

The Philosophical Society of Texas

PROCEEDINGS

1963

The Philosophical Society of Texas

PROCEEDINGS
OF THE ANNUAL MEETING
AT NACOGDOCHES
DECEMBER 6, 7, 1963

XXVII

DALLAS
THE PHILOSOPHICAL SOCIETY OF TEXAS
1964

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, AUGUSTUS C. ALLEN, 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 26, Texas.

The Philosophical Society of Texas

THE SOCIETY returned to Nacogdoches, site of its memorable meeting in 1955, for the 1963 Annual Meeting, December 6th and 7th. Headquarters were the Fredonia Hotel. Mr. and Mrs. Edward Tucker were hosts at cocktails before the dinner on Friday, and Colonel and Mrs. Bates were hosts Saturday evening, as well as at breakfast in their country home, Bateswood-on-the-Loce, Sunday morning.

Saturday Mr. and Mrs. Edward Clark organized a pilgrimage to San Augustine, where several of the beautiful Greek revival homes were open for inspection and where the Clarks were hosts at a sumptuous luncheon, served by the ladies of San Augustine in the Cullen house, now property of the local chapter of the Daughters of the Republic of Texas.

At the Friday evening dinner, President Richardson presided and President Steen of Stephen F. Austin State College introduced the Hon. Bob Murphey, who delighted the members and their guests with an inimitable address on "Folk Philosophy of East Texas."

The first session of the Symposium was held in the Fredonia Hotel Saturday morning, with Colonel Bates in the chair. President Steen spoke briefly on the development of state-supported higher education, and Messrs. Tsanoff, Hines Baker, Harrington and Pitzer participated in the discussion of the topic. Mr. Robertson then discussed the present status and future of The University of Texas and the Texas A & M University systems. Messrs. Doty, Kempner, Konstantin Kolinda, Symonds and Long spoke on various phases of this topic.

At 10:30 Mrs. Steen was host for coffee in the President's home on the College Campus, after which the trek to San Augustine began.

After the memorable trip to San Augustine, the Symposium was reconvened in the College Center, with President Richardson in the chair. Dr. Wiggins drew on his experience as a former college president and a presently interested taxpayer to present some of the problems of tax supported institutions of higher learning. Discussion by Messrs. Tsanoff, Pitzer, Kirkland, Harrington and Symonds followed. President Moseley of Austin College discussed the status and prospects of voluntarily supported institutions in Texas, which

evoked responses from Messrs. Kempner, David Knepper, Germany, and Long. The last topic was the role of the junior college. A paper by Dean Clyde C. Colvert of The University of Texas was read by Professor Leroy McLendon and discussed by Messrs. Gambrell, Kolinda, Germany and Richardson.

At the dinner meeting Saturday, the election to membership of these ten Texans was announced:

Guy Bryan Harrison Jr., of Waco
 George W. Hill, of Austin
 Philip Guthrie Hoffman, of Houston
 George Fred Pool, of Longview
 Charles N. Prothro, of Wichita Falls
 Cooper K. Ragan, of Houston
 Tom Sealy, of Midland
 John Ben Shepperd, of Odessa
 John David Simpson Jr., of Austin
 James Buchanan Winn Jr., of Wimberley.

Loss by death during the year of three charter members and two longtime members of the Society was recorded: Charles Shirely Potts, William Embry Wrathier, and Walter Prescott Webb; Tom Connally and Robert Weldon Stayton.

Members attending included: Miss Allen, Mrs. Gambrell, Mrs. Hill and Mrs. Knepper; Messrs. Burke Baker, Hines Baker, Banks, Bates, Bellows, Brewster, George Brown, Bryan, Carmack, Carroll, Clark, Croneis, Darden, Doty, Doyle, Francis, Gambrell, Germany, Gilchrist, Harrington, George A. Hill III, George W. Hill, Hoffman, Parks Johnson, Kempner, Kilman, Kirkland, Long, Lovett, Moseley, Pitzer, Pool, Prothro, Ragan, Randall, Redditt, Richardson, Robertson, Sandlin, Shepherd, Spies, Steen, Symonds, Tips, Tsanoff, Tucker, Wiggins, Wood, Woodward, Wortham, and Wozencraft.

Guests were:

Adams, Mrs. Moss	Carmack, Mrs. George
Adams, Mr. Moss	Carroll, Mrs. H. Bailey
Baker, Mrs. Burke	Clark, Mrs. Edward
Baker, Mrs. Hines H.	Crawford, Mrs. Jack
Banks, Mrs. C. Stanley	Crawford, Mr. Jack
Bates, Mrs. W. B.	Croneis, Mrs. Carey
Bellows, Mrs. W. S.	Darden, Mrs. William E.
Bentsen, Mrs. Kenneth	Dorsey, Mrs. Frederick G.
Bentsen, Mr. Kenneth	Dorsey, Dr. Frederick G.
Brewster, Mrs. Leo	Dorsey, Mrs. James B.

- Dorsey, Mr. James B.
Doyle, Mrs. Gerry
Gaston, Mrs. Leroy
Germany, Mrs. E. B.
Gilchrist, Mrs. Gibb
Hardeman, Gladys
Harrington, Mrs. M. T.
Hill, Mrs. George A. III
Hill, Mrs. George W.
Hill, Mrs. Raymond M.
Hill, Mr. Raymond M.
Hoffman, Mrs. P. G.
Houghton, Mrs. Thomas R.
Houghton, Mr. Thomas R.
Hunt, Mrs. Andrew W.
Hunt, Dr. Andrew W.
Hunt, Mr. Andy
Hunt, Betty
Hunt, Mrs. Lacy H.
Hunt, Mr. Lacy H.
Johnson, Mrs. Parks
Jones, Mrs. Ashford
Jones, Mr. Ashford
Kempner, Mrs. Harris, Jr.
Kilman, Mrs. Ed
Kirkland, Mrs. W. A.
Knepper, D. W.
Kolendo, Mrs. Konstantin
Kolendo, Mr. Konstantin
Lewis, Nena Kate
Lewis, Mrs. William M.
Lewis, Mr. William M.
Long, Mrs. Walter E.
Lovett, Mrs. H. Malcolm
Lyons, S. E.
Lyons, Mrs. Sam E.
Mast, Mrs. A. T., Jr.
Mast, Mr. A. T., Jr.
Mast, Mrs. A. T., Sr.
Mast, Mr. A. T., Sr.
Mark, Mr. W. E.
Montgomery, Mrs. Roger
Montgomery, Mr. Roger
Moseley, Mrs. John D.
Murphey, Jennie
Murphey, Mrs. Lee
Patton, Mrs. Douglas
Pitzer, Mrs. Kenneth S.
Pool, Mrs. Fred
Potts, Dr. William
Prothro, Mrs. Charles N.
Ragan, Mrs. Cooper K.
Randall, Mrs. Edward
Randall, Mrs. Edward III
Redditt, Mrs. John S.
Richardson, Pauline
Richardson, Mrs. Rupert N.
Roark, Mrs. Garland
Roark, Mr. Garland
Rogers, H. Sellers
Rudisill, Mrs. John J.
Rudisill, Mr. John J.
Shepherd, Mrs. James L.
Spence, Mrs. Alex W.
Steen, Mrs. Ralph W.
Stegall, Mrs. Bill
Stegall, Mr. Bill
Stripling, Mrs. Ben
Stripling, Mr. Ben
Stripling, Mrs. Guy
Summers, Bessie
Summers, Mrs. Elbert J.
Summers, Mr. Elbert J.
Summers, Mr. Jim
Summers, Miss Sally T.
Symonds, Mrs. Gardiner
Telford, Mrs. Gillette
Telford, Mr. Gillette
Thomas, Mrs. Albert
Toomey, Miss Anne
Tsanoff, Mrs. R. A.
Tucker, Mrs. Edward B.
Tucker, Miss Elizabeth
Tucker, Mrs. F. I.
Tucker, Mr. F. I.
Tucker, Mrs. Stephen
Tucker, Dr. Stephen
Turner, Mrs. W. M.
Turner, Mr. W. M.
Wiggins, Mrs. D. M.
Wood, Mrs. J. Ralph
Woodward, Mrs. D. K., Jr.
Wortham, Mrs. Gus S.
Wozencraft, Mrs. Frank W.
Wright, Mrs. Steele, Jr.
Wright, Mr. Steele, Jr.

Introductory Remarks

PRESIDENT RICHARDSON

TONIGHT we are to hear the founder of the revived Philosophical Society of Texas. This man has guided it through the years, has given it his thoughtful, most careful, and at times labored, consideration; and he has guided it wisely. It may be that this is not the occasion for me to give my interpretation of this Society, but must say that I have come to think of it, through him, as an organization designed primarily for the promotion, development, and refinement of ideas, rather than for the propagation of causes. I relish it for that reason, because almost everything else we belong to has the other objective. But he can speak for himself about that.

[Here he presented, with an appropriate anecdote, Mrs. Gambrell.]

Herbert Gambrell is an historian and a good one. I do not claim to be a distinguished historian — I am just barely eligible to carry the union card — but I think I know something about Texas historians. And I speak without exaggeration when I say that the man who will soon speak to us knows the history, the way of life, the leaders, the thinking of the people of the era in which the Philosophical Society had its beginning, better — I do not say as well — better than any other mortal. He has lived with those men; he can talk about them and recount their anecdotes as casually as we talk about our friends of today.

He will now speak to us on an assigned topic. Let me say that he didn't enter into any campaign for the privilege of telling us of the founding and development of this Society. He was drafted because he is the only one among us who knows the whole story — from 1837 to 1963.

And so ladies and gentlemen it is a high privilege for me to present the Secretary and the founder of the revived Philosophical Society of Texas, Professor Herbert Pickens Gambrell.

Something About This Society

HERBERT GAMBRELL

SOON AFTER IT WAS REINCARNATED IN 1936, someone asked an official of the Centennial Exposition about the Philosophical Society of Texas. He replied that it was very ancient, like the *Saturday Evening Post* — and, like B. Franklin's *Post*, it had skipped quite a few issues.

Next year the hundredth anniversary of the founding was commemorated in Houston, on the very spot where the Founders met on December 5, 1837. A distinguished guest speaker, who had been professor of natural philosophy in Glasgow University and was a Fellow of the Royal Society of London, congratulated the Society "on coming to life again on its one-hundredth birthday after being dead since the age of three. That is a notable achievement in resurrection, and I hope that in the future the Society's lives will be longer and its deaths fewer."¹ That pious hope has been fulfilled; the Society has not died a single time since those words were spoken. So much for the prayers of a righteous man.

Now we meet twenty-six years later not merely to pay our respects to the founders of the original Society but to see how the resurrected corpse has been functioning. One fact is obvious: it has survived infancy, childhood, and adolescence, and — in the opinion of some — is old enough to be doing something serious.

Last year at Salado President Germany called the roll of the 26 Founders with an apt characterization of each.² Certainly they were remarkable, individually and as a group. They were youngsters — average age about 35, the oldest 53 — but, as Charles S. Potts exclaimed when he read the list, "Why, those men *were* the Republic of Texas."³ And the Republic they had helped to create was just 21 months old and had a population of maybe 40,000 when they gathered in the frame Capitol at Houston to create a society "for the collection and diffusion of knowledge." The new city in which they met had been laid out 11 months earlier; six months after the first store (a saloon in a round tent) opened, John J. Audubon, observing flora and fauna, "approached the President's mansion . . . wading through water above our ankles . . . ushered into the antechamber . . . muddy

1. H. A. Wilson, "One Hundred Years of Natural Philosophy," *Proceedings*, 1937, [II], 36.
2. *Proceedings*, 1962, XXVI, 6-7.
3. *Proceedings*, 1937, [I], 19.

and filthy, a large fire . . . a small table . . . camp beds, trunks . . . strewn about . . . several members of the cabinet, some of whom bore the stamp of men of intellectual ability. . . .”⁴ A little later the Secretary of the Treasury was complaining that he had been evicted from the leaky shed that had temporarily served as the Treasury.⁵ He was Henry Smith, one of our Founders.

Another Founder rode into town November 19 and recorded in his diary: “Here I find much vice, gambling, drunkenness, and profanity in the commonest. The town is ten months old and has 800 inhabitants, also many stores and any number of *doggeries*.” Five days later he was chaplain of the Senate and observing the deliberations. The Hon. S. Rhodes Fisher, Secretary of the Navy, was under Senatorial scrutiny after being suspended from office by President Houston. Counsel for and against Fisher were ten days later to join hands with Houston and Vice President Lamar, who was presiding over the Senate, in founding this Society. The Rev. Littleton Fowler wrote: “Gray and Kaufman are counsel for the prosecution.” That was W. Fairfax Gray, first recording secretary of this Society, and David S. Kaufman, one of its several first vice presidents. “Ex-President Burnet and General Rusk for the defense.” Burnet became corresponding secretary. “Gray opened . . . He was followed by Burnet at some length and with much bitterness towards the Chief Executive; his speech disclosed a burning hatred. Rusk spoke in a manly style. . . . November 25th. The trial of Mr. Fisher was continued today by Mr. John Wharton, in a most furious tirade against President Houston . . . the bitterest invective I ever heard uttered by man.”⁶

These are some of the brethren who were to dwell together in peace and harmony, at least for an hour, one evening ten days later.

This glimpse of reality indicates that the original Society was not a Society for Mutual Admiration, whatever its successor may have become. In fact the bitterest political feuds of pre-Civil War Texas were among the Founders of the Society.

Burnet and Houston disliked each other on first sight; Houston said Burnet was an addle-pated hypocrite; Burnet said Houston was an unprincipled barbarian; Lamar and Houston were barely speaking in 1837 and soon were crossing the street to avoid meeting; Ashbel Smith was reputed to be almost the only Texan friendly to Lamar and Houston simultaneously. Anson Jones, a New Englander closely associated with Houston during the decade of the Republic,

4. Samuel Wood Geiser, *Naturalists of the Frontier* (SMU Press, 1948), 91-92.

5. *Quarterly* of the Texas State Historical Association, X, 186.

6. *Quarterly*, II, 77.

convinced himself that Houston was a traitor to slavery and to the South and responsible for every calamity Texas had ever suffered.⁷ When Jones offered to bury his hatchet, Houston sent him word that he had no time to “galvanize dead dogs.” And so on through most of the list.

Truth is, the Founders were in politics in a day when a man was elected if he could prove his opponent was a greater rascal than he. It was true in the United States, more so in Texas according to contemporary observers. The sparse population and the large number of political offices to be filled made every literate man (and some illiterate ones) a potential statesman, whatever his vocation. Among the founders were 14 lawyers, four physicians, four farmers, two professional soldiers, one clergyman, one business man⁸— he owned the building in which they met and, of course, they elected him treasurer.

This little group included the heads of the six Texas governments from 1835 to 1846, its first two vice-presidents, and the first three commanding officers of the Army; they held 10 cabinet posts — four of them secretaries of war. Five of them served as diplomats; some Texans said they were “lying abroad for the good of their country”; three were Chief Justices of the Republic’s Supreme Court; five were Senators, 11 were Congressmen; and five held judicial posts. Two of them (Houston and Rusk) lived on to be the first United States Senators from Texas, another (Kaufman) was one of the two first Congressmen.⁹ Ashbel Smith became the Father of the University of Texas in the 1880’s.

On the evening of December 5, 1837, while the Second Congress was in session, they sheathed knives and turned their thoughts from politics to the Care and Feeding of Culture.

In the chair was Mirabeau Buonaparte Lamar, a Georgia editor, who had landed in Texas in April, 1836, sword in hand, and enquired the way to the battlefield. As the battle of San Jacinto was about to start, he was promoted from private to Colonel; after it was over, he was Secretary of War, then Major General of the Army (which democratically voted 1,500 to 179 not to obey him). A few months

7. Llerena Friend, *Sam Houston, the Great Designer* (University of Texas Press, 1954); Herbert Gambrell, *Mirabeau Buonaparte Lamar, Troubadour and Crusader* (Southwest Press, 1934); Herbert Gambrell, *Anson Jones, the Last President of Texas* (Doubleday, 1948).

8. *Proceedings*, 1937, [I], 19. Angus McNeill is the mystery man among the Founders. Except that he was a land speculator, little is known of him. W. Fairfax Gray met him in Vicksburg, Mississippi, and recorded in his diary, November 10, 1835: “He is a large landholder in Texas . . . is said to know more of the Country than any other person in this State. A very intelligent man — but visionary . . . his views are at least 25 years in advance of the state of things.” MS Diary, University of Texas Archives.

9. *Proceedings*, 1937, [I], 20-21.

later he was the first elected Vice-President of the Republic, and soon to be President and Father of Education.¹⁰

Now, in 1837, he was imitating Benjamin Franklin in founding a Philosophical Society — one with a more ambitious program than Franklin conceived in Philadelphia a century earlier. Franklin's Society was only "for promoting Useful Knowledge Among the British Plantations in America,"¹¹ but Lamar had in mind objectives comparable to the combined programs of the American Association for the Advancement of Science, the Council of Learned Societies and their constituent organizations; the United States Chamber of Commerce and its affiliates, and maybe the General Federation of Women's Clubs and the Daughters and Sons of the American Revolution and the Daughters and Sons of the Republic of Texas and perhaps Rotary International. In Lamar's own words, its scope was to be "as boundless in extent and as various in its character as the subjects of knowledge are numberless and diversified." Specifically and immediately, he wanted to unite "enlightened and patriotic citizens . . ., military commanders and travellers . . ., scholars and men of science . . ., learned members of the different professions, in the collection and diffusion of correct information regarding

- "[1] the moral and social condition of the country;
- "[2] its finances,
- "[3] statistics . . .
- "[4] political and military history;
- "[5] its climate, soils and productions;
- "[6] the animals . . .
- "[7] the aboriginal tribes . . .
- "[8] the natural curiosities of the country;
- "[9] our mines of untold wealth,
- "[10] and the thousand other topics of interest . . . [and to]
- "[11] furnish the rising generation with the means of instruction within our own borders . . . [to] be indoctrinated in sound principles . . . respect for their country's laws, love of her soil and veneration for her institutions."¹²

This citizen of 18 months' residence wanted "the single star of the West" to be "resplendent for all the acts that adorn civilized life,"

10. Philip Graham, *Life and Poems of Mirabeau B. Lamar* (University of North Carolina Press, 1938), 33 ff. Portrait in Herbert and Virginia Gambrell, *A Pictorial History of Texas* (Dutton, 1960), 126.
11. J. G. Rosengarten, "The American Philosophical Society," *Founder's Week Volume* (Philadelphia, 1908), 1.
12. MS Constitution, 1937, is in San Jacinto Museum of History. It contains the original Constitution and signatures of the Founders. Memorial is reprinted in *The Philosophical Society of Texas* (1955 brochure), 2-3. and in *Proceedings, 1937*, [I], 22-23.

and he thought these twenty-six charter members "or our successors" could help bring that about.

The Founders who subscribed to this stupendous program were busy men, too busy to devote much time to the Society's objectives. Presumably they had furnished no proof of their own qualifications, but future members, they decided, were to establish eligibility by submitting a written thesis, to be judged by the members. Any three members could reject an applicant if they disapproved of his thesis or his moral character or both and he could not apply again for six months.¹³ There is no record of how this trial-by-thesis worked; but it is obvious that the number of Texans with leisure and facilities for thesis-writing was limited in 1837.

The Founders themselves found it difficult to put ideas on paper for mutual edification.

January 2, 1838, less than a month after the first meeting, Ashbel Smith wrote in his diary: "It is time to commence my paper for the Philosophical Society. N.B. To read Lind, Mosley and Johnson on climate and diseases. . . ." At the end of that month he was in Georgia "reading Johnson on Tropical Climates, with a view to my Paper to be prepared for the Philosophical Society."

November 23, 1838, Congressman Kaufman begged off from presenting a paper in a third-person note to President Lamar, which is recorded as a model of early Victorian verbosity:

To the Hon. Mirabeau B. Lamar

President of the Texas Philosophical Society

Sir,

The undersigned with feelings of the most profound regret, is compelled, on account of serious indisposition, to excuse himself from performing the duty which the perhaps too partial opinion of his friends has thrown upon him, that of delivering an address before the Society on tomorrow evening. This regret is greatly enhanced, on account of the deep interest which he feels in every thing which is calculated to produce improvement of what nature so ever it may be, in this country of his adoption; and also that as the Society is yet in its infancy, he feels that, every effort which he can make to draw the attention of the Community generally toward it however feeble the source from which it may emanate, should at all times be freely used – The organization of such a society as this he deems of vital importance to the interests of the country; inasmuch as her infancy, and the continued difficulties which she has had to encounter ever since the achievement of her independence, have thrown serious obstacles in the way of mental and intellectual improvement. He hails the formation of the Texas Philosophical Society as the dawning of a brighter and more glorious day, and the fore-runner of many succeeding institutions of a similar nature the tendency of which will be, to improve the mind and mend the heart, and the circumstances

13. Constitution, articles 3 and 4. Printed in *Houston Public Library Annual Report*, 1926, 41-43.

which withhold him at the present, from contributing his mite are therefore painful in the extreme — In conclusion, he begs you sir to express to the Society his warmest acknowledgements for the honor conferred upon him, and to those who may assemble to listen to what he might offer his thanks for their kindness, and his regret that circumstances beyond his control have compelled him to forego the pleasure of meeting them.

I have the honor to be with sentiments of the highest regard,

Your mo obt Sevt

D. S. KAUFMAN

February 8, 1839, Smith noted: "Gen. Lamar wishes the Philosophical Society renewed; urged me to prepare an article which I promised to do; said he would soon have something ready, &c, &c."¹⁴ Nearly a year later the *Texas Sentinel* at Austin, January 29, 1840, carried this notice: "The Members of the Texas Philosophical Society are requested to hold a meeting this evening, at the Senate Chamber. A punctual attendance is requested. WM. FAIRFAX GRAY, Rec. Secretary."¹⁵

The rest is silence — until the 1930's.

About 1931 one of the revivers of the Society came across the notice of the founding of the Society in the *Telegraph and Texas Register* for January 13, 1838.¹⁶ He promptly reported this to a professor of philosophy, who reported it to another professor of philosophy. Both thought the Society should be revived; but they were philosophers, and they only philosophized about it.

Four years passed and the air was full of plans for the Texas Centennial celebration. It was then, in 1935, that the idea of actually doing something about it occurred to several Dallas people. Ten of them — described by a newspaper as five citizens and five professors — met in my home and after considerable discussion decided to reactivate or resurrect the 1837 organization as an indication that some of the early Texians were men of cultural aspirations and vision who hadn't G. T. T. merely to get away in a hurry from where they were at.

To this end the Society was incorporated on January 18, 1936, for five specific purposes:

- 1) "To perpetuate the memory and spirit" of the Founders of 1837 "and of those who in later years have . . . furthered the cause for which the Society was organized;

14. Ashbel Smith Diary, University of Texas Archives. Kaufman to Lamar, November 23, 1838. *Papers of Mirabeau Buonaparte Lamar*, V, 216-217.

15. Francis R. Lubbock, who was not a member, mentions the organization of the Society as "indicating the culture of the Republic" and adds: "This Society dissolved, I believe, on the next removal of the capitol" to Austin in 1839. *Six Decades in Texas* (Austin, 1900), 70.

16. Reprinted in Frederick Eby (ed.), *Education in Texas, Source Materials* (Austin, 1918), 131-134. Portions reproduced in 1955 brochure, 8.

- 2) "To encourage research . . . ;
- 3) "To foster the preservation of . . . documents and materials . . . ;
- 4) "To establish and maintain . . . publications . . . ;
- 5) "To have and to hold . . . real estate . . . and personal property. . . ." ¹⁷

Since most of the galaxy of activities envisioned by the original Society had become specific functions of organizations and agencies created since 1837,¹⁸ it was agreed that the revived Society "will not overlap their activities in any manner. Rather it is hoped that it will become what, by inference it originally was: a fellowship of persons who, in various fields of endeavor, have contributed to the achievement of the original aims of the Society."¹⁹ By-Laws specify that a nominee for membership "shall reside in, have been born in, or have at some time resided in, the geographical boundaries of the late Republic of Texas and must be a person of distinction whose life and character have furthered the purposes for which the Society was organized." Only ten new members can be added in any one year, and they by a complicated process.²⁰

Perhaps for the record the names of the incorporators of 1935-36 should be listed:

- *George Waverley Briggs, banker, editor, orator.
 - *James Quayle Dealey, editor of the *Dallas News*; sociologist.
Herbert Gambrell, then historical director of the Texas Centennial.
Samuel Wood Geiser, biologist and historian of science.
Lucius Mirabeau Lamar IV, lawyer.
 - *Umphrey Lee, then dean of Vanderbilt University School of Religion.
 - *Charles Shirley Potts, law dean, Southern Methodist University.
 - *William Alexander Rhea, professor of law, Southern Methodist University.
 - *Ira Kendrick Stephens, professor of philosophy, Southern Methodist University.
 - *William Embry Wrather, geologist; president, Texas State Historical Association.
- * *Deceased.*

What they created was actually a sort of non-collegiate honor Society. Membership is by invitation only, not by application or by trial-by-thesis. The Annual Meeting, each December 5, was for a few years a small, informal dinner party followed by an address. There were no dues, only an assessment of \$5 or less each year. Notices were sent on one-cent governmental postal cards. But grad-

17. Brochure (1955), 8.
18. *Texas Almanac for 1964-1965*, pp. 519-527, lists 188 official agencies and, pp. 615-627, 640 civic organizations, ranging from Aberdeen Angus Association to the Zionist Conference.
19. Brochure (1955), 6.
20. *By-Laws, Adopted by the Founders, December 5, 1837; Revised by the Incorporators May 7, 1936; Subsequently amended . . . to 1960.*

ually, then rapidly, this shirt-sleeve organization changed into black-tie and occasionally it has been white tie. Nine members attended the first Annual Meeting, December 5, 1936, and ate a \$1.25 dinner at Melrose Hotel, Dallas.

Eighteen members and 15 guests ate a \$1.50 dinner in the presidential suite of the Baker, January 29, 1937 – anniversary of the last recorded meeting of the original Society 97 years earlier – and listened to an account of the founding and the founders of the original Society and the reading of a thoughtful paper prepared by James Quayle Dealey, who had died one week earlier. Its title was “Aim High and Aim Truly” and it pointed out some of the ways the Society might be useful.²¹

“Secretary Geiser read communications from the following members: Dean Umphrey Lee of Vanderbilt University, President H. Y. Benedict of the University of Texas, Professor Herbert E. Bolton of the University of California, Professor George W. Pierce of Harvard University, Rabbi David Lefkowitz of Dallas, Dean-Emeritus Charles Puryear of the Agricultural and Mechanical College of Texas, Professor H. S. Jennings of the Johns Hopkins University, Dean-Emeritus Henry Winston Harper of the University of Texas, Professor William Morton Wheeler of Harvard University, Professor Eugene C. Barker of the University of Texas, Major Richard F. Burges of El Paso, Judge Joseph C. Hutcheson Jr. of Houston, and Professor T. V. Smith of the University of Chicago.”²²

Other members who sent their regrets were Mrs. Karle Wilson Baker of Nacogdoches (who had attended December 5 meeting), President W. B. Bizzell of University of Oklahoma, Dr. Edward H. Cary of Dallas, Mr. William L. Clayton of Houston, Rabbi Henry Cohen of Galveston, J. Frank Dobie of Austin, Dr. Robert T. Hill, the geologist, Colonel E. M. House of Austin and New York, Professor Howard Mumford Jones of Harvard University, Mrs. Percy V. Pennybacker of Austin, Judge Nelson Phillips of Dallas, and Dr. George W. Truett of Dallas.

Dr. Dealey’s son was in the publishing business and he offered to print the *Proceedings* of this meeting as a memorial to his father. The impoverished philosophers, who had not contemplated a publication program, gladly accepted the offer – and thereafter felt committed to issue *Proceedings* annually. Twenty-six numbers have gone to members and to 100 selected libraries throughout the United States. Volume I was 40 pages; Volume II was 76 and cost of printing was advancing – and still is.

21. *Proceedings*, 1937, [I], 6-21, 24-32.

22. *Proceedings*, 1937, [I], 31.

The Philosophical Society of Texas

Dallas

5 December, 1936

AT THE ANNUAL MEETING AND INFORMAL DINNER
Of The Philosophical Society of Texas,
held at the Melrose Hotel in Dallas, at
6:30 p.m., this day, the following Members
of the Society were present, and signed
their names as such.

S. W. Seiser
Secretary

Kyle Wilson Baker
Richard F. Berger
S. W. Seiser
Lucius McLaman
James W. Dealey
Robert E. Hill
W. A. H. H. H.
Herbert Stambrook
F. K. Stephens

The Philosophical Society of Texas

Dallas

29 January, 1937

AT THE INAUGURAL BANQUET of The Philosophical Society of Texas, held at the Baker Hotel in Dallas, at 6:45 p.m., this day, the following Members of the Society were present, and signed their names as such.

H. B. Brier
Secretary

H. B. Brier

W. B. Brier

Elizabeth Howard West
Peter Molyneaux
J. D. Cullinan
W. J. O'Connell
Francis Reynolds
W. B. Brier

C. B. Cotto
W. A. Shea
J. S. Dudley
J. K. Stephens
Robert S. Lambson

D. C. Dillard
John A. Lammot
Geo. E. Brown
Victor Hoffmeyer
Edward S. Brier

[Standard Handwriting]

W. A. Rorer

1000 - 10th Street
Austin, Texas

Ed. W. Rorer

1000 - 10th Street
Austin, Texas

Ed. W. Rorer

1000 - 10th Street
Austin, Texas

Ed. W. Rorer

1000 - 10th Street
Austin, Texas

Ed. W. Rorer

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Austin, Texas

Ed. W. Rorer

1000 - 10th Street
Austin, Texas

Ed. W. Rorer

1000 - 10th Street
Austin, Texas

Ed. W. Rorer

The Psychological Society of Texas

Dallas

Members of the Psychological Society of Texas
gather at the University of Texas, Austin, Texas
December 1912

The Philological Society of Texas

Dallas

Secrets of the Philological Society of Texas, at the Centennial meeting,
December 4, 1937.

J. A. Wilson

Mr. W. A. Price

Mr. S. W. Green

Mr. W. E. Weather

H. A. Wilson

Miss P. Green

Mr. Harry O. Moore

Mr. J. Cullinan

Mr. J. Price

Miss W. S. Green
Miss W. S. Green (Mrs. J. Price)

Central Banking

Then in 1939, came the most dazzling meeting of its kind ever held in Texas, with G. B. Dealey presiding and George Waverley Briggs in charge of arrangements. One hundred members and guests were served an elaborate seven course dinner in the Hall of Six Flags in the Hall of State, Fair Park. A fleet of trucks with police escort raced the food in relays from the Baker Hotel, and forty liveried members of the Baker staff served it with a flourish, while a string ensemble played soft music. The address by former President Vinson of the University of Texas related some unrecorded episodes in the history of that institution;²³ it was reprinted from *Proceedings* in the *Southwestern Historical Quarterly* and other media for wider distribution. Theoretically the members were “guests of the Society” – which had a total annual income of about one fourth the cost of that *fiesta* – but President Dealey picked up the check. That set a precedent followed until the 1955 meeting at Nacogdoches. The fiction of feeding members as “guests of the Society” and selection of Carl Hertzog, the finest but not the cheapest typographer in Texas, as printer of *Proceedings*,²⁴ provided services that cost more than \$12.50 for each \$5 paid by members. Nothing like it had been seen since the days of Ponzi.

When Admiral Nimitz came back from the war, and spoke at the Annual Meeting of 1946, in the Crystal Ballroom of the Baker, an all-time attendance record – 227 – was set, most of them “guests of the Society.”²⁵ By comparison, all subsequent Annual Meetings have been cozy little affairs.

Recurrently through the years some members have felt that the Society ought to “do something” besides gathering for a pleasant social occasion and listening to a speech that they later could read in *Proceedings*. In fact this began at the inaugural banquet of the Society in January, 1937, when Mr. J. S. Cullinan of Houston expressed the hope that “this Society might become for Texas and the Southwest what the Royal Society for the Encouragement of Arts, Manufacturers and Commerce, founded in 1754, has been for the British Empire.”²⁶ Mr. Cullinan was a fellow of that Society, as some of us are. Last summer I visited its magnificent 18th century home, designed by one of the Brothers Adam in John Adam Street, London, and attended its 209th Annual General Meeting. The 5,084th number of its *Journal* (July, 1963) details its total assets, £304,520 (\$852,656), and its income from endowments at £37,156 (\$104,036) – which,

23. *Proceedings*, 1939, [IV], 8-24.

24. Carl Hertzog of El Paso has been “printer to the Society” since 1946.

25. *Proceedings*, 1946, XI, 45.

26. *Proceedings*, 1937, [I], 32.

despite our charter provision permitting our Society to hold property acquired by gift or otherwise, is somewhat in excess of our present holdings.

At our 1942 meeting President Hill asked another Houstonian, President Lovett of Rice, to speak. He delivered a learned address, reviewing the development of the Royal Institution of Great Britain, "a near contemporary," the American Philosophical Society, "an elder sister" (dating from 1727, endowments \$7½ million), and the Royal Society of London, "an English pattern." Near the end he said: "What of the future of the Philosophical Society of Texas? I have been speaking of little else all night. Indeed, from beginning to end I have had in mind the expanding future of this Society."²⁷

The next year President Edward H. Cary struck while the iron was hot, or so he thought. He referred to President Lovett's address and added: "These societies have lived because of endowments by public spirited individuals. Funds of this character have been used to stimulate research which has enriched life, particularly among the English-speaking peoples. The benefactors, by serving humanity, have immortalized themselves . . . the nature and history of the Philosophical Society of Texas make it an ideal organization for the administration of trust funds for facilitating research into problems peculiar to this region . . . persons interested in such a program are invited to consult with the Board of Directors."²⁸ The invitation still stands untouched by human hands.

Six years later at Austin, President Brogan pointed out that several suggestions had been made "as to definite functions that the Society might undertake. . . I would not urge a hasty decision. I shall merely ask you . . . to set up a committee . . . to study this problem. . ."²⁹ The committee was appointed. Sure enough, no hasty decision was made.

But the suggestions that came in were interesting. One thought that every Texan listed in *Who's Who in America* should automatically be invited to membership. Whatever else may be said of that suggestion, it would have certainly swollen the ranks and assured variety. Another thought the first thing to be done was to get one million dollars endowment or at least half a million; and then function on a regional basis like the American Academy of Arts and Letters. Another wanted all descendants of the 1837 Founders included in the membership, forgetting how prolific some of them were. Another wanted the Society to acquire historic houses — like

27. *Proceedings*, 1942, VII, 9-45.

28. *Proceedings*, 1943, VIII, 9-10.

29. *Proceedings*, 1949, XIV, 27-28.

Liendo – and operate them as tourist attractions. Still another wanted the Society to “do something” to counteract the idea in the United States that all Texans were like the Fergusons and Governor O’Daniel, but he never explained how this could be done. Several thought that the Society should make an annual evaluation of progress in literature and the arts and maybe make awards for outstanding achievements in several fields.

One envisioned a colossal publication plan, inspired probably by Plutarch’s *Parallel Lives*. He thought it would be nice – and indeed it would – for the Society to publish each year a volume containing biographies of two deceased members – one a Founder and one a member of the revived Society. But the most logical suggestion, from a lawyer deeply interested in Pythagoras, was that the Philosophical Society should devote itself to the study of philosophy, beginning with the Pythagoras, sixth century B.C.

Whether the variety of irreconcilable suggestions overwhelmed the committee or because they just behaved like any academic committee (two of the members were professors), no hasty decision was made and the report is yet to be received.

It remained for Jesse Andrews, during his presidency in 1955, to put his Diesel engine mind to work on these and other problems, and to do something about them. He was perfectly willing and able to pay for the dinners of the members, but he thought the tradition of every President having to feed the multitude was silly and ought to be stopped. A compromise was worked out. Members would be Mr. Andrew’s personal guests at luncheon – no fiction of “guests of the Society” – and for the dinner each member paid the hotel for his plate and those of his guests. That forthright action has made it possible for college professors, like our presiding officer, to attain the presidency. The other important innovation, first tried under Mr. Andrew’s presidency, in this very hotel in 1955, was the symposium. It was a closed session for members only, during which practically everyone spoke his mind without reservation. Still another innovation was a change in By-Laws to encourage attendance by creating a classification of inactive (passive) membership for those who miss five consecutive Annual Meetings. They can, however, become active by showing up at any meeting, and the privilege of paying dues is never denied them.³⁰

At this Nacogdoches Meeting of 1955, in addition to the address on “Philosophy in the Twentieth Century,” by President Houston of Houston, Colonel Bates recited “Some Nacogdoches History” which,

30. *Proceedings*, 1955, XX, 3-23.

like Dr. Vinson's address in 1939, was reprinted in *Southwestern Historical Quarterly*.

And so in this place eight years ago the current program and procedures of the Society began. The symposium, which is no longer a closed meeting, has, to the surprise of many, become a major attraction, sometimes overshadowing the address. At Fort Clark in 1960 the essays prepared by Messrs. Garwood, Shivers, Ransom and Germany for symposium discussion were of such quality and importance that Ambassador McGhee, then president of the Society, arranged for their publication in book form under the title *Texas Today and Tomorrow*. Each member that year received a copy with Mr. McGhee's compliments, and the book is still available at all good bookstores and from SMU Press.³¹

And thus the resurrected Society has, in a fashion, fulfilled its 1936 Charter objective. It has 1) perpetuated the memory and spirit of the Founders, 2) encouraged research (at least such as went into papers published in *Proceedings*), 3) fostered historical preservation (we bless the Historical Survey Committee and all its work – even allow our members to serve on and with it), 4) established and maintained publications; 5) but as yet it holds no real estate or personal property – unless one counts a filing cabinet and a minute book.

And maybe we haven't yet made "the single star of the West as resplendent for all the acts that adorn civilized life" as Lamar hoped we would, but we still have time.

31. *Proceedings* 1960, XXIV; Herbert Gambrell (ed.), *Texas Today and Tomorrow* (Dallas, SMU Press, 1961, \$3.00).

Business Meeting

Dr. Edward Randall Jr., chairman of the committee on officers, presented nominations for the year 1964 which were approved.

As Mrs. Hill was being escorted to the lecturn, President Richardson said:

"For the second time in its history, the Society has elected its President from among the charming and distinguished ladies included in its membership. Many of us recall with what grace Miss Ima Hogg presided in 1948 and have been thinking that it is time to entrust the leadership to gentler hands than mine or most of yours.

"Our new President attended the Centennial Meeting of the Society in 1937 and has missed very few meetings during the past quarter century. She is a Texian of the Texians, daughter of that sterling citizen, Judge Joseph Van den Berge of Victoria who, among other contributions to the state, helped plan the Centennial Celebrations of 1936. Long a resident of Houston, she has taken an active part in the civic development of that metropolis. Her special interest, which she shares with her children, is education in all its forms. Someone said of her that if she had done nothing except rear her two sons and her daughter, she would have made a contribution of significance to the State. But she has done much besides. No member of the Society has given more consistent thought to its programs or participated more actively in its affairs. There is a beautiful coincidence in the fact that her dynamic and universally loved husband served the Society as its seventh President and that she tonight becomes our thirtieth President.

"Fellow members, your new President, Mrs. George Alfred Hill Jr."

The President-elect spoke briefly of her appreciation of the Society and the signal honor just conferred upon her.

President Richardson then expressed the gratitude of the members for the overwhelming hospitality of Mr. and Mrs. Edward Tucker, Colonel and Mrs. W. B. Bates, Mr. and Mrs. Edward Clark, and others who made the 1963 Annual Meeting a tremendous success; and to Mr. Bob Murphey for his delightful exposition of East Texas philosophy.

The Society adjourned until December 4 and 5, 1964.

State Senior Colleges and Universities and Their Future

D. M. WIGGINS

TRANSITIONS in all phases of the social, economic and political climates of the American society have resulted in implications far too numerous to enumerate. The backdrop for setting the stage in the new era is painted by both national and international forces. At home we have felt the powerful influences of scientific and technological developments in agriculture, in all phases of industrial engineering, in vast areas of communications, and in the social and spiritual lives of our people.

Powerful developments have been stirring abroad in the sciences, more especially the science of space, which have challenged our nation to a program of both "catch up" and "get ahead" in order to maintain our position as the Number 1 power in the world. To paraphrase Alice in Wonderland, we have found ourselves in the position of having to run as fast as we can to keep up and twice as fast to get ahead. The full effect of this drive has been felt by the colleges and universities all over the land. Never has the demand been so great for manpower trained scientifically and technologically.

In our own State, major attention is being focused on educational programs from the primary grades through the colleges and universities. Within the past several years committees set up by legislative bodies have been reviewing the offerings of all state-supported colleges and universities. As a result, attention has been directed to the necessity for making both immediate and long-range adjustments in order that Texas may attain proper position among the states with more advanced college and university programs.

At the beginning of the 1963 academic year, twenty state supported senior colleges and universities were in operation in Texas. The history of the origin and evolution of these institutions is both interesting and confusing. The Agricultural and Mechanical College of Texas was the first institution of higher education to be created by the state in 1871, less than 100 years ago. Ten years later The University of Texas was authorized by popular vote and was formally opened on September 15, 1883. Since that date, twenty senior institutions for education beyond the high school have been added. Some of these schools originated as private colleges; others originated as junior colleges and were raised by legislative enactment to senior

college status. The Fifty-seventh Legislature brought the University of Houston into the state system of institutions of higher learning. The Fifty-eighth Legislature gave senior college status to San Angelo Junior College and Pan American Junior College, to become effective in 1965, which will bring the total number of senior institutions to twenty-two.

Until within the past few years, only nominal attention has been directed to the role and scope of our institutions as related to the educational demands of the entire state. Each college with surging enrollments was allowed to work out its own program of offerings without concern with that relationship. Constant demands for excellence have made it essential to establish rather clear-cut concepts of institutional role and scope. Proper correlation of these factors also powerfully affects the financing of the overall program.

In his booklet, "State-wide Planning and Co-ordination of Higher Education," A. J. Brumbaugh writes:

"The role of an institution refers to the distinctive service it will perform in its system of higher education. Shall it be a major university providing advanced degrees in a number of academic disciplines or professional programs? Shall it be an undergraduate state college offering primarily the liberal arts or liberal arts combined with majors in such fields as education or business administration? Shall it be a technical college with primary emphasis on engineering, space science and related fields. . . .?"

"... Once the role of an institution is defined, the scope of its program must be determined. If it is a university, what shall be the range of its offerings? Shall it include community planning, engineering or engineering science, space science, the classical language or public health?"

In Texas the state-supported senior colleges and universities are governed by eleven boards of regents or directors. Each board has engrossed itself in policy making for the specific institution or institutions for which it is held responsible.

In 1955 the Fifty-fourth Legislature created the Texas Commission on Higher Education. Composed of fifteen members, it was set up as an agency of the State through which additional leadership and co-ordinating provisions might be made for senior higher educational systems and institutions, to the end that an efficient state system of higher education might be developed. The Commission, composed of laymen, has earnestly sought to bring a degree of order into the offerings of the state-supported colleges and universities of Texas. Through the office of the Commission numerous studies have been made with much educational data assembled. A moratorium on addi-

tions to senior college programs was set up, thereby giving the Commission time to evaluate existing offerings.

During the past few years no major curricular changes have been made in senior colleges and universities without the approval of the Governors' Commission on Education Beyond the High School. Created by an act of the Fifty-seventh Legislature, this Commission of twenty-five members not only reviews the status of education beyond the high school but also makes recommendations for the attainment of a college and university program of excellence in the decade ahead.

More specifically, the Commission is charged with recommending to the Governor and Legislature essential setups for achieving a standard of excellence in higher education second to none in the nation. It gives attention to pertinent factors including needs, present and potential resources of existing institutions and systems, private and public, and is asked to propose comprehensive programs and facilities of adequate quality to enable Texas, "with maximum economy of resources and with preservation of the autonomy and voluntary character of private institutions, to seize and capitalize upon the opportunities for progress in the next decade."

In 1962 there was a total of 212,222 students enrolled in all colleges and universities in Texas. Of that number 109,998 were enrolled in state supported senior colleges and universities; 65,078 were enrolled in senior independent colleges and universities; 34,886 were enrolled in public junior colleges; and 2,170 were enrolled in independent junior colleges. Actually, 36.2 per cent of college age youth were enrolled in Texas colleges in 1962. Predictions for total college enrollments for 1972 are estimated at 360,000, which would represent approximately 41.19 per cent of college age youth. Of this number well over 200,000 will be enrolled in fully supported senior colleges and universities.

These figures indicate in a very terse manner the multiple adjustments that must be made to accommodate college enrollments for 1973, which will be more than double the enrollment figures for the current year. Not only must curricula be carefully evaluated to meet the needs of individual students, but at the same time constant adjustments must be made to the increasing needs of our society in cultural, spiritual, scientific, and technological demands. Not only must the base curriculum be broadened and refined, but more specific emphasis must be given to graduate programs at the doctoral levels and to research throughout graduate programs. Too many top flight Texas men and women have felt it necessary to leave Texas for doctoral work. In 1961 the five colleges and universities offering

programs leading to the doctorate enrolled only 1,563 in such programs, 1,038 of whom were enrolled at The University of Texas.

It is obvious that increased enrollments and more emphasis on graduate and research studies will place a tremendous demand on teaching and research staffs. In order to meet that demand in the very near future, Texas institutions of higher learning will be compelled to rely heavily on recruiting members from outside the state. Since the need for qualified teachers is not restricted to Texas, the colleges of the nation will find themselves in increasing competition for faculty members. The Texas Commission on Higher Education estimates that by 1971 the minimum demand for new faculty members in the twenty fully supported colleges and universities will be 4,147; of this needed number a minimum of 2,060 will be teachers with the doctorate.

It of course follows that educational costs to Texas for providing proper educational advantages beyond the secondary schools will become tremendous. An all-out attempt must be made, therefore, to eliminate all possible wastes in nonessential and improper duplications of educational effort. To this problem the Commission on Education Beyond the High School must give very careful attention.

The challenge to the Commission to recommend suitable educational opportunities for all capable college age youth is overwhelming. This challenge is coupled with the demand to provide graduate and research work for those who have proved themselves qualified.

Other goals set out and adopted by the Committee on Higher Education Beyond the High School include: (1) Provision for educational opportunity beyond the high school for all individuals who desire further educational advantages, including those found in junior colleges and in vocational institutions; (2) achievement of a standard of excellence of education in Texas second to none in the nation; (3) acceleration of the economic progress of Texas and its citizenship through education and research; (4) supplying the state with men and women trained at the highest level to meet its ever expanding industrial, professional, economic, social and political needs.

To this end, it is necessary to evolve a new university of excellence, with curricula and faculty of excellence dedicated to the highest possible achievement. Such a university may be composed of several institutions located in centers of population over the state of Texas. The products of these institutions will be called upon to contribute, in the highest order, to scientific and technological research and to make it possible for the state of Texas to keep step with educational progress of its sister states. It is to this effort that the entire citizenship of our state must dedicate itself to the end that excellence may be attained.

The University of Texas and Texas A & M University, Now and in the Years Ahead

FRENCH M. ROBERTSON

BECAUSE THE SUBJECT is both broad and general, I have found it necessary to limit my material to specific categories. Therefore, I have purposely omitted reference to the colleges, universities and other facilities affiliated with these two parent institutions. Also, I have concerned myself primarily with A & M University's Research and Graduate Programs and the implications they hold for the future. The present and future of Texas University are presented in relation to its role, Teaching, Research, Public Service, Its Standing today and its obligations and opportunities in the tomorrow of the atomic and space age.

At this point I want to make it clear that the material in this paper has been taken in large part from studies and reports made by various individuals and groups associated with these two universities. I am especially indebted to Dr. Earl Rudder and Dr. Wayne C. Hall of A & M and to Chancellor Harry H. Ransom and Vice-Chancellor Lanier Cox of The University of Texas. If any partisanship is indicated, it comes from the source of my material. I have tried to present the subject as it is viewed by those most concerned.

TEXAS A & M UNIVERSITY

The Texas A & M University was the first, and for some seven years the only, state-supported institution of higher learning in Texas. It opened its doors to students on October 4, 1876, at a point along the route of the Houston and Texas Central Railroad called College Station, four miles south of Bryan, as the Federal Land Grant College of Texas under the terms of the Morrill Act of July 2, 1862. Terms of that act were accepted by the Legislature and Governor of Texas on April 17, 1871.

From the start, however, it was conceived as a unit of the long-talked-of University of Texas, for which the Republic of Texas—and later the State of Texas—had set aside an endowment in lands in 1839 and in 1858. But that institution was not created by the Legislature until 1883. On the eve of its opening, the framers of the present State Constitution made the Agricultural and Mechanical College of Texas a branch of The University of Texas. And it has remained such in law to this day, although from its beginning it has had its

own separate Board of Directors and has enjoyed complete autonomy.

That a "branch" should come into being before the main unit of the organization was certainly the result of an historical accident—the availability for a limited time only of Federal funds under the provisions of what has come to be known as the Land Grant Act.

In accepting the terms of the Morrill Act, the Legislature of Texas wrote into the laws of Texas the broad purposes of that act:

"The leading object of this college shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts in such a manner as the Legislature may prescribe, in order to promote liberal and practical education of the industrial classes in the several pursuits and professions of life" (Texas Rev. Civil Stat., Art. 2608).

Subsequent legislation of the national government broadened the scope and activities of the land-grant colleges and gave additional Federal aid for their support.

Research

The research program of the university is a varied one reflecting the interests of the faculty and the needs of the state in a wide range from basic to applied research. Research activity is greatest and of longest standing in the area of agriculture and the related sciences, but programs of research in engineering and the physical sciences are developing steadily. In addition, research in the social sciences and the humanities has been initiated in recent years.

Research at Texas A & M University dates from the establishment of the Texas Agricultural Experiment Station in 1888. Its investigations, conducted in coordinated research and teaching departments in the schools of agriculture and veterinary medicine and at off-campus sub-stations, have had far-reaching effects on the food and fiber producing and utilization industries of the state. Classification and use of soil and water resources, cotton, grain, grasses, fruits, vegetables and meat, and milk and fiber producing animals have been improved by agriculture experiment station research and are the subjects of continuously more intensive study. New crops and new uses for established crops have been and are being developed.

The research program in engineering is centered in the Texas Engineering Experiment Station which was established by the college Board of Directors in 1914. The research activities of this station include many of the investigative efforts within the teaching departments of the School of Engineering, the Division of Agriculture, the Departments of Biology, Economics, Chemistry, and Physics of the

School of Arts and Sciences, and many other specialized research units and laboratories. Two new research facilities deemed particularly worthy of note are the Data Processing Center and the Nuclear Science Center. Although operated by the Engineering Experiment Station, these installations serve the needs of the entire faculty and research staff.

With the anticipated increase in all types of engineering research programs it is reasonable to expect a corresponding increase in those activities that will achieve effective relationships between the institute and other groups to transmit, without a time lag, new knowledge for those who need and will use it.

The Nuclear Science Center includes a nuclear reactor designed for operation in the multimega-watt range. Supporting facilities include gamma irradiation facility and "hot" laboratories. Direct responsibility for the operation of the Nuclear Science Center is that of the head of the Nuclear Engineering Department. A total of nine persons are assigned to the Center, of which four or five are professional people.

The Graduate School

Work toward advanced degrees at the Texas A & M University, like graduate work at most land-grant institutions, has been a natural development to satisfy the needs of students for advanced study. It was not until 1888 that courses of genuine graduate quality were announced.

For the next 35 years, master's degrees administered by the general faculty were granted. Even after the establishment of the school faculties, graduate work was administered by the general faculty until 1924, when the graduate school was formally organized.

The Doctor of Philosophy degree was added in the late 30's and the first Ph.D. degree was awarded in animal physiology and nutrition in 1940. Other graduate programs, such as the Master of Agriculture, Master of Architecture, Master of Engineering, Master of Education, and Master of Business Administration, were added to the curriculum between 1924 and the early 1940's. In 1961, programs leading to the Master of Arts and the Doctor of Education were established.

Graduate enrollment has grown steadily in the years following World War II, from a low of 43 students in 1944-45 to an all-time high of 977 in 1962-63. Since 1956 the graduate scene has been changing rapidly, with arts and sciences and engineering assuming major roles in the makeup of the graduate student body and the degrees conferred. At the beginning of the school year 1962-63, for

the first time, the School of Arts and Sciences, with 359 students, had the most students. This is followed closely by agriculture and engineering with a total of 301 students each. However, agriculture has the greatest number of Ph.D. candidates with 139, followed by 113 in engineering and 84 in arts and sciences.

From an humble beginning, graduate work at the Agricultural and Mechanical College of Texas has grown vigorously, with the overall emphasis upon quality rather than sheer numbers. Even so, with the mandate given it and The University of Texas by the Commission on Higher Education as the primary graduate and research institutions of the state and with the trends already taking place, the Graduate School may soon become the largest of the degree-granting schools at Texas A & M.

THE UNIVERSITY OF TEXAS

The University of Texas visualizes its role as that of the major higher educational institution in the State of Texas, the Southwest and indeed in the entire South. For many years the university has held this position and it is constantly striving to improve the quality of its work.

In line with the constitutional provision for its creation, The University of Texas constantly strives to be a university of the first class. As such it is expected to meet a wide variety of needs. Thus The University of Texas developed such programs as those leading to degrees in law, business, pharmacy; doctoral training in certain fields requiring highly advanced study; research institutes and bureaus in natural science, social science and the humanities; programs in public school administration and curriculum; research libraries and laboratories; centers to encourage work in the fine arts; and many special short courses to meet the needs of particular groups of Texas citizens.

Teaching

The teaching program of the university is an investment in the greatest future asset of the state—its educated citizenship. At the undergraduate level, teaching is directed toward general preparation and encouragement of a broad understanding and appreciation of the fields of knowledge. Teaching at the research level is designed to produce highly competent experts capable of entering the higher echelons of profession or business, of carrying independent research, or of becoming teachers of other specialists.

Programs of general educational nature are offered in architecture, business administration, education, engineering, fine arts, law, library science, pharmacy, social work and in other professional specialties.

Research

The university's basic and applied research programs are carried on with a view both to the specific interests of Texas and to the advancing front of knowledge among major institutions in America. Thus they concern the immediate and long-range development of the state and serve to keep that development in touch with the best that is being learned and taught elsewhere. Through typical research activities as those of the Hogg Foundation, the Genetics Foundation and other laboratories, institutes and workshops, these programs include a wide variety of fields ranging from human development and mental welfare to national security and local and state government.

Public Service

Every member of The University of Texas is at the service of the people of the state. So are all the university's facilities. Public service programs, on the campus and throughout the state, include extension and correspondence courses; information service for business and industry; a public lectures bureau; cooperative panels and programs; service to municipal governments; library service to communities and individuals; short courses for employees and executives in trades, business, and professions; assistance to schools in administration and planning, and the Interscholastic League—perhaps the best known organization of its kind in the United States.

The Standing of The University of Texas

The University of Texas has consistently maintained high standards in each of its programs of teaching, research, and public service. It is the only public institution east of California, south of Missouri, and west of Virginia and North Carolina which is included in the Association of American Universities, a group of thirty-seven top-rank institutions in the United States and Canada. In national and international competition the university's students have been remarkably successful. This fact evidences not only the institution's high performance but also the superior quality of the students themselves. Confidence in the university expressed by national professional groups and foundations has confirmed this standing, as have regular reports of governmental agencies concerned with higher education.

This recognition by the educational world at large has benefited not only the university but also the whole state and the southwest. Maintained and increased, the university's excellence will continue to benefit every other institution of higher education in Texas. It is

impossible for a state or a region to develop a first-rate system of higher education unless that region or state has at least one nationally distinguished educational center.

The Future

The obligation and the opportunities of The University of Texas have been well defined. Continuing industrialization, urbanization and diversification of the economy indicate that demands on the university will continue to increase. The rapidly growing population of college-age people who desire a higher education will tend to cause rapid growth of the university. Nevertheless, it should not become large merely for the sake of size. It must become better if it is to fulfill its role in the program of higher education in Texas.

As the number of young men and women seeking entrance to college increases, The University of Texas feels that it should accommodate those asking admission who show promise of doing work of high quality and who, therefore, merit the expenditure of the increased measure of state funds necessary to operate a university of the first class. This selection of applicants is made on the basis of their earlier academic achievements and their score on entrance examinations.

In order to fulfill its role in the State of Texas, The University of Texas must maintain and improve its standing. A faculty of outstanding quality is an absolute essential. Such a faculty can be recruited only in competition with the great universities of the nation. Teaching salaries must increase in order to meet a first-class competition, particularly from other great state universities.

The faculty and staff of the university now include many men and women who rank at the top of their respective fields. Yet among the fifteen state-supported institutions in the Association of American Universities, The University of Texas is well below average with respect to faculty salaries. Without means to raise its national rank in this respect, the university will find it increasingly difficult to retain distinguished teachers and almost impossible to recruit others. As a result it will not advance and it may not even keep its present standing among comparable American state universities.

An excellent faculty will continue to require great laboratories, libraries and other teaching facilities and services. The requirements will be costly, as will also the necessary expansion of the physical plant.

A typical and very important future need is the expansion of the university library. In the south, the library is now outstanding. Among

American universities generally, however, it ranks only fifteenth. Every other great library in this country is located in the vicinity of libraries of the same quality. Because the university library serves the whole state, it carries tremendously increased traffic and must assume greater responsibilities.

As the advanced training center in Texas, the university's operation is necessarily more costly than that of institutions which operate primarily on the college level.

As it seeks the highest goal in appointing its faculty, and in providing the necessary facilities, The University of Texas visualizes its role as that of combining the very best elements of undergraduate and graduate instruction. A university of the first class is a university of all students, undergraduate and graduate, who have the inherent ability and determination to profit from such a university.

Finally, the intellectual distinction of every great American university has always been rooted in its college work. Unless this university is in a position to supply leadership in teaching, in technology, in the professions, and in preparation for citizenship for a thriving and progressive state, such leadership will have been denied the chance to develop fully its natural abilities and opportunities. The only other alternative would be for it to leave the state. Such economizing on the future of the young people of Texas would prove terribly costly in the long run.

The challenge we face in our two great universities in Texas can not be ignored. History is replete with the struggles for physical supremacy. Today in this atomic and space age the battle of our time will be for intellectual supremacy. Alfred North Whitehead put the whole matter clearly: "In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed."

The Voluntarily Supported Colleges and Universities of Texas

JOHN D. MOSELEY

MOST OF OUR DISCUSSION has been related to the volume business of education, and has generally assumed that the tax-supported colleges and universities must solve the educational problem. Indeed, there is in educational circles a growing tolerance and sympathy for the private and church college, which I think misses the point of the fundamental character of our educational system and the importance of the contribution of the voluntarily supported college.

Let me in introduction give the outstanding example in Texas of such contribution and over a relatively short period of time. Because of the vision and the clear and specific purposes in the establishment of the institution, because of the total commitment to freedom and high quality and because of the concentration of the philanthropy of William Marsh Rice, we see in the recent celebration of its semi-centennial what this can mean in the contribution of Rice University as a leading private educational institution. The whole of Texas higher education is better because of this influence and impact.

Most of what I have to say on "The Voluntarily Supported Colleges and Universities of Texas" refers to church colleges because almost all of them are related in one way or another to a church body.

The key word in my topic is "voluntary," not only as it describes a certain type of college and its support but also as it describes an important characteristic of the system of higher education. Long before there were any other kinds (any non-voluntarily supported institutions) the leadership in the pioneering efforts of our State was aware of the need for higher education enterprise adequate both for the early days of our State and for a society of free men. These issues are reflected in a letter from the Reverend Daniel Baker printed in *The Texas Banner* of Huntsville, Texas, in November of 1849. I quote from that letter:

"In relation to the contemplated college I feel warranted in saying that so soon as the charter is obtained, prompt and efficient measures will be taken to erect with as little delay as possible, the main building for the accommodation of students, and also to procure a first-rate Philosophical and Chemical Apparatus—with regard to professors—if money and effort can command the best talents—the best talents we will have, and in the selection of the men the question

will not be—what is his sect? but is he capable? can he fill and adorn the chair to which he may be appointed? . . .

“It is true, other institutions, of similar character are springing up and some indeed have got the start of us, under other auspices, in various parts of our young and growing State. Be it so; ours is a State of ample territory, and there is no conflict, let there be an honorable competition. This will wake up new interest in the cause of sound learning, and will only give to the car of science an excellerated speed! Let colleges of high character, be multiplied in our State . . . and soon will Texas take an enviable rank among her elder sister states. . . .”

Here, long before the first State college or university was established, is the concern for high quality, diversity and competition of institutions and ideas and colleges of high character with the hope that Texas will “take an enviable rank among her elder sister states.”

In the same issue of *The Texas Banner* there is an editorial comment which also gives us insights into one of the critical issues of higher education. It reads:

“We invite attention to the communication from Rev. Daniel Baker, in another column. Mr. Baker is a zealous and most invaluable friend of the new College, which is to be started in this place under the auspices of the Presbyterian Church. He has just returned from a tour through the adjoining counties, and gives a cheering account of the readiness of the people wherever he has been, to assist in building up the institution. We have before stated that the citizens of Walker county subscribed \$10,000 for that purpose. This, we consider, a liberal subscription for our citizens—and if the people of the other counties in the State, will aid the enterprise by general, though small, subscriptions, we know that a college will be built up here, that will be creditable and useful to the gallant and generous people of Texas.”

Here we see the enthusiasm of Texans for higher education, the generosity of some, and the hope for “general” support.

Today I could discuss my topic by citing the approximately fifty voluntarily supported colleges and universities of the State, what they are contributing, their plans for the future and the conviction and dedication of their leaders to the task before them. I could cite their great history and the role of the Church in bringing education to this country and to this State, and the important and fundamental part of our educational system which stems from this heritage.

But I could also cite a question, even a conviction, many now hold. This is whether or not the main contribution of these colleges has already been made; in this new day of higher education it is a question whether the non-voluntarily supported colleges will now have

to perform the task, since the volume business required for the complex world of today and tomorrow demands a capacity far beyond these voluntarily supported schools. Obviously the demands for higher education and the volume of the task have already become a major undertaking for our State. Although there is some help from these voluntarily supported colleges, there is no doubt that the major volume business will be done by the tax supported institutions.

However, it would seem to me the issues raised by the Reverend Daniel Baker and in the editorial that I have quoted, present relevant questions we should consider. I contend that the major issue in this revolutionary period of higher education is whether we shall preserve a voluntary system of higher education; or, whether in the process of solving these tremendous problems of education, volume, scarcities and finance, we may move step by step along paths that change fundamentally our very system. This, I fear, is our greatest threat to the concept, vitality, and structure of a society of free men. I would contend further that the voluntarily supported colleges and universities are at least the symbol of that voluntary system of higher education. They are thus more essential for the future and freedom of the tax-supported colleges and universities—and for the system itself—than for any contribution in the volume of students they may handle, as important as this may be.

I think it is high time that the thoughtful people of the State, such as members of this Society, give serious consideration to the fundamental issues of our system of higher education to see what the pressures of our current problems and actions are doing both to our direction and to our system. I should like to suggest three of these issues:

First, I should like to plead for a new and deeper understanding of the educational task and the educational system.

We hear much of the crisis in education and the demands on it for a new kind of world grown small with speed and communication and now involved in the space age. In spite of hearing these things, we have not really understood how revolutionary they are. They make our own experience in college largely irrelevant; we must carefully avoid working too much out of the folklore and ideas of the past as we make decisions for today and tomorrow. This is difficult for the layman. But I believe it is even more difficult for the professor who has been trained in the details of an earlier system and approach. He must now face new dimensions and even a new role as he becomes a very important and scarce member of our society.

We also need new understanding of the voluntarism of the educa-

tional system. Do you realize that the primary regulatory device of our educational system in America is a voluntary association? The accrediting agencies are the voluntary banding together of institutions of learning in order to set standards and to work cooperatively for an adequate and disciplined educational system. And although these are voluntary, they are very persuasive in their suggestions and controls. There are indeed many problems in these associations themselves, as some would tend to make us all too much alike.

We also do not realize how much diversity and pluralism exist both in our society and in our educational system. This diversity indeed is one of the essential parts of the voluntarism that provides choices both for the student and for the professor. It is fundamental to the American system of higher education and is in important contrast to a monolithic system. However, one of the dangers of our pluralism has been to think we must be so objective that we reach the point at times of not knowing what we believe; a kind of neutralism has grown into some of our system that accommodates everyone's ideas. The corrective force of the voluntarily supported colleges or church colleges may help prevent our going through a fad either to a monolithic system or to a bland neutralism. Essential to this diversity and its freedom is experimentation. It must be protected as one of the creative functions in a voluntary system.

We need also a new willingness to look at the educational enterprise as a whole and to seek a public policy that involves not only the state supported institutions but the private as well. Indeed, these so-called private colleges do serve a public purpose, rendering a service to the general public as a part of the total educational enterprise. Both need to seek a total public policy, or direction, for that system in the use of all resources to the best possible advantage. Such an approach would recognize that no single college or university can do it all; it would require a recognition that cooperative effort is absolutely essential. For example, cooperative arrangements of associated colleges and universities in various regions of the State might be possible. We must find a public policy to utilize the present and future resources for the benefit of all of the people of Texas. This surely will require a new understanding of the educational revolution, a recognition of the limited resources, and a loyalty to the total system instead of the pursuit of selfish interest on the part of a college by its administration, alumni or friends.

Second, may I call your attention to the fact that certain social and emotionally charged issues are finding the educational system for their battleground. As a result we are becoming confused and often-times disturbed about our educational system.

One of the most obvious is the race issue. Time after time this has been used as a political and legal football rather than a legitimate concern for the fundamental problem of the education of Negroes. Without question there have been inequities and injustices. These must be corrected and should have been long ago, but my point is that the educational enterprise along with all its other problems has been burdened with the social issue of race.

Another is the church-state issue. Here again we are working out of emotion, of folklore and sometimes even bad history in some of the things we are saying and some of the positions we are taking, even by some of our nation's leading churchmen and church bodies. I am afraid that much of what we are saying and doing comes from a mistrust and suspicion of various church groups rather than from any real understanding of the basic issue or even the constitutional problems involved. The thing that concerns me most is that we seem to be going down a road, with no true understanding of where this course is leading us. We need a new rationale to understand that in a society of free men, the Church, the State, or the college or university sits each on its own foundation; each performs its own unique function. We must be exceedingly careful to find a new rationale to prevent the church-state argument from disrupting the very system of voluntarism and diversity in the field of higher education.

Finally, in regard to the system of voluntary higher education we have before us a rather fundamental choice. May I put it in the terms of our 1849 quotations. In the words of Daniel Baker, "let colleges of high character be multiplied in our State . . . and soon will Texas take an enviable rank among her elder sister states." In the spirit of the editorial and of our heritage, we want a great and creditable educational enterprise, but we want to do it by "general though small subscriptions."

Here is the issue. It is a value judgment of the priority of the investment and the cost of education. Is it a luxury, or is it a necessity? Is it an expenditure, or is it a capital investment? What is it worth to you and to me in our lifetime, in our own jobs, in the way in which we live together? What is it worth to our children and our children's children? Can they do without it? Is it a matter merely of social status, or is it a matter of fundamental necessity both personally and for our economy, and for the association of free men? What is it worth in comparison to other things we buy? We spend more in a single year on preparing for war than we do in a decade on higher education. Isn't it a commentary on our educators and on our public leaders that with the tremendous implications this has for our own life and times, we have failed so far to arrive at a broad

public policy around which we can rally and proceed to have a really first-rate higher education enterprise?

This is what our Governor has been saying to us. This is the reason he has asked for, and the Legislature has approved, a Governor's Committee on Education Beyond the High School. I am afraid far more of the future of Texas rides on this Committee, its recommendations, and the consequent actions than we as citizens dare to understand. The taxpayer, the alumni, the student and his parents, philanthropy, the Church, all are going to have to face up to this issue.

What I am saying is we must quit fooling ourselves about worshipping at the shrine of education while we are yet unwilling to face the issue and the financial problem that is involved. The current example of our delusion was in a recent vote in a Texas city in which a junior college was authorized, trustees elected, and the tax defeated—all on the same ballot. Have we sold ourselves on "free education" so much that we now believe this means no one pays for it?

I have no real answer to this problem, but let me give you a few clues to what I think might help us as we understand and seek a public policy of financing higher education.

First, we have based our nation on an informed citizenry; and here is a price we must pay for the survival of our system of government and of freedom.

Second, both as a society and as individuals, we must think of education as a capital investment.

Third, we must begin to think in terms of paying for these capital investments over a period of time and not out of "pocket cash." We don't build our houses that way, and we may have to build our lives of continuing education in a new way that parallels our paying for building and rebuilding our physical houses.

Fourth, we have to recognize that philanthropy has been legislated, at least indirectly, through our tax laws, and we must think in terms of percentage giving, estate planning and in new and vital ways of planning capital gifts and support. It is through such philanthropy that we can still preserve our voluntary system not only of higher education, but a voluntary system of investing our resources in those things in which we believe and want to perpetuate.

Fifth, we have to re-examine our priorities and our value judgments. There is no question of the money's being available in our economy. The question is what we think is important. Alcoholic beverages, tobacco, and entertainment—do these rate higher in our value scale than our education? They do in the way we spend our money.

Sixth, we have to be very concerned about how the financing is done. Shall we finance this in a public policy that uses many sources?

Or do we divide the total sources and put certain resources into certain kinds of programs or institutions and other resources into other kinds of programs or institutions? It is better to cut it along private and public lines, or according to levels of educational resources? Is it better to finance individuals and work against a more nearly accurate cost figure, or is it better to work through a system of indirect or direct subsidies? Or shall we go to a single source and say the need is so vital, that the multiple-source approach is both inefficient and a waste of energies, that we turn to a single kind of resource for this important task of higher education?

I think we must realize, however, that this job of higher education is going to be done. The public, the students, their parents will demand it; the question is how. In deciding how it is to be done, are we moving down paths that will lead us to realize some day that we have abandoned the very genius of the American and of the Texas system of higher education? To me this is the great question. This is the great threat and the great challenge: to find new devices for cooperation and creativity, for individualism, and yet participation in the whole of a Texas system of higher education and enterprise. Thoughtful Texans must give serious consideration to these issues and problems and very soon make some fundamental decisions about the future of Texas.

The Public Junior Colleges of Texas

C. C. COLVERT

PUBLIC JUNIOR COLLEGES by reason of their curriculums and the qualifications of their faculty are a cultural influence in the areas in which they are located. Because of the heterogeneity of the student body resulting from a non-selective policy of admissions, a well-staffed guidance and counselling program is necessary. It is as essential to guide some students away from certain curriculums as it is to direct some into certain other courses. All curriculums should include a number of general education courses such as those in citizenship, communications and health.

In view of the above, it is seen that public junior colleges have a four-fold function:

- (1) *To offer technical curriculums to high school graduates.*

These usually are two college years in length and prepare the youth to enter a technical field such as junior engineering, electronics, drafting, professional nursing and business. Students in these courses seeking credits toward graduation from college must have high school diplomas, but the courses are set up to train any young man or woman how to earn a living as a technician.

Many industries will not go into an area unless there is a junior college available to train an ample supply of technicians. St. Petersburg, Florida, had to set up such technical training for young people several years ago before the Honeywell Company would locate a new plant there. We are very short of technicians in this country; in fact, it is easier to get four-year college trained engineers than technicians. I am inclined to think that one of our troubles now is that we are having to use even graduate engineers to do the work of technicians.

- (2) *To offer vocational curriculums to high school graduates as well as to non-high school graduates who are at least eighteen years of age.*

In Texas only 60 per cent of the youth of high school graduation age actually graduate. Many of the other 40 per cent, when they become eighteen, nineteen, or twenty years of age suddenly realize that they are not trained to earn a living. This sometimes happens only after they are married and have a family. The junior college

can serve these students by offering vocational courses in the trades appropriate to the area.

Many high school graduates are also interested in such curriculums. Such courses include the repair of internal combustion engines, automobile mechanics, bricklaying, the use of business machines, beauty shop operation, machine shop work and other skilled trades needed in the community and the area.

(3) *To offer pre-professional and liberal arts courses.*

The citizens and taxpayers have a right to expect the local junior college to prepare youth who are capable and wish to try for the professions and liberal arts by offering the first two years of such four-year curriculums. Junior colleges should carry out this objective as far as their size of enrollment and finances will permit.

As you well know, there are many high school students who loaf along in high school, failing to make good grades even though they are quite talented; they then wake up to the fact that they can't enter the college of their choice because of these poor grades. Since the junior college has an open door policy, they can enroll in one where they may find themselves, make good grades and then transfer to the senior college.

Another group the junior college can serve is called the "late-bloomers." Many students in high school just do not find themselves at all. They work hard but just don't bloom out intellectually. They may, however, find themselves in junior college and make good grades and enter the senior college.

There is also a group of students who prefer a junior college where classes are somewhat smaller, thus getting accustomed to college gradually before entering the senior college.

Finally, there are students who, for economic reasons, would like to go to the junior college because it permits them to stay at home, saving cost of board and room and transportation. They may thus save enough money to complete two years of college work, then continue in some senior college.

(4) *To offer adult education courses and other community services.*

Such courses include the three areas of technical, vocational and pre-professional training. Many short courses of two or three weeks duration can be offered.

Other community services may include community choruses, little theaters, forums, and the like. The junior college should not duplicate any adult education services already offered by other agencies in the community, such as the high school.

Unfortunately—as previously pointed out—only about 60 per cent of the youth of our nation of high school graduation age ever finish high school. This means that in Texas only approximately 300 of each 500 young people of this age gain high school diplomas. Of that 300, only 120 take as much as the first year of college. That means, accordingly, that 180 of the 300 graduates do not enter college at all. All surveys show that these non-graduates compare favorably on the score of intellect with those who finish high school and continue in college.

Of the 120 who enter college, only 75 return for the second year, only 50 complete the second year, and only 30 enter the third year of college. So you see that when you subtract 30 from the 500 young people of high school graduation age, you have a total of 470 who never get beyond the second year of college. This has tremendous implications for the local public junior college. If these young people are to be adequately served, the junior college must serve them.

A great trend in opinion over the nation holds that no junior college should be established unless it can serve 400 to 500 students within its first four or five years or by the end of its first decade at the outmost. To offer the variety of curriculums required by so many kinds of students with differing abilities calls for adequate finances. In other words, a junior college district should encompass the area from which most of its students come. It should also be large enough to contain enough taxable property values to support operations of the junior college.

The state should assume a financial share in the operation. Some say it should be one-half; others say it should be two-thirds, with the local district putting up the other third. As for buildings, some states finance all, as in Florida. Certain other states pay only 75 to 80 percent of building costs, as in the state of Washington; others furnish 50 per cent, as in North Carolina; in Texas, the local district has to furnish all of the buildings. In Washington and in Florida the tax situation is such that state governments are able to furnish half or more of the necessary cost.

N E C R O L O G Y

TOM CONNALLY

1887 - 1963

TEXAS lost a fine citizen and the Nation an outstanding statesman in the recent death of Senator Tom Connally. I enjoyed an intimate friendship with him for more than forty years. When I entered the University of Texas, I soon learned of the fine record he had made there after having graduated with honors at Baylor University. When I was elected to the State Legislature, I also became acquainted with his record in that body, as well as his success as prosecuting attorney for Falls County. He also had a creditable record in the military service. He was a Sergeant Major in the Second Regiment, Texas Volunteer Infantry, during the Spanish-American War. During the First World War he became Captain and Adjutant of the 22nd Infantry Brigade, 11th Division, U. S. Army.

His outstanding record, however, was in the field of legislation. I came to know him best during our long service in the Congress. During his thirty-six years in the two Houses of Congress, he served his State and Nation with great distinction. He was the author of many good laws. For years during and after World War II he was Chairman of the Foreign Relations Committee. He did much to guide the legislation for the Truman Doctrine, NATO, and the Marshall Plan. He played an important role in the creation of the United Nations and was a ranking delegate at its birth in San Francisco in 1945. He strove diligently for the cause of World Peace.

Along with his great ability as a statesman and lawmaker, he was a man of strong convictions, unlimited courage, and the highest integrity. He was a delightful companion and entertainer. His court-house and political stories were famous in Texas and Washington. Senator Connally will have an important place in the history books of tomorrow.

— ROBERT EWING THOMASON.

MILLARD COPE

1905 - 1964

MILLARD COPE, 58, publisher of the San Angelo *Standard-Times*, whose untimely death occurred at home on January 4, was one of the best known American newspapermen of his generation. Also one of the most respected and beloved. His years of dedicated service to journalism were honored in the profession he loved, as were the many civic and public contributions he made in Texas communities where he lived and labored during more than 40 years as a member of the Harte-Hanks newspaper enterprises. Houston Harte was his mentor, from high school days at Sonora to accession as publisher of the San Angelo *Standard-Times*, where he began work as a cub reporter in 1928. He was never employed by anybody else. But through newspaper organizations, civic and cultural movements, he worked for the good of people everywhere with unselfish devotion and intensity.

He was a member of the Texas Historical Survey Committee, a director of The Associated Press, president of the Southern Newspaper Publishers Association, civic leader in Sweetwater, Denison, Marshall and San Angelo, and the recipient of numerous honors. His sudden death from brain hemorrhage brought an outpouring of tribute from friends all over the United States.

President Lyndon Johnson joined thousands in honoring the memory of a West Texas boy whose ability, hard work and unyielding professional idealism marked a distinguished career.

"I have known few men who devoted so much of their life and thought to the concern of others," the President said in his message to Margaret. "He made immeasurable contributions to his State and his country. You can be proud to have stood by his side."

Bill Moyers, one of the President's top aides, flew to San Angelo from the LBJ ranch to deliver personal condolences from the President and himself. As a high school student in Marshall, Moyers worked for Millard Cope on the *News-Messenger*. His was tribute from a younger generation.

"I have lost one of the best friends a young man ever had," Moyers said. "Millard Cope believed deeply in young people and never lost faith in them . . . he was a real Texan, a real American and a real friend."

One of the first tributes was from Governor John Connally, recuperating from wounds received when President Kennedy was assassinated: "He was not only a fine newspaperman but an out-

standing citizen and public servant who envisioned new greatness for Texas and worked hard to achieve it.”

Houston Harte's tribute touched the qualities of Millard Cope's journalistic greatness: "In addition to being a successful publisher and creative newsman, he was an engaging and warm personality. One of the reasons was he was really interested in people. He made the phrase 'All news is local' the credo of his professional life. He deemed it the business of a small city publisher to relate the news of a changing world to his local audience. The papers he published always had flair and individuality. His innovation and his passion in making news understandable to local readers left a mark on all the Harte-Hanks papers."

Among many activities none gave Millard Cope more personal satisfaction than local or regional history. In his capacity as a member of the Texas Historical Survey Committee since 1953, he spoke to historical groups on the importance of their areas. He emphasized the importance of local history in his newspapers. He was a member of the Texas Civil War Centennial Commission. For a continuing series of historical writings, he received an appreciation award from the National Civil War Centennial Commission.

Of many honors he was especially proud of the University of Missouri Award in 1959 for distinguished journalism. He was graduated from the Missouri school in 1927. He attended Howard Payne College a Brownwood and in 1958 was honored as "Man of the Year" in recognition of outstanding qualities of citizenship, high patriotism and loyalty to country and the cause of freedom based on Christian ideals.

Last year he was re-elected to the Board of Directors of the Associated Press by one of the largest votes ever given a candidate for that office.

Surviving Millard Cope are his wife, Margaret, of San Angelo; a son, Millard Lewis Cope, a science fellow at Columbia University in New York, on leave from the staff of the San Antonio *Express and News*; a daughter, Mrs. Ray B. Bailey of Austin; and his father, James A. Cope, San Angelo. His Mother, Mrs. Hattie B. Parkerson Cope, died January 1, 1931.

— F. H. K.

CHARLES SHIRLEY POTTS

1872 - 1963

WHEN DEAN POTTS celebrated his ninetieth birthday, September 22, 1962, he was presented with a special edition of *Southwestern Law Journal* dedicated to him and containing tributes from colleagues and former students. A few months later his death at his home in Dallas closed a career that is almost unique, not merely for its length but for its contributions to several fields of higher education and the general welfare of the region.

Son of an English father and a mother who was a South Carolinian, he was born on a frontier farm near Weatherford. He attended Weatherford Institute and in 1893 was graduated from Parker Institute, at Whitt, where a remarkable teacher named Amos Bennett grounded him in the classics and convinced him that love of learning was a way of life. For five years he taught in proprietary schools and for a time was head of Granbury College. Not until 1898, when he was twenty-six years old, did he enter The University of Texas — working his way, as he used to say, by serving as principal of Austin high school. In 1902, aged thirty, he received his B.A. and M.A. degrees with Phi Beta Kappa honors.

Immediately upon graduation, his former teacher, David F. Houston, appointed him assistant professor of economics and history at the Agricultural and Mechanical College of Texas. Five years later, Mr. Houston, who had moved from the presidency of A & M to the presidency of The University of Texas, brought him back to Austin to teach government and to study law. When he received his LL.B. in 1909, he was added to the law faculty but continued to teach government. For seven years after 1914 he was also assistant dean of the Law School. He was one of the faculty members Governor James E. Ferguson marked for academic execution in 1917, and during the impeachment hearings and trial Professor Potts became an authority on the law and precedents of impeachment, an unusual specialty which fitted him to serve as counsel in several out-of-state impeachment proceedings. In 1920 he and his colleague, Leon Green, launched the *Texas Law Review*, financed entirely by lawyers.

In 1925 he resigned from The University to become Thayer teaching fellow in Harvard Law School. There he formed a lasting friendship with Roscoe Pound and Felix Frankfurter. After receiving his doctorate in juridical science, Potts served a year as professor of law at Washington University, St. Louis, then became dean of the two-

year-old law school of Southern Methodist University in 1927. There he was to spend twenty years, laying the foundations upon which his friend and successor, Robert G. Storey, created the first Legal Center in the United States. Serving through depression years, keeping the school alive during the war years, he remained at his post five years beyond retirement age.

At age 75 he at long last had an opportunity to begin the practice of law. As assistant district attorney of Dallas County, he handled cases in the Court of Criminal Appeals and compiled a remarkable record of affirmances.

In his busy life he found time to write his authoritative *Railway Transportation In Texas* (1909), collaborate with Eugene C. Barker and Charles W. Ramsdell on a *School History of Texas* (1912), which thousands of young Texans studied, and to compile his *Cases on Criminal Procedure* (1921). Beginning in 1910 and continuing until 1950 thirty-three of his articles appeared in law journals and many more were published in other periodicals and newspapers.

At Southern Methodist University, as earlier at Austin, his influence was felt throughout the institution. He was first chairman of the board of The University Press and attended its meetings punctually long after his retirement from the faculty. He went daily to his office in the Legal Center, and continued his life-long habit of reading history and keeping abreast of current events.

His wife, daughter of Professor George P. Garrison, a daughter (Mrs. Francis K. Allan), a son (George Garrison Potts) and five grandchildren survive. He was president of the Texas Conference on Social Welfare, 1910-1915; a founder of the Southwestern Social Science Association and its president in 1934; a life member of the Philosophical Society of Texas and its president in 1937.

His was a mind of steady, not flashy, brilliance; he was an acknowledged scholar in every academic field he touched and an administrator who "got things done." In a teaching career that spanned fifty-four years he was an old fashioned schoolmaster, who gave honest lectures and demanded honest work. But most of all, he was a courtly gentleman of the old school whose acquaintances admired him for his penetrating mind and whose friends loved him for his sterling character.

— H. G.

ROBERT WELDON STAYTON

1886 - 1963

ROBERT WELDON STAYTON, a member of the faculty of the School of Law of The University of Texas for more than thirty-eight years, died in his sleep on November 15, 1963, in the seventy-eighth year of his age.

Judge Stayton was born in Victoria, December 17, 1886. He attended schools there and in San Antonio, and received his B.A. from The University of Texas in 1907, and entered the Law School. Admitted to the bar, he practiced first in San Antonio, then in Corpus Christi, where he remained until 1923. He was appointed to the Board of Legal Examiners in 1921 and to the Supreme Court Commission of Appeals. He was well endowed for a judicial career, and the work was the more satisfying to him since his grandfather had been Chief Justice of the Supreme Court.

In 1924 he was elected to the presidency of the State Bar Association and in 1925, a member of the faculty of the Law School of The University of Texas.

To his colleagues and students he seemed to have been a born teacher. In November, 1923, he had delivered a lecture at the Law School on the new appellate briefing rules, and in the *Law Review* for December, 1923, he published a penetrating article on the same subject (2 Texas Law Review 30), in which he stated the principle which, in his later work in civil procedure, was to become for him a categorical imperative: "The historical trend of procedure is said to be from form to substance." Earlier, in 1915, the first published volume bearing his name had appeared. This was the first edition of his *Form Book*, a work which, in its last edition, has grown to ten volumes.

Judge Stayton's teaching, especially in the earlier years, covered a wide range of subjects, although most of his courses were in the public law field. But his natural inclination led him to emphasize the procedure courses, and his great work has been in that field. It was only natural that he should be appointed a member of the Texas Civil Judicial Council, created in 1920 "for the continuous study and report upon the organization, rules, procedure and practice of the civil judicial system of this State." He remained a member of the Council a quarter of a century.

Equally appropriate was his appointment in 1940 as one of the twenty-one members of the Supreme Court Advisory Committee on

Rules of Procedure, to aid the Court in the preparation of a code of rules of civil procedure under a mandate from the legislature which "invested" the Court with the "full rule-making power." Judge Stayton served on this Committee until 1961, and the index of leading articles in the *Texas Law Review* and the *Texas Bar Journal* afford evidence of the time and effort he devoted to this great work of procedural reform during twenty-one years.

The improvements he helped to bring about in the system of administering justice will benefit all those who live under it. A richer heritage he left for those to whom it was given to know him while he yet lived. In a brief article about Judge Stayton which appeared a few years ago in *The Alcade*, an old friend was quoted as saying that "the Judge 'has an air of gallantry about him that one senses in few men.'" The writer continued to characterize him as a man "possessed of an old-world courtesy and unfailing kindness." For another old friend, it was sufficient to say that "Bob Stayton was a splendid lawyer, a true gentleman, and a loyal friend."

He became a member of this Society in 1941. He is survived by his widow, four daughters and thirteen grandchildren. Truly Texas has been blessed by the careers of the two Judges Stayton—the grandfather, John W. Stayton, who was admitted to the Texas bar in 1855 and sat on the supreme bench thirteen years, and the grandson who for nearly forty years taught generations of lawyers and worked incessantly to make the courts instruments of justice.

— H. G.

WALTER PRESCOTT WEBB

1888 - 1963

THE PLACE Walter Prescott Webb carved for himself in the world of historical scholarship and in the respect of the thousands who knew him in person or through his writings, was unique; and the route by which he achieved eminence was academically unorthodox. No historian who ever lived or worked in Texas has approached his stature. His accidental death on March 8, 1963, ended a half-century connection with The University of Texas and cut short a career that was still amazingly active and productive.

Born in deep East Texas, he grew up in West Texas, subconsciously pondering the influence of geography upon human society in the two regions. His youthful ambition was to be a writer; he was encouraged by a friend he never met to become a writer and to get

an education. He became a teacher in order to be able to write. He entered The University of Texas in 1909 but he had to drop out at intervals to earn money and it was 1915 before he received his B.A. degree, at the age of 27. Three years later he was called from a San Antonio high school to become the low man of the history department of the University, incidentally earning his M.A. in 1920. He worked with Eugene C. Barker and William E. Dodd on elementary and secondary school books, and published nearly twenty articles in a variety of periodicals before *The Great Plains* appeared in 1931.

That was the turning point in his career, academically and personally. It received the Loubat Prize; it was a best seller; his colleagues accepted it as a doctoral dissertation and the next year he became a full professor. Ten years later a learned conclave examined it as one of the most important books on America, and two decades after its publication a poll of the profession declared it the most significant book of the past quarter century by a living historian. In it he wrote the answers to questions he has subconsciously pondered since childhood. He did not write it to get his doctorate or to earn a promotion; he wrote it because he had to.

Next came *The Texas Rangers* in 1935, in time for the Texas Centennial. It had the double distinction of being hailed as definitive and also being made into a moving picture. *Divided We Stand*, 1937, was concerned with the economic plight of the South and it stirred considerable controversy, which has not yet died. His last great work was *The Great Frontier*, 1952, which is still provoking controversy on both sides of the Atlantic. It poses this question: If modern economic, social and political institutions developed because of the vast frontier (the Americas) that was opened in 1500, and if that frontier is now gone, what of the future? His name is on the title page of more than 20 books and his by-line is above about 100 articles — few of them in learned journals.

As director of the Texas State Historical Association for eight years, he injected new life into “the oldest learned society in Texas,” founded the Junior Historian movement, and projected and fostered the *Handbook of Texas*, published in two volumes in 1952 under the direction of H. Bailey Carroll.

He was Harkness Lecturer at the London University and Harmsworth Professor at Oxford; he lectured at institutions ranging from high schools to teachers colleges and Harvard. Southern Methodist University made him a D.Litt., Chicago a LL.D., and Oxford an M.A. He was elected to Phi Beta Kappa, and at the time of his death was one of its national lecturers; and the American Council of Learned

Societies awarded him \$10,000 for a lifetime of distinguished scholarship. Belatedly, in 1952, he was made a distinguished professor at Texas. He is the only Texan ever to become president of both the Mississippi Valley and the American Historical Associations — the two top honors of the profession.

He was married to Jane Oliphant in 1916 and after her death was married to Mrs. Terrell Dobbs Maverick, in 1961. His widow and his daughter Mildred, survive.

A member of this Society since 1937, he delivered an unforgettable address on "The English Universities: Oxford and Cambridge" at the 1943 Annual Meeting.

In the literal meaning of the word, Walter Prescott Webb was unique — in personality, in range of interests, in scope of activities, in mental processes. Always and everywhere, he was himself.

— H. G.

WILLIAM EMBRY WRATHER

1883 - 1963

WILLIAM EMBRY WRATHER, professional geologist and practicing philosopher, was born in Brandenburg, Kentucky, on January 20, 1883, and died in Washington, D. C., on November 29, 1963. He came to Texas as a young man and here he spent his early formative professional years. He "adopted" Texas on arrival and almost immediately became as deeply absorbed in its history and its peoples as any fourth generation Texan. For many years he considered Dallas his home, where his wide-ranging scientific, historical, and philosophical interests found expression in the Texas State Historical Association, whose president he was during the years 1932-39. It is not surprising that he was one of the ten Texans who had the perspicacity to revive the Philosophical Society of Texas.

Bill Wrather was educated at the University of Chicago, where he took his baccalaureate degree in 1907. At that institution he was a favorite protege of two of the world's greatest exponents of the earth sciences, T. C. Chamberlin and Roland Salisbury. From Chamberlin, the master researcher, and from Salisbury, regarded by many as the greatest of all of the great University of Chicago teachers, Wrather developed the insights and the philosophies which sustained him during his long and active career. Wrather was always disappointed that he did not earn his doctorate at Chicago, where,

however, he had completed two successful years of graduate work when financial considerations moved him to seek his fortune in the oil fields of Texas.

Although not a Texan, Bill Wrather looked like the public image of one. He was tall, rugged, frank but friendly, and always at ease whether talking with professors, presidents or peons. A perpetual, genuine smile marked his always attractive countenance. It was not surprising, therefore, that men, young and old, and from all walks of life, sought him out for friendly companionship, as well as for scientific and economic advice.

In the practical application of petroleum geology, his own particular interest, Bill Wrather achieved a rare distinction, for on his own he discovered and developed an oil field which turned out to be one of Texas' most spectacular—Desdemona, which climaxed the so-called Ranger boom. Nevertheless he considered his discovery important only because, as he said, it gave him economic freedom "to do the things I most wanted to do."

At the University of Chicago, Wrather took an advanced course in field geology under the direction of the famed geologist Stuart Weller, whom he greatly admired. The work was conducted in St. Genevieve County in southeast Missouri under the most primitive of arrangements. Accordingly, Wrather vowed that if he ever "struck it rich" he would build Dr. Weller a suitable set of buildings for a permanent field camp. Wrather was as good as his word. After the discovery of Desdemona he bought a tract of land and erected the buildings which the University of Chicago designated "Camp Wrather"—a research field station which the writer, beginning in 1928, directed for fifteen years, during which period he became intimately acquainted with the donor.

William Wrather was one of the youngest members of the group which founded the American Association of Petroleum Geologists, and he served as the sixth president of the Association in 1922. Volume I of the *Bulletin* of the Association, published in 1917, included a contribution by him entitled "Notes on the Texas Permian." Although neither oil nor potash had been discovered in West Texas, Wrather speculated in this pioneering paper at some length on the probable presence of both of these minerals, each of which was to become, about a decade later, a source of great wealth to the State of Texas.

Bill Wrather's influence on geology and geologists was little short of remarkable. He travelled widely on geological expeditions and to the International Geological and World Petroleum Congresses—in Madrid, Pretoria, Algiers, Moscow, and The Hague—as an official

delegate of one or more of the major American scientific societies.

At the outbreak of World War II Wrather moved to Washington and became the Associate Chief of the Metals and Minerals Division of the Board of Economic Warfare. In this position he attracted the attention of President Roosevelt, who appointed him Director of the United States Geological Survey in 1943. This appointment was widely applauded not only by academic and economic geologists, but by the members of the other scientific disciplines, by the public generally, and particularly by military authorities.

Under Wrather's masterful direction the United States Geological Survey effectively marshalled its resources for war-time pursuits connected with the Manhattan Project, the Atomic Energy Commission, the worldwide search for strategic minerals, airborne geophysical surveys, the preparation of geologic maps for military use, and the development of fuel resources. Throughout the entire trying war period Dr. Wrather commanded the confidence of the Bureau of the Budget and the various appropriations committees of the Congress. At war's end Wrather handled a flood of important peace-time responsibilities, among which was the administration of the oil and gas resources of the federally-owned portion of the Continental Shelf.

William Embry Wrather earned many national honors. He was the Sidney Powers Memorial Medalist, served as president of the American Institute of Mining and Metallurgical Engineers, and received its Anthony Lucas Medal; was awarded the Alumni Medal at the Fiftieth Anniversary of the University of Chicago, and was, in addition, the John Fritz Medalist. Wrather was also the vice president of the Geological Society of America, and president of the Society of Economic Geologists.

A frustrated teacher all of his life, William Wrather served from time to time as special lecturer to the departments of geology at the University of Chicago, The University of Texas, Yale, Northwestern, and Southern Methodist, and, understandably, a number of American universities granted him the honorary doctorates in science and in engineering.

Many "great men" turn out to be somewhat disappointing on personal contact. Not so with Bill Wrather. Although he was modest and unostentatious, a few minutes of conversation with the man convinced anyone of his inner powers, his wholesome concept of the verities of life, and his genuine goodness. Although honors were generously bestowed upon him during his life, this writer, as one who knew him well, has always believed that Wrather was not fully appreciated. It is probably not too much to say that William Wrather

had more to do with developing the resources of Texas than many a man who has been given greater credit. Moreover he contributed more significantly to the winning of World War II than many of the military men and statesmen who have been widely acclaimed for their efforts. It is doubtful that William Embry Wrather ever thought that he was insufficiently appreciated, however, because his philosophical outlook, although broad and not a little sophisticated, was so intertwined with a spirit of generosity that it would have rejected such an idea on his part. Through his demise, the Philosophical Society of Texas, and the nation, suffered a philosophical as well as a scientific loss.

— CAREY CRONEIS.

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†Deceased, December 23, 1963.

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