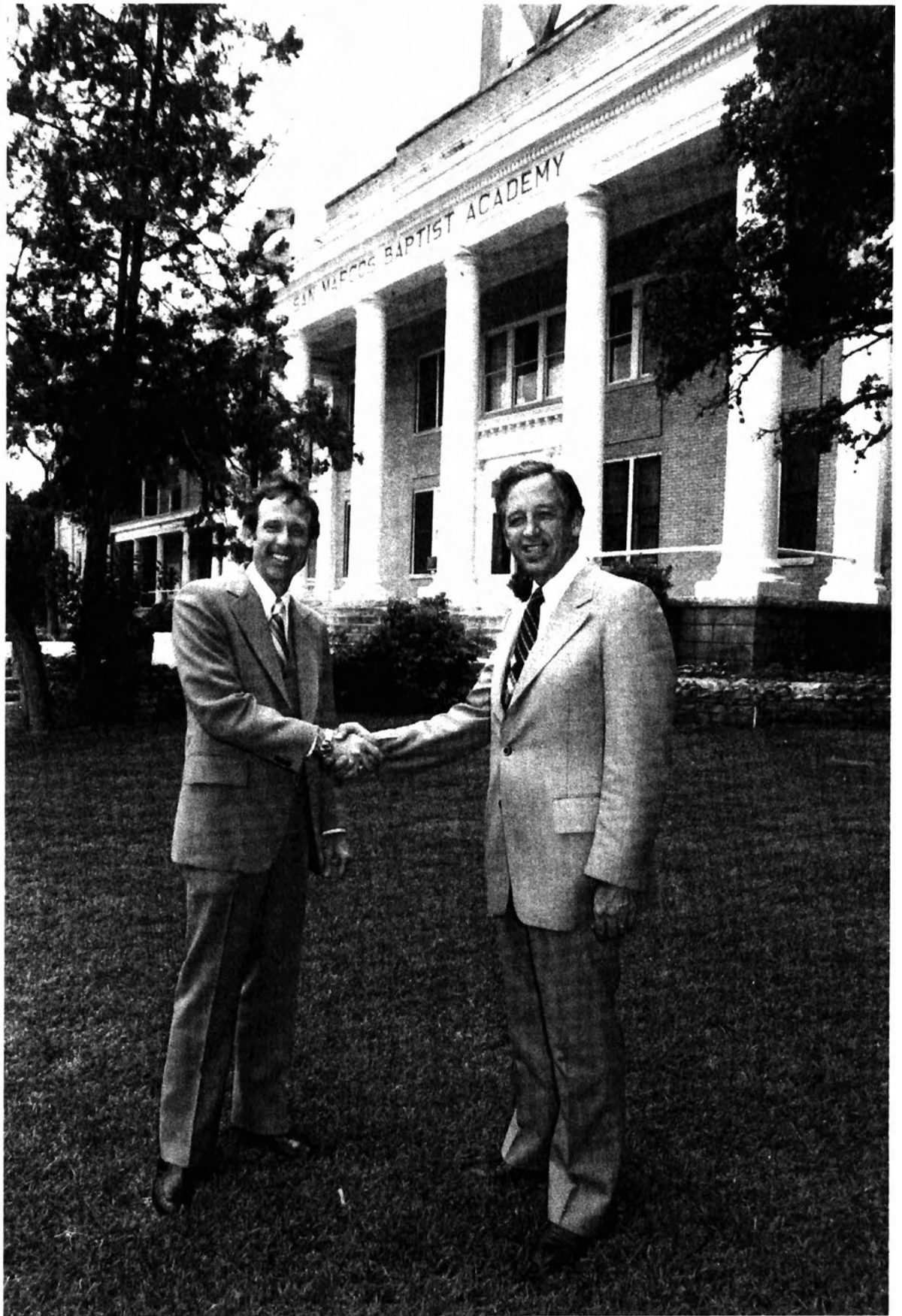
One of Dr. Smith's justifications for his administrative restructuring program was his desire to eliminate "ambiguities of expectations" which he saw as a pervasive ingredient in all modern organizations. He explained in an interview with Pat Murdock: "As problems arose, we would solve those problems immediately, but, in so doing, we would always develop the process for the solution of the problem so that the next time it or one very much like it occurred, we'd have the solution process."

Smith did attempt responses to the resistance and unhappiness. In efforts to become more accessible, he scheduled "brown bag lunches" with faculty and staff and took planned walks into academic buildings. But faculty and staff routinely mentioned the awkwardness that such "planned" encounters posed.

Smith himself expressed views that led more and more people to assume that he felt that planning was more important than people and that people existed to fit into systems. In an exchange on academic advising with Lester Schilling, a professor of Speech, Smith insisted that the advising system was the central ingredient, whereas Schilling explained that the Speech Department had used several different systems of advising, but that the effectiveness of the advising exchange always depended upon the people using the system. Though seeming to accept Schilling's distinction, President Smith returned again to the importance of always having the best

*There was a hind of exuberance about him that, for me personally, was hind of fake. You'd say anything to him and you'd get these comments like, "Oh, that's super good" or "Super well." He spoke like a sportscaster. I don't know, it hind of turned me off.*

—John Belisle, Professor of Music



*President Lee Smith and San Marcos Academy President Jack Byrom stand in front of the Administration Building on the 78.5-acre San Marcos Baptist Academy campus, which SWT purchased in 1978.*

system in place. They were of course both right, but President Smith apparently didn't see it that way, nor did Professor Schilling.

Eventually President Smith's campus-wide system of written procedures for various operations came to be like a universal version of earlier President Cecil Evans' little red books in which he recorded years of tidbits of personally useful information about people and things. These Operating Letters (OLs), Job Procedures (JPs), and other varied documentation did come at a time that the school was becoming increasingly large and complex while still operating under the relatively simple, personal administrative habits it had outgrown. On the positive side, they provided the nerves and blood vessels for a skeleton that was rapidly fleshing out.

Nevertheless, they were seen by many as obsessive and trivial, occasioning resistance and yielding many superficial reports which quickly became buried in a sea of paper. In one perhaps apocryphal story told by Journalism's redoubtable Dr. Roger Bennett, the small Journalism faculty met late one afternoon to mass produce the department's OLs which were due the next morning.

All three or four of them sat down to primitive word processors to crank out dozens of required documents. Since the task was so enormous, they borrowed completed OLs from various departments on campus to modify them for Journalism. Bennett particularly remembered the Scholarship Operating Letter borrowed from Agriculture. He searched and replaced Agriculture with Journalism, assumed he had changed all the references, printed out a copy and promptly forgot about it.

Weeks later, he received a call from the Travel Office reminding him it was time for the Journalism faculty members to make arrangements for their annual trip to the Houston Livestock Show and Rodeo to receive the SWT scholarships.

Though the OL system has gradually become a more useful series of University Policy and Procedure Statements, it has taken some time to update many of those early OLs which were lost in the bowels of the recordkeeping apparatus. As a result, reality had in some cases superseded official records. The document on the operation of the *University Star* student newspaper, for instance, had until recently, still described a publications board under the chairmanship of the dean of applied arts. The Journalism Department and the *Star* had moved to the "new" School of Fine Arts and Communication twenty years before.



*Early alumna Therese Kayser Lindsey, Class of 1905, was honored by her daughter Louise Lindsey Merrick who contributed funds to establish SWT's first endowed chair in 1977.*

Meanwhile, other actions undertaken by Smith were more immediately appreciated. He completed a most important acquisition of additional property, when SWT purchased the 78.5-acre San Marcos Baptist Academy properties for \$11.25 million. The purchase brought SWT eighteen buildings including the current president's home along Academy Drive. As SWT has continued to expand westward, this purchase ranks as Lee Smith's most lasting contribution to the future.

His administration also recognized SWT's need for new construction, as well as renovation and rehabilitation of existing buildings. New construction projects included the completion of the Art, Student Center, and Education Complex; Jowers Center; Strahan Coliseum; and Bobcat Stadium.

The initial renovations included campus landmarks such as the Education Building (now Psychology), Science Building (now Centennial Hall), Evans Academic Center



(now Evans Liberal Arts Building), Lueders Hall (site of Chemistry Building), the Student Center (now the Academic Support Building), and the gymnasiums: Hines (now Hines Academic Center) and Strahan (now the Music Building). Lee Smith's commitment to renovation continues to shape institutional planning as shown by recent major renovations to Flowers Hall and Centennial Hall.

Smith and his administrative team made other important changes that have become part of SWT's institutional culture. They implemented the Faculty and Staff Service Awards program, obtained funding from Louise Lindsey Merrick for SWT's first endowed chair named to honor her mother Therese Kayser Lindsey, inaugurated the Presidential Seminars to recognize faculty scholarship, first codified the faculty promotion and tenure cycle, initiated a formal faculty and staff evaluation process, established rules for serving alcohol at campus events, created new scholarships and established long-range planning funds, then referred to as "Steeple of Excellence" grants. Today's shuttle bus system was also given its birth during the Smith administration.

But Smith's historic accomplishments were often blurred by controversy stemming from other issues. Seeing himself as a change-agent, Lee Smith implemented the changes without first ensuring that others shared his visions for SWT's future. Instead, his perceived obsession with managing information and crises led to what many felt were restrictions on personal freedom. Faculty bristled as he curtailed their freedom of speech; students were angered by his overhaul of student government; alumni and townspeople thought he was distant and preoccupied with managing situations rather than befriending people.

Matters gradually came to a head in summer 1981 when a major state pay raise provoked Smith to challenge the faculty to identify the 5 percent "dead wood," who would receive no pay increases while the most successful 10 percent would receive 30 percent pay raises over two years. Simultaneously, the lingering Martine case resurfaced and Martine won both a settlement and a judicial ruling that declared tenure a proprietary right.

These events ignited one more crisis which probably led to Lee H. Smith's resignation to become president of Travel Host magazine, a publication distributed in motels and hotels. Smith delivered his last address to the faculty in August 1981 in newly renovated Evans Auditorium, paradoxically one of his lasting contributions. There he proclaimed that by the twenty-first century educational leaders from across the nation would come to SWT to study his administrative reforms such as the OLs, MBO, and zero-

based budgeting. As the twenty-first century approaches, the university is known for other things.

One can only wonder what he thought when his successor Robert L. Hardesty addressed a university convocation on December 10, barely four months later, and received eighteen ovations as he proclaimed a personal presidency and declared a moratorium on MBOs, OLs, and JPs.

## TOWARD THE FUTURE: ROBERT L. HARDESTY AND JEROME H. SUPPLE **Robert Louis Hardesty (1981–88)**

Robert Louis Hardesty became the seventh president of SWT just after Homecoming in early November 1981. Born the son of Lucille and John Frank Hardesty on June 4, 1931, in St. Louis, Missouri, Robert L. Hardesty attended George Washington University from which he earned his B.A. degree in 1957. He and his wife Mary had adult children when they came to SWT in 1981.

President Hardesty had spent much of his adult life in Washington, D.C., where he served as special assistant to Lyndon B. Johnson's Postmaster General John Gronouski and then to President Johnson (1965–72). The Hardestys' long and close association with the Johnson family healed a rift that extended back to the McCrocklin crisis, as both the Johnson and McCrocklin families came to the SWT campus.

Robert Hardesty had been a Democratic Party partisan when he returned to Texas to assist in the composition of LBJ's memoir, *The Vantage Point*. In the mid-1970s Hardesty had been press secretary to then Governor Dolph Briscoe (1973–76) and then became a vice chancellor in the University of Texas system (1976–81).

By the time he came to SWT, he was serving as chairman of the Board of Governors of the U.S. Postal Service. One interesting consequence of this association was his decision that SWT would become one of the first institutions of higher education to adopt the nine-digit postal code: 78666-4616.

Like two of his three immediate predecessors, Hardesty brought both unique strengths and liabilities to his presidency. He understood the importance of symbolic language, was closely connected with the Johnson family, had a decade-long affiliation with the Texas Democratic Party, and five years of administrative experience in the University of Texas system. On the other hand, some critics later asserted that he became the seventh president because he had the proper political connections and benefited from the lingering influence of the Johnson family



*Robert L. Hardesty, Lyndon Johnson's former speechwriter; became president of SWT in 1981.*

In any event he made two early decisions which affirmed SWT's link to its most famous alumnus. In 1982 he not only inaugurated the Lyndon B. Johnson Distinguished Lecture Series but also transformed the traditional faculty reception into an LBJ Birthday Party Barbecue that inaugurated each fall semester. Influenced by the legendary barbecues associated with LBJ, the new event became an informal celebration which simultaneously honored the memory of President Johnson and symbolically launched each academic year.

The LBJ Picnic proved a lasting tradition, but it also symbolized Hardesty's close association with the Democratic

Party and the Johnson family at precisely the same time that Texas was becoming a true two-party state. As his administration began, President Hardesty enjoyed the personal friendship of Democratic Governor Mark White. Indeed, Mary Hardesty had worked closely with Governor White and both Hardestys had written speeches for White.

Knowledgeable faculty and staff later asserted that these events and associations became a personal liability when Republican Bill Clements defeated Mark White in the gubernatorial election of 1986. Adding to this suspicion were persistent rumors that some Hardesty appointees were individuals connected to the Johnson family or the Democratic Party. Whether or not such connections existed, Bob and Mary Hardesty welcomed Johnson friends and associates to campus and often persuaded them to deliver addresses or participate in the LBJ Picnics.

Robert Hardesty reached SWT at an opportune time since the Smith presidency had been so divisive. Unlike Smith, Hardesty knew the real and symbolic power of language and was not likely to have his words come back to haunt him. He would never say as had his predecessor that "everything I touched literally turned to gold!"

Instead, he employed his public speaking and writing skills to emphasize education as a human and collegial enterprise. And he used his personal connections to obtain free, semester-long borrowing privileges at UT's libraries for SWT faculty. Though now taken for granted, this was a major benefit for faculty who were being expected to meet more rigorous standards for research and publication.

Furthermore, he demanded a major core curriculum revision precisely at a time when Texans began to worry more about the quality and costs of undergraduate education. Between 1984 and 1986 SWT faculty and administrators hammered out a common undergraduate curriculum which President Hardesty said would guarantee broadly educated graduates who would demonstrate their mastery of basic skills through examinations in Mathematics and



One of first programs Hardesty introduced at SWT was the Lyndon Baines Johnson Distinguished Lecture Series, which fulfilled Mr. Johnson's promise to bring prominent speakers to his *alma mater*.

Writing taken at the start of their junior year. Though less innovative than its ardent supporters claimed, the new General Studies curriculum superseded an Academic Foundations curriculum, and attained broad institutional consensus, which assured that most undergraduates completed the same core courses.

Meanwhile, Hardesty worked closely with the Texas Higher Education Coordinating Board and the legislature to secure a comparable statewide core curriculum. He often suggested that SWT's curriculum should mirror the excellent undergraduate curriculum that he had experienced at George Washington in the 1950s. His own experiences informed his thoughts about educational reform and persuaded him that SWT ought to aspire to provide the "best undergraduate education in the State of Texas." This interest in the undergraduate curriculum denoted a sharp deviation from his immediate predecessors and seemed to reaffirm elements of President McCrocklin's aspiration that SWT become the best liberal arts institution in the state.

His successes with the legislature and Coordinating Board extended to an effective campaign of campus remodeling and construction that built upon the model developed by President Smith. During his six and a half year presidency, SWT celebrated the renovation of the Liberal Arts Building (Evans), the Music Building (Strahan Gym), Taylor-Murphy History Building (Fine Arts), and Old Main, as well as the completion of important new construction projects such as Bobcat Stadium, Freeman Aquatic Biology Building, the Mathematics and Computer Science Center, Strahan Coliseum, the Chemistry Building, Blanco Hall, and Harris Dining Hall.

These projects changed the face of the campus, but nothing symbolized the changes more than the new Library Building, which was under construction when Robert Hardesty was formally fired by the Texas State University System Board of Regents on his fifty-seventh birthday in 1988.



During his presidency Robert and Mary Hardesty restored morale to the faculty and staff, courted alumni and students, and smoothed town-gown relations that had been strained since the McCrocklin crisis, by then almost twenty years in the past. These accomplishments signaled an era of relative tranquility where institutional change occurred without posing what were seen as direct threats to faculty, staff, or students.

President Hardesty employed his skills as a politician when he appointed newly selected Dean of General Studies Rollo Newsom to the vacant position of vice president of academic affairs after a brief interim with outsiders Richard Miller and Susan Wittig. Similarly, Ted Marek, another veteran of the Hill, became the vice president for finance and management when Eugene Payne left to take a similar position at Texas Tech University. Newsom and Marek had extensive institutional experience and worked collegially with both faculty and staff.

President Hardesty's political sensitivity caused him to reverse the adversarial relationship that had grown from the McCrocklin era and festered under his successors Jones and Smith. At precisely this moment longtime Chairman of History Everette Swinney reentered the Faculty Senate and emerged as its dominant figure for almost fifteen years. Swinney's skills as a careful, conscientious leader and a compromiser committed to greater faculty governance placed him in the right place at the right time. Swinney

earned the respect and admiration of both Robert Hardesty and his successor Jerome H. Supple.

Ironically, at this critical juncture, Hardesty's political and statewide leadership left both him and the institution ill-prepared for the shocking headlines in late spring 1988—"PRESIDENT HARDESTY FIRED!"

Though many have hypothesized what prompted the Board of Regents action, members of the Board did not then nor later explain their action. President Hardesty served at



*In 1988, Michael L. Abbott, executive vice president, was appointed interim president until Hardesty's replacement could be named.*

the pleasure of the Board of Regents, and that pleasure had ended.

The shocking report galvanized students, alumni, faculty, staff, and townspeople who protested the Board action. The Board never wavered in its decision, but did acquiesce in creating an open process to hire Hardesty's successor.

When the Regents dismissed President Hardesty, they appointed Executive Vice President Michael L. Abbott to serve as interim president until Hardesty's replacement



*Jerome H. Supple was unanimously appointed SWT's eighth president December 16, 1988.*

assumed the presidency. Dr. Abbott came to SWT in the Smith era, and had spent most of his time working on institutional planning and analysis. He managed to distance himself from the controversial recriminations and led the institution through another transitional era which included arrangements for selecting the next president.

Eventually the screening committee for the presidential search included representatives from the faculty, students, alumni, and community as well as Regents. By the late fall of 1988 the Regents brought four candidates to campus to interview with local constituencies as well as with the Regents. Even critics of the Regents commended the search and screening process which has become a model for presidential selections in Texas.

### **Jerome Henry Supple (1989–Present)**

Abbott's term as interim president ended almost six months after Hardesty's dismissal when the Regents unanimously appointed Jerome H. Supple SWT's eighth president on December 16, 1988. Like Hardesty, Jerome Supple came from the East Coast, but, unlike Hardesty or his immediate predecessors, he brought extensive faculty and administrative experience in the State University of New York system.

Born in Boston, Massachusetts, on April 27, 1936, to Mildred and Henry Supple, he completed his B.S. and M.S. degrees in Chemistry at Boston College and then earned his Ph.D. in Organic Chemistry from the University of New Hampshire in 1963. He joined the faculty of SUNY College, Fredonia, in 1964 and spent the next twenty-five years at Fredonia, Plattsburgh, and Potsdam on both the faculty and in administration. He and his wife Cathy have three sons. The youngest, Paul, accompanied them to San Marcos and graduated from San Marcos High School. Both the president and his wife are skilled amateur musicians who perform traditional folk music with friends from Fredonia.

When President Supple arrived on campus, he promised "to learn as much as I can about Southwest Texas State University and the Regents so I can help achieve the success they deserve and want." But according to Cathy, he was even more upbeat with her, saying, "This place is a jewel, I just feel it."

Shortly after his arrival he noted that Texas bore striking similarities to New York, especially with its ethnic and racial diversity and its large public university systems. He also explained to *Star* reporter Vince Michel that he intended to help the students, faculty, and staff reach their "full potentials."

In the intervening years he has emphasized the importance that he attaches to creating a learning-centered environment, where quality of programs and initiatives lead to continuous improvement. Throughout his tenure he has encouraged the institution to "engage" students and faculty in the learning process.

In an effort to focus special attention on issues that need special attention, he created the position of assistant to the president. Begun in 1991 to cultivate faculty talent and to focus on particular areas, the assistants have looked at issues of state funding, quality initiatives, freshman retention, and educational technology. Not only have the appointees examined special projects, but they have also gained new insights into the administrative decision-making process and provided a special link between the president and the faculty.

Now completing his ninth year at SWT, Jerry Supple has become the longest-serving modern president. Though his presidency has not been without occasional dissent, his willingness to listen actively and to solicit advice from all constituencies has made it possible for him to eliminate the obvious turmoil that had marked each administration since the retirement of John G. Flowers in 1964. In the process of academic give and take, he is able to do both, and this has marked the most successful of the modern leaders.

Under his leadership additional construction and renovation projects have been completed, notably the Alkek Library, which structurally and symbolically provides an academic focus for campus; the new Science Building, continuing a further integration of the West Campus acquired by President Smith; the Health Science Center, the Student Recreation Center, the LBJ Student Center, and the beginning of construction on the Art, Technology, and Physics Complex along Comanche Street adjacent to the Science Building.

Meanwhile, the J. C. Kellam Building has been renovated, as have the Fire Station Studio, Flowers Hall, Centennial Hall (Old Science); and other more minor projects have been completed as well.

President Supple's academic leadership has brought SWT its first doctoral programs in Geography, the Center for the Study of the Southwest, the English Department's Creative Writing Program, and most recently, the Mitte Scholarships, the Mitte Chairs, the Hobby Center for Public Service and the Jesse H. Jones Chair in Geographic Education. One of the most important accomplishments has been the lead institution status accorded SWT in the North Austin Multi-Institutional Teaching Center (MITC).





*Jerry and Cathy Supple are providing gentle leadership as SWT celebrates its centennial year.*

Jerome and Cathy Supple have assumed a mantle of institutional and community leadership which compares with that of Presidents Evans and Flowers. And the president has continued to attack concerns that he shared with faculty almost a decade ago. Under his leadership SWT has attracted nationally prominent faculty and academic leaders, while simultaneously promoting local talent. Colleagues both here and elsewhere comment upon the institution's growing reputation.

President Supple has encouraged new grant-writing initiatives and has set aside special funds for matching grants. In areas such as music, local leadership, and presidential encouragement have created an internationally recognized jazz program, while encouraging international exchanges in choral music and instrumental ensembles. For the first time in its history SWT has managed to sustain an orchestra which combines faculty and community musicians with graduate and undergraduate students.

The gentle encouragement or active intervention of Jerome H. Supple has led to much. As SWT welcomes Mitte Chair in Creative Writing and National Book Award winner Tim O'Brien, author of *Going After Cacciato*, *The Things They Carried*, and *In the Lake of the Woods* in 1999, commentators will note this is a dramatically different institution than the one that President Supple encountered a decade ago.

Perhaps nothing illustrates Jerry Supple's personal, open, and sympathetic approach to management as much as his response to a crisis in that most personal of territories, his own body. In 1997, he was diagnosed with prostate cancer which had spread (metastasized). He moved past denial and blame, confronted his disease and set a course that would permit him to approach his disease with information, confidence, and perspective. And typically, he shared his battle with the campus and larger community, even writing a column about it.

As they describe his struggles with his own physical vulnerability, these practices of data gathering, analysis, and responsible action have marked his presidency. They are the traits of a responsible leader who also seeks to be responsive. As SWT completes its first century and enters a second, Jerome Supple stands as a leader who understands both from whence we have come and where we might go.

"This is a jewel," he told Cathy. "I can just feel it."

MAY 2099







ONCE AGAIN, AS IN OUR FANTASY OF 1899's SAN Marcos Mayor Hammett Hardy and Captain Ferg Kyle, we stand at the crown of the Hill, looking from the steps of Old Main, down the green interspersed concrete of the Quad, and up another set of steps to Alkek Library framed against the sunset.

Can we picture the world of a century hence, when someone else will be composing the bicentennial history of SWT? Could Hardy or Kyle in even their most unrealistic imaginings, have pictured a campus of 21,500 linked with the world and each other by computers?

Of course we have an advantage that they did not. They could only peer into the future; we can see one hundred years of past on which to predict what will come. We know that education will still be education, even though the means of teaching may be the stuff of today's science fiction. Technology will have allowed education to expand beyond the physical and time boundaries that limit it largely to this campus during fourteen hours of a twenty-four-hour day during a specified part of our lives. Even today, we can see this starting.

We can also see the beginning of what will probably become a megalopolis stretching along IH-35 perhaps from Laredo to Oklahoma City; certainly from San Antonio to Austin and Dallas. For several years the U.S. Bureau of Census has labeled the region the Austin-San Marcos Standard Metropolitan Statistical Area. And whether Austin becomes a neighborhood of San Marcos or vice versa, it will clearly happen well before a new century is completed.

This, like any other change, presents challenge and opportunity. SWT will be at the focus of mammoth needs for education and knowledge. The university will be able to provide opportunity for even more Texans, and others, which doesn't really sound like change at all, does it? And perhaps it won't be.

What we do won't change as much as for whom we do it and how we do it. The wonders of engineering will have provided a way to shepherd an even older Old Main through several more renovations and a new century. But those red gables will continue to be a symbol of the stability that always frames change. The same wonders will have been applied to preserving the river, even though we are already dangerously close to drinking more than it can provide. And the Hill will still be the Hill.

Place—the river, the Hill, San Marcos, Central Texas—SWT is what it is and will become what it will become because of its roots in this place. The buildings, people, and accomplishments are what have changed and what will continue this story. But place, which will not change, will still be the story too.


Today has been prologue to the past and is being prologue to the future.

Remember yesterday

Celebrate today

Believe in tomorrow.

# AFTERWORD



AS I EMERGE FROM MY OFFICE IN THE PSYCHOLOGY Building, it is a mid-autumn late afternoon. The sun is dipping behind Alkek Library but still illuminating the tops of the buildings around the Quad.

I throw off the sense of history which seems to descend on me every time I work on this book. But looking out on this warm scene, I can gaze on a building named for John Garland Flowers, another named for Cecil Eugene Evans, and others—Retta Murphy, James Taylor, and down the way, Leland Derrick.

It's impossible to escape history in this place. Especially when to my left, up several shallow series of steps, is Old Main.

From this angle, it appears as a squat red-topped brick Sphinx, inscrutably surveying its kingdom. One can only predict what it will gaze upon in yet another century, but it will be interesting. It always has been.

I head for home with a peaceful sense of belonging. This university has given me that and now I've given it something back.

—David C. Nelson, Fall 1998



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# A CENTENNIAL ALMANAC

# CENTENNIAL TIME LINE



## **Key Founding Dates:**

March 3, 1899—Bill first proposed to locate a normal school in San Marcos.

May 10, 1899—Bill was passed and approved by Governor J. D. Sayers.

October 16, 1899—San Marcos City Council voted to give the land known as Chautauqua Hill to the State of Texas to build the normal school.

March 28, 1901—Texas Senate passed Senate Bill 142 accepting the gift of land and appropriating \$35,000 to erect buildings and maintain Southwest Texas State Normal School.

April 28, 1902—Work on Old Main began.

September 9, 1903—Doors to SWT State Normal School opened with 303 students and 17 faculty members.

## **Status of the Institution:**

1903–1925—Southwest Texas State Normal School.

1925–1959—Southwest Texas State Teachers College.

1959–1969—Southwest Texas State College.

1969—Southwest Texas State University.

## **Degree Chronology:**

First bachelor's degree conferred in 1919.

First master's degree conferred in 1937.

Doctoral programs in Geographic Education and Environmental Geography started in 1996.

## **Significant Property Acquisition:**

San Marcos Baptist Academy purchase—Sale approved in 1978; contract closed, January 19, 1979.

Aquarena Springs Resort—Purchased from the John Baugh family in 1994.

## **Presidents:**

1903–1911 Thomas G. Harris.

1911–1942 Cecil Eugene Evans.

1942–1964 John Garland Flowers.

1964–1969 James H. McCrocklin.

1969 Leland E. Derrick (Acting).

1969–1974 Billy Mac Jones.

1973–1974 Jerome C. Cates (Interim).

1974–1981 Lee H. Smith.

1981–1988 Robert L. Hardesty

1988–1989 Michael L. Abbott (Interim),

1989– Jerome H. Supple.



Enrollment 1903–1998  
(*Fall enrollments in five-year intervals*)

Years	Enrollment	Years	Enrollment
1903–04	303	1953–54	1,670
1908–09	510	1958–59	2,309
1913–14	712	1963–64	3,850
1918–19	974	1968–69	8,406
1923–24	1,428	1973–74	12,142
1928–29	2,027	1978–79	15,070
1933–34	1,266	1983–84	18,314
1938–39	1,266	1988–89	20,505
1943–44	584	1993–94	20,879
1948–49	1,791	1997–98	20,702
		1998–99	21,504

***Buildings Named for People:***

Albert B. Alkek Library—This stately travertine marble structure that became SWT's fifth Library in 1991 pays tribute to Texas oilman, rancher, and philanthropist Albert B. Alkek.

M. L. Arnold Hall—Residence hall built in 1957 and named after SWT's third faculty Ph.D.

Sallie Beretta Hall—Dorm built in 1947 and named after the second woman appointed to the State Teachers College Board of Regents, Sallie Beretta, who served on the Board from 1933 to 1951. One of SWT's early benefactors, Beretta gave the school 125 acres on the Blanco River near Wimberley, known by generations as University Camp.

Mary Brogdon Hall—Woman's dorm built in 1947 and named after SWT's legendary dean of women.

James R. Buckner Hall—Residence hall constructed in 1966 and named for longtime Spanish professor.

Lucy Burleson Hall—Built in 1951 and named after the school's first librarian, one of the original seventeen faculty members.

Mary Stuart Butler Hall—Completed in 1965 and named for another of SWT's original seventeen faculty members.

Leland E. Derrick Hall—Completed in 1972, this academic classroom building honors a former SWT English professor, Graduate School dean, and two-time acting president. The building was named for Derrick in 1980.

Claude Elliott Hall—Built in 1962, this dorm honors SWT alumnus who served as a history **professor** and long-time faculty member. He was **SWT's** first dean of the Graduate School.

Evans Liberal Arts Building—Reopened in 1986 after extensive reconstruction from Evans Academic Center, which was originally built in 1939, this structure pays tribute to SWT's second president, Cecil Eugene Evans.

Elizabeth Falls Hall—Built in 1966, this residence hall honors an Education faculty member.

John Garland Flowers Hall—Fully renovated and rededicated in 1994, Flowers Hall honors SWT's third president. When Flowers Hall was built in 1935, it was the school's second library. It was renamed for Flowers after his death in 1965.

Harold M. Freeman Aquatic Biology Building, as well as the 3,485-acre Freeman Ranch, get their names from prominent businessman and rancher Harold M. Freeman. The ranch was placed in the university's hands through a perpetual trust established by Freeman. The building was dedicated in 1983.

Thomas G. Harris Dining Hall—Built in 1987, this facility was named in honor of SWT's first president. The **original** structure that **carried** Harris' name—Harris Hall, built in 1938 with its annex added in 1956—was torn down in the mid-1980s to make way for additional construction.

Lula Lee Hines Academic Center—The reconstruction of Hines Gymnasium honors another of SWT's original seventeen faculty members and houses Aerospace Studies and the Criminal Justice Department.

Helen **Hornsby** Hall—Originally built as a women's co-op hall in 1951, this building honors another of the original seventeen.

Ernest B. Jackson Hall—This twelve-story residence "tower" was built in 1967 and recognizes **SWT's** first professional librarian.

J. C. Kellam Building—Administration Building constructed in 1969 on what was once the oldest federal fish hatchery west of the Mississippi River. Originally named the Library-Administration **Building**, the name was changed to honor SWT distinguished alumnus and longtime Texas



State College System Regent Jesse C. Kellam. Kellam served on the Board from 1961 to 1977.

Lyndon B. Johnson Student Center--Opened in 1998, the magnificent LBJ Student Center's name was **carried** over from the old student center.

Clem C. Jones Dining Hall—Named in honor of the SWT registrar who was killed with several members of his family in an automobile accident in 1964.

Milton W. Jowers Center—Built in 1979, this combination academic, athletic, and student recreation facility honors longtime coach and athletic director Milton Jowers, a Distinguished Alumnus Award recipient who received his bachelor's degree from SWT in 1935.

J. Lloyd Read Hall—Built in 1965, Read Hall honors longtime head of Modern Languages.

**Sewell** Park—Named in honor of Dr. S. M. **Sewell**, patron saint of the river and Mathematics professor, this is a showpiece located on the San Marcos River.

Smith Hall—This residence hall built in 1957 pays tribute to Science Professor C. **Spurgeon** Smith, who is credited with first recommending that the bobcat be adopted as SWT's mascot.

Elizabeth Sterry Hall—Built in 1967, this women's dorm honored Miss Elizabeth Sterry, associate professor of Geography who was recognized for conducting summer field trips to Europe.

Oscar W. Strahan Coliseum, which opened in 1982, was named in honor of legendary "Oskie" Strahan who became SWT's first professional coach in 1919.

Taylor-Murphy History Building—Built as the Fine Arts Building in 1951, this facility was renovated and became the home of the Department of History in the mid-1980s. At that time, revered History Professors James Taylor and Retta Murphy were honored jointly by its renaming.

### ***Gone but Not Forgotten***

Over the years, these facilities named after locally prominent faculty and staff have been tom down to make way for new construction:

C. E. Evans Field—The old football field located in the spot that is now the Coliseum Parking Lot, across from

Strahan Coliseum, was home to the Bobcat football and track teams, the marching band and even to commencement ceremonies. It was replaced by Bobcat Stadium.

Harris Hall, noted above, was built in 1938 and named in honor of first President Thomas G. Hams. The **Harris** Hall Annex was added in 1957. Both were tom down to make way for new construction in the mid-1980s.

Alma Lueders Hall—Named in memory of Modern Languages teacher Alma Lueders, this building was tom down after it was declared structurally unsound in 1982. It was located at the site where the current Chemistry Building now stands and housed the Library after it moved from Old Main.

Jesse Sayers Hall—Tom down to make way for construction of the old Lyndon B. Johnson Memorial Student Center and the new Education Building, which opened in 1977. Miss Sayers was another of SWT's first seventeen faculty members and is credited with writing the **lyrics** to the "Alma Mater."

H. E. Speck Hall—This dorm honored longtime Dean of Men H. E. Speck. It was tom down in 1986 to make way for the new Library.

Thomas Hall—Built in 1957 and demolished in the **mid-1980s**, this dorm honored Gates Thomas who became head of the English Department in 1909. It too was tom down to make space for the Alkek Library.

### Gaillardians

1926 Ray **Dixon**, Janie Ivey, Ben Brite, Vera Lee Cook, Geneva Lancaster, Carroll Stevens, Harroll Stevens, Lela Stulting, Ella SoRelle, Vance Terrell, Naomi **Pardo**, Bryan Wildenthal.

1927 Claude **Dailey**, Lena Belle Barber, Alfred "**Boody**" Johnson, Lawrence **Lowman**, Mary Louise Ivey, May Erskine, Elizabeth Berry, Douglas Uzzell, Myrtle Tyson, Jack **DeViney**, Harold Brantley, Maletia Gunn.

1928 Luceile Blackman, **Alberta Cartwright**, Barbara Collier. Helen **Hofheinz**, **Mattie** Belle McIntire, **Billye** Teyki, Delores Elstner.

1929 Laura Mae Langham, Helen Joiner, **Lorna Raby**, Fannye Sudduth, Ella SoRelle, Evelyn SoRelle, Frances Scrutchin.

1930 Hazel, Gibson, Nan Hawks, Dorothy Kurt, Ruby McCord, Agnes McClain, Eleanor Parke. Vergie Payne.

1931 Priscilla Alger, Mary Doyle, Lois Gabriel, Bonnie Posey, Marjorie Pearson, Frances Smith, Lexie Gunn.

1932 Johnibel Spencer, Edythe Cartwright, Charlotte Nesbitt, Louise Barnes, Lee Roy Thompson, Louise Kneupper, Ruby Smitherman.

1933 Mary Beth Comer, Elizabeth Hofheinz, Mary McDuffie, Eva Pitts, Annie Laurie Pearce, Audelle Russell, Tempe Lee Speck.

1934 Mary Lillian Barnes, Leila Frances Coons, Halsey Virginia Davis, Myrtle Hardy, Agnes Kneupper, Beth Lancaster, Sarita Lewis.

1935 Bonnie Belle Bryant, Josephine Bums, Nell Dezelle, Mary Howell, Fae Jensen, Crystal Shuttlesworth.

1936 Lois Ray Barber, Jessie Lee Chamberlin, Allene Hinkle, Lucille Johnson, Ruthie Klingemen, Doris Parke.

1937 Grace Baker, Laurie Dell Eslinger, Grace Finger, Esther Peterson, Evelyn Rogers, Anita Taylor.

1938 Esther Stephens, Beatrice Force Speck, Alma Stroud Ragsdale, Grace Ede Howard, Jessie **McBurnett**, Estaline Conley.

1939 Dorothy Fehlis, Anna Frances Flowers. Ida Frances Impson, Donna Martin, Grace **Plyburn**, Joyce Singleton.

1940 Dorthy Nell Baker, Elsie Coffman, Sylvia Kallina, Lenora Koehler, Vernelle Lucas, Dorthy Jean Sample.

1941 Kathryn Byrd, Gladys Cole, Doris Giese, Ethel Hensley, Janie Belle Kroll, Jo Turner.

1942 Joyce Brown, Yvonne Carson, Annette Giese, Edna **Gussie** Oxford, Charlotte **Rugel**, Florence Weatherford.

1943 Lanelle Adamcik, Betsy Bennet, June Brown, Charley **Hutto**, Marguerite Mercer, Elizabeth Shaw.

1944 Rosemary **McGee**, Josephine Brown, Vemice Flowers, Ella Jean Hollon, Alice Kingrea.

1945 Carla Beilharz, Mary Nell Bell, Glenna Brantley, Mary Jean Coleman, Gladys **Lippe**, Sallie Jo Sanford.

1946 Kathy Phillips Fowler, Wanda Hayes, Eva Nell Roper, **LaVerne** Cox, **Avis** Gardner, Virginia Kroesche.

1947 Claire Buckner, Shirley Cayer, Evelyn **Dotson**, Yvonne Roberts, Jean Skell, Evelyn Splittberber.

1948 Ramona **Cavness**, Charles **Redus**, Blanche Flores, Jimmy Napier, Georgia Robertson, Jobe Curtis, Ella Jane Baumann, Billy Jay, Tommie Pinkston. Billy Randolph. Myrtle House, Elmer Dahlberg.

1949 Johnny Means, Marie Sims, Franklyn Bless, Jo **McMains**, George Carlisle, Molly Brennan, Juanita Cockerell, Jeff Curbo, Christine Payne, Henry Parish, Jo Ann Smith, Bill Turner.

1950 Herb Finnie, Marguerite Bell, Corky Turk, Gene Menck, Greg Lewis, Janet Whitley, Dixie White, Bobby McCoy, Betty Lou Blackburn, Jack Henry, Dolores Behymer, E. J. Swindler.

1951 Tommy Hollon, Rita **Curry**, Bookie **Brymer**, Gene **Cutshali**, Treant Cheyney, Nell Edwards, George Hinkle, Katt Sands, Melvin Selph, Jackie Timm, Arthur Nelson, Betty Lou Wallis.

1952 Slim **Berry**, Jo Beth Allison, Joann Cole, Johnny Hensley, Darrell Hortness, Willard Faye James, Bill Cryer, **Kelcy** Isenberg, L. F. "Red" Jurecka, Sybil Damron, Juanita Hendricks, Louis Gilcrease.

1953 Pence Dacus, Norma Caraway, Edward G. (sonny) Nichols, Ora Marie Dowling, Al Johnson, Winnie Grisham, Jim **O'Banion**, Rosemary Patterson, Herb Billings, Emily Powell, Leo Chafin, Jackie Tuttle.

1954 Jim Walls, Lee Tetsch, Marlene Staats, Johnny Weder, James Prewitt, Kay Hartrick, Grace Kuretsch, "Dude" Dubose, Pierce (Dynamite) **Hoggett**, Jo Ann Heflin, Hazel Hancock, Edward Schmeltekopf.

1955 Nelda Bivins, Jim Gann, Horace "Buzzy" Allen, Kathy **Woodall**, Janet Rylander, Sid Boaz, Benny Horny, Nancy Staats, Shirley Paine, Larry Wright, Johnny Bums, Bobbie Bock.

1956 Olan Hillard, Gina Shifflett, Jim **McCollom**, Bonnie Nance, Chet Hunt, Gay Aouelle, Bobby Graham,

Fritzi Champion, Jerry Freer, Bobo Green, Tommy Buckner, **Marynelle** Blake.

1957 Fern Barron, Terry Darden, Gladys Tolle, Jack Franke, Laquita Kennedy, Bill Krueger, Betty Glenn Reese, Ralph Parr, Ann Nell Bums, Bobby Roberts, Emma **Jewell** Ruble, **Hilary** Doran.

1958 Pat Busby, Bob Couch, Zula **Cates**, John Farmer, Jean Henderson, Bruce Reaves, Dot Leinweber, Bill Schwab, Darlene Muennink, Johnny Walker, Lila Morris, Dick Robertson.

1959 Carole Brand, Debs Cofer, Jane Lawrence, Don Forester, Marilyn Ohlson, Hank **Patton**, Joan Krennek, James Josey, Sue Wilson, Richard Williams, Marsha Thompson, Roy Rogers.

1960 Sam **Adams**, Nancy Brown, George Burton, Blondina **Galvan**, Beverly Gunn, Bruce Gregg, Susan **Proll**, Eddie Parsley, Jimmy Quill, Jonella Robertson, Tommy Walker, Mary Ellen Watkins.

1961 Nancy Denard, **Al** Bishop, Velda Deschner, Johnny Smolik, Kita Hyatt, Bob Jackson, Joanne Patterson, Tommy **Mangun**, Jeanne Parsley, Van **Tull**, Patti Stroud, Rickey Psencik.

1962 Bobby **Henson**, **Elaine** Baugh, David Cook, Laura **Hopson**, Sherry Duncan, Joann West, Harold Jobes, Judy Shaw, Roddy **Bagly**, Cathy **Heno**, Frankie Wright, Marilyn Psencik.

1963 Bill Robins, Pat Reynolds, Bill Don Edmondson, Carolyn Dzuik, Randy Tomblin, Barba Bussa, Richard Schoppe, Brenda **Bertrand**, Marilyn Turpin, Ross **McGlothlin**, O. C. Haley, Linda Mercer.

1964 **Sherrie** Pendergrast, Chelcie Ross, Bonnie Martindale, Art Cornett, Richard Suffel, Sue Ellen Fuller, Pat Arnold, **Lewie** Simmonds, Sherry Ward, Rex Turner.

1965 Kelly Frels, Janes Snavelly, Billy Lynum, Jo Ann Shriver, Donnis Doyle, Ronnie Mudd, Carol Ann Heine, Jim Wright, Wallace Dickey, Carol **Conway**, Dottie St. Clair, Jerry Cole.

1966 Linda Gregg, Jesse **Perkins**, Nelda Mott, Bill Haines, Rita Smith, Steve Bradley, Dede Middleton, Alan Reaves, Penney Owen, Wilbur Aylor, Becky Snow, Rick **Zimmerly**.

1967 Patti Prather, Tom Jones, Jo Anne Ables, Homer Bludau, Karen Buckner, David **Morrison**, Christie **Posey**, Eddie Vogel, Homer Martin, Pat Kowalik, Sally Jackson. Buz Pruitt.

1968 Vicki Lang, Richard Clifford, Cheryl Sanders, David Bosworth, Pam Belson, Mac Sauls, Evelyn Ng, Paul **Jennings**, Paula **Mullen**, **Gary** **Mullen**, Paula Mace, Bob Covey.

1969 Nicki Stallman, Cliff Mitchell, Cindy Swearingen, Andy Buffington, Cheri Holmes, Jim Bogard, Donna Hams, Doug Hunter, Mary Beth Banks, Roy **Kizer**, Kookie Kellogg, Bill Wright.

1970 Sherry Smith, Monte Tomerlin, Susan M. Akin, Phil Norman, Roy Rogers, Shari **McGarr**, Jack West, Kathy Urbanek. Diana **McGinty**, Tom Pendergrast. Pete Fredenburg, Carmen Langfeld.

1971 Jacque Buske, Jim Keriotis, Johanna Stallman, Albert Celaya, Cynthia **Ruthstrom**, Mike **Wuest**, **Tammy** Porter, Andy Jones, Joy Schnelle, Stan Luse, Joy **Wilke**, Allan Hogan.

1972 Sally Moeller, Dennis **Colvin**, Sheila Martin, Dave Honon, Bobby Juel, Ralph **Ruiz** de **Velasco**, Patsy **Staskus**, Mike Haney, Linda Taylor, Randy Ebeling, Beth **Dunn**, Jim Stienke.

1973 Kaye Alexander, Bill Bauml, Linda Leake, Richard Petri, Diane Langhamer, Dave **Muston**, **Vicki** **Weber**, F. T. Wright, Donna Goar, Bill **Boe**, Jill Kemp, Jerry Lehman.

1974 Mary Jane De La Rosa, Paul **Castro**, Elizabeth Marrow, David **Barr**, Evy **Thurman**, Jim **LeMeilleur**, Karen Harmon, Randy Abernathy, Lynda Light, Scott Fischer, T.J. Gabbert, Scott Emerson.

1975 Dayton Cole, Vicki Hodges, Lisa Morgan, Steve **Alcorn**, Ruben Garza. Anne **Helle**, Gary Turner, Deborah **Teague**, Yolanda **Uribe**, Donnie Tedder, Deborah **Solis**, Thomas **McBride**.

1976 **Little** Brown, Lee Ann Memweather, Bryan **Laas**, Donna Thomas, Paul Phillips III, Thomas **Kowalski**, Karen Sue Forbes, Randy Evans, Sylvia Galbreath, Stan **Holstrom**, Nancy Fife, Greg Oehler.

1977 Jerry King, Joyce Smith, David Guerra, Kay Fink, Dale Chafin, Joy Jeanne, Joe Sheffey, Sally Haenelt, Ken Wise, Sherry Blankenship, Steve Farrell, Kathy Frost.

1978 Karen Woods, Rocky Burke, Linda Fankhanel, Mike McCrum, Karen Perry, Rod Keller, Tim Hurst, Mary Rose Calenback, Jeff Jones, Beth Green, Leroy Hardy, Debbie Whittle.

1979 Greg Cavanaugh, Nancy Plummer, Mike Clanton, Amy Collins, Max Scurlock, Jennifer Austin, Susan Angell, Kyle Cole, June Blocker, Richard Cook, Melanie Angel, Chris Echols.

1980 Rhelda J. Charleville, Joseph Mike Culver, Daniel W. Gibbens, Frank J. Hopson, Paul E. Huntsberger, John C. Meadows, Dawnelle Phillips, Patricia A. Rasmussen, Beth Schlueter, Julia L. Thomas, James Taylor, Diane Watson.

1981 Wesley Burress, Karen Fisher, John Gamble, Mickey Hicks, Don Pisner, Gerald Richardson, Maggie Rodriguez, Tracy Sawyer, Linda Schultze, Janet Somers-Ely, Inda Stagg, Douglas Tenore, Alyce Young.

1982 Robert Benson, Kami D. Bridges, Michelle Cames, Jessica Cross, Melinda Ellis, Steven G. Harren, Jay Heibert, Deborah Kennedy, Daniel T. Kent, Stacy E. Stephens, Jerry Watson, Jay Zientea.

1983 Chris Greathouse, Kimberly B. Hanna, Daniel Kershner, Paige A. Lueking, Julie A. Pate, Laura Pittiola, Michael Scott, Lisa Stone, Teddie Steele, Anthony W. Tuso, Kelly Walker, David Worley.

1984 Terri Louise Fish, Patsy Haenelt, Renee M. Lubianski, Jack Kenner, Monty McCarver, Debbie Martin, Bill Nosek, Kimberly Picket, Kevin Smith, Richard E. Spoon, Sharon Terrell, Fred Thomas, Dickie Wrightsil.

1985 Gayla J. Bryant, David Bustillos, Lance M. Camngton, Ginnie B. Hodges, Daniel Kershner, Steven C. King, John P. Marek, Mary Jane Patch, Rob Patterson, Tina J. Ricks, Margaret S. Rubey, Kelly D. Smith, Brian C. Zody.

1986 Bret Baldwin, Phyllis A. Clark, Carmen M. Cordes, David T. Dandeneau, W. James Guthrie, Teresa M. Gulbranson, Andrew J. Osbourne, Kimberly J. Pfeifer, Michael F. Reiland, Kelly K. Sawyer, Grady Leroy Smith III.

1987 Stormy Hayes, Scott Janke, Niki Kan, Kathy Livingston, Andy Mullahy, Brit Owen, Scott Podsednik,

Jennifer Ray, Tem Roberts, Judy Sandlin, David Stephenson, Steve Sulgrove.

1988 Sean Anderson, Jay Barksdale, Deborah Chesney, Jacklyn Couture, A. Stan Ege, Tonya Ellis, Jane Gribbon, Andrew Haas, Joey Janer, Lisa Lorenz, Dianne Schmitz, David Springer.

1989 Christopher Barry, Bronchae Brown, Janie Davidson, Susan Hardwick, Christopher Kenney, Bradley Manning, Michele Norman, Karina Pedregon, Gretchen Shaw, Clint Swindall, Joy Tumbow, Denise Ward.

1990 William Brett Ashworth, Dana Renee Barao, Randal Degner, Paula Suzanne Brieger, Justin Russell Hughes, Shannon Lind, Devin Perkins, Ginger Rabe, Brett Eric Schulle, Scott Kirkland Vrana, Lisa Ann Whiteside.

1991 Jennifer Lynn Danton, James Scott Freeman, Jackie Gowler, Heather Aileen Hannon, Stephen Ison, Dennis Wayne Jackson. Scott Joseph Maurice, Leah Catherine Ray, Ruben Diaz Rocha, Alma Leticia Ramirez, Anthony Frederick Sullivan, Shelli Lyn Vititow.

1992 Scott Keith Anderson, Don Cole, Roy Patrick Galan, LeaAnn Hmcir, Robbie Hunter, Melissa Kay Justice, Brent Moore, Jennifer Lee O'Brien, Kelley Parker, David Sochia, Stacy Flannell Turner, Laurel Ann Wood.

1993 Shannon Blumer, James L. Chandler, Sean Davis, Mary Elizabeth Evans, Patrick L. Gabriel, Leslie Christine Grogan, Jaime Renee Hancock, Timothy Russell Hayden, Thomas Joseph Konitzer Jr., Jody Ray Reven, Susan Janet Summers, Kristin Wiley.

1994 Reagan McKinley Ellmer, Illya Hicks, Carolyn Kenck, Nicole Ashley LeeMaster, Alicia Claire Livesay, John Ward McAllister, Steven Lane McCollough, Martha Ann Mendez, Ashley Perkins, Steven Ray Tanguma, Danny L. Vess, Lee Weber.

1995 Heidi L. Brown, Mark Edward Doggett, Raabe Alexa Durham, Donald K. Hall, Heather Marie Egntuk, Jeffery Arthur Harbers, Malia Mae Henson, Ray C. Hernandez, Jeramy Lea McClanahan, Clayton Pulver, Suzanne Marie O'Donnell, Brad Young.

1996 Adriana Aparicio, Brian Carson, Angela Cervantes, Dalinda Dupree, Ethan Jones, Keithon Kerley, George Kumpe, Amy Murrell, Ben Plotz, Angela Redfem, Anthony Rosales, Tiffany Tull.



1997 Ashley Brooke Berry, Shayler Bradley, Tim Dowden, Jeffrey Harmon, Trent McGinty, Melissa McGuire, Raul Nava Jr., Stefani Patch, Jess French Still, Mary Elizabeth Turner, Demetric "Pop" Wells, Hope Young.

1998 Richard Adams, Chad Barksdale, Sarajane Daily, Christopher Harvey, Alexander Hernandez, Jennifer Matthews, Jody Powell, **Maribel** Ramon, Audrey Reyna, Daniel Telles, Stephanie Watson, Kristin Wotipka.

### ***Pedagog Editors***

1904	William Dyer Moore.
1905	Rudolph <b>Leopold</b> Biese.
1906	Dove Davis.
1907	Walter Humphrey Butler.
1908	O. R. Hewett.
1909	H. A. Nelson.
1910	Mabel Cummings.
1911	A. A. Scott.
1912	Naomi Gibson.
1913	C. F. <b>Hartman</b> .
1914	J. C. R. Sanders.
1915	Hattie Johnson.
1916	<b>A. W.</b> Swinebroad.
1917	R. E. Garlin.
1918	W. I. <b>Woodson</b> Jr.
1919	L. C. McDonald.
1920	<b>Allie Myrrl</b> Birdwell.
1921	Hugo Bachle.
1922	Alvin Briesemeister.
1923	Fay Hams.
1924	Mary Edith Taylor.
1925	Dona Lunsford.
1926	<b>Lela</b> Stulting.
1927	Janie Enez.
1928	Mary Frances <b>DuBose</b> .
1929	Louise Taylor.
1930	Ella <b>Sorelie</b> .
1931	Agnes <b>McClain</b> .
1932	Eleanor Parke.
1933	Johnibel Spencer.
1934	Cleo Stewart.
1935	Leila Frances Coons.
1936	Goldie Purcell.
1937	<b>Ruthie</b> Klingeman, Pauline Purcell.
1938	Esther Peterson.
1939	Crystal Carnes.
1940	Ruth Rouse.
1941	<b>Bettie</b> Jean Dobbins.
1942	Charlotte <b>Rugel</b> .

1943	Clementine <b>Faseler</b> .
1944	Myrtle <b>McGee</b> .
1945	Marguerite <b>Strube</b> .
1946	Mary Flowers.
1947	Jo Beth Janeck.
1948	Ralph Simmang.
1949	Carolyn Meadows.
1950	Gene Cutshall.
1951	Red Jurecka.
1952	Red Jurecka.
1953	<b>Bettie</b> Dickens.
1954	Ima Beth <b>Dorrell</b> .
1955	<b>Jerry Pape</b> .
1956	Mary Ellen Peace.
1957	Bobbie Lois Jenkins.
1958	Laquita Jenkins (Kennedy).
1959	Jane Henderson, Jeannie Stoup.
1960	Jeannie Stoup.
1961	Jeff <b>Daley</b> .
1962	Peggy Lee.
1963	Judi Stokes.
1964	Charles Hughes.
1965	Sharon Russell.
1966	Shelia Moore.
1967	<b>LaRoss</b> Shepard.
1968	Susan Wellnicki (Komandosky).
1969	Kathy Griffin.
1970	Susan Toudouze.
1971	Susan Toudouze.
1972	Teresa <b>Schwartz</b> .
1973	Ray Westbrook.
1974	<b>Bebe</b> Pierce, Wayne Peterson.
1975	Wayne Peterson.
1984	Debbie Kern, Lisa Schweers.
1985	Lisa Schweers.
1986	Rana K. Williamson.
1986-87	Doris L. Addison.
1987-88	Beverly K. Atkins.
1988-89	Beverly K. Atkins.
1989-90	Lisa Selucky.
1990-91	Anita Tatum.
1991-92	Christy Vincent.
1992-93	Christy Vincent.
1993-94	Emily Meachen.
1994-95	Emily Meachen.
1995-96	Neal Cornett.
1996-97	Neal Cornett.
1997-98	Neal Cornett.
1998-99	Reeba Varghese.

*Star* Editors

1911 (spring)	T. H. Leslie.	1943 (summer)	Gertrude Smith.
1911 (summer)	Rush B. Smith.	1943–44	James Rogers.
1911–12	O. B. King.	<b>1944–45</b>	Jean <b>Dugat</b> .
1912–13	Ellis M. Barnett.	<b>1945–46</b>	<b>Bobbye</b> Jo Rosenberg.
1913–14	Harris S. Smith.	1946 (summer)	Sam Boenig.
1914–15	G. B. Warren.	<b>1946–47</b>	Jim Lane.
1915–16	Harris S. Smith.	1947 (summer)	W. W. Rew II.
1916–17	Roger H. Porter.	1947–48	Dick Henderson.
1917–18	(not published).	1948 (summer)	Eddie <b>Driskill</b> .
1918–19	T. L. Barnhouse.	<b>1948–49</b>	Cole Smith.
1919–20	Ralph J. Watkins and J. B. McBryde.	1949–50	Raymond <b>Orr</b> and Jack Frazier.
1920 (summer)	O. C. Rode.	1950 (summer)	Loretta Shields.
1920–21	Ben Baines and Kathryn Sheehan.	1950–51	Gene <b>Cutshall</b> and Loretta Shields.
1921 (summer)	D. J. Wible.	1951 (summer)	L. F. "Red Jurecka.
1921–22	Ben Baines.	1951–52	Pat <b>Conway</b> , Mary Lee Spring, and Bernice Weiser.
1922–23	Henry Pochmann.	1952–53	Bernice Weiser and Mary Lee Spring.
1923–24	Herschel <b>Hopson</b> and Yancy Yarborough.	1953 (summer)	Bette Lee Stephens.
1924–25	Emmett Shelton.	1953–54	Jerry Pape.
1925–26	<b>Wayman Boggus</b> .	1954 (summer)	Bette Lee Stephens.
1926 (summer)	Carroll Fraker.	1954–55	Rubina Fischer.
<b>1926–27</b>	George <b>Bugby</b> and Frank Vance.	1955 (summer)	Mary Ellen Peace.
1927–28	Manton Ellis.	1955–56	Wilma <b>Baldwin</b> .
1928 (summer)	Lyndon Baines Johnson.	1956 (summer)	Elmer Whiddon Jr.
1928–29	Walter McKinney.	<b>1956–57</b>	Ralph <b>Parr</b> .
1929 (summer)	Lyndon Baines Johnson.	1957 (summer)	Kyle Griffin.
1929–30	Mylton Kennedy.	1957–58	Imogene <b>Burnett</b> .
1930–31	Osler Dunn.	1958 (summer)	Mrs. Neil Sutherland.
1831–32	Sidney Cox.	1958–59	Jody Corns Goulven.
1932 (summer)	Roy L. Smith.	1959 (summer)	Ima Gene Bouldin and Ann <b>Heinen</b> .
1932–33	Roy McWilliams.	1959–60	Harlan Woods.
1933 (summer)	Harvey Yoe.	1960 (summer)	Gary Stone.
1933–34	John Brandstetter.	1960–61	Ken Armke.
1934–35	Brooks Holt.	1961 62	Jimmy Kercheville.
1935 (summer)	<b>Truett</b> Chance.	1962–63	Charles Hughes.
1935–36	H. Welborn Dunlop.	1963–64	Mary Hale (Etheredge).
1936 (summer)	Wilbur <b>Hopson</b> .	1964–65	Edmond Komandosky.
<b>1936–37</b>	Walter Richter.	<b>1965–66</b>	Ray Evans and Edmond Komandosky.
1937 (summer)	Mary Kessler.	1966–67	Porter Sparkman.
1937–38	Roy Willbern.	1967–68	Jan Albrecht.
1938 (summer)	Myrtle Sturges.	<b>1968–69</b>	Terry Collier.
1938–39	Russell Watson Jr.	1969–70	Steve Blackmon and David Bradford.
1939 (summer)	R. H. Kidwell.	<b>1970–71</b>	Jane (Howard) Tollette and Darla Jean Ogg.
1939–40	George Taylor.	1971–72	Linda Burton, Don Flores.
1940 (summer)	Elizabeth Browner.	1972–73	Peggy <b>Pell</b> and Barbara Ledoux.
1940–41	Wesley Knappe.	1973–74	Bill Slaughter and Jim Witt.
1941 (summer)	J. G. Striplin.	1974–75	Ron Strait and David Birdwell.
1941–42	Bill Bates.	1975–76	Rhonda Black and Larry Robbins.
1942 (summer)	Jack Wright.	<b>1976–77</b>	Janna Gower and Polly Ross.
1941–43	Otha Grisham.	1977 (spring)	Polly Ross.

1977 (fall)	Bobby Haenel.	1952-53	Sonny Nichols.
1978 (spring)	Bruce Gaultney.	1953-54	Fred Frati.
1978 (summer)	Kathie Banta.	1954-55	Arthur Smith.
1978 (fall)	Kathie Banta.	1955-56	Jim Walls.
1979 (spring)	Dale Rankin.	1956-57	Chester Hunt.
1979 (fall)	Pat Hammond.	1957-58	<b>Hilary Doran Jr.</b>
1980 (spring)	Lorraine Streckfus.	1958-59	Richard Williams.
1980 (fall)	Keith Oakley.	<b>1959-60</b>	Joan Krenek.
1981 (spring)	David Munger.	<b>1960-61</b>	Eddie Parsley.
1981 (fall)	George Macias.	1961-62	David Cook.
1982 (spring)	Melody Allen Keim.	1962-63	Mills Cox.
1982 (fall)	Melody Allen Keim.	<b>1963-64</b>	Randy Tomblin.
1983 (spring)	Carol Mouche.	<b>1964-65</b>	Randy Tomblin.
1983 (summer)	Linda King.	<b>1965-66</b>	<b>Kelly Frels.</b>
1983-84	Laura Glenewinkel.	1966-67	Homer Bludau.
1984 (summer)	Bert Henry and Jennifer McIlrath.	1968-69	David Bosworth.
1984-85	Laura Glenewinkel.	1969-70	Bill Wright.
1985 (summer)	Karla S. Ware.	1970 (fall)	Al Celaya.
1985 (fall)	Tracy Rees.	1971 (spring)	Nicki Stallman.
1986 (spring)	Linda Freeman.	1971-72	Dave Horton.
1986-87 (s/f/sp)	Tom Milligan.	1972-73	Dave Horton.
1987 (summer)	Tim Soefje.	1973-74	Carol Muhl.
1987-88	Sara Finehout.	1974-75	Don King.
1988 (fall)	Jerry Clark.	1975-76	Dayton Cole.
1989 (spring)	Danette T. Knopp.	1976-77	Tom Kowalski.
1989-90	Lee Trigg.	1977-78	Rocky Burke.
1990-91	Debbie Hiott.	1978-79	Bert Christianson.
1991 (fall)	Debbie Hiott.	<b>1979-80</b>	Roy Battles.
1992 (spring)	Debi Spencer.	1980-81	Jody Martin.
1992 (summer)	John Hunt.	<b>1980-81</b>	Karen Jones.
1992 (summer)	John Hunt and Betsy Dowling.	<b>1982-83</b>	Mike Chapman.
1992 (fall)	Betsy Dowling.	<b>1983-84</b>	Mike Chapman.
1993 (spring)	Monique Moore.	1984-85	J. Fred Thomas.
1993-94 (s/f/sp)	Sam Lawrence.	1986-87	John Munoz.
1994 (fall/sum)	Mark Bruce.	<b>1987-88</b>	<b>Penny McBride.</b>
1994-95 (f/sp)	Kym Klass.	1988-89	Lee Brandt.
1995 (summer)	J. Stewart Driscoll.	1989-90	Clint Swindall.
1995-96 (f/sp)	Jennifer Trevathan.	1990-91	John Demarre.
1996-97 (s/f/sp)	Pat Ramsey.	1991-92	Jennifer Barnes.
1997 (summer)	C. J. Hart.	1992-93	Justin Butts.
1997-98 (f/sp)	Kelli Walker.	1993-94	<b>Gini Linnabery.</b>
1998 (summer)	Misty Davis.	1994-95	Cecilia Miller.
1998-99 (Vsp)	Veronica B. Garcia.	1995-96	Brad Nations.
		<b>1996-97</b>	Brad Bailey.
		1997-98	Lance Moore.
		1998-99	Anne-Marie <b>Laustsen.</b>
Student Body Presidents			
This list represents student body presidents of record.			
1950-1998.			
1949-50	Alonzo Harmon.		
1950-51	Trent Cheyney.		
1951-52	Tommy Hollon.		

Distinguished Alumnus Award Recipients  
(\*deceased)

- 1959 Lyndon B. Johnson,\* 1930, thirty-sixth president of the United States.
- 1963 Mamie Brown,\* 1919, first **SWT** bachelor's degree recipient.
- 1965 Jesse C. **Kellam**,\* 1923 President Johnson) friend; business associate.
- 1966 Roy J. Beard Jr.,\* 1913, owner of Star Engraving Company; Beard Art Foundation founder.
- 1967 Can P. Collins,\* 1909, founder of Fidelity Union Life; Can P. Collins Foundation.
- Willard **Deason**,\* 1930, owner KVET Radio; Interstate Commerce Commission.
- Robert Montgomery,\* 1913, renowned Economics professor, UT-Austin.
- 1969 Walter Richter, 1938, former Texas state senator; **SWT** Journalism faculty.
- 1970 Farley Peebles, 1946, commander, **Bergstrom** Air Force Base.
- 1972 Raymond **Cavness**,\* 1925, educator; higher education proponent.
- Milton **Jowers**,\* 1935, legendary **SWT** coach, 1946–72.
- J. R. "Bob" Thornton,\* 1934, president of State Bank and Trust; San **Marcos** civic leader.
- 1973 Fred W. **Adams**,\* 1912, son of founder and head of Adams Extract Company; founder of the **University Star**
- Harper H. Bass,\* 1935, educator; businessman.
- Jack Edwards,\* 1943, dentist; educator.
- John G. Flowers,\* 1913, educator, third president of **SWT**, 1942–1964.

- 1974 C. E. "Curley" Doyle,\* 1931 and 1940, educator, Beaumont, Texas; **SWT** Foundation chair, 1973.
- Bertha **Leifeste**,\* 1930, professor of education, University of Michigan.
- Joseph T. Roberts,\* 1929, heart specialist; educator.
- Bryan **Wildenthal**,\* 1925, former president, Angela State and **Sul** Ross.
- 1975 John Dailey, 1936, psychologist; author.
- Debs **Hensley**, 1941, director, U. S. Postal Service; rancher.
- Henry "Pete" **Shands**,\* 1924, head basketball coach, University of North Texas.
- 1976 Lewis **Gilcrease**, 1953 and 1955, prominent local dentist.
- Sidney C. Hughes,\* 1939, accountant; former U.S. General Services Administration area manager.
- Jerry L. Moore, 1948 and 1951, prominent local insurance executive; former educator.
- Henry **Pochmann**,\* 1923, English professor, University of Wisconsin; author.
- 1977 Joe **Frazier** Brown,\* 1938, judge, Texas Supreme Court.
- Claude H. **Kellam**,\* 1924, educator; assistant superintendent of San Antonio **ISD**.
- Leslie C. McDonald,\* 1921, educator, Houston **ISD**.
- 1978 Emory D. **Bellard**, 1949, legendary Texas **A&M** football coach.
- Leon Kelly **Frels**, 1966, attorney.
- 1979 R. H. **Bing**,\* 1935, Mathematics professor, UT-Austin.



	James A. Littleton, 1949. educator; athletic coordinator.		Vann M. Kennedy, 1925, broadcast executive. George Strait. 1979, country music entertainer.
	Yancy P. Yarbrough,* 1924, educator; principal, San Marcos High School, thirty years.	1987	Gerald W. Hill, 1970, former state representative; SWT vice president for university advancement.
1980	William L. Deck,* 1939 and 1940, professor of Industrial Arts, SWT.		W. C. Perry,* 1938, dean of students; vice president for student affairs. Baylor University; former TSUS Regent.
	John "Abe" Houston, 1934 and 1942, educator; City of Waco, first personnel director.		Roy Willbern, 1938, 1942, 1987, founder of San Jacinto Savings Association; attorney.
	Thomas Rivera,* 1958 and 1964, chancellor, University of California; educator; author.	1988	Powers Boothe, 1970, Emmy-winning actor.
1981	J. H. U. Brown, 1939. professor of Biology, University of Houston; cancer researcher; author.		York Willbern, 1934, professor of Political Science, Indiana University.
	Ella SoRelle Porter,* 1930, educator; first woman assistant superintendent for Houston ISD.	1989	Emmett Shelton Sr.. 1925. attorney; poet.
	Don Rains, 1966, former state representative; San Marcos businessman.		William C. Newberry, 1953, educator; author; lecturer.
1982	Wallace D. Dockall, 1948 and 1949, executive director, Texas Educational Foundation, retired.		Barry Andrews, 1969, president, Andrews Distribution Company; businessman.
	Roy F Mitte, 1953 and 1956, founder, Financial Industries Corp.; JoAnn Cole and Roy F Mitte Foundation.	1990	J. Edwin Smith, 1933, attorney.
	Russell G. Vliet,* 1952, poet; novelist		Clovis Barker, 1958, prominent local banker; community leader.
1983	L. Joe Berry, 1930, microbiology professor. UT-Austin.		Jack L. Martin, 1973. founder. Public Strategies, Inc.
1983	Sadie Ray Powell,* 1943, elementary school educator.	1991	Esther Broome. 1929 and 1943. professor/coordinator, textile research, Texas Woman's University.
	John Mack Prescott, 1941, dean. College of Science. Texas A&M.		Thomas Carter, 1974, Emmy-winning producer; movie and television director.
1984	Burnard S. Biggs,* 1927. organic chemist; author; lecturer.		Charles H. Farmer, 1963, professor, University of Tulsa; author; stealth bomber designer.
1985	William "Henry" Norris,* 1940, dean, School of Science; vice president for academic affairs; Biology professor. SWT.		George J. Garza Sr.,* 1934 and 1940, advisor, U.S. Department of State; president of LULAC.
1986	Richard B. Henderson, 1949, professor of Political Science, SWT.		Marvin O. Teague,* 1954 and 1957. judge. Texas Court of Criminal Appeals.

	Larry Wright, 1956 and 1961, former vice president/director of operations, Dow Chemical, USA.	1995	Charles Austin, 1991, Olympic gold medalist, high jump, 1996.
1992	Ponce "Heloise" Cruse Evans, 1974, syndicated columnist; author.		Bill Krueger, 1957 and 1961, Clear Lake High School basketball coach with most wins in the United States.
	Jimmy Pappas, 1956, vice admiral, United States Navy, retired.		Richard Phillips, Jr, 1965, vice president research and development, Carbomedics, Inc.
	Chelcie Ross, 1964, actor.		John Sharp, 1976, state of Texas comptroller.
	Robert "Skip" Rutherford, 1961, U.S. Air Force vice commander in chief; commander Pacific Air Forces; retired.		Barbara Guinn Tidwell, 1962, director/choreographer of SWT Strutters, retired.
	Roy L. Swift,* 1932, author.	1996	J. Randal Tomblin, 1965, president, Cedar Chemical Corporation.
	Lawrence E. Tilton, 1957, president, Consumer Health Products, American Cyanamid, Lederle, retired.		Fred Wagner. 1962, president/founder of BioNebraska, Inc.
1993	Marcellus W. Alexander Jr., 1973, CBS Television affiliate manager.	1997	Mary Agnes Taylor, 1940, SWT English professor; children's literature author.
	Benjamin P. Dailey, 1938, Chemistry professor, Columbia University.		Richard <b>Castro</b> , 1970, prominent El Paso businessman.
	Dionicio "Don" Flores, 1973, president/publisher, El Paso Times.		Teresa Ross <b>LeClercq</b> , 1969 and 1970, senior lecturer; writing specialist, UT-Austin.
	Allen V. <b>Kneese</b> , 1951, senior fellow, professor, Quality of Environment Division, University of New Mexico.		Eugene Lee, 1974, actor; producer; playwright
	Clyde E. Willbern, 1940, manager of administration, Getty Oil.	1998	Judy S. Bishop, 1963 and 1993, recipient of the U.S. President's Award for Excellence in Math and Science Teaching.
	C. Ivan Wilson, 1952, banking and finance.		Jesse C. <b>Luxton</b> , 1966, retired president and CEO of National Picture and Frame Company.
1994	Rosalyn Baker, 1956, Hawaii state senator.		Joann Cole Mitte, 1953, philanthropist.
	Charles Barsotti, 1955, cartoonist; author.		Dr. Roger J. Spiller, 1969, editor and military history specialist.
	John Roberts, 1967, CEO of Anheuser-Busch Entertainment Corporation.		
	Tino Villanueva, 1969, poet; Spanish professor, Boston University.		

# Minnie Stevens Piper Professors

1963	Dr. Emmie Craddock,* professor of History
1968	Dr. Robert A. Galvan, professor of Spanish.
1971	Dr. Thomas A. Brasher,* professor of English.
1975	Dr. Daniel E. Farlow,* associate professor of Political Science.
1976	Dr. Clarence C. Schultz, professor of Sociology
1979	Dr. Henrietta H. Avent,* professor of Health and Physical Education.
1982	Dr. Robert Walts,* professor of English.
1988	Dr. Beverly Chiodo, professor of Management and Marketing.
1993	Dr. Barbara Hatcher, professor of Curriculum and Instruction.

\*Deceased

## Recipients of Presidential Awards for Excellence in Teaching

1983	Dr. Mary W. Olson, Education. Dr. Dona B. Reeves, Modern Languages.
1984	Dr. Dorthea Hudelson, Education. Dr. Harvey Ginsburg, Psychology.
1985	Dr. Steven R. Furney, Health, Physical Education, and Recreation. Dr. Clarence C. Schultz Jr., Sociology.
1986	Dr. Kenneth J. Winkle, History. Dr. Robert A. Northcutt, Mathematics.
1987	Dr. Barbara C. Szekely, Psychology. Dr. Everette Swinney, History.
1988	Dr. Leah Shopkow, History. Dr. Charles H. Pascoe, Theatre Arts.
1989	Dr. Susan Day, Sociology Dr. Beverly Chiodo, CIS and Administrative Sciences.

1990	Dr. Bruce Renfro, Journalism. Dr. Barbara Hatcher, Curriculum and Instruction.
1991	Dr. Michael Nowicki, Health Administration. Dr. Mary Ann Stutts, Management and Marketing.
1992	Dr. Christopher J. Frost, Psychology Dr. James D. Bell, CIS and Administrative Sciences.
1993	Dr. Gregory A. Andrews, History Dr. Robert J. Olney, CIS and Administrative Sciences.
1994	Dr. Paula S. Williamson, Biology. Dr. M. Lee Williams, Speech Communication.
1995	Dr. Timothy L. Hulsey, Psychology. Dr. Byron Augustin, Geography and Planning.
1996	Dr. Eugene Bourgeois, History. Dr. Brock Brown, Geography and Planning.
1997	Ms. F. Joleene Snider, History. Dr. Cathy Fleuriet, Speech Communication.
1998	Dr. David Lemke, Biology. Dr. Gary Rice, Mass Communication.

## Recipients of Presidential Awards for Excellence in Scholarly and Creative Activities (Called Presidential Awards for Excellence in Research until 1990)

1984	Dr. Patrick E. Cassidy, Chemistry.
1985	Dr. Dennis J. Dunn, History.
1986	Dr. Edward Schneider, Biology.
1987	Dr. John W. Fitch III, Chemistry.
1988	Dr. Joseph Koke, Biology.
1989	Dr. Lydia Blanchard, English.
1990	Dr. Nancy F. Chavkin, Social Work. Dr. John Davis, Psychology.
1991	Dr. Ronald B. Walter, Biology. Dr. Sharon Ugalde, Modern Languages.

- 1992 Dr. Paul Kens, Political Science.  
Dr. James D. Irvin, Chemistry.
- 1993 Dr. Xing-deJia, Mathematics.  
Dr. Robert Gorman, Political Science.
- 1994 Dr. LeAnne Smith Stedman, Health, Physical  
Education, and Recreation.  
Dr. Arch R. Mallard, Allied Health Sciences.
- 1995 Dr. Joseph Yick, History  
Dr. Adah Toland Mosello, Music.
- 1996 Dr. Jesus Francisco de la Teja, History.  
Dr. Steven A. Beebe, Speech Communication.
- 1997 Dr. Claudia Nelson, English.  
Dr. Ronald Walter, Biology.
- 1998 Dr. Cecilia Temponi. Management and Marketing.  
Dr. Carl Carrano. Chemistry.
- Presidential Awards for Service  
(Added in 1998)
- 1998 Dr. William Kurtz, Educational Administration  
and Psychological Services.  
  
Mrs. Patsy Pohl, English.
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Regents, Administration, Academic Leadership (1998)

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