

The Philosophical Society of Texas

PROCEEDINGS

1951

Lufkin

The Philosophical Society of Texas

PROCEEDINGS
OF THE ANNUAL MEETING
AT LUFKIN
DECEMBER 8, 1951

XVI

DALLAS
THE PHILOSOPHICAL SOCIETY OF TEXAS
1952

THE PHILOSOPHICAL SOCIETY OF TEXAS *for the Collection and Diffusion of Knowledge* was founded December 5, 1837, in the Capitol of the Republic of Texas at Houston, by MIRABEAU B. LAMAR, ASHBEL SMITH, THOMAS J. RUSK, WILLIAM H. WHARTON, JOSEPH ROWE, ANGUS MCNEILL, GEORGE W. BONNELL, JOSEPH BAKER, PATRICK C. JACK, W. FAIRFAX GRAY, JOHN A. WHARTON, DAVID S. KAUFMAN, JAMES COLLINSWORTH, ANSON JONES, LITTLETON FOWLER, A. C. HORTON, J. W. BUNTON, EDWARD T. BRANCH, HENRY SMITH, HUGH MCLEOD, THOMAS JEFFERSON CHAMBERS, SAM HOUSTON, R. A. IRION, DAVID G. BURNET, and JOHN BIRDSALL.

The Society was reconstituted on December 5, 1936. Membership is by invitation. Active and Associate Members must have been born within, or must have resided within, the boundaries of the late Republic of Texas.

Offices and Library of the Society are in the Hall of State, Dallas 1, Texas.

The Philosophical Society of Texas

THE one hundred and fourteenth anniversary of the founding of the Society was observed on Saturday, December 8, 1951. At the invitation of Ernest Lynn Kurth, the meeting was held in Lufkin and through his courtesy members and their guests had opportunity to observe the lumber mill at nearby Keltys, the paper mill at Herty and the foundry at Lufkin during the day. In the evening Mr. and Mrs. Kurth were hosts at refreshments in the Grecian Room and dinner in the Ballroom of Hotel Angelina. A delightful program of piano music was presented by Mrs. Carey Kurth Gordon.

Attending the dinner were Bishop A. Frank Smith, president of the Society, who presided; Chancellor and Mrs. James Pinckney Hart, Miss Sherman Hart, Mr. and Mrs. C. Stanley Banks, Mr. and Mrs. Gerald C. Mann, Dr. and Mrs. Pat Ireland Nixon, Mr. John E. Rosser, Mrs. Elizabeth Stover, Mr. and Mrs. L. W. Kemp, Mr. Charles D. Kemp, Dr. and Mrs. Roger J. Williams, Dr. and Mrs. Rupert N. Richardson, Dr. and Mrs. Andrew Hunt, Mr. Rupert N. Richardson Jr., Dr. and Mrs. Hyman Joseph Ettlinger, Dr. and Mrs. John W. Spies, Mr. and Mrs. Maury Maverick, Mr. Nathan Adams, Mr. W. H. Leatherwood, Mr. and Mrs. Jesse Andrews, Dr. and Mrs. Radoslav A. Tsanoff, Dr. Ela Hockaday, Mr. and Mrs. John William Rogers, Colonel and Mrs. W. B. Bates, Mrs. R. L. Perry, Mr. and Mrs. Thomas E. Baker, Dr. and Mrs. A. W. Birdwell, Judge Royall R. Watkins, Miss Leland Watkins, Miss Virdian Watkins, Mrs. D. C. Motley, Mr. D. K. Woodward Jr., Dean and Mrs. Chauncey D. Leake, Mr. Houston Harte, Mr. Millard Cope, Mrs. Helen K. Thompson, Mr. Elmer Scott, Dr. Martin G. Ettlinger, Mr. and Mrs. S. W. Henderson Jr., Senator and Mrs. John S. Redditt, the Rev. and Mrs. James Savoy, Mr. and Mrs. R. W. Wortham Jr., Mr. and Mrs. W. L. McHale, Dr. Gail Medford, Colonel and Mrs. Cal C. Chambers, Mr. and Mrs. Kester Denman, Mr. and Mrs. W. W. Trout, Mr. and Mrs. Ed Trout, Mr. and Mrs. W. R. Beaumier, Mr.

and Mrs. Burke Baker, Mr. and Mrs. R. W. Kurth Sr., Mr. and Mrs. H. J. Shands, Mrs. Carey Kurth Gordon, and Mr. and Mrs. Herbert Gambrell.

In his introductory remarks, President Smith expressed the Society's appreciation to Mr. Kurth for the unparalleled hospitality and generosity which made it possible for the members to see at first hand the marvelous transformation which is taking place in the economy of East Texas—a development which Mr. Kurth himself has fostered for a lifetime.

He then presented James Pinckney Hart, the speaker of the evening, as a distinguished son of Texas who, after a brilliant career at the bar, resigned an associate justiceship of the Supreme Court to become the first Chancellor of The University of Texas.

The Prospect for Public Higher Education

JAMES PINCKNEY HART

WHEN I was invited to make the address on this occasion, I warned our esteemed secretary that I would have to talk shop and that I probably would repeat some of the things that I had said on other occasions. To this warning he replied in his usual frank way that it would be of some advantage if I addressed myself to a subject that I at least knew something about and that I need have little fear that anyone would have noticed or at any rate would recall what I had said on other occasions.

Be that as it may, it is appropriate, I believe, that the subject of education should be discussed at a meeting of this society, because of its general, intrinsic interest, and also because it historically was one of the principal concerns of some of the most eminent founders of this society.

Among our founders were the following signers of the Texas Declaration of Independence of 1836: Sam Houston, Thomas Jefferson Rusk, James Collinworth, and J. W. Bunton. As you well know, one of the complaints set forth in the Declaration of Independence against the Mexican government was that "it has failed to establish any public system of education, although possessed of almost boundless resources (the public domain) and although, it is an axiom, in political science, that unless a people are educated and enlightened it is idle to expect the continuance of civil liberty, or the capacity of self-government."

Shortly after Texas won her independence, in a message to the Congress of the Republic of Texas, in 1839, President Lamar, another founder of the Society, uttered these words

of which the last two sentences are often quoted, but the first two sentences are seldom recalled:

Education is a subject in which every citizen and especially every parent feels a deep and lively concern. It is one in which no jarring interests are involved, and no acrimonious political feelings excited; for its benefits are so universal that all parties can cordially unite to advance it. It is admitted by all, that cultivated mind is the guardian genius of democracy, and while guided and controlled by virtue, is the noblest attribute of man. It is the only dictator that free men acknowledge and the only security that free men desire.

Some of President Lamar's statements just quoted in my opinion he made only because in fact a public educational system had not been established at the time and he had no opportunity to become acquainted with its actual operation. Otherwise, I cannot explain his assertion that in education no jarring interests are involved and no acrimonious political feelings are excited. My rather brief experience leads me to the belief that in these statements President Lamar was in large part in error. A person even with a brief experience in education can testify to the intensity of feeling on the part of all parties to academic controversies, as well as the bitterness of the political fights directed against public educational institutions and those who work in them. We are today living in a period when all education of a secular character, and particularly public higher education, is being questioned if not openly attacked. The situation poses the questions: Do we really want public higher education? and, if so, what should be its objects and what should be its fundamental characteristics?

It is proper to keep in mind something of the background of the development of public higher education in Texas. President Lamar was of course an ardent advocate of the establishment of a state university or universities, and it was upon his insistence that the Congress of the Republic of Texas in 1839 passed a statute providing for the appropriation of fifty leagues of land for the "establishment and endowment of two colleges or universities, hereafter to be

created." In the unsettled times of the Republic and early statehood, it was obviously impossible to carry out the purpose of establishing one university, much less two. Even when the financial situation of the State improved, sentiment in favor of a state-supported university was by no means unanimous. In fact, Governor P. H. Bell, in his message to the Legislature in 1851, referred to the act of 1839 providing for the establishment of two universities, and added the following comments:

It may now be a question whether or not this is an appropriate time for the commencement of these establishments; and whether or not, if the means which the State can advance for the purpose of education, are applied to them, it would be the best application of those means. . . . It has been suggested to me, and the suggestion has come from a source entitled to respect, that the best mode, at present, of promoting the cause of education by the State will be found in subscribing for a number of scholarships in the several institutions already established by private individual enterprise. . . .

In 1853, Governor Bell had had the doubts removed from his mind about the establishment of state-supported institutions of higher learning, and he then recommended "a liberal appropriation of means for the establishment and maintenance of two colleges, or universities, to be located at such eligible points as may best subserve the interests and convenience of the two grand divisions of the State."

The Legislature made no appropriation in response to Governor Bell's request, but Governor E. M. Pease took up the fight where Governor Bell had left off. In 1853 and again in 1855 he strongly urged the Legislature to provide for the establishment of a university, "which shall afford to our youth all those opportunities for obtaining a liberal education, that are to be found in any part of the Union" and "where they can daily witness the practical operation of our government, its institutions and laws, and become familiar with the habits and sympathies of the people with whom they are to associate in after life."

Governor Pease's message precipitated a debate in the

Legislature. Some of the arguments may interest you. Mr. Palmer, one of the proponents of the bill to establish a university, gave as his primary argument:

The State of Texas, and indeed the entire South, must take this subject of education into consideration, and provide better facilities for the proper education of our children in the South. During the past few years, large numbers of children have been sent out of the limits of our State, to acquire a good education. Their expenses, including board, tuition, traveling, and incidental expenses amount, individually, to from three to five hundred dollars a year. In this way enormous amounts of our money are annually carried out of our state, and a large portion of it is spent among those who are enemies to southern institutions, and where our children are in imminent danger of imbibing doctrines antagonistic to our social institutions and subversive of the dearest rights of the South.

Mr. Flanagan, from East Texas, favored two universities, one to be located in Austin, in what was then called West Texas, and the other in East Texas:

. . . upon the principle of the wag, we shall build up two institutions. The wag upon hearing that a cooking stove would save one half of the fuel commonly used . . . replied that he would buy two and save all. Thus if we build two universities we will save all the money paid out for educating the young men east and west, for with the two none will leave the State. . . .

And in order that you may get a fair picture of the diversity of opinions, it should be pointed out that some of the legislators were flatly opposed to such a project. For example, Mr. Millican stated:

I am opposed to building a State university because it will build up a class of aristocrats in the country. The object of it is to create an aristocracy in our own State, where it already prevails more than anywhere else.

The Legislature in 1855 and again in 1856 failed to provide for the establishment of a university, but Governor Pease was undaunted and repeated his earlier recommendations in 1857. Once more the debate was heated and all of the arguments on both sides were substantially repeated. Senator Wigfall and Representative Price made eloquent

pleas for a university. Mr. Norton opposed it on the ground that the state universities were failures and dependence should be placed on private institutions, saying:

To all who thirst and long for an opportunity to show their high regard for literary institutions, I commend Austin College, at Huntsville, and also can point to many other worthy objects in successful operation, such as Baylor University, at Independence; Tyler University, in Smith County, Forshey's Monumental Institute at Ruttersville; Marshall University, Aranama College . . . Bastrop College, Mackenzie Institute, and others of like character, called into being by citizens of the State impelled by a laudable desire for the increase of knowledge and the dissemination of literature, religion and sound morality throughout the land.

Following the same line of thought, Mr. Whaley argued:

I am opposed to this institution because I believe it is anti-democratic, and at war with the spirit and genius of our republican institutions. I raise my voice against it because it will be, as it has been in every other state where it has been tried, with perhaps one or two exceptions, a magnificent failure.

In spite of this vigorous opposition, the Legislature in 1858 passed "An Act to establish the University of Texas" and provided that it should be "located at such place and in such manner as may be determined by law." This law also provided for an appropriation of one hundred thousand dollars to establish and maintain a university and the accumulation of a landed endowment, in addition to the fifty leagues which had been set aside by the act of 1839.

Once more, however, the hopes of establishing a university were dashed, in spite of what appeared to be very favorable prospects. Governor Sam Houston in 1860 was one of those who threw on the cold water. In his message to the Legislature he observed that, "The establishment of a University, is, in my opinion, a matter alone for the future." As an alternative, he made the following suggestion:

I would also commend to your consideration the importance of extending a reasonable aid to institutions of learning, now in operation in our state, supported by private enterprise, and to encourage by a general law the establishment of others.

What would have happened to public higher education in Texas if the Civil War had not intervened is of course a matter of speculation; the facts are that the cash appropriation for the University was transferred and used for the defense of the State, and the plans of establishing the University were necessarily abandoned for the duration of the War and during Reconstruction.

When the delegates to the Constitutional Convention met in 1875, they expressly commanded the Legislature to establish and maintain a university of the first class, but at the same time they took away one million seven hundred thousand acres of the rich farm lands in north and central Texas, which had been set aside for a university endowment fund under the act of 1858, and substituted therefor one million acres of land in West Texas. It is ironic that these West Texas lands, which at the time they were given to the University had a much lower value than the lands for which they were substituted, should have turned out to be rich producers of oil and thereby of the invested portion of the University Permanent Fund, recently a matter of some controversy at the polls.

Even after the specific constitutional mandate had been adopted, although the Agricultural and Mechanical College had been founded in 1876, it is likely that nothing would have been done about establishing a university had it not been for the insistence of Governor O. M. Roberts. In 1881, the statute implementing the constitutional provisions was adopted and two years later the University opened its doors.

The establishment of the University did not mean the acceptance of it and other public institutions of higher learning. Ten years after the University was opened a joint legislative committee was appointed to investigate state institutions of learning. It reported on March 4, 1893, regarding "unfriendly criticism in circulation concerning the University." Among the criticisms listed were that there

were persons of Northern sympathies there. This and other criticisms the committee found could not be substantiated. On this point, the committee said:

Some of the professors, it seems are from Northern States, one of them is perhaps a Republican in politics, and one of them is a pensioner of the United States for service rendered and wounds received in the Federal Army during the great Civil War, but this was explained by one of the regents who stated that these men came here well recommended and endorsed as scholars and gentlemen, and that it was upon their credentials as scholars and gentlemen that they were selected, without regard to where they came from or what political faith they held.

The committee's report added this significant comment:

As to the competency and efficiency of the professors and their qualifications for the places they fill, your committee have no means of judging, and after all, it is the duty belonging to the regents, and one that they should scrupulously perform, to see that no one is placed in a chair of the University of Texas, except upon a high ground of high merit for the place. . . .

Four years later the University was again called on to defend itself against the charge that its professors were teaching matters which were "objectionable to Southern people," and David F. Houston, then professor of Political Science at the University and later Secretary of the Treasury in President Wilson's cabinet and still later president of a large New York insurance company, was required to explain that his book, *A Critical Study of Nullification in South Carolina*, was not used or referred to in his class, which satisfied the legislative committee although they were of the opinion "from a casual reading" that the book was "unacceptable from a Southern standpoint as setting forth principles contrary to Southern teachings."

Later in 1917, Governor James E. Ferguson was so bitterly opposed to the University that he undertook to veto the whole University appropriation. Among other reasons, he charged that "The University is controlled by the rich men's sons" and that he would not be satisfied until "that institution is put in the hands of those in sympathy with our toiling masses."

Recent criticisms, as all of you know, are at the opposite extreme from those asserted by Governor Ferguson, the burden of recent criticisms being that the University and other higher educational institutions are harboring critics of the established economic system and are dangerously liberal in their teaching. Once more the University is in effect called on to justify its existence as a state-supported institution.

In order that I may not be misunderstood, I would like to make it plain that I have a very high opinion of privately supported colleges and universities and I think that they have made and will continue to make an indispensable contribution to education and to our American civilization as a whole. Few today will doubt that they have distinctive characteristics which give them certain advantages over public institutions. On the other hand, I think that we need make no apologies for our public colleges and universities or the function they are performing. The perennial criticism to which they are subjected, however, on a variety of grounds, as illustrated by the brief review I have given of incidents from the history of The University of Texas, justifies at least a brief discussion of fundamental questions relating to such institutions.

The primary purpose of public higher education is, as our forefathers stated in the Texas Declaration of Independence, to insure an educated and enlightened citizenry, which, they recognized, and all of us would agree, is essential to what we call today a democratic government. Since only a fraction of the young men and women go to college, the function of public colleges and universities is actually not to train citizens in general but rather to train those who will be leaders. The justification for the state's support of colleges and universities is that the opportunity for education must be open to all young men and women, regardless of wealth or poverty. This assumes that ability will be found among young people of the poor as well as the rich,

and that the expense the state assumes will be repaid by the valuable services in both public and private life which will be rendered after completing college by young men and women of little financial means who would not receive an education except for the aid of the state.

Since the state pays substantially all of the expense of public colleges and universities, with comparatively little assistance from private donations, it is only natural and proper that these colleges and universities should be run by agents of the state. Herein lies both the strength and the weakness of public higher education. Since the state as a whole pays for public education, the operation of public colleges and universities ideally should be, and in fact I think usually is, without bias or prejudice for or against any group, section, or doctrine. Private schools may be properly designed for the propagation of a particular religious faith, or for the training of a particular class or group, or for the inclusion of a certain economic or social philosophy. Of course under our constitution the public college or university must not be used for the promotion of any religious sect or doctrine, that function being left exclusively to the churches. Otherwise, subject to compliance with the rules of common decency and good morals, as well as the criminal laws, the proper function of a public college is freely to examine, discuss, analyze and synthesize all knowledge available to the human intellect, in a fearless and uninhibited search for the truth.

The danger of public control of colleges and universities is that they shall become instruments for the party or group which may be in power at any particular time. In other words, the danger is that the distinctive, all-inclusive character of our public educational system may not be kept in mind and it may be regarded merely as a tool for the current majority. We constantly have to remind ourselves of the truth that a public educational system would be worse than useless—in fact it would be an instrument for the de-

struction of our free government—if it should become the propoganda tool of those currently in control of our government. In fact, it must not be the tool of any group, and those who teach in it must be free to think and speak as they honestly and conscientiously find the truth to be, without fear of dismissal or reprisal if what they say or write happens, for example, to conflict with current orthodox economic doctrine.

It is easy to say that our colleges and universities must be free but it is hard to stand up for freedom when a real conflict develops. At the present time, no one seems to object to unlimited research and discussion of their findings by the physical scientists. It was only about thirty years ago that scientists were held in low public esteem in some quarters because of their sponsorship of the iconoclastic theory of evolution, but today we apparently have been so scared by the atom bomb that we are happy for the scientists to announce any new discoveries that may be supported by facts, no matter how revolutionary they may be. In the field of the social sciences—economics, sociology and government—the public attitude, however, is pretty much the opposite. Anything that throws doubt on the current economic order or suggests the advisability of change or the possibility of improvement is likely to be branded as “radical” or even “subversive” or “communistic.” Even the word “liberal” has completely changed its connotation in public usage so that, whereas twenty years ago it was a word indicating enlightenment and an unselfish, public-spirited point of view, today it is a slur word indicating something like the phrase “fellow-traveler.”

The situation is getting to be such that educational administrators and teachers are afraid to speak their minds honestly on economic and social problems because they are afraid that there will be reprisals in the form of salary cuts, reduction of appropriations for supplies or other expenses, or special restrictive legislation designed to insure a rigid conformity to orthodox concepts. This is in spite of the rec-

ognized fact that, as Mr. Irving S. Olds, Chairman of the Board of the United States Steel Corporation, said recently in an address at Yale University, "the most difficult problems which American enterprise faces today are neither scientific or technical, but lie chiefly in the realm of what is embraced in a liberal arts education." The scientists are being left free to develop terrible new weapons of destruction; in fact we applaud them when they bring out a new bomb that is many times more powerful than anything dreamed of ten years ago, just as we praise them for discovering a new cure for a disease, but we frown on and hamper the free inquiry and discussion of the social and economic problems that affect our living together as civilized, rational human beings. Almost any statement in the social, economic or governmental field, which shows any original or independent thought, is likely to run counter to the immediate interests of some powerful group. If the teachers in our public institutions of higher learning must please everybody, they face an impossible task, and any attempt to do so must inevitably result in paralysis of productive intellectual effort.

After all, it boils down to what we want our schools to do. That itself depends in turn on the extent of our confidence in the ability of individual men and women to solve their temporal problems by the free use of their intellects. (I am of course excluding from this discussion matters of religious faith.) If we are confident of the ability of the truth to survive in open competition with error and believe in the fundamental value of free intellectual activity and intercourse, we will want our public schools and colleges to serve only the purpose of developing adequately informed, vigorous minds, capable of independent thought and the continuing pursuit of truth. If such is our attitude, it will make no difference to our colleges and universities which political party or group happens to be in power at any time, for we will all have a common concept of the goal of education and we will want to leave our colleges undisturbed

to perform their proper function. To my way of thinking, the colleges and universities have a function which is independent of all partisan considerations, just as the courts have the duty of administering justice free of bias or favor. We would not want our courts merely to echo current political clamor; nor should we expect our public colleges and universities to be the servants of those temporarily holding office or those currently wielding political power. The success of democratic government demands that both be free and independent to perform their respective duties according to enduring principles and standards and that they should serve not any particular group, no matter how large or powerful, but the state as a whole.

What then is the prospect for public higher education? I think that we will never be free of our trials and tribulations, because there will always be individuals or groups who fundamentally do not believe in public education, and others who think it is all right only if it teaches whatever agrees with their opinions, and still others who want to control the public colleges and universities purely for the sake of power. And, on the other hand, we will always have in our midst in the educational profession those who have the unhappy propensity for keeping us in hot water with the general public and the legislators and other public officials. We will always be criticized, usually for not being in sympathy with the thought of the current majority, but such criticism may after all be a good sign because unless colleges and universities are ahead of the times they are probably not doing a good job. Ideally the public colleges and universities should be at least the equals of the best of the private institutions. Whether they will be such in fact depends on what you and others like you, the leaders of the community, want them to be. I believe you want them to be free, vigorous and forward-looking; so whatever our present difficulties may be, on the subject of public higher education, I am what President Benedict used to call a long-run optimist.

BUSINESS PERIOD

President Smith expressed the Society's sorrow at the passing of three valued members during the year 1951: Charles Wilson Hackett, John Elzy Owens and Leslie Waggener. He then appointed committees to prepare notices of them for publication. He also announced that no new members had been elected during the year.

Judge Watkins presented the report of the committee on nominations, which was unanimously adopted:

Your committee on officers for the year 1952 desires to place in nomination the following members for the offices indicated:

For President: Ernest Lynn Kurth of Keltys, Lufkin and all Texas.

For Vice-Presidents: Dudley Kezer Woodward Jr. of Dallas and Austin, Rupert Norval Richardson of Abilene, Robert Ewing Thomason of El Paso, Robert Lee Bobbitt of San Antonio, John Edward Hickman of Austin and Eastland.

For Secretaries: Herbert Gambrell of Dallas, Sam Hanna Acheson of Dallas.

For Treasurer: George Waverley Briggs of Dallas

For Librarian: William Embry Wrather of Dallas and Washington.

For Directors: President Kurth; Vice-President Woodward; Past Presidents A. Frank Smith, William Lockhart Clayton, Albert Perley Brogan, Ima Hogg and Pat Ireland Nixon; Charman of the Committee on Program, Burke Baker; Secretary, Herbert Gambrell; Treasurer, George Waverley Briggs.

It will be observed that we are departing from the custom of including all former Presidents on the Board of Directors for two reasons. First, our practice of never re-electing a President has given us more past presidents than there are places on the Board. Second, plans now under consideration for the future development of the Society make it advisable to include in the governing body our first vice-president, the chairman of our committee on program, one of the secretaries and the banker who administers our modest funds. We therefore are nominating these persons to serve along with our new President and the five past Presidents whose terms were most recent.

President Smith, after expressing the appreciation of the Society for the hospitality of Mr. and Mrs. Kurth, presented the new President and declared the meeting adjourned.

NECROLOGY

CHARLES WILSON HACKETT

1888-1951

ON FEBRUARY 26, 1951, death terminated the fruitful scholarly career of Charles Wilson Hackett, vice-president of this Society, distinguished professor and director of the Institute of Latin-American Studies at The University of Texas.

Son of James Franklin and Mittie Maude Greer Hackett, he was born near Chilton on June 19, 1888. After graduation from high school in Marlin, in 1905 he entered The University of Texas from which he received his B. A. degree in 1909 and where he spent an additional year in graduate study under Herbert Eugene Bolton, who was then beginning his work in Latin-American history. He followed Professor Bolton to Stanford and then to the University of California, where he received his Ph. D. degree in 1917. In 1915 he was married to Jean Nette Hunter of Austin, who with their two children, Mrs. Whitmell T. Rison and Charles Jr., survives him.

In 1918 he began his thirty-three year career as a member of the history faculty of The University of Texas and a productive scholar which brought him international recognition as a Latin Americanist. He was instrumental in obtaining for the University library the rich Genaro Garcia, Garcia Icazbalceta, William B. Stephens, Gondra and other collections which made it a world-wide magnet for scholars. Another enduring monument to his foresight and industry is the University's Institute of Latin-American Studies which he planned and directed during the last decade of his life.

He served as visiting professor at Harvard and Stanford universities, as a leader of the Institute of Politics at Williamstown, officially represented the United States at the Panama Conference of 1926 and the Inter-American Conference at Lima in 1941, and received honorary membership in many learned societies at home and abroad. In editorial capacities he was associated with *Current History*, *Hispanic American Historical Review*, *Southwestern Historical Quarterly* and various other journals. His scholarly industry is further attested by his bibliography of more than two hundred titles published between the years 1911 and 1949.

But the man himself transcended his academic accomplishments. He had a rare capacity for friendship, and his personality attracted the learned and the unlearned alike. Good-humored, generous to a fault, companionable, simple in his tastes, genuinely modest and unassuming, he was at home in any group.

Charles Hackett the man will live in the memories of the thousands who knew him personally. His stature as a scholar is permanently secure. A vital and growing part of the institution he loved and served with distinction so long will be through the years his lengthening shadow.

— H. G.

LESLIE WAGGENER

1876-1951

LESLIE WAGGENER, whose career was linked with many phases of the economic and cultural development of Texas, died suddenly in Dallas on New Year's day 1951. Born on December 4, 1876, in the president's house of Bethel College (Russellville, Kentucky), he came to Austin in 1883 to grow up on the campus of the new University of Texas when his father became first professor of English there. The elder Leslie Waggener, a graduate of Harvard and a Confederate soldier, was a well-known Southern scholar and teacher of literature, first at Bethel College and then at the University of Texas, both of which institutions he served also as president. His wife was Frances Pendleton Waggener, a daughter of James Madison Pendleton, famous Kentucky theologian.

As a boy of seven, the younger Waggener witnessed the formal opening of the University of Texas; and after completing preparatory studies at the Webb School in Tennessee, he entered this institution of which his father, earlier chairman of the faculty, had been elected the first president. He was graduated in 1898 at the head of his law class and throughout his life was a devoted son of his alma mater. He settled in Dallas, where, as a civil lawyer, a banker and a civic leader, he found both his vocation and his avocation. An early law partner was William Alexander Rhea, who drafted the charter of the revived Philosophical Society of Texas.

In association with certain clients, Mr. Waggener entered the farm mortgage business in 1906 and eighteen years later entered commercial banking as vice-president of the Republic Trust & Savings Bank. Subsequently he was successively executive vice-president, chairman of the executive committee and vice-chairman of the board of the Republic National Bank, an office he held at the time of his death. He served as a director of various insurance and banking enterprises and his advice was widely sought because of the clarity with which his mind analyzed the economic and legal problems of corporate finance.

His relaxation from the cares of business he found in serving civic and cultural causes. A distinguished patron of the arts and a collector of note, he served as treasurer of the Dallas Art Association

for many years. He was a fellow, a trustee and treasurer of the Dallas Historical Society. For ten years he was a regent of the University of Texas, retiring in 1942 as chairman of the board. Soon thereafter, as chairman of the ways and means committee of the Texas State Historical Association he raised a large fund for the publication of Texas works and was elected last year honorary president of the Association. When he apologized for not having been born in Texas, to his great amusement the Association ordered it recorded in the minutes that "Leslie Waggener was born in Texas at the age of seven." During his residence in Highland Park he served on the town council, and for many years he was a vestryman of the Church of the Incarnation. He was a member of Beta Theta Pi and the Critic Club of Dallas.

He married Anne Venable Nelson in 1900. She and two sons, Nelson and William, survive.

Mr. Waggener was a man of unusual talents, genuine modesty and great sense of social responsibility. He never sought positions of leadership; but, when he found himself in one, he discharged the duties with competence and thoroughness. — H. G.

JOHN ELZY OWENS

1874-1950

A newspaper columnist once spoke of John E. Owens as "a charmingly pestiferous soul. He is charming because of his personality," added the same commentator. "He is pestiferous because he thinks out loud and demands that other people think, too."

This member of our Society taken by death at his home in Dallas on December 17, 1950, was long a prominent and greatly admired citizen of Texas. Identified most closely with the banking profession, he was a close student of all phases of the social and economic life of the Southwest, and his wit, his mellow philosophy and his absorbing interest in the welfare of his fellow men endeared him to a wide circle of friends and admirers.

John E. Owens was born in Galveston March 3, 1874, the son of John Elzy and Luta Stone Owens. He was taken as a small child to VanZandt County where his father engaged in banking and farming. Inheriting his father's private bank at nineteen years of age, he converted it into the Wills Point National Bank and became its head. He was the youngest bank president in Texas up to that time.

In 1922 John E. Owens moved to Dallas where he served as vice-president of the Central National Bank. Later he was president of the Central Trust and Savings Bank. He was next called to be special bank representative for the Texas Farm Bureau Cotton Growers

Association, and his knowledge and insight into the problems of the cotton grower made him an authority in that field. He was elected and served as a director of the Federal Lank Bank at Houston.

In 1925 John E. Owens began his connection with the Republic National Bank of Dallas, of which he was senior vice-president at the time of his death. He had also served as its trust officer.

Although his formal schooling went no further than graduation from Battle Ground Academy at Frankling, Tennessee, Mr. Owens was recognized as one of the best educated men of his time and place. A close and omnivorous reader, he had a keen appreciation of the best in both classical and contemporary writing. As a young man he was a great admirer of Elbert Hubbard and made a special journey to the home and shops of that apostle of the arts and crafts.

A Democrat of the old school, Mr. Owens was a lifelong battler against high-tariff. He enjoyed taking an active part in political discussions, whether on the stump or in the privacy of his own home and library. He was greatly in demand as speaker at civic and commercial gatherings over the state and he always spoke forthrightly, although with kindly humor, of public affairs and public men.

With the Great Depression and the coming of the New Deal, Mr. Owens found himself supporting the policies and programs of Franklin D. Roosevelt. He especially approved of the New Deal's concern for the economic lot of the farmer and the rancher. He remained faithful to the New Deal long after it had lost caste with most bankers. He took considerable ribbing but in good humor from his business and professional associates.

In civic affairs he accepted many responsibilities. He was long treasurer of the Civic Federation of Dallas, the group concerned with adult education. He was also active in the establishment of the Dallas Historical Society and served it as treasurer and trustee. Although not a member, he attended the Highland Park Presbyterian Church. One association in which he took great pleasure and to which he contributed much in intellectual discussion was the Critic Club of Dallas.

John E. Owens was singularly blessed in his home life. He married Miss Jewel Montague of St. Louis, by whom he is survived. They had one daughter, Mrs. E. Bruce Street, who lives in Graham. A foster son, Montague Owens, is a resident of Houston. There are two grandchildren.

A man of keen business insight, of unsurpassed integrity—and one of the brightest ornaments to the civic and intellectual life of his city and state—John E. Owens remains a bright memory to all fortunate enough to have known him.

— S. H. A. *Johnson*

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