The Philosophical Society of Texas

PROCEEDINGS

1954

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OF THE ANNUAL MEETING

AT AUSTIN

DECEMBER 4, 1954

XIX

DALLAS
THE PHILOSOPHICAL SOCIETY OF TEXAS
1955

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.

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THE SOCIETY met on December 4, 1954, in Austin. A membership meeting convened in the James Stephen Hogg Room of the Driskill Hotel during the afternoon. At seven, in the Maximilian Room, President and Mrs. Burke Baker were hosts at dinner. President Baker presided and gave the invocation.

Attending were Mr. Sam Hanna Acheson, Miss Anne Prescott Toomey, Miss Winnie Allen, Judge and Mrs. J. E. Wheat, Mr. and Mrs. G. W. Hill, Mr. and Mrs. John D. Stockton, Mr. and Mrs. Jesse Andrews, President and Mrs. Burke Baker, Dr. and Mrs. Logan Wilson, Mr. and Mrs. Stanley Banks, Colonel and Mrs. William Bartholomew Bates, General and Mrs. Ike Ashburn, Dr. W. J. Battle, Dean and Mrs. Albert Perley Brogan, Dr. and Mrs. Horace Bailey Carroll, Dean and Mrs. Harry Ransom, Dr. and Mrs. Carlos Eduardo Castañeda, Dr. and Mrs. Claude Carr Cody Jr., Dean Ezra William Doty, Mr. and Mrs Henry Patrick Drought, Dr. and Mrs. Hyman Joseph Ettlinger, Dr. and Mrs. Herbert Gambrell, Mr. and Mrs. Gibb Gilchrist, Mr. and Mrs. Dewitt C. Greer, Mr. and Mrs. Gilbert Smith, Judge and Mrs. Ireland Graves, Professor and Mrs. Leon Green, Mrs. A. Caswell Ellis, Judge and Mrs. James Pinckney Hart, Mr. Houston Harte, Mr. and Mrs. Edward Halmead Harte, Dr. Ela Hockaday, Mr. Louis Wiltz Kemp, Mr. A. Jeff Kemp, Mrs. Laura Lettie Krey, Mr. and Mrs. F. C. Morse, Professor and Mrs. Charles Tilford McCormick, Dr. and Mrs. Pat Ireland Nixon, Dr. and Mrs. Rupert Norval Richardson, Dr. Elias Howard Sellards, Dr. and Mrs. J. T. Lonsdale, Dr. and Mrs. Ira Kendrick Stephens, Associate Justice and Mrs. Few Brewster, Dr. and Mrs. Robert Lee Sutherland, Dr. and Mrs. Radoslav Andrea Tsanoff, Mr. and Mrs. Don C. Travis Jr., Mrs. C. F. Arrowood, Dr. and Mrs. Walter Prescott Webb, Miss Mildred Webb, Dr. Llerena Friend, Mr. and Mrs. Fred Cotten, Dr. and Mrs. Roger John Williams, Dean and Mrs. L. D. Haskew, Mr. and Mrs. Dudley Kezer Woodward Jr., Dean and Mrs. Willis Raymond Woolrich.

INTRODUCTORY REMARKS

Burke Baker

It is a great pleasure to welcome you on this occasion which commemorates the one hundred and seventeenth anniversary of the founding of our Society.

We are pleased that Austin has proven such a happy choice of location for this meeting. The attendance of more than one hundred, the largest for many years, indicates your approval of our choice. We chose Austin for this year's meeting for several reasons. In the first place, as the capital of our State, it seemed to be a most appropriate city in which to hold a meeting such as ours. It is centrally located for all Texans, and the Society has not come to Austin for several years—not since Dr. Brogan was President. And we thought you would enjoy meeting in the historic atmosphere of this Maximil-

ian Room with its beautiful gold leaf mirrors, which were made in France, shipped to Vienna, and then to Mexico City to adorn Chapultepec Castle during the brief reign of Maximilian and Carlota. You will note that the head and shoulders of Carlota, with her crown, adorn each mirror. I am told that these eight mirrors were sent to San Antonio for safekeeping, where they have been stored these many years until Manager Stark of the Driskill bought them for this room and arranged this attractive setting for them.

It seems fitting that, at this anniversary dinner, we should pay our respects to the Founders of the Society, so I am going to ask the distinguished Secretary of the Society, Dr. Herbert Pickens Gambrell, to read the names of the Founders and to make such comment as he will about each of them.

[The Secretary then read the names of the twenty-five Founders in the order in which they signed the By-Laws on December 5, 1837 (see page 2) and briefly characterized their individual and collective contributions toward making the young Republic "resplendent for all the acts that adorn civilized life," one of the objectives of the Society.]

And now I am going to call the roll of members present this evening, in alphabetical order; and I ask each of you stand and introduce your guests.

It now gives me great pleasure to present to you our distinguished guest and speaker of the evening. Logan Wilson is a native Texan, having been born at Huntsville in 1907. After his school days in Huntsville and his undergraduate college days at Sam Houston State Teachers College, of which his father was a faculty member, he came to The University of Texas, where he received his Master's degree and his Phi Beta Kappa key. After a brief sojourn in Houston as a reporter for The Houston *Press* and after serving as an instructor at The University of Texas, at Texas Technological College and as a tutor at Harvard, he received his Ph.D. from Harvard in 1939 and then served as Professor of Sociology at the University of Maryland, as Head of the Sociology Department at the University of Kentucky, at Sophie Newcomb College, and at Tulane. When the Board of Regents of The University of Texas found him and persuaded him to come back to Texas, he was serving as Vice-President of the University of North Carolina with administrative responsibilities for its three branches.

Dr. Wilson has served as Chairman of the American Conference of Academic Deans, is the author of a book titled *The Academic Man* and of many articles in scientific publications. He became President of The University of Texas in 1953, and this year has had the duties of Chancellor added to those of President. He will speak to us on the subject —"Will There Be Too Many College Graduates?"

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Will There Be Too Many College Graduates?

LOGAN WILSON

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TOO MANY COLLEGE GRADUATES? The mere suggestion of such a possibility strikes some persons as an absurdity. They would turn the question around and ask, How can there be? Everybody knows that education is a good thing, and nearly everybody grants that college graduates are, on the whole, our best-educated and most useful citizens. Mental fitness like physical fitness, many would insist, cannot conceivably be too widespread in our society. So the more college graduates we can have the better. Others would protest that it is un-American to pose a question implying any limitation of educational opportunity. Still others would say there is no need for argument, since the laws of supply and demand will take care of the whole matter, and hence, the issue is of no real urgency.

However much any of these views may err, it should be observed that nobody can presently give a categorically correct answer to the question. The query involves diverse philosophic perspectives as well as unknown quantitative variables, and thus there is no precise method for arriving at a "true" answer. Since public opinion will heavily influence the ultimate solution of the problem, it is imperative for the American people to become as well informed as possible concerning the issues at stake. In the years immediately ahead we cannot avoid crucial decisions about the education of our youth. The wisdom we bring to bear in making these decisions will determine the role and scope of our institutions of higher learning. It will also determine the destiny of our nation.

Regardless of the course of action we choose, our decisions necessarily will be made in the light of present and past experience. The values we have acquired concerning education are the essentials of this experience. Although we sometimes act as if education were an expense instead of an investment, we are, in the main, strong believers in its positive values. In this respect we are carrying forward the traditions established long ago by the founding fathers of our country. They held universal education to be the chief bulwark of a free people; they wanted the schools extended widely so that every American could get a formal education. Given sufficient schooling, our citizens would be enlightened. An enlightened citizenship could secure and maintain liberty.

Today we still adhere to these tenets, but we no longer have the illusion that education in general, regardless of kind, guarantees

the good life. We have witnessed in Nazi Germany and Soviet Russia how totalitarianism uses education for despotic ends. During the economic depression of the thirties, the Western world saw widespread unemployment in the learned professions and related occupations, with attendant frustrations of an intellectual proletariat for whom no suitable jobs were available. We have learned from experience that disjunctions between supply and demand can occur in the educational area, as elsewhere in our socio-economic order.

Yet we have not lost faith in the values of formal education. The period of compulsory school attendance has been gradually extended, and the majority of our citizens regard higher education as desirable for as many of our youth as possible. High school graduation is considered the birthright of every normal American boy and girl, and a college degree is increasingly a ticket of entry into all occupations having much social standing. In becoming more widely spread, higher education has lost some of its former bargaining power and prestige value for the individual, but none of its respectability or desirability. On the contrary, it is a necessity for even larger numbers of persons in our more and more complex society. In terms of increased productivity and a higher level of living, its collective and individual benefits are undeniable. So are its less tangible cultural values.

In view of these reassurances, the layman may wonder what there is to be bothered about. Well, a number of old problems which we have never solved very satisfactorily in the past will assume greatly magnified dimensions in the future. There are also going to be some new problems. The American people will be called upon to spend large sums of additional money if our institutions of higher education and their products are not to undergo a rapid deterioration. Furthermore, much careful planning will be needed in the expenditure of this money if its investment is to be of maximum benefit to our nation as a whole.

A major problem confronting us is that of the sheer numbers of students to be educated. The population of this country has doubled since 1900, and during the last twenty years the number of births each year has almost doubled, reaching nearly four million in 1953. A booklet entitled *The Impending Tidal Wave of Students* states:

> The tidal wave of students is sweeping through our elementary schools, approaching the secondary schools, and will engulf our colleges and universities in a few short years. These students will enter our elementary schools in ever-increasing numbers for at least six more years, since the number of births in the United States has now reached an all-time peak. The sheer impact of unprecedented numbers will force us to explore every

resource and exert every effort to prepare for their coming. In these years of relative peace and quiet it is difficult for us to prepare ourselves for a time when we shall be confronted with at least twice our present number of students. The fact remains that they are already born. We know the time of their coming — we can count them now.

Of special interest to Texans is the fact that this tidal wave of students will strike with more force here than in most other states. During the last twenty years the percentage rate of increased births for the United States averaged 88; for Texas it was 111. Also, the migration to Texas of families with children born elsewhere has added still further to the numbers to be educated. Although the percentage of youths going to college in Texas is about average for the nation (28 as compared with 27 per cent for the U.S.A.), the percentage of increased enrollment between 1930 and 1950 in Texas was 210 as compared to 150 for the whole country. Another difference between Texas and some other states is that most young Texans get their higher education inside the state. The in- and out-migration of college students just about balances. With further industrialization, urbanization, and continuing prosperity, the percentage of Texas youth going to college will undoubtedly continue to rise. What will actually happen is a matter of speculation, but some forecasters for the national scene venture to predict an increase as high as 50 per cent by the year 1970. It should be said, however, that nothing like this figure will be achieved in Texas if we continue in our rank as fortieth among the forty-eight states in percentage of income going for tax-supported purposes.

While more young persons are going to college each year, more of them are also being graduated. In 1900 one out of sixty was graduated; in 1954 the number had risen to one out of eight. Population growth, increase in numbers who go to college, and the ever higher proportion of those who become graduates, make it clear why our citizenry is going to be called upon to make greatly increased expenditures for higher education. Under such circumstances, taxpayers and others asked to meet the heavily increased costs will want to be shown whether it is necessary or desirable for ever larger numbers and proportions of young persons to be given the opportunities of a college education. Can our society really utilize so many college graduates?

Familiar criticisms of the dysfunctions of our system of higher education will doubtless be more widely discussed. We shall be reminded of the old cliché that college ruins some otherwise good plowboys, artisans, and mechanics. More persons will begin to inquire into what can be done to weed out the idlers and misfits who

slow down the pace and lower the level of accomplishment of those who are genuinely earnest and able in their collegiate endeavors. Colleges and universities which in the past have been under popular pressures to ease up their standards and "dumb down" their curricula may find themselves caught between conflicting forces.

As matters now stand, few of our publicly-supported institutions anywhere are permitted by law to do much advance screening out of the unqualified. Will public opinion recognize the difference between equality of opportunity and identity of opportunity? Likewise, in response to public demand, many of our institutions now give miscellaneous apprenticeship types of training which could be offered equally well and perhaps even better by trade schools or by business and industry. Will outside interest groups be willing to assume this responsibility?

In some quarters our colleges and universities are criticized for their fads and fripperies, and it should be admitted that these are to be found in one form or another in many places. One of our state-supported institutions here in Texas, for example, offers a credit course in baton twirling. Yet it should also be stated that the amounts of time, energy, and money lavished on showy bands, winning football teams, and other forms of mass entertainment have all come about as a response to concerted outside pressures.

The popular vogue of higher education has resulted in a fetish of diplomas and degrees. Self-education has been almost forgotten, and the truly well-educated person who lacks fully-accredited formal training is unnecessarily placed at a disadvantage in competition for jobs with the less well-educated individual who has the superficial credentials. Here again one may note the influence of vested interests. Many occupations are now straining toward excessive certification procedures and needlessly setting up formal education requirements. By this means they hope to acquire the prestige and repute long enjoyed by such traditional professions as medicine, law, and engineering. All of this, of course, increases the number of boys and girls who go to college, fosters further vocationalism at the expense of liberal learning, and adds to the cost of maintaining our colleges and universities.

More than anything else, the method by which the majority of our institutions of higher education are financed has been a stimulus to sheer expansionism. It has emphasized quantity at the expense of quality. In Texas, as in many other states, appropriations for publicly-supported colleges and universities have been based almost entirely on enrollments. Even private institutions have their educational growth popularly gauged by the increase in size of their student body and physical plant. An all-too-prevalent response to these outside in-

fluences has been a competition for mere numbers of students and a tendency to provide programs and maintain standards which encourage mediocrity rather than excellence.

These and other weaknesses in higher education will unquestionably be seized upon and loudly proclaimed by those who oppose any further extension of opportunity to American youth. They will be aided and abetted by the forces of anti-intellectualism which are congenitally opposed to colleges and universities as centers of independent thought, and hence are always quick to seize upon any excuse for threatening their material support.

Aside from these considerations, there is a real question as to our society's need for unlimited numbers of college graduates and its capacity to absorb them into the fields for which they may be trained. Kotschnig has demonstrated that unemployment in the learned professions and related occupations was a contributory factor to the rise of the Nazi movement in Germany. Seymour Harris, in his book, *The Market for College Graduates* (1949), seriously doubts that our economy can utilize very much higher proportions of the college trained. Too much of our national income may be going to "improved plumbing, more alcohol, perpetual motion and mass entertainment," yet can we justify socially any considerable increase in outlays for the college education of young persons who are going to be salesmen, clerks, machine attendants, and so on? Does it make them happier and more productive?

Moreover, Dr. Harris goes on to show that whereas a college education paid financial dividends to its recipients between 1870 and 1940, it has paid less well since that time. After 1940 it was more lucrative to be a coal miner than to be a minister or teacher, and the unwillingness of the educated to do manual work may be in part an explanation of the higher wages for factory workers than for many white collar workers. The incomes of college graduates have risen only 60 to 75 per cent as much as those of the population generally since 1940, and it is predicted that this trend will continue.

Dr. Harris states that as educational opportunities are equalized with reference to economic, regional, racial and other barriers, the market situation for college graduates will become progressively worse. In fields such as medicine, which require highly-specialized training or practice restrictionism in recruitment, shortages of personnel now exist and perhaps may continue. Notwithstanding these exceptions, he concludes that in the future large proportions of junior college graduates will have to be content with manual labor, and that the attitudes and expectations of the college-trained in general will have to be down-graded if there are not to be serious social and political effects.

Other pessimistic forecasts could be cited to argue the case for drastic measures if we are to avert an overproduction of college graduates. I doubt the soundness of the assumptions, however, on which most of them are based. They tend to regard supply and demand as relatively static, and overlook the fact that educated manpower is a national resource capable of infinite development and utilization in a dynamic economy such as ours. Furthermore, they minimize the values of general education for self-development, enjoyment, and more useful citizenship. Is such a narrowly conceived philosophy of higher education likely to prevail in the future?

To forestall this unfortunate possibility, it seems to me that the American people must begin to think more realistically about how increasingly vital formal education on all levels has become to our national existence and well-being. A book just published under the title, *America's Resources of Specialized Talent – A Current Appraisal and Look Ahead,* contains, in my opinion, the kind of constructive analysis and outlook we all need to consider. This report summarizes the results of a comprehensive study directed by Dael Wolfle for the Commission on Human Resources and Advanced Training. It points out that educated manpower is our most important national resource. Although creative people do not work alone, our nation owes its great productivity and high level of living mainly to the efforts of its best-educated members who are principally responsible for our industrial, technological, scientific, and cultural developments . Just as it is good business to make the best use of our natural resources, so is it good business to make the best possible use of our human resources.

It may be true that, educationally-speaking, we are wasting time and money trying to make silk purses out of some sows' ears, but this is a minor defect alongside our failure to provide full educational opportunity for much of our intellectual talent. This report maintains that our college graduating classes could be much larger with no loss in quality. It is demonstrated that throughout our educational system much talent is permitted to fall by the wayside. Most of our ablest youngsters do go through high school, but fewer than half of the best high school graduates ever finish college.

Since a society achieves its full manpower potential only when each member contributes as fully as his ability permits, it is self-evident that the United States is wasting the abilities of many. In a less highly-competitive era there may have been no serious national consequences in gearing higher education primarily to the individual needs of those who wanted it and could afford it. But our world position has changed. It is now high time for us to think more about the utilities of higher education for our society as a whole. Can we afford

very much longer to have a wide gap between our potential and our achievement? Perhaps we should be asking ourselves whether there will be enough college graduates of the right kind to lead our nation continually forward in the face of any adversity.

Conventional analyses of supply and demand are useful, to be sure, for short-range planning, vocational guidance, and for establishing manpower and educational policies for the present and near future. Moreover, means for making adjustments are already at hand and are used now by many of our colleges and universities which practice selective admissions. Further control devices might be used to narrow or widen opportunities in any or all areas of general and special education. Stricter examinations, raising fees and lengthening courses, guidance and suggestion could be considered. So could the *numerus clausus* limitation commonly employed by medical schools and others with fixed enrollments.

We need to be extremely cautious, however, in the arbitrary fixing of limits. Just a short time ago, some experts anticipated a glut of trained engineers. Today we face a shortage which will continue at least through 1960. By that time we can train only 177,000, as compared to a need for 240,000 under partial mobilization and a much larger number if full mobilization becomes necessary. To give other instances, it is estimated that shortages of at least 50,000 nurses, from 22,000 to 45,000 doctors, 293,000 teachers, and undetermined numbers of highly trained scientists will be felt by 1960.

In the screening process we also need to be careful about using the same sieve for everybody. Specialization in physics, for example, calls for considerably more capacity for abstract thinking than does specialization in home economics or physical education, yet we need specialists in the latter fields as well as the former. Likewise, we need to be wary of placing too much reliance upon the intelligence tests which typically put a high premium on verbal facility, or on course marks and grades to the exclusion of other guides. Those of you who have read the *Dialogues of Alfred North Whitehead* will recall this great teacher and philosopher's observation that perhaps more of our original, independent thinkers come from the ranks of "B" students than of "A" students.

Still another misconception we need to guard against is the notion that want of money is all that keeps bright boys and girls from going on to college and then graduating. Lack of means is of course a barrier for many of the deserving, yet it is hardly more important than lack of proper motivation. During the last decade, college attendance has increased by only one-third, while ability to pay for a college education has risen by three-fourths!

The Wolfle Report also shows that putting more people through

college will not necessarily lower over-all student quality and performance if the American people stand ready to provide adequate facilities. Such facilities will cost tremendous sums of money, and there is the danger that we shall regard the amounts needed as avoidable sacrifices rather than necessary investments. If this happens, then our average level of achievement will be lowered, our ablest students will get lost in the mass, and our future leadership will be irrevocably weakened.

Unquestionably, we need an early identification and encouragement of superior students, and it is largely to this group that we should look for development of specialized talent. These are the ones around whom our graduate and professional programs should be built. Yet the majority need not be neglected and should not be. Junior colleges perhaps offer the greatest opportunity for educating the largest number of students at the least cost. In senior colleges more two-year terminal programs could be developed, with new and improved methods of mass instruction such as audio-visual aids, radio and films, and so on.

Here I should like to go on record as believing that our own state will need few if any more separate institutions of higher learning. In Texas we shall have to support more generously than in the past the hundred or more we already have. I suspect that many other states likewise merely need to strengthen and broaden existing institutions. The mushrooming of small colleges is not a proper solution to the problem of numbers. Regardless of what we do about the large numbers who may wish to go to college, we should remind ourselves that any drastic curtailment of access to institutions of higher education will run counter to our tradition and experience. In the past, we have progressively raised our level of living and extended democracy, not through socialism or other isms, but through free enterprise in the economic sphere and its logical corollary of free opportunity in education.

Another thought requires more emphasis: we should stress more heavily the values of higher education for living as well as for making a living. There are undoubtedly some individuals for whom any kind of formal education beyond the secondary school level is simply a waste of time and money, but it is also true that our whole society, as well as the individuals concerned, would benefit from carrying the formal education of the majority of our youths beyond this point. Even the manual laborer and the semi-skilled worker can be educated for wiser citizenship and better use of leisure time. As Milton's discourse has it, *Learning Makes Men Happier than Ignorance.*

Some of you have probably received a brochure recently issued by

the Chamber of Commerce of the United States, called *Education — An Investment in People.* It shows most effectively that the general well-being of our people is directly associated with educational achievement. In those states where the educational level is high, the same is true of incomes, retail sales, magazine circulations, and so on. Contrary to anti-intellectual contentions, the college-trained have sounder economic and political views than do those who received less schooling. These facts bolster the whole argument for extending rather than restricting educational opportunity, even for those who may lack the native ability to enter any of the traditional professions or other occupations requiring extensive formal education.

As I said earlier, ours is a troubled age of intensified international competition which may at any time turn into the final world war. Under such circumstances we can no longer afford educating merely to help the individual get ahead economically or climb socially. The potential benefits of the college-trained to society must cease to be regarded as incidental by-products. In addition to a continued emphasis on self-development as an end in itself, we must also give more thought to the use of higher education as an instrument for our national survival. It may as well be admitted that this will in some respects be counter to our former ideas about *laissez faire* and local control.

Those who oppose more coördinated planning on a larger scale well might be asked what alternative they have to offer in view of what is happening in Russia. As M. H. Trytten has pointed out, the Russians are apparently taking more seriously than we are the old copybook maxim that "knowledge is power." They are now graduating nearly three times as many college-trained engineers and scientists each year as we are. Under our school system, with its wide range of electives, students are permitted frequently to avoid such subjects as languages, advanced mathematics, physics, and chemistry. Moreover, our ablest minds gravitate freely toward the most lucrative professional and business fields, and are sometimes in short supply for areas which are more critical in terms of building national strength. In fact, the salaries of some high school and college teachers compared with salaries in business and industry are so low that in many places there simply is nobody available to offer the instruction properly.

A similar note of warning was sounded several weeks ago by the president-elect of the American Chemical Society when he spoke on the University of Texas campus. Dr. J. H. Hildebrand, the speaker, warned that the strength of the Communists' technical education program and the weakness of our own is providing the Soviets with a

long-range advantage which makes war inadvisable now from their point of view. The speaker asserted that the Communists are taking their best students and at government expense educating them to the limits of their abilities. He concluded that we are not educating for national strength, and urged a re-emphasis on training in the basic sciences and liberal arts. "Unless we do," he said, "the Communist world can well afford to wait while our present educational practices run their course."

As the report, *The Impending Tidal Wave of Students,* has forcefully shown, we cannot default now because we have large numbers to be educated. We are pitted in a struggle against hostile forces who have "more land, more resources, and more people" than we have. If we let them get ahead of us in education, then national disaster is inevitable for us and our way of life. "Our hope rests in an enlightened people from whom we can obtain the essential leadership necessary to build the kind of world in which we all want to live."

With the tremendous material resources at hand, we may not have to make a choice between spreading education more widely among the masses and concentrating it in the most competent. Whatever our decision, we cannot have too much understanding among the majority who follow or too much quality among the minority who lead. We shall need the best specialists we can possibly train, but also we should remember that over-specialization carries its penalties. Revolutionary changes in the division of labor have occurred in the past and will occur again in the future. Most occupations today, for example, were not in existence 150 years ago. In 1850, only 5 per cent of all energy was generated by mineral fuel and water power; today 95 percent is, and the use of human and animal muscle as a source of physical energy has declined from 95 per cent to 4 per cent. Never before was brain-power so important!

Will we develop it fully and use it wisely? If our citizens realize the issues at stake for them individually and for our nation collectively, I am sure the answer will be "yes." As Morison, the Harvard historian, has said:

> Americans in the past have taken themselves and their democracy for granted; they have been opportunists in a land of opportunity. The current of our national life has been so swift as to develop that sort of quick thinking and instinctive motion by which a practical raftsman avoids the rocks as he shoots the rapids. Now we have passed the rapids of our river of life into . . . the mysterious ocean of the future. On our deep sea voyage we shall need clear, sound thinking, expert seamanship, moral courage, and the wisdom that comes of experience.

BUSINESS PERIOD

President Baker: Pursuant to the action taken at the 1953 Annual Meeting, an amendment to the By-Laws fixing annual dues at ten dollars was submitted to the members. This amendment has been approved by a vote of 81 to 4.

We record with sorrow the passing of six of our distinguished colleagues: Edward Henry Cary, Frank Lee Hawkins, Maury Maverick, Elmer Scott, William Buckhout Tuttle and Royall Richard Watkins. Messrs. Acheson, Banks, Gambrell, McClendon and Webb have been appointed to prepare notices of them for *Proceedings.*

Mr. Houston Harte of San Angelo will present the report of the committee on nominations. His associates on this committee are Gibb Gilchrist and John Elijah Rosser. [The report was read and adopted. See page 25.]

It is now my privilege to present your new president, a man honored wherever legal acumen is appreciated and who personally adds distinction to any group with which he associates himself—Mr. Jesse Andrews of Houston.

Mr. Andrews: Mr. President, your administration of the affairs of the Society during the past year has set such a high mark, it will be difficult, if not impossible, for any succeeding administration to equal it. I will accept the nomination. I hope that with the assistance of the very able men whom you have elected as the other officers of the Society we shall approach measurably, if we do not reach, the high mark that has been set.

President Baker: In the minutes of the first meeting of the revived Society in 1937, I find the President's statement that the suggestion of reconstituting the Philosophical Society of Texas was first made by Dr. Gambrell, Professor of History of Southern Methodist University, and was repeated a few months later, with the result that a group of interested individuals got together and the revived Society was the result. Every former President of the Society, and there are several at this head table, will agree with me, I am sure, that this impressive list of officers is primarily for the *Proceedings,* but that the generator and spark plug and motor and steering wheel of the Society is Herbert Gambrell, aided and abetted by his lovely wife. Herbert and Virginia, please stand that we may do you honor.

The Society will stand adjourned until December 10, 1955.

NECROLOGY

EDWARD HENRY CARY

1872-1953

EDWARD HENRY CARY, M.D., LL.D., F.A.C.S., medical statesman and former President of this Society, died in Dallas December 11, 1953. Born in Alabama, February 28, 1872, son of Joseph Milton and Lucy Janette Cary, he prepared for his profession at Bellevue Hospital Medical College and entered practice in New York City.

Matters related to his family estate called him to Texas in 1902 and for the next half century he was a potent factor in medical progress in the Southwest and in the nation. He achieved national distinction in his speciality (ophthalmology and otolaryngology) and received the highest office within the gift of the Americal Medical Association. His biography, *More Than Armies*, by Booth Mooney was published in 1948. In Dallas he was concurrently a medical educator, a city builder and a civic leader of great stature. There he was married in 1911 to Georgie Fonda Schneider who, with a son and three daughters, survives him.

On his arrival in Texas he became dean of the medical school that became Baylor University College of Medicine; he served twenty years as dean and retained his professorship until the institution was moved to Houston in 1943. The Southwestern Medical School was then founded with Dr. Cary as president, by the Southwestern Medical Foundation which he had created four years earlier; it became a part of the University of Texas in 1949. For twenty years he was chairman of the staff of the Baylor University Hospital. To his indefatigable leadership is due major credit for making Dallas the medical center of the Southwest. He planned and built the Medical Arts Building, first office structure in America dedicated exclusively to the healing arts.

Busy as he was with professional and business affairs — for most of his life he pursued three vocations simultaneously — he took a lively interest in all matters of civic concern. For years he was president of the Kessler Plan Association for the promotion of city planning; he was an early member and onetime president of the Idlewild Club; he became a charter member of Dallas Historical Society in 1922 and was its president at the time of his death; and for forty-five years was an active member of the Critic Club, a unique group of Dallas leaders which meets monthly to discuss matters of civic

and cultural significance. In 1945 he received the Linz Award for civic leadership and two years later his seventy-fifth birthday was celebrated as a community event.

He first became a member of the House of Delegates of the American Medical Association in 1906, served as member of the Board of Trustees from 1925 to 1929, and was chairman of the committee on legislation. In 1932 he became president of the American Medical Association, the only Texan ever to hold that office. He had earlier served as president of the Dallas County, Texas State, and Southern Medical associations. Later he was president of the National Physicians Committee and of the Group Hospital Service. He was a member of various academies of his specialties and a Fellow of the American College of Surgeons.

But the mention of some of the many honors that came to him conveys no notion of the man's charm, innate grace and urbanity or the catholicity of intellectual interests. He lived a full life with zest to the end – a life that leaves a lasting impress on his community, his state and his nation. The Philosophical Society of Texas records his passing with sorrow. — H. G.

FRANK LEE HAWKINS

1866-1954

A NATIVE TEXAN, descendant of pioneer stock, distinguished jurist, with sixty years of public service, Frank Lee Hawkins was born at Waxahachie November 18, 1866, the son of Benjamin Franklin and Mary Pinnell Hawkins.

His academic education was received at Marvin College and Southwestern University and his law education at the University of Texas where he was graduated in 1889 with the degree of LL.B.

He was admitted to the bar in 1889, and after engaging in the general practice of law for five years he held the following public offices: Assistant County Attorney of Ellis County (1894-1896); County Attorney (1896-1900); County Judge (1902-1906); District Judge (1906-1921); and member of the Court of Criminal Appeals, first as Associate Judge and later as Presiding Judge (1921 until his retirement January 1, 1951).

In 1889 he married Kate Briggs, who preceded him in death by a few years. Of this union were born two daughters, Mary Modena and Christine (Mrs. J. B. Wilson) and a son, Eddy Clifton, all of whom, together with five grandchildren and nine great-grandchildren, survive him.

Judge Hawkins was a life-long member of the Methodist Church, serving as a steward for over thirty years. He was a charter member of Rho Chapter of the Sigma Alpha Epsilon fraternity when it was established at Marvin College in 1882, and, after the demise of that college, took the chapter charter to the University of Texas where he was an affiliate member. From early manhood until his death he was a member of the Waxahachie Masonic Lodge, and for several years he was a member of the Austin Town and Gown Club.

Judge Hawkins' tenure on the bench was one of the longest in the annals of the Texas judiciary. His nearly thirty years of service on the Court of Criminal Appeals, the court of last resort in Texas criminal matters, was marked by a constant and unflagging devotion to duty; his decisions by a high sense of justice and integrity; and his opinions by clarity, precision, and a strict and unyielding adherence to established precedent.

His private, family, and social life exemplified the highest moral standards and devotion to every duty. He was modest and retiring in demeanor, and gifted with a keen sense of wholesome humor, and was kind and courteous to all with whom he came in contact. In his nearly thirty years of service in the State Capitol, he was universally loved and respected by all officials and employees from the highest to the most lowly. A gifted spinner of yarns, he was noted as the best story teller among the state officials.

Ripe in years and rich in humor, his passing on September 26, 1954, was that of a noble Christian spirit and true southern gentleman. His remains were interred in the State Cemetery at Austin beside those of his devoted wife, among the graves of many distinguished jurists, other high State officials, and early patriots of the Republic and State of Texas.

The Philosophical Society of Texas chronicles his passing with profound sorrow, and extends its sincere condolence to his surviving loved ones.

— J. W. MC.

MAURY MAVERICK

1895-1954

MAURY MAVERICK, son of Albert Maverick and grandson of Samuel A. Maverick of the Republic of Texas, was born in San Antonio, October 23, 1895 and died there June 8, 1954. Maury attended Virginia Military institute and studied law at the University of Texas from 1913 to 1916. He married Terrell Louise Dobbs, May 22, 1920. They have one son, Maury Maverick, Jr., now a member of the state legislature, and one daughter, Mrs. Terrelita Fontaine Orrender.

Maury Maverick began the practice of law in San Antonio in 1916, entered World War I a year later, and was wounded in action on October 4, 1918. He was awarded the Silver Star, the Purple Heart, and a citation for bravery in action.

He was elected to Congress from the Twentieth District in 1935 and served two terms. He was mayor of San Antonio from 1939 to 1941. Later he was in government service as a member of the War Production Board and from 1943 to 1946 he was vice-chairman. Later he became chairman of the Smaller War Plants Corporation. In 1937 he published his autobiography, *A Maverick American,* and two years later a second book entitled *Blood and Ink.* Together they contain his political and social philosophy – and a great deal of Maverick.

Maury Maverick was one of those unusual individuals whose service can not be measured by the many offices he held or by the books he wrote. His strong convictions, his liberal views which never yielded to pressure or expediency, his adherence to principles which he believed to be sound, and his uninhibited speech made him warm personal friends and ardent political enemies. In argument he was usually better informed than his opponents, and had the gift of making them feel at the same moment inconsequential and furious. He was among the first caught in the political backswing towards – what shall we say? – conservatism after 1936 because he would never reef his sails before a political storm and he was therefore a fairly easy victim of practical politics. But his stature of character and unflinching integrity continued to grow. This fact was recognized and proclaimed after his voice was stilled by the voluntary and unstinted tribute poured out for him not only in Texas but all over this nation.

Aside from what Maury Maverick contributed on a national scale when we were leaving a domestic crisis of depression to enter an international military crisis, his service to Texas may be given under three heads.

He left his beloved city of San Antonio a far better place than he found it. As mayor he reformed its administration and cleaned it up physically and morally. He made the winding river with its scores of bridges a thing of beauty. He built LaVillita, a civic center unparalleled in the state for its historical significance, for its civic usefulness, for its function of teaching people to create things with their hands and hearts and thereby gain their own respect. It is quite probable that Maury Maverick would have rated this work his best claim to earthly immortality.

The second thing he did was to set a personal example of courage to all who might falter. One might not agree with his views, and it

was difficult to agree with all of them, but all had to admire the steadfastness with which he supported them. Regardless of the odds against him, he never flinched, he never fouled, and he never quit even when he failed. His courage and his determination had precedent in his beloved city, precedent set by a handful of men who met the test as he would have met it had their opportunity been his.

The Maverick family has given the American language two words that are expressive and useful—*maverick*, meaning a stray, and *gobbledygook* which Maury himself coined. Both words are or will be embedded in the dictionary and should endure until English is an ancient and forgotten language. Permanent though these words may be, they are not the third contribution I want to mention in connection with Maury Maverick. I speak of one more subtle and important. After Maury's death I was writing to one of my conservative friends about him. I said that he probably did not agree with Maury's views, but he must admit that Maury counted for something in the Texas and American scene. My friend replied that Maury's great value to us all was that he steadfastly and courageously "reminded us of things we ought to think about." Though many tributes were paid him, I know of none greater or more appropriate. It takes intelligence to coin a word that is accepted by millions, but it takes character and personal sacrifice to stand before a mob of dangerous tendencies and remind the individuals of things they ought to think about. Here in this civil life Maury Maverick earned again the Purple Heart citation for bravery in action which we must award posthumously. — W. P. W.

ELMER SCOTT

1866-1954

Just six days after his eighty-eighth birthday, which fell on April 13, 1954, Elmer Scott died from a heart attack in a Dallas hospital. The passing of this long notable figure in the field of adult education brought forth an extraordinary round of tributes and appreciation of his extraordinary life.

Born in Jefferson County, Ohio, one year after Lincoln's death, Elmer Scott came of strong-minded, religious folk who had emigrated from Northern Ireland several generations before. He was educated at Ohio Wesleyan University. He came first to Texas in 1888 where he worked for a Dallas firm long since out of existence.

In 1895 Elmer Scott went to chicago where he joined the forces of Sears, Roebuck & Company as an office boy. During the next eighteen years he rose to general manager (1904) and was then sent to Dallas

in the following year to open the first branch of this now nationwide business. The expansion was primarily upon the advice and insistence of Elmer Scott, whose pioneering judgment occupies an important place in the history of merchandising in the United States.

In 1913 Elmer Scott stepped out of the business world to devote himself in a more direct way to the service of his fellows. In 1915 he established the public welfare department of the City of Dallas and operated it for the next two years.

In 1917 Elmer Scott organized the Civic Federation of Dallas. He continued as its executive secretary for the remainder of his life. The Civic Federation was Elmer Scott, and Elmer Scott was the Civic Federation of Dallas. It was through this organization that he exercised his greatest influence on the life and times about him.

Under Elmer Scott's inspiration and direction the Civic Federation became what a contributor to the Encyclopedia Brittanica termed the outstanding example of a privately-supported institution in the field of adult education. Its fame was not only nationwide but worldwide as well.

Elmer Scott's influence on his home community and, indeed, on all of Texas, went far beyond adult education in its strictest sence. He was more responsible than any other person for the raising of the standards of social welfare work in Texas. And in almost all phases of the civic, philanthropic and cultural growth of Dallas, he played a germinal and often guiding part.

Endowed with remarkable vitality up to his last illness, Elmer Scott was a familiar and beloved figure to several generations of his fellow townsmen. He retained his insatiable concern for the well-being of others until the end, and no gathering in behalf of any worthwhile community activity in Dallas seemed complete without his presence. His ruddy complexion, blue eyes and shock of iron gray hair were as easy to spot as the briar pipe which was rarely out of his hand or mouth.

Elmer Scott was married in 1893 to Miss Anna Coble. He is survived by one daughter, Miss Helen Elizabeth Scott, who makes her home in Los Angeles. — S. A.

WILLIAM BUCKHOUT TUTTLE

1874-1954

William Buckhout Tuttle, Chairman of the San Antonio River Authority, a lifelong leader in San Antonio business and civic affairs and a member of the Society since 1941, died unexpectedly at his home in San Antonio on September 8, 1954, at the age of eighty years. He was survived by his widow, Mrs. Lelia House Tuttle.

Born in Austinburg, Ohio, on July 3, 1874, Colonel Tuttle was graduated from the University of Virginia and in 1896 began a distinguished career of over fifty years in utilities when he became associated with the Consolidated Gas Company of New Jersey.

In 1906 he came to Texas as Vice-President and General Manager of the San Antonio Gas & Electric Company. For the next forty-eight years – an era which saw San Antonio's population increase more than six times and which encompassed two world wars – it was the dedicated leadership of Colonel Tuttle as general manager, executive vice-president, president, chairman of the board, and as director and consulting engineer of the City Public Service Board, which had the major role in keeping San Antonio's gas and electric system, considered among the foremost in the nation, growing ahead of the area's phenominal growth and development. As a fitting tribute to a man who for forty years symbolized Progress for the metropolitan area of San Antonio, the giant newly established electric generating plant of the City Public Service Board of San Antonio was dedicated to him and permanently named the "W. B. Tuttle Plant."

For more than forty years, at the same time he was providing the leadership in the development of the utilities, Colonel Tuttle worked with unswerving energy to realize a flood control program for the San Antonio River. His leadership led to the final realization of one of his dreams when President Eisenhower, shortly before Colonel Tuttle's death, signed an omnibus rivers and harbors bill authorizing $15,000,000 for improvement of the San Antonio River and its tributaries.

Colonel Tuttle's military record began in 1892 when he became a trooper in the First Virginia Cavalry and culminated with his retirement to the inactive reserve as Colonel in 1938. During World War II he served as a head consultant with the War Production Board and as a civilian aide to the Secretary of War.

Besides being a member and official in many water and soil conservation bodies, he was a life member of the San Antonio Livestock Exposition; member and treasurer of the San Antonio Medical Foundation Board; member and past president of the San Antonio Chamber of Commerce; past president of the San Antonio Museum Association and chairman of the board of directors of Witte Museum.

Among the numerous other organizations of which he was a member or official are the Rotary Club, National Council of the YMCA, past president of the Alamo Council of Boy Scouts of America, member of regional and national Councils of Scouts, American Legion, member of American Society of Mechanical Engineers since 1905 and Fellow since 1945; member of National and Texas Society of Professional Engineers, having been the first president of the Texas Society of Professional Engineers.

Civic leaders through the San Antonio area and the State expressed their regret at Colonel Tuttle's passing. J. E. Sturrock, general manager of the Texas Water Conservation Association declared, "Texas lost its most able water and soil conservation advocate in the death of Colonel Tuttle. Colonel Tuttle was one of the organizers of the Texas Water Conservation Association ten years ago and served on the Board continuously until his death. . . . He left his imprint upon Texas in many ways, but those of us interested in the State's growing water problem will miss his keen insight into those problems." — C. S. B.

ROYALL RICHARD WATKINS

1885-1953

ON TUESDAY MORNING, December 22, 1953, closed the career of an outstanding Texas lawyer and judge, Royall Richard Watkins, who was stricken at his home in Dallas.

He was born in Athens, the son of a distinguished pioneer Texas family. His father, Albert Bacon Watkins, practiced law in Texas for forty years. His grandfather, the Rev. R. O. Watkins, was the first Protestant minister ordained in Texas, in 1837. His great-grandfather, Jesse Watkins, a treaty-maker for Sam Houston, was killed by Indians near Grapevine Springs.

Royall Watkins was educated in the schools of Athens, including the Bruce Academy, and later attended Trinity University, Yale University, and the law school of the University of Texas. He was admitted to the bar in 1908, and moved to Dallas in 1910, marrying Julia Southall Myrick of Austin a year later.

He embarked upon a distinguished legal career, becoming an able, hard-hitting lawyer in private practice, as a captain in the Army Judge Advocate General's Department during World War I, as assistant city attorney of Dallas in 1917, and later as a judge. He served as special judge of the Fourteenth Judicial District Court in 1922, and the following year was appointed as Judge of the Ninety-First District Court by Governor Pat M. Neff. Prior to this appointment, he served briefly as a member of the Board of Regents of State Teachers Colleges, filling the place of his late father.

On the bench, Judge Watkins was noted for the courage and clarity of his decisions and for his contributions to the advancement of justice in this State, including the authorship of the Special Practice Act for lawyers and a booklet titled *Cornerstone of Citizenship*, widely used in the Texas schools.

Throughout his lifetime, Judge Watkins was a leader in his church, the Presbyterian Church, U.S.A. His service included the chairmanship of the boards of Trinity University, Reynolds Presbyterian Home, the Synod of Texas and the Dallas Presbytery. In 1931 he was moderator of the Presbytery; and served as elder, deacon and trustee of the City Temple Church and as a member of the permanent judicial commission of the General Assembly of the church.

Other activities during his years of service to the State included election to the office of Commander of the American Legion Post in 1921 and 1937, and as State Commander of the Disabled American Veterans in 1926. He became general counsel of the Reserve Loan Life Insurance Company in 1949. During his lifetime, he had these other interests: Editor of *Athens Daily Review*, for a short time as a young man; director of the First National Bank of Athens, organized by his maternal grandfather, Colonel T. F. Murchison; member of Yale University Council, and president of Texas Yale Association and the Dallas Yale Club.

Judge Watkins was also a Mason, Knight Templar, Shriner, Knight of Pythias, and was a member of Kappa Alpha fraternity, and Sons of the American Revolution and Sons of the Republic of Texas.

His interest in the Philosophical Society of Texas, which he joined in 1943, was sustained to the last. For many years he served as chairman of the nominating committee; his last report as such was prepared only a few days before his passing.

In the State he loved so well, Judge Watkins will long be remembered as a master of his craft and as a leader of the highest character.

— G. C. M.

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