

**HISTORY OF JOHN TARLETON AGRICULTURAL COLLEGE**

**THESIS**

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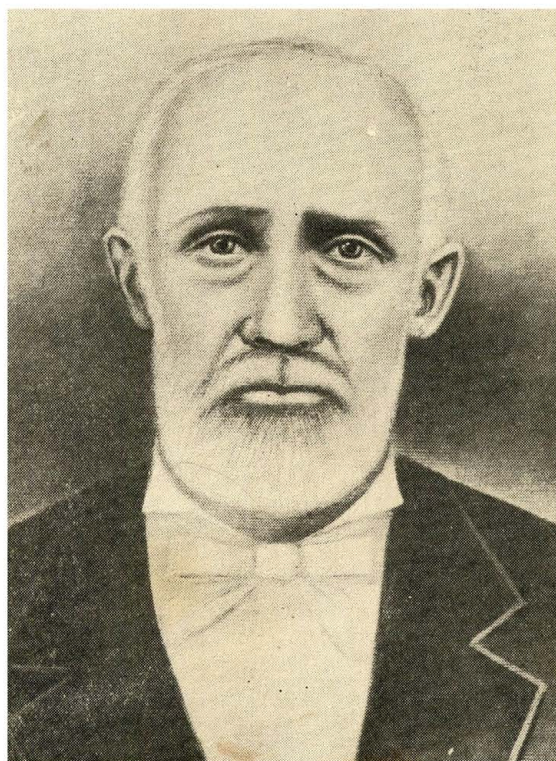
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**JOHN TARLETON**

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# HISTORY OF JOHN TARLETON AGRICULTURAL COLLEGE

## CHAPTER I

### INTRODUCTION

#### The Problem Stated

The problem in this study is to present a brief chronological survey of the progress of John Tarleton Agricultural College from its inception in 1895 up to the year 1940.

#### Why the Problem Was Selected

Popular opinion in west central Texas has recently stressed the desirability and need of raising John Tarleton Agricultural College at Stephenville, Texas, from junior college to senior college rank. There are strong indications that the legislature, within a few years, will authorize senior standing for this institution. Therefore, because of the likelihood that John Tarleton Agricultural College is about to close one important chapter in its existence to open another one of equal importance, it appears that it would be desirable to write the history of that institution up to this time. In this attempt, the writer, being an alumnus of the college, has felt the desire rather than the ability to write such a history, however brief; but believing that Tarleton's record through many vicissitudes of educational progress, is noteworthy, perhaps exemplary, the writer feels it a privilege to record the school's history in thesis form.

### Collection of Data

The materials for this paper have been collected from school bulletins, reports and catalogs; from newspaper articles, and editorials; from personal interviews with administrators and instructors of Tarleton and from unpublished theses and other articles relating to the life of the institution and its founder. Old school records and county abstracts, local and other newspaper files also have been valuable sources of information. The annual reports of the college were inspected, and considerable information was secured from the business manager's annual reports and from several reports by the State Board of Education on matters pertaining to Tarleton.

### Limitations of the Problem

The scope of this paper is confined to a survey of the life of Tarleton from its founding in 1895 to the year 1940. The outstanding achievements and noteworthy events, the expansion of grounds, buildings, and equipment, the changes in administration and status have been briefly noted. No attempt has been made to discuss problems of personnel or administration, or to analyze changing trends in policies and standards, but the writer has confined himself solely to an impersonal recording of data. The method employed has been the collection and arrangement of data and materials into an authentic account of the development of John Tarleton Agricultural College.

## Survey

A brief outline of the development of the college will here be traced to indicate, in general, the progress of the institution.

The history of John Tarleton Agricultural College has been considered by some authorities to begin with the establishment of Stephenville College in 1893 although there is no legal connection between the two. Stephenville College was established under a charter obtained by Senator L. N. Frank from the Secretary of State through the earnest efforts of Judge T. B. King, W. W. Moores, attorney, and H. B. More, editor of The Stephenville Empire. Dr. Marshall McIlhaney of Marble Falls became the first president.<sup>1</sup> The first term opened in the fall of 1893 with an enrollment of one hundred pupils ranging in age from ten to fifty years. There was no departmental organization of work and the subjects taught ranged from primary studies to college work.<sup>2</sup>

By 1895, due to lack of funds, the college had to close its doors and the property was sold at public auction.<sup>3</sup> But the

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1. Cox, James F., former President and Dean, J. T. A. C., Memorial Address, May 1, 1933:

It is my opinion, Dean Davis, that when the history of John Tarleton Agricultural College is written, and such a history should be written at an early date, a prominent part of that history should be the doings of Stephenville College under the McIlhaney's. This effort awoke the town of Stephenville and the county of Erath to the need and value of higher education, and in that way had much to do with causing Tarleton to will his property to Stephenville and Erath County for the purpose of establishing the college.

2. The Stephenville Empire, Feb. 23, 1893.

3. Cresson, Preston Brechenridge, The Development of John Tarleton College, Thesis, Canyon, Texas, June 1938, p. 7.



brief struggle of the little college had enlisted a number of sympathizers, among them a wealthy old ranchman, John Tarleton. He made a will in 1895, bequeathing a fund for founding and maintaining a school of collegiate rank in Stephenville.<sup>4</sup>

Upon his death, which occurred that same year, preparations were begun to carry out the terms of his will. The Stephenville College property, being still intact, afforded a convenient site and building for the project. Higher education in Texas up to the twentieth century was largely a matter of private or denominational enterprise, there being only four state-supported colleges in Texas before 1900; so Tarleton's logical beginning was through individual philanthropy.

Around the turn of the century the junior college as a new type of institution began to emerge into prominence. At this time, along with other private colleges, Tarleton was finding itself unable to compete with state-supported schools. Low enrollments, high tuition rates and other factors compelled Tarleton to make a drastic change, and in 1908 Tarleton became a private junior college, a step in keeping with the nation-wide junior college movement inaugurated in 1902.

But the day of the private college was passing, and education was no longer primarily a matter of private enterprise. Financial troubles continuing and other factors entering into consideration, the next forward step in Tarleton's history was made in 1917 when

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4. George, J. C., "Tarleton's Will", Memorial Service, p. 41.

the college became a state-supported school, as a branch of the Agricultural and Mechanical College of Texas. By this Act of the Thirty-fifth Legislature in regular session that year, Tarleton became a co-educational junior college of agriculture and home economics.

At the present time with increasing emphasis being placed on the attainment of degrees in all professions, and with the growing need for graduate students in nearly all economic fields, colleges of senior rank are at maximum capacity. Popular demand is stressing the desirability of raising John Tarleton Agricultural College to senior ranking and the time for the change seems imminent.

John Tarleton College first began as a private institution and for nearly twenty years remained as such so that it is only fitting that the life of the man who is responsible for its being founded and its early history be studied first. A closer study will be made of the college after it became a state supported school because the policies that govern it now have been developed during that period.

## CHAPTER II

### LIFE OF JOHN TARLETON

#### Introduction

In May, 1928, there was held at John Tarleton Agricultural College in Stephenville, a series of memorial ceremonies in honor of John Tarleton, the first benefactor of the institution. At that time every effort was made to secure, for preservation, accurate records of the original causes leading to the establishment of the college and to obtain all available data regarding its founders.

Records of John Tarleton's life being meagre in specific details, his biography was augmented by a series of interviews with people who had known him personally and by articles dealing with phases of his career, written by people who had gone back to early sources for records of Tarleton's life.

The portrait that has emerged from these findings is that of a remarkable character; a pioneer who rose from poverty and squalor to a position of comparative affluence; a man of little learning who founded a college; a non-sectarian for whom a church was named; and a philanthropist whose name has frequently been linked with that of John Harvard as a benefactor of humanity.

#### Early Life

The first John de Tarleton of whom any record is available, lived in Liverpool, England. A descendant, John Tarleton, came

to America in the latter part of the eighteenth century. After locating in this country the family split over their religious beliefs. Part of the family drifted North and part into Virginia. The late John Tarleton was a descendant of Jeremiah Tarleton, the Protestant.<sup>5</sup>

John was born in White Mountain, Vermont, in 1811. When he was four years of age, his father died and when he was seven he lost his mother. Then John went to live with a spinster aunt in Vermont, and his brother went to an aunt who lived in Virginia. John's aunt seemed to have no sympathy for things that attracted young boys, and her continual corrections caused her young nephew to become very much dissatisfied.<sup>6</sup>

According to a statement made by J. C. George, his lawyer and executor, John Tarleton's aunt had promised the boy an education but all he ever got from her was a series of back-breaking jobs and a continual round of fault finding.<sup>7</sup>

From other confidences disclosed by Lillian Edwards, it is learned that when he was about thirteen years of age, he fled from the presence and home of his aunt and with only a few dollars in his pocket, and all his worldly goods tied up in a home-spun rag, made his way by boat from New England to North Carolina and thence to Knoxville, Tennessee. He stopped in North Carolina, where he cut wood at fifty cents a cord, cut wheat with a cradle

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5. Edwards, Lillian, "Biography of John Tarleton", MEMORIAL SERVICE (Unpublished), p. 47.

6. Ibid.

7. George, J. C., op. cit., p. 35.

at a dollar and fifty cents a day, and worked in other ways at seasonal occupations. According to Miss Edwards, Tarleton received word of his brother's death about this time, and felt that he had no more family ties and would be entirely alone thenceforth.

### Life in Knoxville, Tennessee

The largest mercantile establishment in Knoxville around 1824 was the Cowan and Dickerson dry goods store. Young Tarleton was taken to work on trial and remained there forty-one years. Knoxville in those years was looked upon by New Englanders as the Far West. The country there had been settled by many veterans of the War of 1812. These old soldiers had had issued to them what were called "Bounty Warrants", or certificates of the Federal Government, authorizing the holders thereof to locate on any unsurveyed or unappropriated public domain. There was practically no public domain around Knoxville but there were millions of acres in Arkansas, Missouri, Iowa, Kansas, Southern Illinois, and other states farther west. These lands, to the old soldiers owning certificates, were utterly undesirable, and to the settlers of Knoxville, they were considered prairie desert. Veterans were willing to trade them for almost anything, a pair of boots, a horse collar, trace chains, or a "scooter" plow. Since the bounty warrants were transferable by endorsement, and since Tarleton was in the mercantile business, he soon began to accumulate warrants for thousands of acres of land. On payment of the surveying fees and patent fees, (about fourteen or fifteen dollars), the owner could have patented to him as many acres as the patent called for.

Mr. George relates that Tarleton told him that whenever he had accumulated a number of these certificates he usually waited for the dull season of the year, secured a leave of absence, took his certificates, some food, a blanket, and such supplies as would enable him to camp out at night and tramped into Arkansas, Missouri, Iowa, or Kansas. He would select such sections of lands as he liked and have them surveyed by the District surveyor. He would then have the field notes returned to Washington and in due course would secure a patent. These locations were made in the various states before the Civil War, and having paid taxes on them for a number of years, Tarleton sold them for from two to five dollars an acre when he came to Texas to make his home. Had he kept them, he would have been worth several million dollars at his death, whereas his estate was not worth more than two hundred thousand dollars. As Tarleton had disposed of his lands through correspondence, the best lands naturally went first and only a few small tracts were left for his executor to dispose of.<sup>8</sup>

#### Life in Waco, Texas

In the John Tarleton College Library are patents signed by Governor Edward Clark of Texas in 1861, granting portions of Texas land to Tarleton. These are the Treighen Survey, the Collingsworth Survey, and probably the Alfred Bynum Survey, located in Erath and Palo Pinto Counties. These were purchased by Tarleton at about fifteen cents an acre, according to Lillian Edwards.<sup>9</sup>

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8. Ibid., pp. 35 - 36.

9. Edwards, Lillian, op. cit., p. 48.

In about 1865 Tarleton decided to locate in Texas to look after his land. His monthly salary in the store was \$125. When the final settlement was made the firm could not pay all of its indebtedness to him and Tarleton received the store as compensation, Perez Dickerson remaining as manager. After Mr. Tarleton's death, thirty years later, Mr. George visited Mr. Dickerson and found the old gentleman now nearly a hundred years old, still in charge of the establishment. He was able to confirm much of Mr. George's biographical data on Tarleton.<sup>10</sup>

Miss Edwards states that Tarleton walked from Knoxville to Texas dressed as a tramp. He had all of his money concealed about him, with some of it in the patches of his clothes and a large amount of it in his box-toed shoes. When he arrived in Waco, he inquired about the location of his land, and was told that the country was unsettled. He then established a mercantile store in Waco and made his home there for some time.

In his sixtieth year, he met and married a Mrs. Johnston (initials unknown). At her suggestion they signed a marriage contract, in accordance with which there would be no liability on either for the other's property indebtedness and no division of property in case of separation.<sup>11</sup> His wife was worth about thirty thousand dollars and believed herself to be in better circumstances than he. When tax-paying time came and she found

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10. George, J. C., op. cit., p. 36.

11. Edwards, Lillian, op. cit., p. 49.

he owned not only the store of which she had known but a large number of acres of land of which she had not known, she tried to get him to divide with her. He did not agree to this and within a year after their marriage his wife had gone. She sued him for divorce in St. Louis and put a notice in a St. Louis paper to that effect. One of Tarleton's friends told him of the citation and he hurried to St. Louis, arriving unexpectedly at the trial. The divorce went through but Tarleton retained all his property.<sup>12</sup>

This instance of perfidy was followed by another when one of Tarleton's employees tried to poison him with some berries in order to escape with cash from his store.<sup>13</sup> From these, and other experiences, it is not to be wondered that Mr. George, in his reminiscences, recalls his employer as being suspicious of people in general and distrustful of them until some occasion inspired his confidence.

#### Characteristics of John Tarleton

Mr. George, who, perhaps, knew him best, says of him:

From what I have related of Mr. Tarleton's life, gathered, as I have stated, from my association with him, as well as from direct statements from him, it will be observed that he had practically no schooling, with very little or no opportunity to go to school. However, he was not an ignorant man. He was quite well informed, and a very capable business man. He was very economical; he was eccentric; he was peculiar; he was strictly honest. He was very reticent and timid, rather small in stature, about five feet eight inches tall, I judge, and probably weighed one hundred and

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12. Ibid.

13. Ibid., pp. 49-50.



thirty pounds. He had rather a striking head and face, as will be observed from his pictures, which you have doubtless seen. In his old age, that is, during the years that I knew him, he was more or less suspicious of people generally. He made up his mind slowly, and was as slow to change it. He rather mistrusted people until he knew them long enough, or until something occurred to inspire confidence.<sup>14</sup>

Despite his rather small stature, he was a healthy individual. He seldom took medicine, and rarely had a bad cold. He was never ill except at the time he was poisoned and when he took to his death bed. He never used any form of intoxicating liquor, and his strongest drink was coffee. Because Mr. Tarleton was economical, and because he did not wish to place himself above his associates, he dressed no better than his hired man.<sup>15</sup>

Mr. Tarleton was peculiar about money matters. He often carried money on his person, generally in two rolls. He always paid his hired hands in cash. He never wrote a check to an individual but would go to the bank after the money when he needed it. He always kept a large amount of money on hand, sometimes having as much as a thousand dollars or more in his trunk. He counted his money each night before retiring. Tarleton was strictly honest. Every time a hired hand had to take a dinner away from the ranch, he made sure that the meal was paid for.<sup>16</sup>

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14. George, J. C., op. cit., p. 40.

15. Edwards, Lillian, op. cit., p. 50.

16. Ibid., p. 51.

Mr. Tarleton was a great lover of children and did many little things to please them. He wanted all the boys and girls he came in contact with to have a better chance in life than his had been. This gentle old man was always giving children little things that every small child would be proud to possess. He was considerate not only of children but also of older people, and he never went to town and returned without bringing something for those with whom he lived.<sup>17</sup>

Although he was not a member of any church, he was a religious man; he was never heard to take God's name in vain, and he contributed freely to all churches. Often he would shake hands with the preacher to leave a five dollar bill in his hand. As long as he lived, he paid his part of the church expenses to the steward as regularly as the quarters passed. In 1880 when he first had his land surveyed in Palo Pinte County, he deeded to the Methodist people of his community three acres of land for a church lot. In 1900 the Methodist Church agreed to build a church house in this community. The three acres were not in a suitable place for the church, so the land reserved was sold, and the proceeds went back to the Tarleton estate. Mr. J. C. George did not know the name of the church when the deed was made, so he wrote "Tarleton" in the deed. Then the church, although not a final beneficiary in this particular deal, changed its name to the "Tarleton Church" in remembrance of the donor's many kindnesses and charitable deeds. The cemetery is located

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17. Ibid., p. 52.

on this plot of ground and both the church and cemetery are now just outside of Mr. J. T. White's farm, the original headquarters of the Tarleton Ranch in Palo Pinto County.

Johr Tarleton was a believer in education. He continued to read long after his days in the school room were over, and always went after his paper every other day. He believed in educational institutions to the extent that every time he was called upon to help pay the expenses of a subscription school, he would pay for five or six students. In case the ones he subscribed for did not have the necessary clothing to keep them warm, he made sure that garments were provided. Often a school would have had to close early if Johr Tarleton had not contributed the greater part of the funds needed to carry the term to completion.

Many people who thought he was a miser could not see why he refused himself many comforts of life that even poor people enjoyed. One cold, sleeting day Mr. Williams came upon Johr Tarleton, who was sitting on a stump outdoors. He said to him, "You have enough money to take care of you; why are you out here in the cold?" Mr. Tarleton replied that he was accustomed to the hardships and did not mind them.<sup>18</sup>

The secret of the whole life of Johr Tarleton lies in his aim; he had a goal set which he worked hard to reach. His aim was to help poor boys and girls so they would not have to face as many difficulties as he had. No plea or persuasion would

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18. Ibid., p. 53.

induce him to cease to work toward his goal. Dr. Bizzell praised this worthy aim in his memorial address in Stephenville in 1928. He said.

Johr Tarleton was one of the few that has perpetuated his name by philanthropic deeds. This man lived his life in this western country under the same adversities as other pioneers. That he should have died and left his estate to establish a college is one of the remarkable facts of our pioneer history.

Johr Tarleton was not a man of learning. There was little to suggest the benefits of education in his environment. But, like many of the early settlers, he wanted those who followed him to be better prepared to meet the issues of life than he had been. It was his high purpose to establish a college where the sons of toil might share equally in our intellectual heritage with the more fortunate.<sup>19</sup>

#### An Important Incident

In the following incident in Tarleton's life, which occurred about 1895 shortly before his death, there developed the circumstances which led to the founding of Johr Tarleton College and location of the school at Stephenville. The facts are related by his executor, Mr. George:

Years ago he (Tarleton) had in his mind the idea of conveying his property by will to some literary institution. . . . As before stated, when this question of his will came up, he had an earlier will. The court records of Erath County will disclose the date of the matter I refer to, which was the prosecution of Mr. Tarleton for a petty offense, which I am inclined to think was several months before I wrote his will in May, 1895. Mr. Tarleton had a large herd of cattle. In those days the country was unfenced, and he was herding these cattle, or having them herded, near the premises of a farmer who lived in that section

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19. Bizzell, W. B., "The Fruits of the Pioneer Spirit", Memorial Service, p. 14.

of the country. We had on the statute books in those days what was known as an "Anti-herd Law", which was a penal law preventing the herding of droves of cattle nearer than a certain distance from a private residence. Mr. Tarleton's hands, in working with his herd of cattle, had brought them too near this farmer, and he proceeded to file a number of complaints against Mr. Tarleton in the Justice's Court at Morgan Mill, Texas. Of course, the penalty for such infraction of the law was a mere bagatelle, but I think there must have been some fifteen or twenty of the cases. The old records at Stephenville will show. This alarmed Mr. Tarleton very much, since he over-estimated the importance of the suit and looked upon it as a very serious matter, while in fact it was trivial.

Shortly prior to this incident, I had been trying some cases at Palo Pinto, and Mr. Williams, Mr. Tarleton's foreman, had attended these trials, probably as a witness, or had been at least in some way interested in them, and I had gotten acquainted with him. When Mr. Tarleton was charged with these anti-herd law offenses at Morgan Mill, he of course had to employ a lawyer. For many years prior to this time he had had a lawyer from Weatherford, a Mr. Cureton, who was a very capable lawyer, but inasmuch as the cases in question were in Erath County,.....Mr. Williams induced Mr. Tarleton to.....employ our firm, which was then the firm of Martin and George, to defend these Justice Court suits, which Mr. Tarleton finally agreed to do.

Thereupon, they sent for me, and I went to the ranch a day or two before the trial. He paid me the fee charge, and we went to Morgan Mill and tried one of the cases. Mr. Tarleton was convicted, of course, as I had explained he would be under the prevailing conditions in the community, and then we appealed the cases. They were all afterwards defeated and thrown out.

.....From the date of that incident, he at once abandoned further dealing with his attorney in Weatherford, and continuously retained the firm of Martin and George in all legal matters.....After these things, as well as many other legal incidents, were concluded, he finally sent for me one day and stated that he had decided to change his will, and thereupon.....began the discussion of the new will, its objects, purposes, etc.

.....Mr. Tarleton first favored locating the school at Palo Pinto, Texas. I explained to him that that was a small town off the railroad and in a country that was mountainous and adapted to ranches largely, and would probably, therefore, never be a thickly settled country

from an agricultural standpoint. We then discussed Weatherford, and I called his attention to the fact that Weatherford was already supplied with splendid schools, and that a school of the size he could found there with what funds he had (for at that time I was familiar with his holdings) would probably not be very successful in competition with the organizations at Weatherford already established.

Mr. Tarleton then asked me for a suggestion with reference to location, and I of course suggested my own town. He at first opposed Stephenville on the ground that he had had a difference with some Tax Collector of Erath County with reference to some tax matter in which he had been required to pay more than he owed, or to make payment twice, or some such situation, and that he did not like the people down there. He perhaps gave some other objections, but I remember particularly the tax matter. I prevailed on him to abandon the objections, particularly with reference to the Tax Collector, for the reason that the community at large ought not to be held responsible for an error, or an intentional wrong, on the part of one man, even though he might be holding office. Finally he agreed that the objections he had were not well founded, and then he asked me many questions about the country and its character, and what I thought its population, as time went on, would be. I explained that Erath County was a good agricultural county for that part of the State; that it was more or less undeveloped, but that by and by it would be settled by many small farmers; and that as he desired to aid the families of small farmers, Stephenville, as the location of the school for the class of people designated in his will, would be an ideal one. After a few discussions with him about it, and a number of talks with Mr. Williams and his wife on the same question, he decided that was the best thing to do, and thereupon I took pen and ink, and without any books or other counsel than the persons I have mentioned, that is Mr. and Mrs. Williams, Mr. Tarleton, and myself, we produced the instrument that resulted in the founding of your institution, with which instrument you are, of course, familiar.<sup>20</sup>

From this narrative will be seen how Tarleton College was founded. The will was drawn on May 29, 1895. On November 26th of the same year John Tarleton died in Stephenville, Texas.

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20. George, J. C., op. cit., pp. 40 - 44.

### Tarleton's Death

Toward the end of the year 1895, Mr. Tarleton decided to take a trip for his health. Accompanied by Mr. George S. Williams, he went to Galveston. One day when Mr. Williams was away from the hotel, some thieves succeeded in drugging John Tarleton. They took about seven or eight hundred dollars off his person, carried him out to the edge of town, and left him at a second-class hotel. They paid his lodging for a day and night and then made their escape. When Mr. Williams found him he was still under the influence of the drug.

Another significant event of this visit to Galveston was the fact that Mr. Williams persuaded Tarleton to have a photograph made. This photograph is the only one which the college possesses of its benefactor.

After the unfortunate incident in Galveston, John Tarleton returned to his home. A short time later he contracted typhoid fever, and died, November 26, 1895. The closing days of his life were characteristic of one who had lived fully and who made a final generous gesture for human benefit. John Tarleton was a practical idealist, and Dr. Bizzell eulogized him thus:

There is an immortality of good deeds and influence, as well as the immortality of the soul. The influence of the man whose life had been rich in service gains an immortality that finds expression in the gratitude of those who profit by his sacrifices.

I remind you today that John Tarleton, whose mortal remains lie beneath the sod on this campus, still lives through his benefaction. His memory will not vanish from the earth. The students, who

come here in increasing numbers to profit by the intellectual heritage that this old pioneer has left to them, will not cease to reverence his memory and feel grateful for the educational opportunities that he has made possible for them.<sup>21</sup>

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21. Bizzell, W. B., op. cit., p. 19.



### CHAPTER III

#### HISTORY OF THE COLLEGE

#### Historical Beginnings

John Tarleton died November 26, 1895, but some time was needed to complete the sale of the properties and convert the estate into available assets or interest-bearing securities. In 1897 Mr. J. Collin George, the executor, turned over a sum amounting to some \$85,000 to the trustees, Judge Thomas B. King, County Judge of Erath County, State Superintendent J. H. Carlisle, and Governor Charles A. Culberson, who undertook the selection of a site. The Stephenville College property consisting of six acres of land on which was a two-story building that had cost \$6000 to build in 1893, was purchased for the low figure of \$1,251.<sup>22</sup> This sum, together with the money spent on improvements and furniture, reduced the endowment to \$75,000.<sup>23</sup>

The members of the board of trustees were divided in opinion as to how the school was to operate. Governor Culberson and the State Superintendent of Public Instruction, now J. S. Kendall, maintained that an academic type school with full collegiate curriculum was best. County Judge T. B. King favored an industrial school where children could alternate study with work on a school farm, the institution to be partially supported by

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22. Office of County Clerk, Erath County, Vol. 53, pp. 153-154.

23. Cresson, P. B., op. cit., p. 9.

the farm products. The judge proposed the purchase of four hundred acres of land for a school farm and the equipment of cottages for light housekeeping by the students, the money to come from the interest for one year on the endowment fund. But his proposal was defeated and Tarleton was launched as a four-year college offering standard baccalaureate degrees.<sup>24</sup>

With extensive advertising in the newspapers and school journals to awaken interest in the new school, Tarleton opened its doors in the fall of 1899 with an enrollment of 175. The faculty was composed of the president, Dr. W. H. Bruce, and three teachers, Mr. Harry Mollharen, Miss Clara Bartholomew, and Miss Lily Pearl Ponder. The building, a two-story structure of wood, consisted of three downstairs rooms and an auditorium on the second floor, which Dr. Bruce used as a classroom. Miss Ponder, in her reminiscences, speaks of the opening session thus:

There was a motley array of students, varying in age from ten to fifty years and of all degrees of intelligence and learning. No attempt was made to do departmental work; hence each teacher taught a variety of subjects ..... I taught Latin, arithmetic, college algebra, English, spelling, ancient history, and perhaps other subjects which I do not recall.<sup>25</sup>

Miss Ponder was also designated "Lady Principal" in 1902, a position which did not carry with it a salary, but which was in addition to her regular work.

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24. The Stephenville Empire, May 11, 1899.

25. Chamberlain, Lily Pearl, "Reminiscences on the History of John Tarleton College", Memorial Service, p. 77.

After two years, a course of study was prepared which was intended to begin where the public schools left off. The following outline from the catalogue of the college for the year 1901-02 indicates the type and scope of the curriculum:<sup>25</sup>

<u>Subject</u>	<u>Number of Students Taking Courses</u>
Spelling	175
Physical Geography	11
Descriptive Geography	34
English Grammar	100
Composition	40
Rhetoric	28
English Literature	7
American Literature	16
Texas History	78
United States History	45
General History	35
Physiology	11
Civil Government	14
Arithmetic	117
Elementary Algebra	68
Higher Algebra	59
Geometry	48
Plane Trigonometry	6
Analytical Geometry	4
Latin Grammar	78
Latin Authors	26
German	5
French	2
Logic	3
Chemistry	3
History of Education	3
Geology	3

#### Beneficiaries

Since it had been John Tarleton's wish that underprivileged students might benefit from his endowment, a system was evolved whereby poor students were given their tuition, the

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25. Bruce, W. H., "Annual Report to Trustees", May 21, 1901. (Original copy on file in Registrar's Office of J. T. A. C.)

free use of books, and five dollars each quarter of two and a half months. There were eighteen of these students and they were known as "Beneficiaries".<sup>27</sup>

These "Beneficiaries" were boys and girls who were under eighteen years of age, and were not able to pay their way through school. They were selected from applications that were made to the Board of Trustees or Directors. At first the selection was not carefully done, and those who made non-interest-bearing notes to the college promised to pay when they got the money. Sometimes a period of from five to ten years elapsed before the money was repaid. These "Beneficiaries" had to be of good moral character, free from bad habits, and must have finished the public school work at their home-town school.<sup>28</sup>

The remaining one hundred and fifty-seven students were known as "Independents" and paid tuition at a rate of \$2.50 and \$3.00 per month.<sup>29</sup>

### New Buildings

In 1901-02 four new rooms were added to the building, doubling its capacity. In 1902, Marston Science Hall, a wooden structure, was built at a cost of \$4500. In 1904 a third story was added to the main building, at a cost of \$2500, giving four additional classrooms to the school.

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27. Bruce, W. H., op. cit., p. 12.

28. John Tarleton College Catalogue, Statement, 1913-14, p. 23.

29. Bruce, W. H., op. cit., p. 12.

Also in this year, a purchase of two acres adjacent to the campus was made at a cost of \$1,200. Two streets which intersected on this land were abandoned by the city of Stephenville and donated to the college, thus giving Tarleton full title to eight acres.<sup>29a</sup>

The library was not organized for the first two years, but in 1901-02 six hundred volumes were recorded, two hundred and fifty of which had been donated through the efforts of the women of Stephenville. By 1905, the library listed twenty-five hundred volumes. In 1935 there were eighteen thousand volumes and in 1941 the total number was twenty thousand.<sup>29b</sup>

#### Later History as a Private School

The college endured many unfortunate experiences in its first two decades of existence. During this time the average tenure of office for the president was two years. The following table indicates the rapid turnover in administrators:<sup>30</sup>

<u>Name</u>	<u>Date of Tenure</u>
W. H. Bruce	1899-1900
E. E. Bramlette	1900-1906
Frank M. Martin	1906-1908
J. D. Sandefer	1908-1909
E. D. Jennings	1909-1911
Roswell W. Rogers	1911-1912
.....Hewlett	1912-1912
G. J. Nunn	1912-1913
James F. Cox	1913-1917
James F. Cox (dean)	1917-1919

Such short terms handicapped all administrative and educational policies attempted by the college. With the

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29a. Personal Interview With Dean G. O. Ferguson, June 14, 1941.

29b. Personal Interview With M. Bierschwale, June 14, 1941.

30. Memorial Service, p. 85.

frequent changes in administration and a decrease in enrollment, accompanied by a corresponding decrease in revenue, the cost of operation became too heavy for the financial resources. With many objections, but no financial aid, from the citizens of Stephenville, the board of trustees, during the administration of President Sandefer, changed the school in 1908 to a junior college in order to lower the cost of operation.

### The Work Offered

There were three lines of work offered in 1909 to meet the various demands of the students. They appeared as follows in the 1908-09 College Catalogue:<sup>31</sup>

First, a college course that:

1. Provides a good general education, equips for good citizenship, a useful life in society and strengthens character.
2. Provides a thorough preparation for the professions, e. g. law, medicine, engineering, etc.
3. Carefully articulates with standard university courses leading to the degrees B. A., B. S., and B. Lit.--- closely reproducing prescribed courses of the University of Texas.

Second, such cultural courses as:

1. Music, oratory and art are provided for those who have time, means and talent. Every effort is made to provide the equipment and instruction in these particular branches.
2. Shorthand, bookkeeping, and typewriting for those who expect to need these arts in their line of work in life.
3. A thorough course in manual training with a good supply of tools and lathes and other equipment usually found in a first class shop.

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<sup>31</sup>. John Tarleton Catalogue, Statement for 1908-09.

Third, a three year preparatory course that has for its purpose and scope:

1. A thorough high school course, better work and shorter time than it could be done in High School or public schools.
2. Work especially fitted to prepare teachers.

But financial troubles continued and the situation was not greatly altered by the change to junior college standing. Faculty members were reduced in number, salaries fell months in arrears, the endowment fund had been reduced to \$63,500, the maintenance fund was overdrawn, and students were reluctant to enroll in a college with a doubtful future.

There had been five presidents in the five years following the change to junior college rank, when James F. Cox took office in 1913. His own words best describe the situation:

I can never forget the opening day of the session of 1913-14, my first year as president of the institution. It was held, of course, in the auditorium of the old frame building that had been erected by the McIlhanneys. There were probably 150 people present that morning, and while the exercises were in progress it rained. The roof was in such bad repair that those present had difficulty finding a dry place in the auditorium. The enrollment that first day amounted to about sixty pupils. We had gotten together a good faculty, however, and by hard work and much care the student body had enrolled about 150.....Much credit is also due to the local board.....This faculty and this board possibly cooperated as no faculty and board ever before. Many times the faculty would be compelled to do without their salary checks for three or four months at a time, and the board would borrow the money in order to pay the teachers. This money borrowed was guaranteed by the board and meant a great responsibility for them.<sup>32</sup>

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32. Cox, James F., "Address", Memorial Service, pp. 22-23.

An experienced school man, President Cox struggled for several years with the situation as he found it and then undertook to remedy matters by heroic means. Realizing that the day of the private college was passing, he believed the logical solution of the problem was for Tarleton to unite with the Texas Agricultural and Mechanical College at College Station. He saw no need for an additional liberal arts college, there being six such state colleges and the University then in operation.<sup>33</sup>

West Central Texas had been settled largely by farmers, and Erath County, being an agricultural district located in the cross timbers of this part of Texas, was a natural site for a college which would offer training in agricultural, mechanical, and related sciences.

President Cox had consulted with Senator Walter Woodard, Representative Henry Clark and Governor J. E. Ferguson, and had received their approval of his plan to have Tarleton made a branch of the Agricultural and Mechanical College. He then consulted Dr. W. B. Bizzell, President of the Agricultural and Mechanical College, who expressed himself as being favorable to the movement. Arrangements were discussed and proposed to some of the leading citizens of Erath County. Later at an open meeting for the people of Erath County, called by President Cox, thirty-two acres were donated to the campus and \$75,000 cash was raised to meet the terms that had been

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33. Texas Almanac, (1925 Edition), p. 229.



stipulated in the arrangements.

After all provisions had been met, John Tarleton College became a branch of the Agricultural and Mechanical College by an act of the Thirty-fifth Legislature, on February 20, 1917, under Senate Bill Number 598. Under this act, the school became known as John Tarleton Agricultural College, control was vested in the Board of Directors of the Agricultural and Mechanical College, the President of the Agricultural and Mechanical College became President of John Tarleton Agricultural College, and Mr. Cox became resident administrator with the title of Dean of the institution. By vote of the citizens of Erath County, all buildings, grounds, general equipment, and funds of the college were transferred to the State of Texas.<sup>34</sup>

When Dean Cox left Tarleton in 1919, the school was on a sound financial basis with a growing enrollment. His successor, Dean John Thomas Davis, is the present incumbent. It is generally conceded that to these two administrators is due, in greatest part, the success of Tarleton.

Dean Davis brought to Tarleton a background of broad experience and sound politics. He had taught in the rural schools and had served as superintendent of county schools. He had taught on the faculties of Texas Agricultural and Mechanical College, College of Industrial Arts (now renamed Texas State College for Women), the University of Texas, and George Peabody College. Among numerous high offices he has filled are those

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34. Cox, James F., op. cit., p. 24.

of President of Southern Association of Colleges and Secondary Schools, President of Texas Association of Junior Colleges, President of American Association of Junior Colleges, and President of West Texas Chamber of Commerce. He has written a number of articles for state and national publications and is the author of the books, Common Words - How to Spell Them, and The Davis Speller.

#### Changes in Curricula of the College

In 1899, three courses of study were offered leading to the A. B., B. S., and B. Lit. degrees. Subjects included in each curriculum were prescribed by the faculty, and the candidate for graduation was required to complete the prescribed four-year course. The curricula reflected the influence of traditions in curricula formation. There was a tendency on the part of all colleges to be conservative and to include subjects such as Latin because of traditional practice. Education was considered incomplete without the knowledge of classical languages. It was believed that a college education should provide for a general education, strengthen character, and equip for good citizenship and usefulness in society. The aims were, according to the catalogue, to prepare students for practical activities in life and professional work. No electives were permitted outside a particular curriculum. The student was not thought to have enough knowledge to guide him in choosing the electives for a curriculum.

It was in 1909, the year that Tarleton was reduced to junior college rank, that a break with the traditional curri-

culum began. The student was permitted a number of electives, a trend toward practical subjects was shown, and the curriculum was re-organized to meet the broadened needs of the individuals of the new generation.

In 1909 the instruction included four years of high-school and two years of college work. Only one course of study was offered and it was designed to conform to the University of Texas courses leading to the A. B. degree.<sup>35</sup> To graduate it was necessary to complete ten college courses.

In 1918 there came another re-organization to correlate Tarleton's work with that of Agricultural and Mechanical College. The Act which created the college a branch of Agricultural and Mechanical College stipulated that the college should be co-educational and should offer four-year courses, beginning with the junior year in a four-year high school and including the sophomore year of a standard four-year college.<sup>36</sup> The demands of the student body for a wider range of subjects were met by the college with curricula in Home Economics, General Agronomy, Social Science, and Music. The next year courses in Agricultural English, Agricultural Administration, Veterinary Medicine, Industrial Arts, English, and Business Administration were added. By 1929, courses in Rural Education, Liberal Arts, Pre-Law, Landscape Art, Agricultural Teaching, Mechanical Engineering, and Architectural Engineering had been added. Courses in Journalism,

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35. John Tarleton College Catalogue, 1909-1910, p. 11.

36. Senate Bill No. 598 of the Thirty-fifth Legislature, February 20, 1917.

Public Speaking, Farm Mechanics, Dairy Farm Management, Poultry Management, Pecan Culture, and General Farm Management were added in 1930.

Although the college was intended primarily as an agricultural and mechanical school, authority was granted the institution to offer instruction in other branches. In 1920 the college decided to offer instruction for the training of teachers. In this year Tarleton was given the privilege of offering the courses required for teachers' certificates by the State Department of Education and the teacher-training curriculum was formulated. Four courses in Education had been offered in 1917, these being taught by one teacher, but in 1920 the department was so expanded that the services of three teachers were necessary. In 1940, the education courses numbered ten and there were three teachers in the department.<sup>37</sup>

#### Changes in Status of Professional Standards

The demand for better trained teachers accompanied the development of the college and its changing objectives. The college struggled to attain the standards set by recognized accrediting agencies.

In 1899, one teacher with a Doctor's degree, two teachers with the Bachelor's degree, and one teacher with no degree comprised the faculty. From 1903 to 1921 the college operated with no Doctor's degree among the faculty. In 1917 there was a re-

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<sup>37</sup>. Bulletin of the John Tarleton Agricultural College, Volume XXIII, No. 10, June 15, 1940.

organization of the faculty. By 1921 there were one Doctor's degree, eleven Master's degrees, nineteen Bachelor of Arts and Bachelor of Science degrees, and nine teachers without degrees. The per cent of Master's degrees was raised to twenty-seven and the per cent of those holding no degree was reduced from sixty-four which it had been in 1916 to twenty-three. By 1931 only fourteen per cent held no degree and these were highly specialized vocational men. In this year, 1931, there were three Doctor's degrees, thirty-one Master's degrees, twenty-four Bachelor's degrees, and nine without degrees. Among the sixty instructors of John Tarleton College in 1941 four held Doctor's degrees, thirty-eight held Master's, and eighteen held Bachelor's.

The diagram below shows the growth in students and faculty members from the date of establishment until Tarleton became a state institution:<sup>38</sup>

<u>Year</u>	<u>Pupils</u>	<u>Teachers</u>	<u>Assistants</u>
1899-1900	175	4	0
1900-01	165	4	0
1901-02	181	6	0
1902-03	243	8	2
1903-04	327	9	2
1904-05	303	10	2
1905-06	283	10	1
1906-07	197	10	0
1907-08	141	12	0
1908-09	287	11	0
1909-10	211	10	0
1910-11	312	11	0
1911-12	327	11	0
1912-13	371	12	0
1913-14	342	12	0
1914-15	396	12	0
1915-16	307	11	0
1916-17	264	13	0

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37a. Report of the State Board of Examiners, 1940, p. 8.

38. Gresson, P. B., op. cit., p. 9.

### Changes in Administration

The changes in administration of the college have been many. By the terms of Tarleton's will, the government of the college was vested in the Governor of Texas, the State Superintendent of Public Instruction, and the County Judge of Erath County. At that time, these administrators, Governor C. A. Culberson, State Superintendent, J. H. Carlisle, and County Judge Thomas B. King, could not very well keep in touch with local conditions because of the remoteness of two of them from Stephenville. A local financial agent was elected to manage finances. On July 18, 1915, under a suit instituted by Judge King to remove the trustees named under terms of the will, the court ruled the new board would consist of local citizens, no member to serve over six years and with new appointments made every two years. When Tarleton became a branch of Agricultural and Mechanical College, the control was vested in the Board of Directors of Agricultural and Mechanical College. The change could be made only by a decree of the district court of Erath County, and on March 3, 1917, L. C. Sellers was appointed receiver until the authority was taken over by the State of Texas. The final transfer of administration was effected by the Thirty-fifth Legislature. The policies and government are now controlled by the Board of Directors of Agricultural and Mechanical College.<sup>39</sup>

### Faculty Changes

From 1899 until 1912, all administrative work was under the president. As late as 1912 he registered the students and collect-

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<sup>39</sup>. Senate Bill No. 598, op. cit.

fees. In 1912, certain faculty members were designated as administrative officers such as the Librarian, the Chaperone, and Lady Prindipal of the Dormitory. In 1914, a social committee, a sick student committee, and an absence committee were organized.

In 1918, Mrs. Lily Pearl Chamberlain was designated by Dean Cox as "Adviser to Women". She was a member of the first faculty and was the first "Lady Principal" and the first Dean of Women after 1917. In 1917, Mr. S. F. Davis was made Commandant of the Military Corps. In 1920 Mr. George Ollie Ferguson became assistant Dean, and until the present date he acts as a disciplinarian and counsellor, although his duties, other than teaching, are not listed in the catalogue. In an interview in 1941, Mr. Ferguson indicated that his duties official and otherwise included the following activities:

1. Associate Dean
2. Dean of Faculty
3. Acting Dean in the Dean's absence
4. Professor of Economics, Sociology, Journalism, History, Government, and Business Administration
5. Head of the Division of Arts and Sciences
6. Chairman of Discipline Committee
7. Editor of Tarleton bulletins
8. Faculty advisor to Student Council
9. Miscellaneous duties too numerous to put in print

The present combined office of Registrar-Personnel Chairman was inaugurated in 1923 by Dean J. T. Davis and has been kept, with some slight modification, to the present day.<sup>40</sup>

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40. John Tarleton Agricultural College Catalogues for years 1912, 1914, 1917, 1920, 1923.

### Changes in Student Discipline

The first mention of the present demerit system and of the book of regulations known as the "Purple Book" is found in the catalogue of 1917-1918. This booklet, three inches by four inches, consists of twenty-five pages, in which the school authorities preface the regulations by the statement that the rules are intended to be constructive rather than restrictive. The "Academic Regulations" stipulate a student must show certification of recent vaccination. The registration days, requirements for passing subjects, and lists of penalties for infraction of discipline are also in this section. One of the offenses is stated as "drinking and bootlegging intoxicating liquors". The word "bootlegging" is not found in later "Purple Books". "Willful disobedience" is designated as a misdemeanor. This infraction has not been mentioned in editions published since 1935.

There were four degrees of offences rating four, six, eight, and ten demerits according to the seriousness of the offence. Uniforms for all young men were required in 1917. The book closed with a page of "College Nuggets", some ten axioms and bits of advice to students.

In 1933 a small volume, five by six inches, was issued covering forty-one pages of which "dining hall regulations" and "awards" cover several pages. The list of "dining hall" privileges and abuses would indicate there had developed a need for student regulations.

The rules for athletic awards for men stipulated that the student meet the college scholastic requirements, be registered



for at least twelve semester hours of work, and not miss more than six days scholastic work on any playing trip. Participants in football, basketball, baseball, track, tennis, and golf could rate the official college letter. The college letter was awarded to girls on a point system, four hundred points being required for a letter. One hundred points were given for earning a place on any class team in basketball, volleyball, indoor baseball, or tennis; and two hundred points were awarded to members of the hiking squad. Fifteen points were granted for keeping first hygiene month and thirty points for each succeeding month; five points were given for each "A" in physical training and an extra ten for a semester "A". Points were given for outdoor sports such as swimming and skating, according to the time used, and one hundred points were given to the highest six members on the rifle team.

Military awards were not enumerated as they were under the jurisdiction of the commandant. The non-athletic non-military awards were given debate team members, oratory representatives, worthy members of the "GRASSEBURR" staff, stock-judging teams and intercollegiate play team representatives. Distinguished students were presented with scholarship awards.

The "Purple Book" also prohibited "mixed dancing" or smoking on the campus or in buildings. Girls under twenty-one had to have their parents' permission to go swimming. This rule still applies but it is not strictly enforced as there are no college swimming facilities. Emphasis was laid on the right of the student to appeal to the Dean for reconsideration of punishment that had been assigned or to complain against mistreatment by faculty members

or fellow students.

By 1936 a great reduction in the number of general rules resulted in a small book containing some nine pages. Beginning that year regulations were outlined on bulletin boards placed in the halls of the various departments, governing students doing school work in their departments: so only a small book covering general regulations was found necessary. The commandant was to classify offences against the rules and determine the number of demerits given in each instance. In the 1936 "Purple Book" clubs were classified as "Social" and "Non-social" and regulations governing them covered two pages in this booklet. No organization of students was to be formed without the consent of the Dean and a list of the clubs approved up to that time was included in the "Purple Book". No student was allowed to belong to more than one social club though he might belong to several non-social clubs. No stipulation was given as to the age of the student for entry.

Students permitted by the Dean to do light housekeeping were subject to all rules pertaining to boarding students and a paragraph was dedicated to other regulations concerning them.

The greatest concessions in this revision of the rules and regulations were those permitting cigarette smoking and dancing, this college being the last state-supported institution in Texas to abandon regulations against these activities.

At the present time the discipline of the school is administered from the Personnel office on the demerit basis. Each student is allowed fifty demerits a semester, and the acquisition of an excess of this number usually results in suspension for the remainder of the semester. The Dean of Men keeps a record of the

boys" demerits and the Dean of Women a record of the girls'. When the student receives as many as thirty demerits, he is called in for a conference and a warning. At the same time, his parents are notified by letter of the number of demerits received. Cadet officers, as well as instructors, are required to report delinquencies. The attached form was taken from the records kept in the office and indicate the method of handling and recording. The student is reported by a faculty member or by a cadet on one of the forms below.

### Summary

John Tarleton College opened its doors for its first school year in the fall of 1899 with an enrollment of 175 and a faculty of four including the President. For the first ten years it offered college work toward baccalaureate degrees, but in 1909, due to a decrease in enrollment and a corresponding decrease in revenue, the college began to offer only junior college work in order to reduce the cost of operation. It remained a junior college during the rest of its existence as a private institution. As a state-supported college it continued to offer only freshman and junior courses in college work.

Despite Tarleton's troubles in maintaining student enrollment during its existence as a private college, it did steadily increase in buildings and equipment. An annex was added to the original building, doubling the number of classrooms. Still later more rooms were made available when a new story was added. Marston Hall was built during this same period of private ownership. Also within the five years after its founding the college had quadrupled the number of volumes in its library.

The growth of Tarleton after it became a branch of the Texas Agricultural and Mechanical College brought changes in the administration system. It was necessary to enlarge the Dean of Students' office into what is now known as the Registrar-Personnel Department and to establish the offices of Dean of Women and Dean of Men under this department. Rules and regulations increased with the growth of the college until 1934 when they formed a complex little booklet. In 1935 the "Purple Book" was reduced

to a fourth of its former size, and the special rules pertaining to particular departments were left out of the general rules and were posted only on college bulletin boards.

John Tarleton College has been in existence forty-two years at the time of this writing and has functioned as a private senior college, a private junior college, and a state-supported junior college. Its progress during the first two decades of its history was unsteady, but since it became a state college, its growth has been continuous in student enrollment, faculty personnel, and administrative organization.

## CHAPTER IV

### THE COLLEGE TODAY

#### The Location of the College

Stephenville, Texas, where John Tarleton Agricultural College is located, is a typical West Central Texas town of some four thousand and five hundred inhabitants. Built along the traditional lines of the small town, it has a court-house square at its center; the business section clusters about the four blocks which surround the square; and the residential section, with its occasional churches and schools, shades out into the more sparsely settled farm area.

Stephenville owns its water works, has a chamber of commerce, energetic civic-social groups, and a thriving newspaper. Its residents, aware of the value of the college to the town, have supported the institution's policies and endeavored to promote its progress, as is evidenced in their contribution of \$75,000 when Tarleton became a state-supported college.

The surrounding county of Erath is largely agricultural. The sandy loam is suited to the growing of vegetables, corn, cotton, fruit and small grains. Stock-raising, and in recent years, poultry-raising, are leading industries. The topography is well suited for the practical and experimental work of an agricultural institution.

### Rating

John Tarleton College is now in its twenty-fourth annual session as a branch of the Agricultural and Mechanical College of Texas. It has been given the highest rating attainable by a Texas Junior College, as evidenced by its admission into the Association of Colleges and Secondary Schools of the Southern States obtained in 1926, and into the Association of American Junior Colleges in 1921. Full recognition and evaluation of credits are given by any of the colleges throughout the nation. It has the distinction of being the largest state junior college in the United States, and ranks tenth in collegiate enrollment among all junior colleges in the United States.<sup>41</sup>

### Organizations and Objectives

John Tarleton College is organized and administered on the basis of a four-year unit, embracing the last two years of the standard secondary school and the first two years of college. This four-year unit was evolved through an effort to provide an effective organization covering the four years of upper adolescence in human development.

Four particular objectives furnish the aims and purposes of this unit of organization and administration, as follows:<sup>42</sup>

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41. Bulletin of the John Tarleton Agricultural College, Vol. XXII. No. 10, June 15, 1939, p. 1.

42. Bulletin of the John Tarleton Agricultural College, Vol. XXII. No. 7, March 15, 1939, p. 21.

1. To maintain in the most effective manner possible the traditional cultural and academic courses through the secondary period of education, and leading toward the A. B. degree.

2. To maintain efficiently through this period engineering, agricultural, and other technical courses leading toward the B. S. degree in the various technical vocations and professions.

3. To maintain semi-technical courses which may be completed within the upper secondary period of educations.

4. To maintain short vocational courses for those who must enter industry before completing the longer and more technical courses.

### Curriculum

John Tarleton offers one of the most diversified curricula to be found among the junior colleges in Texas. The college offers standard academic courses for the first two years of college work and vocational, professional and semi-professional subjects in business administration, agriculture, engineering, home economics, fine arts, journalism, law, medicine, teaching, and nursing. The following list of subjects is from the 1939-40 curriculum: <sup>43</sup>

#### Department of Agriculture

##### Agricultural Engineering

- 101, 102. Auto Mechanics
- 104. Forging
- 301, 302. Auto Mechanics Course
- 303, 304. Diesel Engines
- 307, 308. Forging
- 311, 312. Farm Buildings
- 321, 322. Farm Buildings
- 401. Gas Engines
- 402. Farm Machinery

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<sup>43</sup> . Bulletin of the John Tarleton Agricultural College, Vol. XXII, No. 10, June 15, 1939.



- 403, 404. Diesel Engine Overhaul
- 407. Auto Mechanics Course
- 409. Electric Welding
- 412. Automotive Machinery
- 414. Machine Shop
- 415, 416. Machine Shop
- 425, 426. Farm Shop
- 405, 406. Airplane Construction,  
Repair and Overhaul

#### Agronomy

- 301. Crop Production
- 303. Cotton Classing
- 403. Soils

#### Industrial Teaching

- 101, 102. Woodwork
- 303, 304. Wood Turning
- 305, 306. Woodwork
- 307, 308. Woodwork
- 309, 310. Industrial Teaching
- 313. Bench Work in Wood
- 314. Cabinet Making
- 315. Woodwork for Girls
- 401, 402. Cabinet Making
- 407. Care of Shop Equipment
- 405, 406. Woodwork
- 407, 408. Woodwork

#### Animal Production

- 201. Feeding
- 303. General Animal Husbandry
- 310. Meats
- 401. Market Classes and Grades of Live Stock
- 402. Breeds of Farm Animals

#### Dairy Husbandry

- 311. Dairying
- 402. Dairying
- 405. Advanced Dairying
- 406. Animal Diseases
- 408. Animal Parasites
- 410. Dairy Husbandry
- 420. Sanitation

#### Horticulture and Entomology

- 311. Plant Propagation
- 312. Home Gardening
- 313, 314. Nut Culture
- 401. Plant Propagation
- 402. Vegetable Gardening
- 410. Nut Culture
- 416. General Entomology
- 418. Insecticides and Their Application

**Poultry Husbandry**

- 302. Farm Poultry
- 303, 304. Commercial Egg Farming
- 306. Incubation and Brooding
- 405. Turkey Production
- 408. Poultry Farming
- 455. Poultry Sanitation

**Veterinary Medicine**

- 406. Animal Diseases
- 408. Animal Parasites

**Agricultural Education**

- 411, 412. Rural Leadership

**Department of Biology**

- 301, 302. General Botany
- 303, 304. Nature Study
- 305. General Botany
- 307, 308. Physiology
- 401, 402. General Zoology
- 403. Introductory Bacteriology
- 406. Introductory Bacteriology

**Department of Business Administration**

- 201, 202. Bookkeeping
- 205, 206. Typewriting
- 207, 208. Business Correspondence and Office Practice
- 301, 302. Accounting
- 408. Office Practice
- 303, 304. Shorthand and Typewriting
- 401. Banking
- 402. Cost Accounting
- 403, 404. Accounting
- 409. Business Law

**Department of Chemistry**

- 301, 302. General College Chemistry
- 303, 304. General Chemistry
- 401, 402. Organic Chemistry
- 305. General Geology
- 306. Historical Geology
- 421. Photographic Chemistry
- 407. Qualitative Analysis
- 408. Quantitative Analysis
- 410. Quantitative Analysis
- 416. Agricultural Chemistry
- 417. Agricultural Analysis
- 414. Technical Analysis

Department of Economics, Sociology, and Journalism

- 301. Agricultural Economics
- 403. Principles of Economics
- 405, 406. Principles of Economics
- 412. Agricultural Economics
- 401. Introduction to Social Problems
- 402. Introductory Rural Sociology
- 401, 402. News Writing and Reporting

Department of Education

- 301. General Educational Psychology
- 302. Materials and Methods of Teaching in the Elementary Grades
- 313, 314. Drawing, Writing and Art Appreciation
- 401. Methods of Teaching in the Rural High School
- 402. Methods of Rural High School Administration
- 403, 404. Curriculum Construction
- 421. Introduction to Psychology
- 422. Business Psychology

Department of Engineering

- 301, 302. Architectural Drawing
- 307, 308. History of Architecture
- 309, 310. Freehand Drawing
- 311, 312. Freehand Drawing
- 415, 416. History of Architecture
- 421, 422. Architectural Construction
- 411. Plane Surveying
- 412. Plane Surveying
- 422. Railroad Surveying
- 301, 302. Mechanical Drawing
- 312. Descriptive Geometry
- 401, 402. Mechanical Drawing
- 405, 406. Topographic Drawing
- 413. Electricity and Magnetism
- 414. Elementary Electrical Engineering
- 301, 302. Engineering Problems
- 412. Engineering Mechanics

Department of English

- 101, 102. American Literature
- 201, 202. English Literature
- 301, 302. Grammar and Composition
- 301. English
- 401, 402. English Literature
- 409. Grammar
- 401. Literature and Composition
- 406. Argumentation

Department of Fine Arts**Applied Music**

Beginners' Course: Piano, Violin, Voice,  
Band

Preparatory Courses: Piano, Violin, Voice,  
Band

101, 102. High School Credit (Piano, Voice,  
Violin)

201, 202. High School Credit (Piano, Voice,  
Violin)

301, 302. Junior Class (Piano, Violin, Voice,  
Band)

401, 402. Senior Class (Piano, Voice, Violin,  
Band)

**Music Theory**

301, 302. Harmony

303, 304. Music History

305, 306. Sight-singing and Ear-training

307, 308. Conducting

309. Instrumental Technique

311. Methods of Teaching Piano

401, 402. Harmony

403, 404. Keyboard Harmony

405, 406. Sight-singing and Ear-training

407, 408. Forms and Analysis

**Public School Music**

301, 302. Public School Music Methods

401, 402. Public School Music Methods

**Ensemble Music**

Band

301, 302. Little Symphony Orchestra

301, 302. Chorus

**Art**

101, 102. Art, Preparatory Course

201, 202. Art, Preparatory Course

301, 302. Art, Conservatory Course

401, 402. Art, Conservatory Course

Department of History and Government

103. Federal and Texas Constitutions

201, 202. American History

301, 302. Modern Europe

303. Texas History

309, 310. History of England

401, 402. History of the United States

413. Federal and Texas Government

414. Comparative Government

### Department of Home Economics

- 201, 202. Home Economics for High School Students
- 302. Household Management
- 307. Home Economics for Men
- 301. Textiles
- 401. Costume Design
- 402. Dressmaking and Design
- 305. Choice, Care, and Cost of Clothing
- 301. Design
- 301 a. Design
- 305. Public School Art
- 401. Home Decoration
- 301. Principles of Food Preparation and Nutrition
- 305. General Course in Cooking and Serving
- 401. Home Cooking and Serving

### Department of Mathematics

- 107, 108. Algebra
- 101, 102. Plane Geometry
- 201. Solid Geometry
- 202. Arithmetic
- 321, 322. College Algebra
- 331. Plane Trigonometry
- 332. Analytic Geometry
- 401, 402. Differential and Integral Calculus

### Department of Military Science

- 101, 102. Military Science
- 201, 202. Military Science
- 301, 302. Military Science
- 401, 402. Military Science

### Department of Modern Languages

- 201, 202. Spanish Grammar and Composition
- 301, 302. Beginners' Spanish for Juniors
- 401, 402. Spanish Grammar and Composition
- 411, 412. Grammar, Conversation and Reading
- 301, 302. Beginners' French for Juniors
- 401, 402. French Reading
- 301, 302. German
- 401, 402. German

### Department of Physics

- 201, 202. Physics
- 401, 402. College Physics

### Department of Physical Education

- 306. Community and School Recreating
- 310. Theory and Practice of Coaching

305, 306. Physical Education  
 409, 410. Physical Education  
 301, 302. Physical Education  
 401, 402. Physical Education  
 405, 406. Basket-Ball, Tennis, Golf, and Volley-Ball

#### Department of Speech

301, 302. Fundamentals of Speech  
 403, 404. Oral Interpretation  
 401, 402. Public Speaking  
 407, 408. Dramatic Production  
 409. Argumentation  
 Private Lessons in Expression

#### Personnel

The administration of the college is operated by a staff of twenty-three administrators, headed by Dr. T. O. Walton, the President of Agricultural and Mechanical College of Texas. The immediate direction of the college is delegated to the Dean, who is chairman of the faculty and custodian of the college property. The nine people who serve on the Board of Directors of Agricultural and Mechanical College act as the Board of Directors for John Tarleton Agricultural College. The faculty for 1939-40 consisted of sixty-six members and the student body for that calendar year numbered 1645.

The management of the school under a combination Registrar-Personnel office was introduced in 1923 by Dean Davis when he appointed Mr. J. Fred Horn as Registrar and Commandant. In 1932 Mary Hope Westbrook was designated Assistant Registrar and Dean of Women. These registrars' contacts with the students were chiefly disciplinary. In 1934 Gabe W. Lewis became the first "Dean of Men and Assistant Registrar" of John Tarleton Agricultural College. The Registrar and two assistant registrars, the

Dean of Men and Dean of Women, together with their assistants, compose the Registrar-Personnel office. They do the registering and counselling of students. The discipline of the college is centered here, also, the ordinary cases being handled by the Dean of Men and Dean of Women, who turn the more complex cases over to the Registrar, who is Dean of Students.

Student delinquencies are reported by cadet officers, and instructors on forms furnished by the college. The names are placed on a list of delinquencies which is posted on a bulletin board. If the students make acceptable explanations within two days, their names are crossed out. Otherwise they are listed in the demerit book.

### Clubs

The social activities of the student body are controlled jointly by the students and by the Personnel department, which is included in the Registrar's office. The Dean of the College, the Dean of Men, and the Dean of Women assist the student leaders in the preparation of their plans and advise with them on all student problems. The Student Council is the most important student organization, as it functions in student administration and discipline. The council members are proposed by the faculty from ranking students. The names of these outstanding students are then submitted to Dean Davis, who passes on them and presents the list to the student body for election. Twelve members compose the organization, and while possessing little administrative authority, they form a link of interrelationship between faculty and student body.

The social clubs such as Tejas Club, Dragons, Vikings, Sui-Jen, Lords and Commoners Club, Les Lunettes, and Los Caballeros are less than twenty in number and have an average membership of eighteen. They are organized for companionship and enjoyment and aid in socializing the student. The non-social clubs are chiefly departmental such as, the Officers' Club, Pre-Law Club, Press Club, Engineers' Club, and dramatic groups, and draw their members from students who have a mutual set of interests. These clubs often call in speakers who are authorities in their respective fields. Each club, whether social or non-social, is allowed one social affair a term to which they may invite guests. The social clubs are worthy and democratic institutions and fill recognized needs in the social life of the students.

#### Loan Funds and Endowment Funds <sup>44</sup>

There are several student loan funds, besides Tarleton's bequest, which aggregate \$66,778 in principal. In keeping with the spirit of the original bequest from John Tarleton, his endowment was converted into a student loan fund when the college was taken over by the state in 1917, this fund being used to assist students who might otherwise be deprived of an education. The fund amounts to \$133,000.00, which, with the other amount of \$66,778 brings the total school loan fund to \$199,778.00.

The student loans are offered under what is known as the school's "New Deal" plan. Loans are made covering tuition and

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<sup>44</sup> . Bulletin of the John Tarleton Agricultural College, Vol. XXII, November 15, 1939. No. 3, p. 23.



fees, room and board (only students living or eating on the campus), books and uniforms. The loan is made on all or any of the different expenses that the student feels he cannot pay in lump sum and payment is made in five equal installments, the first being due the day he registers. In the report of the Business Manager of John Tarleton College for the year 1939-1940 the loan fund showed that \$144,063.07 had been invested in bonds or securities and that \$55,715.93 in cash had been deposited in the bank of which \$7,950 was borrowed by students.

#### Student Publications<sup>45</sup>

The "J-TAC" is the college paper published by the student body once a week during the nine months term. Its purpose is to keep the faculty and students indormed about the business and social life on the campus and to give a few outstanding events of world importance from week to week. All students are encouraged to subscribe to the "J-TAC" as the activity fee does not cover the cost of subscription.

The "GRASSBURR" is the college yearbook. It is a publication prepared by the senior class for the purpose of recording the life of the college student. It serves the student in his future years as a reminder of his hours spent on the Tarleton Campus. Every student is encouraged to buy a "GRASSBURR".

Each year the faculty sponsors of the "J-TAC" and "GRASSBURR" select for each position on the staffs two of the students who have been working as assistants on the publications during the year. While no student may run for a position on both publications,

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45. Bulletin of the John Tarleton Agricultural College.  
Vol. XXII, March 15, 1939, No. 7.

he may be a candidate for a staff position on either the "J-TAC" or the "GRASSBURR" even though his work during the year has been on the other publication.

The list of these names together with the names of others who, feeling able to work on one of the staffs, would like to declare candidacy for some particular office is then submitted for approval to the English department and sent from there to the Registrar-Personnel office for their approval. The list is then given to the Dean, after whose approval it is published and posted. Final selection of staff members is made through their election by the student body, approximately two weeks after the approval of the candidates by the Dean. No compensation or credit is given to any of the staff members of either publication other than award of the school letter for outstanding work.

### Discipline

A book of rules and regulations, known as the Purple Book, is published by the college, and each student, when he enters, is supplied with a copy. The college uses military discipline and the demerit system.

The earliest statement concerning discipline is found in the first set of printed rules and regulations as published in the first catalog of the college issued in 1903-04.

### Government

Prompt and cheerful obedience is required of all, and we insist that our students shall be ladies and gentlemen, in their conduct and bearing; that they shall be diligent in study, prompt and regular in attendance on all prescribed exercises - class, chapel,

and examinations.....While the purpose of the school will be to instill correct principles and create good habits in the student, it will never be in any sense a reformatory. No one of vicious or depraved morals will be admitted, and no one whose influence is found to be demoralizing to other students will be retained in school. When a student is found to be unable to do the work required or to be incorrigibly indolent, his guardian will be requested to withdraw him from school.<sup>46</sup>

In 1906 the college included the following statement:

No one of vicious or depraved morals will be admitted, and no one whose influence is found to be demoralizing to other students will be retained in school. Under this head are included habitual cigarette smokers, swearers, and those who use obscene language.<sup>47</sup>

The same general outline of disciplinary policy was included in each catalog until 1915-16. In that year the catalog stated under the heading "Discipline", the following requirements:

Three things are required of all students: First, regularity of attendance; Second, proper deportment; Third, that they make their grades.<sup>48</sup>

Today the offenses have been enumerated in more detail in the Purple Book and in the departmental supplements to the Purple Book. The college authorities also reserve the right to discipline the student for any act of impropriety though it is not specifically given in the Purple Book.<sup>49</sup> Penalties were listed as being demerits, reprimand, confinement to the limits of the campus, deprivations of privilege, probation, permitted resignation, suspension, reduction to ranks, required withdrawal, or dismissal.

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46. John Tarleton Catalog, 1903-04, p. 8.

47. John Tarleton Catalog, 1906-07, p. 20.

48. John Tarleton Catalog, 1915-16, p. 26.

49. Purple Book, Vol. XXII, Sept. 1, 1938, p. 10.

The following are typical examples of demerits received for the infraction of any of the college rules:

Absent from a duty - - - - -	6 demerits
Late to duty - - - - -	2 "
Out of uniform - - - - -	6 "
Out after hours - - - - -	6 "
Leaving town without permission - - - - -	10 "
Dirty room - - - - -	3 "

Students are not allowed to accumulate more than fifty demerits and should they exceed this number they are dismissed from college. When a student receives as many as thirty demerits he is called into the office of the Dean of Men for a conference and his parents are notified immediately. If a student receives less than ten demerits during any term of six weeks, the difference is subtracted from the demerits he has received and if any remain these are then placed against his or her name on the permanent record. Unless the student has accumulated sufficient demerits to result in expulsion, no record of it appears on the transcript which is sent to other institutions.

#### Teachers' Certificates<sup>50</sup>

On the completion at Tarleton of five college courses of junior or senior rank, a student may secure from the State Superintendent of Public Instruction a four-year elementary certificate of the first class, or a two-year high school certificate of the first class, provided he includes one course in American Government, one course in English, and one in Education.

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<sup>50</sup> . Bulletin of the John Tarleton Agricultural College.  
Vol. XII, March 15, 1939, No. 7, pp. 29-30.

Similarly, on the completion at Tarleton of ten college courses of junior and senior rank, a student may secure a six-year elementary certificate of the first class, provided he includes one course in English, two properly selected courses in Education, and one course in American Government. This certificate becomes permanent after the holder teaches on it five years. Likewise, on the completion of ten college courses of junior and senior rank, a student may secure a four-year high school certificate of the first class, provided he includes one course in English, two properly selected courses in Education, and one course in American Government.

During the school year of 1939-40 forty-five teaching certificates of the following grades were issued to students: four-year elementary, three; six-year elementary, sixteen; permanent elementary, sixteen; two-year high school, three; and four-year high school, seven. In this same year Tarleton received the largest number of teachers' certificates of any junior college in Texas.<sup>51</sup>

#### System of Grading<sup>52</sup>

The student's semester grade in any subject shall be one of the seen, A, B, C, D, E, F, K, W, the letters having the following significance:

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51. Report of the State Board of Examiners, 1940, p. 15.

52. Bulletin of the John Tarleton Agricultural College, Vol. XXII, March 15, 1939, p. 28.

- A - Excellent (92-100), 3 grade points per semester hour.
- B - Good (84-91), 2 grade points per semester hour.
- C - Fair (76-83), 1 grade point per semester hour.
- D - Pass (70-75), no grade points
- E - Condition (60-69)
- F - Failure
- K - Incomplete
- W - Withdrawn from course

The K grade is recorded for a student only in case of sickness or excused absences. The course is completed by make-up work satisfactory to the instructor in charge.

At the end of each session, students who have no grade below C and who have accumulated a total of at least eighty-one grade points during the session are designated as distinguished. In averaging the grades of a student for honor graduate or for the various awards made for scholarship, the average is made by adding together all preliminary grades made by the student over the period of time under consideration and the total divided by the total number of preliminary grades included.

#### Hazing Pledge <sup>53</sup>

By an act of the Legislature, hazing and rushing have been prohibited in state educational institutions, under penalty of fine and imprisonment. To call this act to the attention of the students, and to insure a continuance in the college of freedom from such practices, applicants for admission or readmission to John Tarleton College must sign the following pledge:

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<sup>53</sup> . Bulletin of the John Tarleton Agricultural College.  
Vol. XXII, March 15, 1939, p. 33.

I hereby pledge myself, on my honor, neither to encourage nor to participate in hazing or rushing during my attendance at the John Tarleton Agricultural College; provided, that contests among students, conducted according to rules approved by the Faculty, shall not be classed as rushes.

#### Correspondence Work<sup>54</sup>

John Tarleton College offers no correspondence work. Pre-arrangement with the Registrar must be made before one registers for correspondence work in other institutions if the credit is to be accepted for graduation at Tarleton. Credentials, admission, scholarship requirements, and registration parallel the standard requirements of other colleges.

#### Uniforms<sup>55</sup>

The regular dress of all women students is a blue uniform, white being worn for special occasions. All non-military men students wear suitable civilian clothing. All boys taking military training wear regulation cadet uniforms.

John Tarleton Agricultural College is fortunate in the fact that it is one of the few military schools still privileged to receive uniform commutation from the Federal Government for first and second year ROTC students. On the basis of the present appropriation the commutation allowance per student is \$18.00, payable \$9.00 per year, at the completion of the year's course in Military Science and Tactics.

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54. Bulletin of John Tarleton Agricultural College, Vol. XXII, March 15, 1939, No. 7, p. 37.

55. Ibid., p. 24.

### The Plant

As has been stated, the old Stephenville College property consisted of a campus of six acres and a building which contained three classrooms, an auditorium, and three small rooms which might be called offices. In the second year, a building of the same size was erected adjoining the original edifice, doubling the classroom space. In 1902-03, Marston Science Hall, a brick structure costing \$4500, was erected. A third story was added to the main building in 1903, and in 1904, a book store for the college was established for the purpose of supplying the students with books, stationery, and athletic goods. The library, begun in 1901, had increased to two thousand five hundred volumes by 1905.<sup>56</sup> In 1903 \$3000 worth of equipment was placed in the science hall. A printing press with facilities for job printing, purchased in 1907, proved a valuable addition to the manual training department.

In 1907-08 the college installed its own water works and power plant. In 1910, a dormitory for girls which cost \$15,000 was built from a sum of money bequeathed for that purpose by Mary C. Wilkerson. This was a two story brick building having steam heat, electric lights, and other conveniences. In 1917, the Crow Administration Building, a stone and brick structure, was erected. This added thirteen classrooms, a large auditorium, gymnasium, offices, and other facilities.

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56. John Tarleton Agricultural College Catalogue, Statement, 1905-06.



Since its incorporation by the state in 1917, the growth of John Tarleton Agricultural College's plant has been phenomenal. The campus has been increased to forty acres, and has been developed according to plans drawn by an experienced landscape architect of the Texas Agricultural and Mechanical College. Completely surrounded by a rustic rail fence, beautifully terraced and landscaped, the campus is considered one of the most beautiful in the state.

The buildings have increased in size and number. In 1919 a three story brick administration building was erected, a large gymnasium in 1923, a central heating plant in 1920, and two additional brick dormitories for women in 1923 and 1925. One of the most attractive buildings on the campus is the dining hall, completed in 1927. It is entirely modern, fireproof throughout, and will seat about five hundred. The college store, another fireproof structure, was erected in 1928. The beautiful building housing the auditorium was built in 1929. It has a seating capacity of sixteen hundred. The music conservatory is located in the basement of this building.

The social life of the students has been enriched by the addition of a large recreation hall erected in 1934 and suitably equipped. A rubblestone armory, an agriculture building, two industrial arts buildings, the college hospital, a boys' barracks, and a physics building had been added by 1937. Since then units have been added to the girls' dormitories, and a science building has been erected, the ultimate cost of which is figured at \$500,000. A boys' dormitory constructed in 1937 by Federal Aid at a cost of \$110,000 houses one hundred and twenty-eight boys.

In addition to this the college owns and operates a five hundred acre demonstration farm on which are located seven residences. It is kept well-stocked and is equipped with a dairy barn, out-houses, and silos. A large poultry plant is also owned and operated by the college as a separate enterprise, both farms being under the Agricultural Department's supervision. College students live on each farm and get practical experience in modern methods of operation and management.

The library has grown from its nucleus of six hundred volumes to twenty thousand volumes.<sup>57</sup> The total value of the college plant in 1940 was estimated to be \$1,131,944.01 by the business manager.<sup>58</sup>

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<sup>57</sup>. Bulletin of John Tarleton Agricultural College, Vol. XXIX, No. 6, Feb. 15, 1941.

<sup>58</sup>. Bulletin of the Agricultural and Mechanical College, Vol. XI, No. 11, Oct. 15, 1940.

### Summary

In summarizing John Tarleton's growth, one readily discerns the adaptability of the institution to situations and to educational trends. Suiting its major offerings in the field of educational training to the topography of the area in which it is situated, the college offers a preponderance of courses in practical and experimental agricultural work, although not neglecting the other branches of a diversified curriculum. Tarleton has kept pace with educational trends in professional standards, in student management, and in cultural and physical growth, and as a junior college is evidencing its right to claim a noteworthy place in this field of education. The number and size and beauty of its buildings, the high standard of its teaching personnel as evidenced by its ratings, the steady growth in enrollment and the support given it by the citizens of the community all show the college to be a worthwhile institution capable of inspiring and keeping admiration and respect.

If, as a result of a growing evidence of the desirability of raising the standing of the college, the state legislature should advance John Tarleton to the rank of senior college, the writer feels that this history of the college furnishes substantial assurance that the institution will be able to adapt itself creditably to whatever circumstances may confront it.

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Miscellaneous

Personal Interview with Miss Margaret Bierschwale, Librarian of  
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Personal Interview with Dean George O. Ferguson, Associate Dean  
of John Tarleton College, June 14, 1941.

Appendix

Below is that part of Tarleton's will which caused John Tarleton College to be founded. The original of this will was filed at Palo Pinto, Texas.

The State of Texas, County of Palo Pinto:

Know All Men by These Presents: That I, John Tarleton, of this County and State, being in good health and sound and disposing mind and memory do make and publish this my last will and testament hereby revoking all wills by me heretofore and anytime made.....

Item: I desire and direct that my executor herein named shall sell all the remainder of my property, real, personal and mixed and wheresoever in the United States the same may be situated and convert the same into cash or solvent interest bearing Vendor's lien notes, as soon as practicable and the proceeds of such sales, I give, bequeath and demise to Thos. B. King, County judge of Erath County, Texas, C. A. Culberson, Gov. of State of Texas and to their successors in office for ever, in trust however for the following purpose as to wit: I desire and direct that with such funds my said Trustees shall erect, endow and maintain in the city of Stephenville in Erath County, Texas, an Institution of learning to be known as "The John Tarleton College" and to be maintained for the education of such children, resident citizens of said Erath County, over six and under eighteen years of age, of good moral character and unable to educate themselves as my said Trustees may select. And I desire and direct that said funds shall be so divided that the interest upon the portion not used in construction of the buildings shall alone or in connection with any funds derived from tuition of any other source maintain such institution of learning without having to draw upon the principal, which I desire to be held as a perpetual fund for the maintenance of the said institution.

Item 6th: I hereby nominate, constitute and appoint J. C. George of Stephenville, Texas, sole Executor of this my last will and testament.

Item 7th: The words "Property," "sell," portion" and "Tuition" or which are interlined in the "4" paragraph were written herein before signing. In testimony of which I have hereunto set my hand this 29th day of May, 1895, in the presence of Geor. S. Williams and Junie Akers who attest this my last will and testament at my special instance and request.

(signed) JOHN TARLETON