

CONNECTIONS

LYNDON B. JOHNSON IN SAN MARCOS

APRIL 2009

100 
LYNDON B. JOHNSON
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CELEBRATING HIS CAN-DO SPIRIT

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Connections: Lyndon B. Johnson in San Marcos | April 2009

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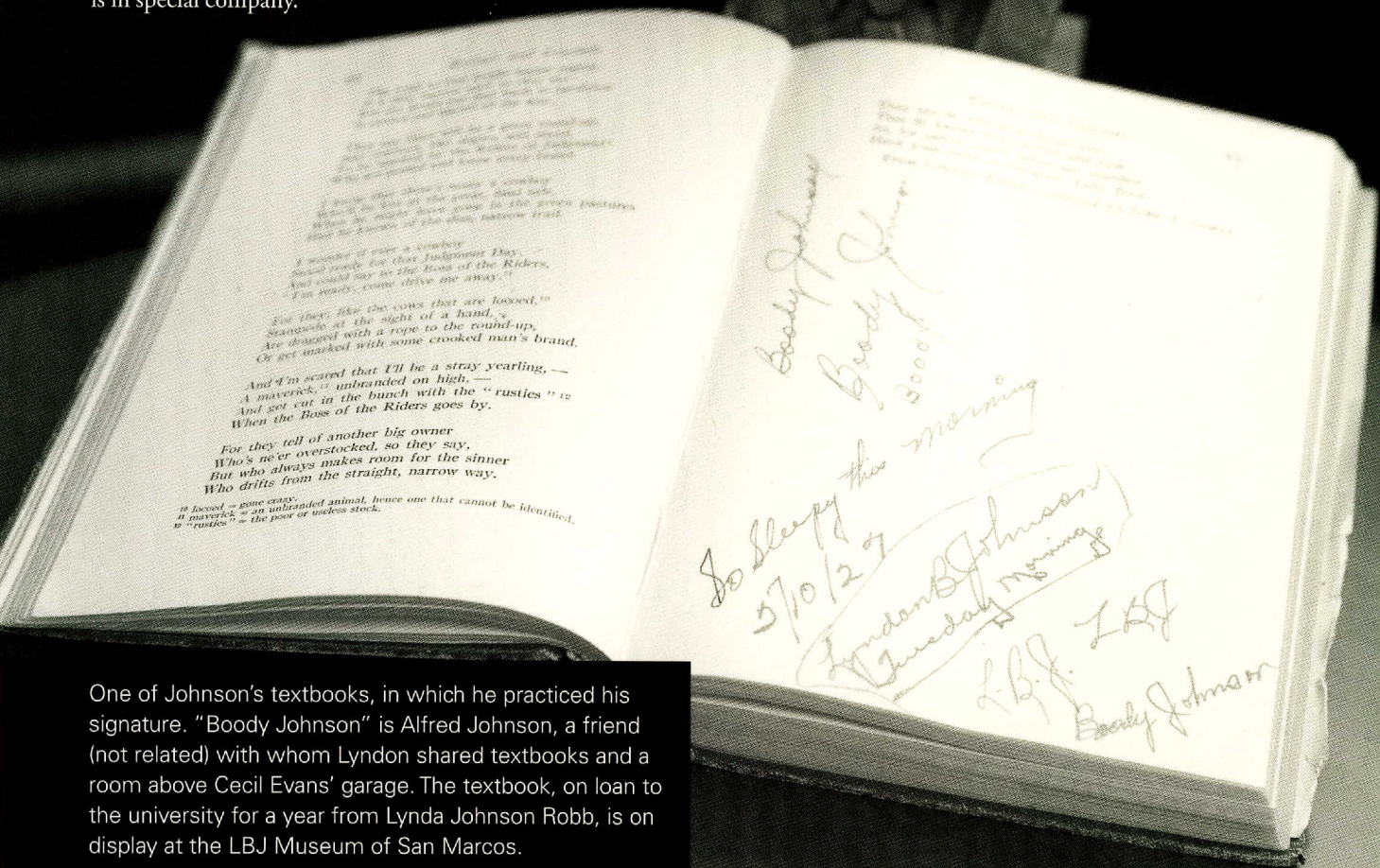
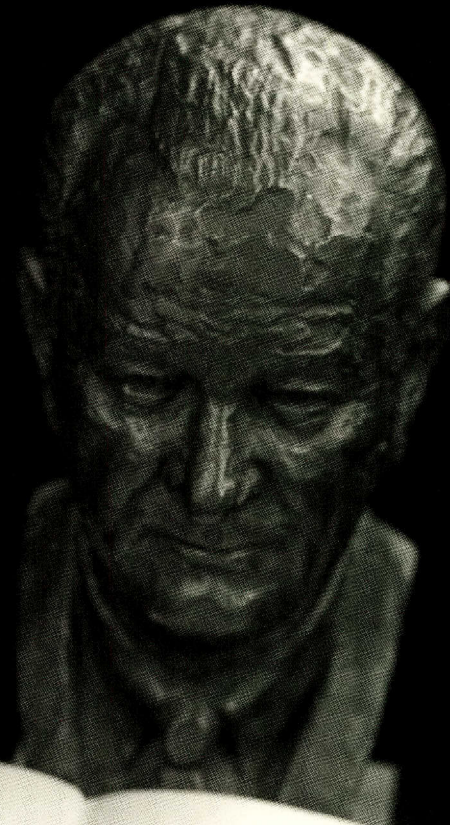
On the cover

Johnson retired to his Central Texas ranch after leaving the White House in January 1969. He made a nostalgic visit to his alma mater on April 27, 1970, and stopped in to speak to a government class.

In special company

We like to brag about the fact that Texas State University is the only college in Texas to have graduated a U.S. president. In fact, Texas State is one of only 24 colleges in the country that can claim a president as a graduate, and is one of only a handful of *public* universities to have graduated a U.S. president. If we don't count the military academies, only three other public universities have awarded undergraduate degrees to future presidents – the University of North Carolina (James K. Polk), Miami of Ohio (Benjamin Harrison) and Michigan (Gerald Ford). If we do count the military academies, we add West Point (Ulysses S. Grant and Dwight D. Eisenhower) and Annapolis (Jimmy Carter), and if we count degrees of any kind, we add the University of Virginia Law School (Woodrow Wilson). William and Mary, now a public university, graduated three early presidents, but it was not state supported until 1906. If we take the list of public universities to have graduated presidents and remove those that are considered “public ivies,” Texas State stands alone.

Regardless of how you figure it, Texas State University is in special company.



One of Johnson's textbooks, in which he practiced his signature. "Boody Johnson" is Alfred Johnson, a friend (not related) with whom Lyndon shared textbooks and a room above Cecil Evans' garage. The textbook, on loan to the university for a year from Lynda Johnson Robb, is on display at the LBJ Museum of San Marcos.



Sometimes, in places far from Texas, the only thing people know about our university is that it is the alma mater of Lyndon Johnson. If they have to know only one thing about us, that's not a bad place to start.

Lyndon Johnson was born near here, in Stonewall, on August 27, 1908. To celebrate the 100th anniversary of his birth, Texas State joined the LBJ Library and Museum in Austin, the LBJ Foundation, the LBJ School of Public Affairs at the University of Texas at Austin, the LBJ national and state parks, the Lady Bird Johnson Wildflower Center and the LBJ Museum of San Marcos for a year of activities highlighting his legacy. We chose the theme of "Civic Responsibility and the Legacy of LBJ" as our Common Experience theme for the academic year of 2008-09, and we focused our invited speakers, performing arts, exhibitions, debates, service projects, and much of our classroom discussion on that theme (see calendar, page 84).

Johnson enrolled here as a student in 1927 and graduated in 1930. Here he formed his core belief in the power of education that he took with him to the White House to shape nation-changing legislation. Those years molded his passion not only for education but also for social justice, economic opportunity and civic responsibility. Johnson's childhood and college years gave him an empathy for the poor and an unwavering faith in the American Dream that led to his ideas for the Great Society. And he returned here as congressman, senator, vice president, president and former president, each time sharing a bit of that passion with us.

In this collection of stories and photographs, we have attempted to reflect some of those student days — what others remember about him, his thoughts captured in his *College Star* editorials, his activities as a student — as well as later connections with the university and the San Marcos community. The present-day campus reflects our pride in his legacy — his name is on streets, buildings, lectures, awards and a statue on the Quad — and we trust that this publication reflects that pride, too.

Denise M. Truitt

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12-5-21

Lyndon Johnson: The College Years

by Bruce Roche

In April 1937, Lyndon Johnson was in an Austin hospital recuperating from an appendectomy, requiring him to decline an invitation to the dedication of a new library building at Southwest Texas State Teachers College.

But the letter he wrote to College President C.E. Evans explaining his absence afforded him an opportunity to define the qualities of a college and the nurture he had received at his alma mater, from which he had graduated only seven years earlier.

The 28-year-old candidate for Congress wrote of learning “to think, to live, to grow. Here the real purpose of education is found — the growth of the individual to his highest possibilities, his broadest services and the greatest ultimate good.

“Here men and women are made. Here inspiration is sown; ambition is enlisted; energy is aroused... (along with) the zest of living, the joy of working, the hope of achieving.”

In a few sentences, the young man had captured what his experience at STSTC had brought to blossom in him. That the seeds for that growth already existed in the Texas Hill Country youth when he enrolled in March 1927 seems clear. But his years

at the college focused his energy and talents and helped mature the qualities he described in his letter to President Evans.

Although historians lack agreement on the early years of Lyndon Johnson, familial influences seem certain.

Father Sam Ealy Johnson Jr. reflected the hardscrabble virtues of his Hill Country ancestors, who persevered in a continuing struggle with the land and life. Mother Rebekah brought to her parenting the genteel elements associated with her own rearing. Although young Lyndon experienced the tensions inherent in this parental dichotomy, he also enjoyed the benefits of both influences: the toughness to engage challenges and the sophistication to aspire to high and worthy goals in life.

Lyndon Johnson graduated in the Johnson City High School class of 1924 at age 15 and independently set out on a path of his own. Spurning parental advice that he go to college, he and several friends boarded an old jalopy and drove to California. Young Johnson spent most of the next two years at poorly paid, sweaty, arduous physical and menial labor. Returning to Texas, he continued his back-breaking efforts at earning a living.

At some point, the young man, now 18, realized that his future lay in a different direction. Responding to his mother's invocation of higher aspirations, Johnson decided to go to college.

Of course, the question was which college? His mother liked the idea of Baylor, which she had attended. And the University of Texas was a possibility. Money and distance were constraints for the Baylor option, and money for the state university.

Southwest Texas State Teachers College became the obvious choice. It was inexpensive and reasonably close to Johnson City. Southwest Texas served as the regional college, and its students

Opposite page: Lyndon Johnson was a conscientious debate student while at Southwest Texas State Teachers College. Here he studies with his debate coach, Howard “Prof” Greene, center, and teammate Elmer Graham, left.

came mostly from the smaller communities in the greater San Marcos area. Moreover, there were family connections with the college; Rebekah's mother had worked there as a housemother.

In February 1927, Johnson enrolled in the sub college to prove his high school credits. Southwest Texas accepted him as a freshman on March 21, 1927.

In her biography of Lyndon Johnson, noted presidential scholar Doris Kearns Goodwin marks this as a defining moment for the young man. He had developed skills necessary to maneuver through his parents' differing approaches to rearing and now faced external forces just as challenging. He focused his

“Here the real purpose of education is found — the growth of the individual to his highest possibilities, his broadest services and the greatest ultimate good. Here men and women are made. Here inspiration is sown; ambition is enlisted; energy is aroused... (along with) the zest of living, the joy of working, the hope of achieving.” — Lyndon Johnson

prodigious energy on a search for accomplishment and approval among a new family.

The most compelling requirement for any college student is, of course, to meet the academic challenge. Lacking that, all other collegiate ambitions die unborn.

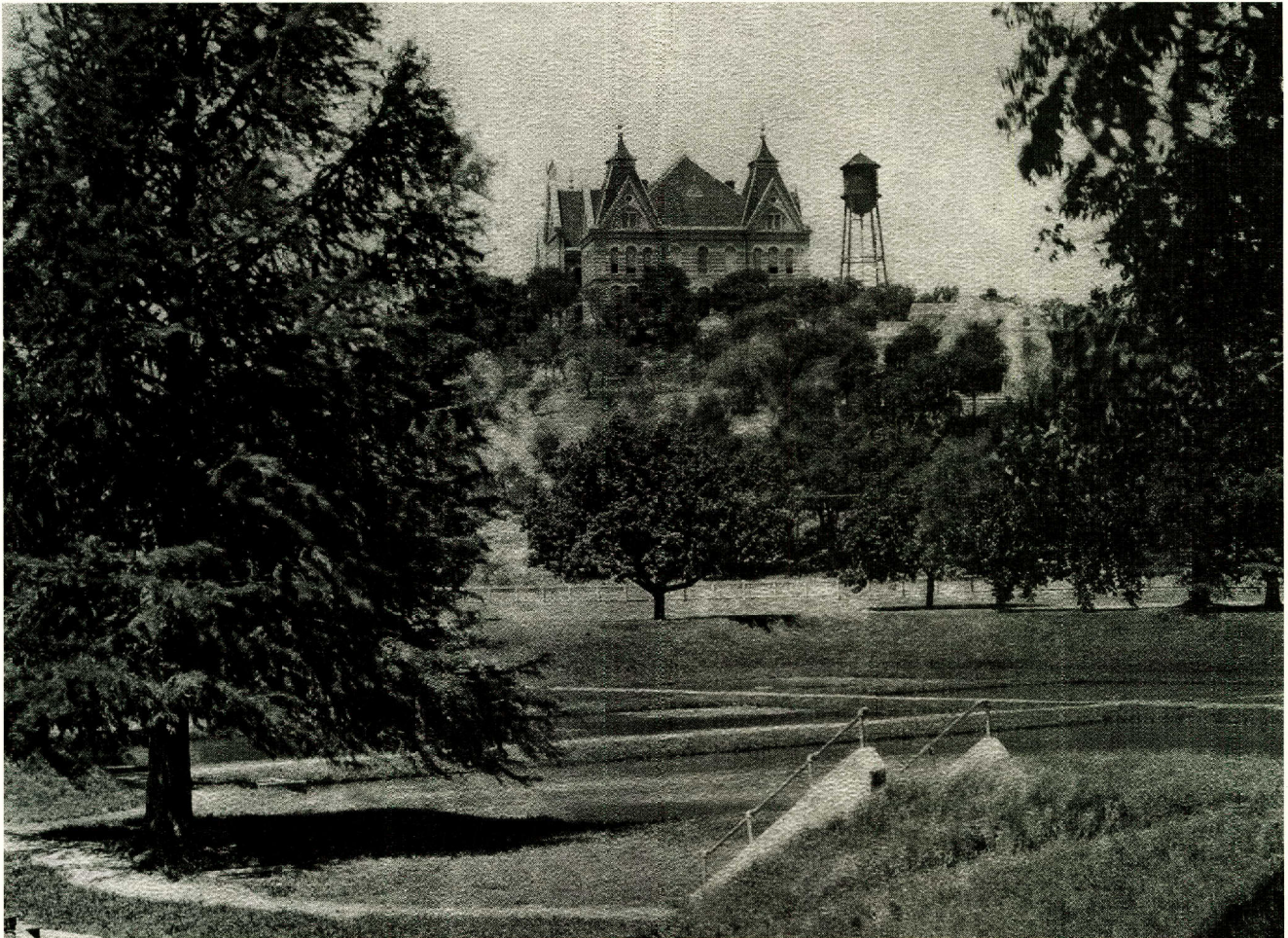
At his course work, Lyndon Johnson proved to be an average student, graduating with a grade point average on the line between B and C. His early efforts lacked consistency, gyrating term to term between solid B and solid C. During the last half of his college career, he settled into fairly uniform B-level grades. Overall, he earned 14 A's, 10 of them in the last half of his college work. Five A's were in history (his major) and three others in social sciences (his second minor). He also received an A in a journalism course that he lobbied the college to offer. His best grades came in courses that he especially valued, typical of most college students. He received no failing grades. He earned 18 hours of extension-course credit during the 1928-29 school year while teaching at an elementary school in Cotulla.

It was in a college classroom that young Lyndon Johnson met the professor who was to become the most influential member of the faculty on the future president. H.M. “Prof” Greene had come to the college in 1923 to teach history and government. He has been described as an individualistic free-thinker who came from a liberal-populist orientation, and his attire tended toward non-professorial informal. His classroom style frequently generated energetic debates among his students, an approach especially appealing to young Johnson, who most often prevailed in arguments when he was in one of Greene's classes. Both in and out of class, Johnson sought time and ideas from Greene, who also coached the debate team, of which Lyndon Johnson was a member. Greene encouraged Johnson toward a political career and commented later to a biographer that that was where young Lyndon's talents lay: “He was clearly the best student in government and politics I ever had the pleasure of teaching.”

Another influential faculty member was Tom Nichols, who was recruited by College Dean A.H. Nolle to teach the journalism course created in response to Johnson's encouragement, as long as enough students would enroll to justify the class. Nichols recalled that LBJ told him that he would find the other students: “Leave it to me. I'll get a class.” Johnson recruited four others, and Dean Nolle approved it.

In addition to other duties, Nichols was secretary to College President C.E. Evans. It was in that capacity that Nichols likely first met young Johnson. When the brand-new student first enrolled, he needed money to meet his modest expenses and came looking for work, probably approaching the president through Nichols. To help students financially, the college employed many of them at low wages for jobs that required little or no training. So the request for help was approved, and Lyndon joined the grounds crew picking up litter. He seemed always driven to do more and better than the minimum, so a promotion followed to assistant to the janitor in a campus building. By then the young man must have come to the attention of President Evans; one biographer reports that as soon as young Johnson had made a decision to go to college, his mother phoned the president with a request for help for her son. For whatever reason, Johnson was assigned the job as assistant to the president's secretary, Professor Nichols.

The college had no telephone system, so Lyndon's principal duty was to carry messages from the president to others on campus. When he was in the outer office of the president, Johnson on his own took the responsibility of announcing the arrival of persons to see the president, creating for himself additional status. It appears that President Evans began giving



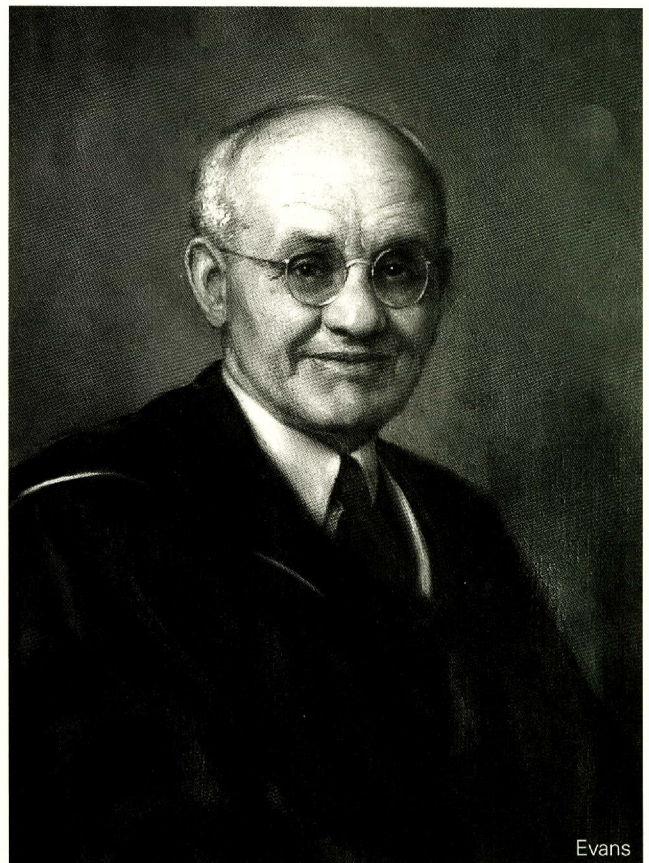
Johnson other campus responsibilities — and also asked LBJ to accompany him on occasion to Austin to visit the Texas Legislature. The fact that the young man was keenly interested in government and politics and that his father had served twice in the legislature likely influenced Evans. It is worth noting that, as his political career prospered, Johnson remained close to Evans, who died five years before LBJ became president of the United States.

Student Johnson's rise from groundskeeper to assistant to the president's secretary provides direct meaning to LBJ's 1937 observation that encouraging "the growth of the individual to his highest possibilities" served as an important quality of a college.

Although Lyndon was taking courses and working as assistant to the president's secretary, his energy and ambition drove him to do more. He worked on the campus newspaper, twice as editor; he served on the college debate team, which then enjoyed the status of varsity athletics; he helped engineer the formation of a secret society that led to a revolution in student politics in which he was also involved; and he apparently also

dated several times a week. His ability to sleep only a few hours a night allowed him to undertake these ventures. Even during his year teaching in Cotulla, 20-year-old Lyndon energetically launched a battery of extracurricular activities for his Mexican-American students. In retrospect, throughout his college years he seemed satisfied only if he were immersed in numerous demanding commitments simultaneously.

Before he was admitted to the college and while proving his high school credits, a Johnson essay was published in the campus newspaper, the *College Star*, and earned him a byline. It was the first of many. He served on the staff of the newspaper during the regular academic year and as editor of the *Star* during the summers of 1928 and 1929. His editorials tended to be preachy but otherwise mature beyond his years. They challenged students to think. They educated his readers on the U.S. Constitution and on the mastery of oneself. They argued against cynics and cynicism. And some of the editorials anticipated his 1937 letter to President Evans: College "inspires," "discovers the talents and possibilities of a student," "creates a vision of work for tomorrow," elicits "the longing to achieve chosen ideas in life."



Editor Johnson carried a stack of the *Star* with him to Houston in the summer of 1928 and used them to obtain press credentials to the Democratic National Convention. Three decades later, that energetic young man in the press gallery would be playing a central role in Democratic National Conventions.

Lyndon Johnson did a lot of politicking of his own in college. In the fall of 1929, Johnson and several other men organized Alpha & Omega, better known as the White Stars. Through that organization, he helped change student politics at the college, polishing all the while the skills at what would become his lifelong major.

Each Alpha & Omega member was assigned a number in the order of affiliation; LBJ was No. 3. A&O emerged in reaction to a student group consisting of athletes and student leaders who were the focus of campus social and political life; they had organized themselves as Beta Sigma, a secret society also known as the Black Stars. They controlled most student political offices and exercised some influence in the disposition of the student activity fund.

Johnson and his colleagues realized that control of the student council was critical to filling such important posts as editors of the *Star* and the *Pedagog* yearbook, both paid positions and

both appointed by the council. Moreover, control of the council meant they would enjoy greater influence in the distribution of student activity funds — in their view, from athletics and into more academically oriented interests such as debate, theater and band.

The next election came in the 1929-30 winter term, and the White Stars selected their candidate for senior class president to run against a popular incumbent. The cause was both symbolic and politically important. The night before the election, the White Stars concluded that their candidate needed many more votes to win. The cause seemed hopeless, and everyone except Johnson conceded defeat. Lyndon spent the night calling girls' dormitories and going from boys' boarding house to boys' boarding house, waking students and persuading them to vote for the White Stars' nominee. The next day his efforts proved successful, and the White Stars' candidate won. In addition, Johnson was elected to the student council. In the spring term, the White Stars succeeded in winning almost all student offices, presaging a campus primacy for the White Stars that lasted years.

As might be expected, given his presence on the college debate team, Johnson proved effective in the student council. He supported his views vigorously but without personal rancor.

For my real friend H. M. Greene
from his student

Lyndon B. Johnson

March 27, 1938

Inscription from a 1905 Congressional publication given to H.M. Greene by Johnson and now in the Alkek Library

When necessary, he seemed ready to compromise, his defining characteristic in the view of a friend who also sat on the council.

In spite of his political success, or perhaps because of it, Johnson was not uniformly popular on campus. Some interpreted his energetic qualities as arrogance.

President Evans saw Johnson in an entirely different light. When Lyndon Johnson received his bachelor's degree on August 19, 1930, Evans told the audience, "Here's a young man who has so abundantly demonstrated his worth that I predict for him great things in the years ahead. If he undertakes his tasks in the future with the same energy, careful thought and determination that he has used in all his work in the classroom, on the campus picking up rocks, or as an assistant in the president's office, success to him is assured."

Reflecting on the words of President Evans, young Lyndon Johnson surely must have seen his college experience as a step to something greater. Seven years later in a letter to President Evans, he identified Southwest Texas State Teachers College as the place where he had learned to think, to live, to grow, where he was inspired, and where he had found the zest of living, the joy of working and the hope of achieving. ★

Bruce Roche served as journalism instructor, chair of the Department of Journalism, director of the News Service and faculty adviser to the student newspaper, the College Star, 1958-67. He left the university in 1967 to work on his doctorate at Southern Illinois University, then began teaching at the University of Alabama. He retired from there and currently lives in Duncanville, Ala.

For more about Lyndon Johnson as a student at Southwest Texas State Teachers College, consult these sources:

Lyndon Baines Johnson: The Formative Years, William C. Pool, Emmie Craddock and David E. Conrad, Southwest Texas State College Press, 1965

Lyndon Johnson and the American Dream, Doris Kearns Goodwin, St. Martin's Press, New York, 1991

Lyndon: An Oral Biography, Merle Miller, Ballentine Books, New York, 1980

The White Star Story: A History of Alpha & Omega Fraternity, Southwest Texas State University, 1929-1989, Roy Willbern, Southwest Texas State University Press, 1989

LBJ as a student editor

The following article was written by Bruce Roche and originally published in *The Quill* in February 1964. At the time Roche was an assistant professor and head of the Journalism Department, as well as director of the college news service and faculty adviser to the *College Star*.

If President Lyndon Johnson had not found politics an outlet for his ideas and energies, he might have turned to journalism.

That's what he did in college.

Student politics apparently were attractive to the young president-to-be at Southwest Texas State College, from which he was graduated in 1930, but the evidence indicates that, for the most part, he preferred to move in the background of campus politics. For example, he engineered the election of a close friend to the presidency of the senior class.

For himself, young Lyndon Johnson chose the campus newspaper, the *College Star*, for his voice. Although he was an officer in a number of student clubs, the editorship of the *Star* was the only campuswide post Johnson held.

There probably were a number of reasons for Johnson's selecting the college newspaper as his political medium, certainly not the least of which was the fact that the editor of the *Star* was the only student leader who received a salary, and Johnson's meager funds needed all the help they could get.

But there were other reasons, too.

Tom Nichols, then faculty adviser of the *Star* and now on Southwest Texas State's business administration faculty, says that the *Star* editorship was an elective position. This offered young Johnson a political challenge. Since he served as editor during the summers of 1928 and 1929, he apparently won two campuswide elections, though some evidence suggests that he was appointed to the position one of the summers. Even an appointment would have represented a political challenge to collegian LBJ, requiring, as it would have, persuading a publications committee of his ability.

One of Johnson's key reasons for getting himself on the staff of his college newspaper — his byline began appearing almost as soon as he had enrolled as a freshman — unquestionably was that he saw the publication as a vehicle for expressing his ideas.

And express them he did. On every conceivable subject, though there was a heavy flavor of politics.

Much of what he said sounds fresh enough to have been uttered from the White House today. For example: "The advantages of college training are now generally recognized. That one is better equipped for the duties of life after following systematic college training, goes without saying in this age, when the value of training in every field of achievement is emphasized. ..."

"The statement that 1,000,000 of our 'best minds' are out of work made by Prof. Pitkin of Columbia University has created quite a furor. He attributed this condition to the fact that machinery has displaced men to a great degree. This statement is challenged by many on the ground that machines, while efficient, are merely tools and cannot think or create. There is plenty of work yet for the nation's minds."

"Sectionalism is vanishing. Our nation is becoming more truly American. ..."

“There is one thing that (Benjamin Franklin) gave to us which of itself would be of lasting and incalculable benefit to every youth in the land, were it heeded as it should be. It is his splendid example accompanied by his wise maxims exhorting all to thrift. ...”

Some of it characterizes the Johnson personality:

“Duty is reputed a hard taskmaster. It drives its devotees with a relentless hand through trials that seem intolerable. No labor is too arduous for Duty to exact; no sacrifice too great for her to demand, and no service is beyond her command. ...”

“Personality is the development of one’s outstanding and highest traits of character to the greatest power. It must be distinctive. Originality has a charm and power no imitation can equal. Personality is natural, spontaneous, and wholly individual. It is a combination of altruistic feelings, novel purposes, talents and individuality. ...”

“Let us be doers not drifters...and attain real advancement for ourselves.”

“Behind all constructive work is a vision, a dream, a plan. Without this the work would lack spirit, organization, and power. It is the great compelling force that puts forth the first effort of the worker that sustains him in discouragement and cheers him to a consummation of the task. ...”

“One of the great virtues in life is sincerity. ...Almost invariably the men who have chiseled their names deepest into history have been themselves. Abraham Lincoln has his hold upon the American imagination not only because of the pathos of his life, but also because of his sincerity. He was a homely, ungainly figure from the backwoods, and he never tried to present himself as anything else. When he told a story to illustrate a point, it was always a story that had the flavor and feeling of his native soil. Arrived at the presidency, the way was open to him to put on a front and to do some strutting. Instead, he remained plain Abe Lincoln. No voice had to warn him to be himself. He was himself. ...”

“Ambition is an uncomfortable companion many times. He creates a discontent with present surroundings and achievements; he is never satisfied but always pressing forward to better things in the future. Restless, energetic, purposeful, it is ambition that makes of the creature a real man.”

Much of what college editor Lyndon Johnson wrote was downright prophetic:

“Ours is the duty, the privilege, the God given task to bear on the lighted torch. Let us fail not, for ‘to break faith’ ... would indeed be the deed of a craven and ignoble soul. ...”

“... To youth come the great visions, the masterly conception of achievements for which the world waits, the glowing ideals of work. Let us hold the vision granted to us, and hold fast the truth it teaches, giving freely of our talents, energies and labors for the glorious realization of the vision.”

* * *

It is within reason to assume that collegian Lyndon Johnson considered newspapering as a career. He felt close enough to the profession to complain editorially about the lack of a journalism department at Southwest Texas State:

“The past year has witnessed many improvements in S.W.T.T.C. ... A school of journalism is one of the things yet lacking. The establishment of a department of journalism in our college is a desirable goal towards which our best efforts should be directed.”

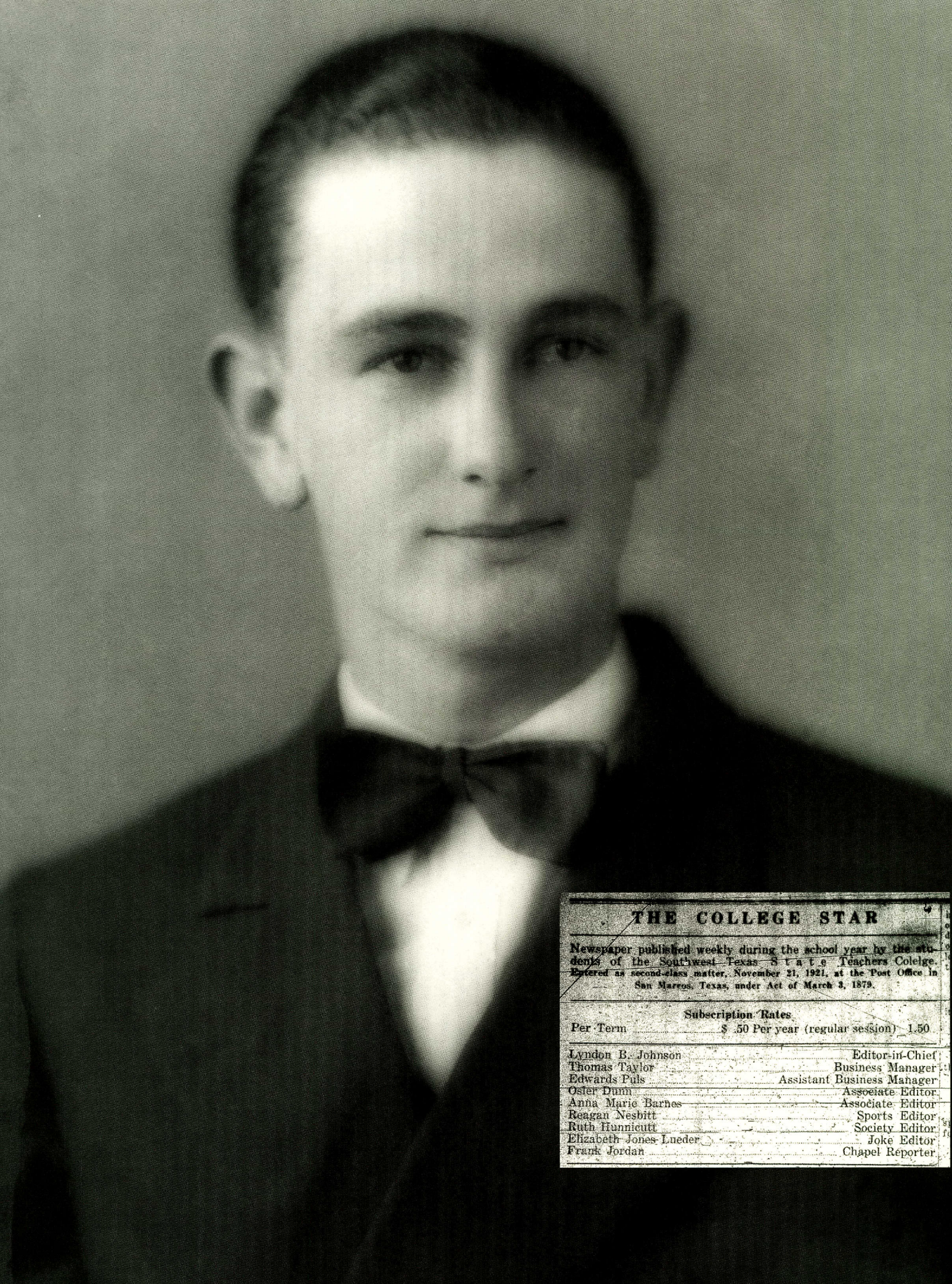
But more than likely his editorial work on his campus newspaper was a means to the end of his interest in politics for Lyndon Johnson.

Former *College Star* adviser Nichols recalls with a twinkle in his eyes the summer of 1928:

“All during the months before the Democratic National Convention that summer in Houston, Lyndon ran great headlines about it in the *Star*. I couldn’t figure Lyndon’s purpose in headlines that were probably of so little interest to the student body.

“Later I saw his motive when he carried a bundle of his *College Stars* down there to the convention chairman and laid them on the table and asked for a ticket to the press box.”

Twenty-year-old Lyndon Johnson got his ticket to the press section. ✪



THE COLLEGE STAR

Newspaper published weekly during the school year by the students of the Southwest Texas State Teachers College. Entered as second-class matter, November 21, 1921, at the Post Office in San Marcos, Texas, under Act of March 3, 1879.

Subscription Rates

Per Term \$.50 Per year (regular session) 1.50

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Oster Dum	Associate Editor
Anna Marie Barnes	Associate Editor
Reagan Nesbitt	Sports Editor
Ruth Hunnicutt	Society Editor
Elizabeth Jones Lueder	Joke Editor
Frank Jordan	Chapel Reporter

Johnson and the *College Star*

Lyndon Johnson's career in college journalism began before he was actually admitted to the college. While he was validating his high school credits at Southwest Texas State in the spring of 1927, his class in composition was assigned the subject "Is thinking popular?" Two of the essays written by members of the class were so good that they were published in the *College Star*. One of these was put in the regular editorial space and given a byline — that of Lyndon Johnson.¹

Is Thinking Popular? by Lyndon Johnson

March 23, 1927

Thinking is not popular. It is either regarded with disfavor, or at the best, with amused tolerance. It is a mental exercise in which comparatively few in my age indulge.

The price of thinking is exacted by the age in which the daring mental explorer lives. It varies as do the customs and ideals of periods, but it is inevitable. For example, in the seventh century

[sic], Socrates was condemned to drink the fatal cup of hemlock because of his too much thinking.

The fifteenth century rewarded Columbus with chains, poverty, and disgrace for his ambitious mental flights. A few hundred years later Roger Williams in the new world which the thinking of Columbus had given to the world was banished from his colony for his independence of thought. History is full of similar examples.

Today the price is not so great. Ostracism of a kind, ridicule, sarcasm, and indifference are shown the deep thinkers of today. The masses now are more tolerant of independence of thought, a result which has been brought about by the principles written into our constitution by the great thinkers who framed it. This is the real reward of thinking. Succeeding ages single out the great thinkers of the past and accord them with the respect and admiration justly theirs. Time brings the reward their contemporaries dared not give. The great men are those who dared to think. They live for time and eternity. All honor to their courageous spirits and deathless minds.

If we today wish to live, we must think. We must separate ourselves from the common herd, scorning to accept creed or dogma because the trend of the time is in that direction. We must think for ourselves; we must be willing, even eager, to dig through mountains of earth for the nugget of gold, the truth, hidden below. It is a difficult but interesting task, calling for all our mental energies. Thinking is wonderfully remunerative in the satisfaction it brings to the thinker. It leads him into beautiful and fruitful realms. It is a developing power of great ability. It will create of a weakling, a man.

¹ *Lyndon Baines Johnson: The Formative Years*, William Pool, Emmie Craddock and David Conrad, Southwest Texas State College Press, 1965, p. 112

Other examples of editorials by Johnson

Constitution Day

September 24, 1927

Last Saturday, September seventeenth, marked the 140th anniversary of the completion and signing of the Constitution of the United States. This great masterpiece called by the eminent English statesman William Gladstone, "the most wonderful work ever struck off at a given time by the brain and purpose of man," is today the oldest written constitution still functioning in the world. Despite the tremendous changes time has brought — great increase in population and expansion of territory, and marvelous advancement in various fields of learning and invention — the Constitution today justifies the prediction of the great William Pitt when he said, "it will be the wonder and admiration of the future generations and the model of all future constitutions."

The clearly defined plan of government outlined in the Constitution by the fifty-five great students of political thought is at once practical as well as purposeful. The deliberations of these superior and courageous minds for four months finally achieved a plan for the carrying out of the purposes set forth in the preamble of the Constitution. From beginning to end, it is a concise, harmonious, comprehensive, and thoroughly satisfactory, indeed, wonderful, document.

Although the Constitution is the basis of our government, and is generally conceded to be the wisest plan of government ever formulated; although we realize that our advancement as a nation under its rule has been remarkable, wholly unequalled in the history of nations; and although our phenomenal progress in science, invention, learning, commerce, art, education and statesmanship may be directly attributed to the wisdom and foresight of the Constitution, we are alas shamelessly ignorant of the great principles of this matchless paper. The citizens of the United States know very little of the Constitution. This is a deplorable fact which should be remedied by careful study of this great work. Many lawyers know little of the Constitution. Occasionally a Joe Bailey may be found who devotes time and thought to the study of the Constitution and who rises rapidly, not only in the legal profession, but in the political life of our nation.

Students, whatever profession we may choose, we shall be more ably fitted for it by a thorough study of the Constitution. A paper which took the leading minds of our nation months to prepare cannot be analyzed and digested by us in a few days.

Let us get to work and really learn what our Constitution contains. Our efforts will be fully repaid in the future if today we begin a systematic study of the Constitution.

The Cynic

December 7, 1927

The cynic is one of the greatest destructive agents in the world today. The cynic tears down faiths, ideals, and institutions. He ruthlessly destroys faith, confidence and trust, and has no substitute to place in their stead.

The cynic sees only the bad. He is a confirmed pessimist, with a sneering disbelief in even the existence of good. To the cynic honesty is stupidity; religion is hypocrisy; advancement means trickery; and kindness deceit. For him virtues do not exist. The semblances of them parade like wolves in sheep's clothing, concealing sins of deepest dye beneath their snowy coverings. The heart is corrupt regardless of the issues that proceed from it. Such are the beliefs of the cynic.

It was a wonderful thing to make the first trans-ocean flight. It is a more wonderful thing to conquer self, master life and achieve spiritual independence. Still more wonderful is the fact that this fete lies within the grasp of each of us. Students, the choice is with you. Do not sigh for Lindbergh's wonderful luck, but determine to emulate Lindy's glorious pluck.

Not the cynic, but the men of faith are responsible for the progress of humanity, the building of nations, and the creation of our great government. All constructive work has been the product of the men of faith and vision.

Iconoclasts have in some cases helped to blaze the trail, but, when the work of construction began, they were missing. For example, in the great struggle of the Revolution two matchless leaders were Thomas Paine and B. Franklin. Payne was only a revolutionist and a destroyer. He had no faith to sustain him. He passed from the scene of action reviling the great Washington, preferring libertinism to liberty, and predicting the final downfall of the new nation.

Franklin was upheld by a great faith. He had something to replace the discarded government. He was a great constructor, a builder, a man of vision and faith. To him and his great compatriots belongs the credit for the existence of our great republic. These noble souls had faith in the cause of liberty which sustained them through seven long years of struggle, and a vision of a nation in which liberty, happiness, and opportunity should be the portion of the common people. Faith builds, but cynicism destroys.

While cynicism has a blighting effect upon all who come in contact with its exponents, it wields a very blasting influence on the individual cynics. Their souls are warped and twisted by their distorted ideas. A man is what he desires to be. If he cherishes noble unselfish thoughts, he will be a broadminded, liberal citizen, doing a constructive work of upbuilding and uplifting in the world. If he has a narrow cynical outlook on life, he will be an iconoclast, destroying old ideas and traditions, and establishing nothing in their places.

Which will you be: a builder or a destroyer? A constructor or a smasher of ideals? A blessing to the world or a curse upon it? It all rests with you. See that you get the right perspective on life.

Vision

February 1, 1928

The vision that charms the beauty-loving soul of the artist impels the brush within his fingers to reproduce those beauties on canvas. The architect has within his brain the complete plan of the edifice, his blueprints trace and his workmen construct. The statesman is upheld in his framing of laws by a vision of ideal government.

Behind all constructive work is a vision, a dream, a plan. Without this the work would lack spirit, organization, and power. It is the great compelling force that puts forth the first efforts of the worker that sustains him in discouragement and cheers him to a consummation of the task. It starts the ball to rolling and keeps it going in every day practice. Vision IS the soul of work.

Realizing the truth of this, we are often amazed at the criticism directed to the visions of youth. Of course youth is a period of vision but since vision animates every great work, why should so much adverse criticism be directed at the visions of the visionary ideas of youth? It is not our contention that every vision youth enjoys is laudable and worthy of being followed. Far from it. Youth has false as well as its true visions. Here as in everything else, one must learn to distinguish between the false and the true.

Our claim is this: to youth come the great visions, the masterly conceptions of achievements for which the world waits, the glowing ideals of work. Let us hold the vision granted us, and hold fast the truth it teaches, giving freely of our talents, energies and labors for the glorious realization of the vision.

The Greatest of Vocations

April 18, 1928

Almost every day some tribute of praise is given those in the teaching profession, for the public never tires of giving praise where it is so richly deserved. The highest tributes of respect and regard cannot express adequately the feeling entertained generally for this noble profession.

The first duty of the teacher, that of imparting knowledge, is one attended with great constructive influence. To lead inquiring and impressionable minds into the great treasure house of the knowledge that the world has accumulated is of itself a priceless privilege. To be of service to humanity is recompense for struggling years and patient study.

Great, however, as is this privilege of the teacher, it is surpassed by another that may be his. To inspire a love for knowledge is of greater worth than the power to impart knowledge. The ideal teacher is not only an efficient instructor, but a valiant crusader leading a quest for rare and precious treasures. He is the apostle of truth and wisdom. He lures the student into fields of learning. He leads the student to love learning for its own sake, as well as to appreciate it for the powers and advancements its acquiring brings. As the Pied Piper with his flute charmed the children to a wondrous land beyond, so the ideal teacher leads his students into a magic land of beauty whose treasure and beauty await their grasp. Is not this a precious boon?

Add to these great privileges that which the teacher exercises by his personal influence, and he is assured a figure of astounding power. A striking illustration of the power of the teacher was witnessed a few days ago. A teacher of considerable ability and charming personality carefully took from folds of paper an old photograph. With eyes shining with tears, he looked at the faded features and said: "This was my teacher thirty years ago. He taught me how to study, and more, he taught me to love books. More than all else, he taught me that right is a principle that never dies."

Time and death have not ended the influence of that teacher of years ago. His work has never ceased. In the lives of his pupils the teaching that "right is a principle that never dies" continues. Through his influence he has become immortal. This is the glorious destiny of the ideal teacher. ✪

Class is in dep
Home Dep room





LBJ in Cotulla

In 1928, young Lyndon Baines Johnson interrupted his studies at Southwest Texas State Teachers College to accept a fulltime teaching position in the South Texas town of Cotulla.

While his motivation for taking a break from class was to earn enough money to finish his college education, his experience teaching the poverty-stricken fifth, sixth and seventh graders at the Welhausen Mexican School in Cotulla had a lasting impact on his life.

The president's feelings about the experiences gained during that 1928-29 school year in South Texas were obvious in his remarks on the campus of his alma mater when he signed the Higher Education Act of 1965.

"I shall never forget the faces of the boys and the girls in that little Welhausen Mexican School, and I remember even yet the pain of realizing and knowing then that college was closed to practically every one of those children because they were too poor. And I think it was then that I made up my mind that this nation could never rest while the door to knowledge remained closed to any American."

The building that housed the school named after La Salle County judge and county school superintendent G. A. Welhausen was built in 1926. The sturdy well-maintained red-brick building still stands today. It would be the late 1960s or early 1970s before the building gained running water.

“The land where I was born”

The following is an excerpt from *Lyndon Baines Johnson: The Formative Years*, written by William C. Pool, Emmie Craddock and David E. Conrad, all faculty members in the Department of History in 1965 when the book was published for the college by the Von Boeckmann-Jones Press in Austin.

His father introduced him to the exciting world of politics by taking him on trips while the elder Johnson was running for a seat in the Texas House of Representatives between 1918 and 1928. Occasional visits to Austin while the legislature was in session further aroused his interest, and the years at Southwest Texas State Teachers College in San Marcos provided an opportunity for the young student from Johnson City to initiate the development of an extraordinary political talent.

That he should major in American history, minor in government and the social sciences and become an able college debater and journalist whose editorials reflected a broad and unusually mature appreciation of history as well as current problems followed naturally from his earlier training and experience; and his energetic participation in a great variety of college activities reflected the lively interest manifested by his parents in community and state affairs....

Johnson's deep conviction that the only escape from the grinding treadmill of poverty and its related ills is education, and his vigorous support of measures to enlarge educational

opportunities for the poor and underprivileged again reflect his own experiences during the formative years. In a speech given in April 1965 at the dedication of the Camp Gary Job Corps Training Center in San Marcos, one of the first to be established under the Economic Opportunity Act approved by the Congress in August 1964, the president told the trainees that he, too, had once faced the choice of “being a dropout for life, or striving to be something more.” The president continued: “I was a dropout from 1924 to 1926. I worked for a dollar a day. I went to California seeking my fortune and almost starved to death before I got back to Texas. But whatever has come to me, the time spent in this cordial city studying and learning did make some little difference. And I hope that it's the same for you.”¹

Johnson was not actually a dropout, but a high school graduate for whom the lure of immediate employment was more appealing than the pursuit of a college degree. His own experience as an unskilled worker convinced him, however, that further education, which his parents had earnestly urged upon him, was essential; and his decision to enter the state college at San Marcos was another turning point in his career. There he came under the influence of President C.E. Evans, who befriended him and provided sufficient employment to keep him in school; Professors H.M. Greene and M.L. Arnold, who quickened his interest in politics and history; and other faculty and townspeople who became warm and lasting friends. During his college career he developed a keen respect for education and the teaching profession. This attitude was reflected at the time in the many editorials which he wrote for the college newspaper, later in his brief but successful tenure as a teacher in Cotulla and Houston, in his work as NYA director in Texas, and most significantly in his successful guidance through Congress of the administration's historic federal aid-to-education bill. The latter measure, the first of its kind to achieve congressional approval after 19 years of effort, provides, in the president's opinion, the essential foundation upon which the Great Society can be built.

It was typical of this complex yet sentimental man that he should sign it into law in the yard of the former "Junction School," about two miles down the Pedernales River from the Texas White House, where he began his own formal education. Invited to witness the ceremony were his classmates of Johnson City, some of his former students and colleagues from Cotulla and Houston, and his first-grade teacher, Miss Kate Deadrich, who was flown from California for the event.²

In one area of public policy, that of civil rights, the president has gone far beyond the activities of Franklin Roosevelt; and while it is difficult to estimate the extent to which his early experiences may have influenced his present attitudes, he has attested that such an influence did exist. In his now-famous speech on voting rights, delivered to a joint session



Illustration from *The Formative Years*, p. 67

of the Congress in March 1965, he commented upon his experience in Cotulla and the plight of his students whom he described as poor, frequently hungry, and the innocent victims of prejudice:

I often walked home late in the afternoon, wishing there was more that I could do. Somehow you never forget what poverty and hatred can do when you see its scars on the hopeful face of a young child. I never thought then, in 1928, that I would be standing here in 1965. It never even occurred to me in my fondest dreams that I might have the chance to help the sons and daughters of those students, and to help people like them all over the country. But now I do have that chance. And I'll let you in on a secret: I mean to use it.³

Throughout his career Johnson has exhibited characteristics and singular abilities which he first manifested as a school boy, college student, and teacher. Restless and enormously energetic, he possessed an almost over-powering drive, great ambition, a strong commitment to the task at hand, and qualities of aggressive leadership which inspired many of his associates. His approach to problems was imaginative as well as positive, and he exhibited an extraordinary talent for persuading his colleagues to assist him in the search for practical solutions. An indefatigable worker, he was impatient with anything less than top performance by his associates; but he never demanded of them more than he was willing to do himself. His political acumen, aroused by his father and sharpened by his activities as a student, was clearly evidenced in his successful management of Welly K. Hopkins's campaign in 1930 and his own spectacular career in national politics which began later in the decade.

A man of many parts who combines an almost baffling complexity with a disarming simplicity and warmth of sentiment, which to the uninitiated seems perilously close to sentimentality, Lyndon Johnson is pre-eminently the product of the people and the land from which he sprang. And it is to these that he returns as often as his responsibilities allow. More than any other national leader of recent memory, his identity is rooted in the attachments and the experiences of his early years for which he feels an unrestrained and affectionate loyalty. He remarked in his State of the Union address in January 1965: "A president's hardest task is not to do what is right, but to know what is right. Yet the presidency brings no special gift of prophecy or foresight. You take an oath, step into an office, and must help guide a great democracy. The answer was waiting for me in the land where I was born."⁴ ★

1 *San Marcos Record*, April 15, 1965, p. 8

2 Wray Weddell Jr., *Austin American*, April 12, 1965, pp. 1, 6

3 *Time*, March 26, 1965, p. 21

4 *New York Times*, January 5, 1965, Sec. 1, p. 16

“I predict for him great things”

Tom W. Nichols, faculty member 1925-1967, wrote *Rugged Summit*, a biography of Cecil Evans, president of the university from 1911 to 1942, which includes numerous mentions of one of Evans' favorite students. Examples:

Lyndon became preoccupied with journalism early in his college career. However, no course in journalism was offered by which the aspiring young journalist could learn something more than was available to him from observation. Ever athirst for knowledge above and beyond his reach, he petitioned Dean A.H. Nolle to place a course in journalism in the curriculum. Dr. Nolle, in characteristic fashion, first looked at the records of the various faculty members, especially those in English and the other languages. In this search he discovered that I had credit from the University of Texas for nine semester hours in the subject, and he asked me to teach the course, provided a sufficient number of students could be obtained to justify the class. When Dr. Nolle informed Johnson what had been done, Lyndon immediately came to me and said: “Leave it to me; I’ll get a class.” He recruited four others, and Dean Nolle let the class of five materialize....Lyndon was, perhaps, the only student who was genuinely interested in the subject, and he easily earned an A in the course. Something of his leadership in other matters was revealed in the enrollment in the class.

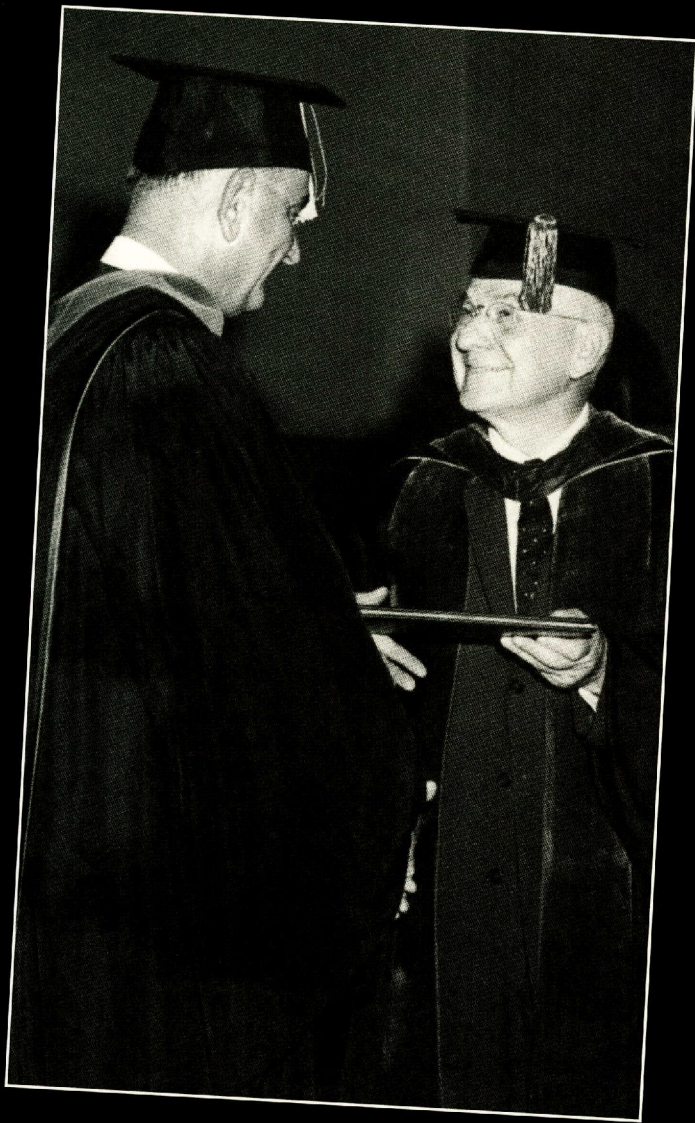
Enrolled with Johnson were his old friends Wilton Woods, H.E. Richards, J.A. Clayton, and a girl, Elaine Smith. No doubt these signed for the course mainly because of the urgent request of Johnson.

From *Rugged Summit*, p. 437

For Lyndon Johnson there arrived finally that never-to-be-forgotten moment one hot August evening in 1930, at a spot on the campus called Riverside, when he was awarded the bachelor's degree. It was the custom of President Evans to make an appropriate comment on many of the graduates who took their diplomas from his hands....When Lyndon Johnson walked with quick vigorous steps across the crude outdoor stage, there was already a smile on “Prexy’s” face before the youth came to a halt. President Evans delivered the parchment, shook hands with Lyndon, but detained him a moment. He said: “There’s a young man who has so abundantly demonstrated his worth that I predict for him great things in the years ahead. If he undertakes his tasks in the future with the same energy, careful thought, and determination that he has used in all his work in the classroom, on this campus picking up rocks, or as an assistant in the president’s office, success to him is assured.”

I was sitting beside Lyndon’s father on this occasion, and as these words were spoken by President Evans, Sam Ealy Johnson leaned over and whispered to me: “We shall never forget what President Evans has done for our boy.”

After his graduation, Lyndon never lost touch with President Evans nor with a great many other friends in San Marcos. ✪



“In my boyish dreams, I had thought that the greater things in life were pleasure and power and wealth. I had not been in Dr. Evans’ vicinity long before I began to learn that the supreme essential in life is service; making the world a better place to live, bringing health, enlightenment and advancement to all our people, helping to make the democratic way of living the universal way.”

— Congressman Johnson speaking at commencement, August 19, 1942. The event was the finale of Cecil Evans’ 31-year presidency at the school. *The College Star*, which recorded the above quote, called Johnson “one of the most promising and outstanding statesmen of the nation.”

On a return to campus on October 21, 1941, Congressman Johnson greets, from left, Raymond Cavness, president of San Marcos Baptist Academy; local banker Ed Cape; and college president Cecil Evans.



The life and times of Lyndon Baines Johnson

Early Life

1908 Lyndon Baines Johnson is born August 27 in Stonewall, Texas, in a small farmhouse on the Pedernales River. He is the first child of Sam Ealy Johnson Jr. and Rebekah Baines Johnson. Three sisters and a brother will follow: Rebekah, Josefa, Sam Houston and Lucia.

1912 Rebekah Johnson convinces Miss Kate Deadrich to admit young Lyndon to the one-room Junction School just shy of his fifth birthday. His school term is cut short by a whooping cough epidemic.

1913 The family moves to nearby Johnson City, named for Lyndon's cousin, and young Lyndon enters the first grade.

1924 Lyndon Johnson and 14 other students from Johnson City travel to San Marcos to participate in the Texas Interscholastic League competition. Lyndon wins third place in debate.

At age 15, he graduates from Johnson City High School on May 24. He decides to forgo higher education and instead makes his way to California with a few friends.

In California he performs odd jobs, including one as an elevator operator. A year later he returns home and works on a road construction crew.

College and Early Career

1927 With a borrowed \$75 in his pocket, Johnson hitchhikes to San Marcos to enroll in Southwest Texas State Teachers College.

He has to enroll in the sub-college on February 8 to validate his high school credits, as the high school in Johnson City is not fully accredited. He completes

the sub-college in six weeks, a much shorter time than usual, and enters the college on March 21.

Johnson's composition class in the sub-college is assigned to write an essay on the subject "Is thinking popular?" Johnson's essay is so good it is published with his byline in the *College Star*, the campus newspaper.

To earn money, Lyndon works with the grounds crew picking up litter and soon is promoted to assistant to the janitor in a campus building.

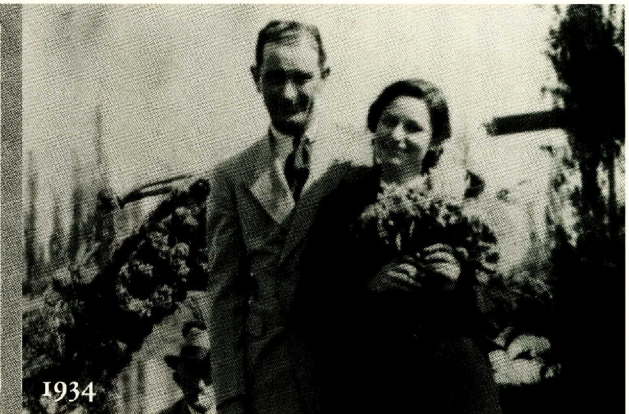
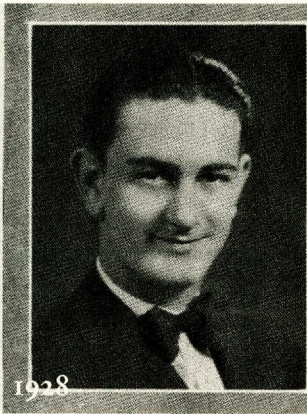
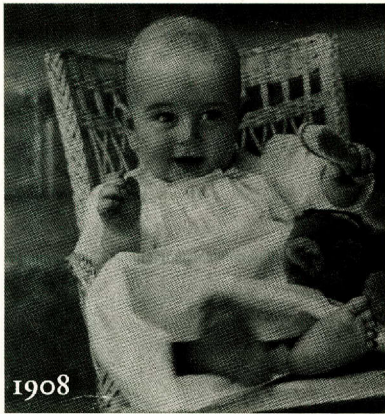
College President C.E. Evans selects Johnson to be the assistant to Evans' secretary, Professor Tom Nichols. Johnson carries messages from the president to others on campus and announces the arrival of visitors to the president.

President Evans invites Lyndon to accompany him to Austin on occasion to visit the Texas Legislature.

1928 Johnson lobbies the college to offer a journalism course. Dean A.H. Nolle agrees, as long as enough students enroll to justify the class. Johnson recruits four other students, and Dean Nolle approves the class. The college's journalism program is born.

Continuing to write for the *College Star*, Johnson serves his first of two terms as editor at a salary of \$30 per month.

Johnson joins the debate team, which in 1928 is as exciting to students as athletics are today. Johnson, fellow student Elmer Graham and debate coach H.M. "Prof" Greene travel across the state to debate with other colleges.



Carrying a stack of *College Star* newspapers to Houston, where the Democratic National Convention is being held, Johnson applies for and receives press credentials to attend the convention.

Tired of the financial difficulties of attending college, Johnson secures a job teaching fifth, sixth and seventh graders in Cotulla, between San Antonio and Laredo. He finds the job through the sister of his friend J.C. Kellam, a Southwest Texas alumnus who later serves on the college's board of regents. As the only man on the teaching staff, Johnson is promoted to principal, a job he holds until returning to college in 1929.

Johnson later says of the time he spent teaching in Cotulla: "I had my first lessons in the high price we pay for poverty and prejudice."

1929 Johnson is again elected editor of the *College Star*.

A group of students, including Johnson, forms a secret society called the White Stars. This is in response to a secret society called the Black Stars that is made up of athletes who control campus politics and influence the disbursement of the student activity fund. The White Stars hope to redirect funding from athletics to more academically oriented interests such as debate, theater and band.

Thanks to intense campaigning by Lyndon Johnson, the White Stars' candidate for senior class president defeats the incumbent, and Johnson is elected to the student council.

1930 Johnson serves as campaign manager for Welly K. Hopkins, a state representative from Gonzales who is running for the Texas Senate. Hopkins wins the election.

On August 19, Johnson graduates with a bachelor of science in history and a permanent high school teaching certificate.

He teaches for a few weeks at Pearsall High School, in South Texas, but soon takes a job teaching public speaking at Sam Houston High School in Houston.

1931 In his first year as debate coach, Johnson's team wins the district championship.

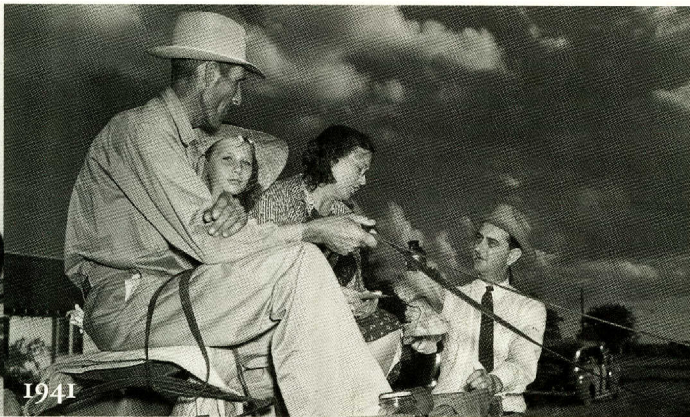
Richard Kleberg, who has recently won a special election to the U.S. House of Representatives, calls Johnson at Sam Houston High School in November and invites him to come to Corpus Christi to discuss the possibility of an appointment as the congressman's private secretary.

Johnson arrives in Washington, D.C., and begins his new duties as secretary to Kleberg on December 7.

1932 Johnson returns to Texas with Congressman Kleberg to work on Kleberg's re-election campaign.

1934 On a trip home to Texas, Johnson meets Claudia Alta Taylor. He decides almost instantly that she should be his wife. Two months later, Lady Bird, as she is known to her friends, agrees. On November 17, they are married in San Antonio. They honeymoon in Mexico.

1935 Johnson accepts U.S. President Franklin Delano Roosevelt's appointment on July 25 as the Texas Director of the National Youth Administration (NYA), a New Deal program designed to provide vocational training for unemployed youth. At age 26, Johnson is the youngest state director.



Congress

1937 Upon the death of U.S. Representative James P. Buchanan, Johnson enters the special election for Buchanan's 10th Congressional District seat. He wins handily on April 10.

In Congress, Johnson works hard for rural electrification, public housing and eliminating government waste. He is appointed to the House Committee on Naval Affairs at the request of President Roosevelt.

1938 Johnson is re-elected to a full term in the 76th Congress and to each succeeding Congress until 1948.

1940 On June 21, Johnson is appointed lieutenant commander in the U.S. Naval Reserve.

1941 Upon the death of U.S. Senator Morris Sheppard, Johnson runs for Sheppard's remaining term. On June 28, he loses a hard-fought race to conservative W. Lee "Pappy" O'Daniel by 1,311 votes.

In October, Congressman Johnson visits Southwest Texas State Teachers College.

After the bombing of Pearl Harbor on December 7, Johnson becomes the first member of Congress to volunteer for active duty in the armed forces (U.S. Navy), reporting for duty on December 9. Lady Bird runs his congressional office during his absence.

1942 Johnson receives the Silver Star from General Douglas MacArthur for gallantry in action during an aerial combat mission. President Roosevelt orders all members of Congress in the armed forces to return to their offices, and Johnson is released from active duty on July 16.

Johnson speaks at commencement August 19, honoring retiring President Evans.

1944 The Johnsons' first daughter, Lynda Bird, is born March 19.

1947 The Johnsons' second daughter, Luci Baines, is born July 2.

1948 After a dramatic campaign in which he travels across the state by helicopter, Johnson defeats Coke Stevenson in the Democratic primary race to be the party's candidate for the U.S. Senate seat vacated by W. Lee "Pappy" O'Daniel.

Johnson wins the primary by 87 votes and earns the nickname "Landslide Lyndon." In the November 2 general election, he defeats Republican Jack Porter and is elected to the U.S. Senate.

1951 On January 3, Johnson is elected minority leader of the U.S. Senate at age 44. He wins national attention as chairman of the Preparedness Investigating Subcommittee of the Senate Armed Services Committee during the Korean War.

In November, Johnson speaks at homecoming on 50th anniversary of college.

1954 On November 2, Johnson is re-elected to the U.S. Senate for a second term by a margin of 3-to-1.

1955 Johnson is elected majority leader of the U.S. Senate. During his tenure, he serves as chairman of the Democratic Policy Committee, Democratic Steering Committee and Democratic Conference of the Senate.



On July 2, Johnson suffers a severe heart attack and enters Bethesda Naval Hospital. He is released August 7.

He leaves for the LBJ Ranch to recuperate on August 27, his 47th birthday. Johnson does not return to Washington, D.C., and Capitol Hill until December.

The city of San Marcos joins Southwest Texas State Teachers College in declaring November 19 Lyndon Johnson Day. Senator Johnson is honored at homecoming and speaks at the homecoming assembly.

1957 As leader of the Senate, Johnson successfully works for passage of the Civil Rights Act of 1957, the first civil rights bill in 82 years.

Following the launch of the Russian satellite Sputnik on October 4, Johnson, the chairman of the Senate Preparedness Investigating Subcommittee, begins hearings on the American space program.

1958 Johnson guides to passage the first space legislation (National Aeronautics and Space Act of 1958).

President Dwight Eisenhower designates Senator Johnson to present a U.S. resolution to the United Nations calling for the peaceful exploration of outer space.

1959 Senator Johnson speaks at Southwest Texas' May commencement ceremony in Evans Auditorium.

1960 At the Democratic National Convention, Johnson receives his party's nomination for vice president on July 14.

On November 6, Johnson is elected vice president of the United States and re-elected to his third term in the U.S. Senate. The Kennedy-Johnson ticket defeats the Nixon-Lodge ticket in one of the closest elections in American history.

Vice Presidency

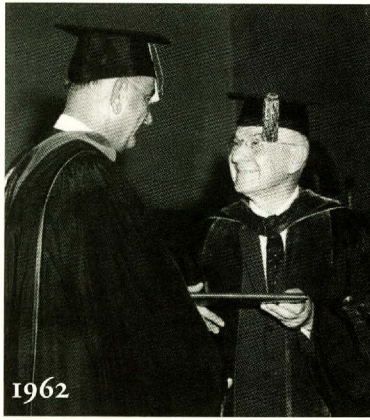
1961 On January 3, Johnson takes the oath of office for the U.S. Senate and immediately resigns.

Later that month, he takes the oath of office as vice president of the United States.

As vice president, Johnson is a member of the Cabinet and the National Security Council, chairman of the National Aeronautics and Space Council, chairman of the President's Committee on Equal Employment Opportunity, and chairman of the Peace Corps Advisory Council.

On April 20, the day Congress approves the amendment making the vice president chairman of the Space Council, President Kennedy sends Johnson a memorandum asking him to conduct an overall survey of the space program and to study the feasibility of sending a man to the moon and back before the Soviet Union does.

After careful study, Johnson replies on April 28 that a manned moon trip is possible, and "with a strong effort the United States could conceivably be first in those accomplishments by 1966 or 1967." On May 25, President Kennedy announces to Congress: "I believe that this nation should commit itself to achieving the goal, before the decade is out, of landing a man on the moon and returning him safely to earth."



President John F. Kennedy sends Johnson on missions to the Middle East, the Far East, Europe, Latin America, Africa and South Asia. On May 11-13, he visits Vietnam as President Kennedy's representative.

Vice President Johnson returns to San Marcos to speak at the May commencement ceremony. Johnson visits college President John G. Flowers, who is the hospital following a heart attack.

1962 Vice President Johnson returns to his alma mater, now known as Southwest Texas State College, to receive an honorary doctor of laws degree during the May commencement ceremony.

Presidency

1963 On November 22, Lyndon Baines Johnson becomes the 36th president of the United States following the assassination of John F. Kennedy in Dallas.

In an address before a joint session of Congress on November 27, President Johnson pledges support for Kennedy's legislative agenda, which includes civil rights and education legislation.

1964 In a speech at the University of Michigan, May 22, President Johnson speaks of a "Great Society." He says, "The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning." The speech sets the tone for the fall campaign.

On July 2, President Johnson signs the Civil Rights Act of 1964 in a televised ceremony at the White House. The far-reaching law includes provisions to protect the right to vote, guarantee access to public accommoda-

tions, and withhold federal funds from programs that are administered in a discriminatory fashion.

On August 2, North Vietnamese torpedo boats attack the destroyer USS Maddox in the Gulf of Tonkin. On August 4, a second North Vietnamese PT boat attack is reported on the USS Maddox and her escort, the USS C. Turner Joy. There is debate over whether the second attack actually occurred.

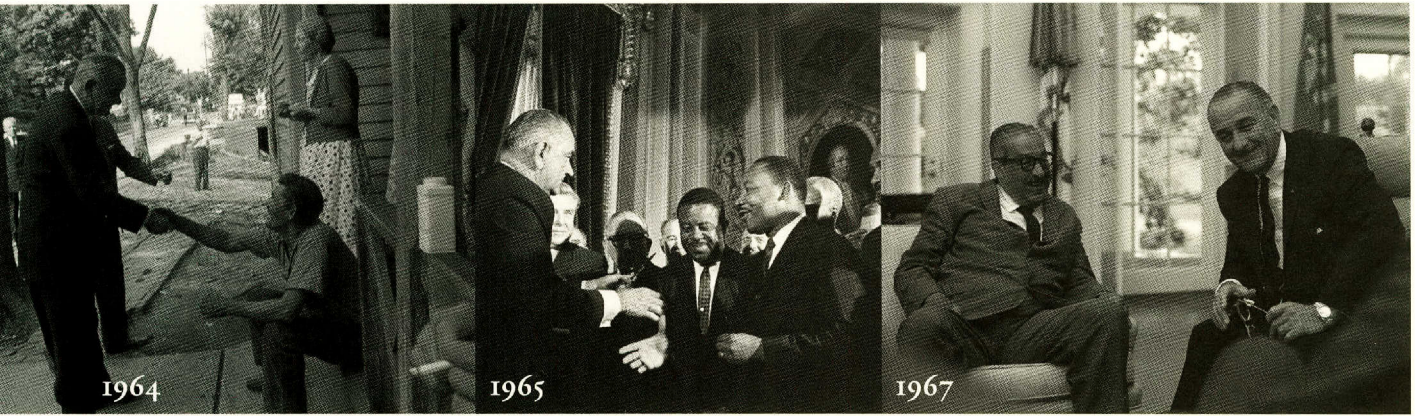
After receiving firm assurance that the attack did occur, President Johnson orders retaliatory air strikes against North Vietnam and seeks a congressional resolution in support of U.S. involvement in Southeast Asia.

On August 7, with only two dissenting votes in the Senate and none in the House, Congress passes the Southeast Asia Resolution (often called the Gulf of Tonkin Resolution) backing Johnson in taking "all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression." Johnson signs the resolution August 10.

Johnson authorizes the transfer of the federal fish hatchery property in San Marcos to Southwest Texas State College.

On August 20, President Johnson signs the Economic Opportunity Act in the White House Rose Garden. The act establishes the Office of Economic Opportunity to direct and coordinate a variety of educational, employment and training programs that are the foundation of his "War on Poverty."

On August 26, Johnson is nominated for president of the United States at the Democratic National Convention in Atlantic City. Hubert Humphrey is nominated for vice president.



On November 4, Johnson and Hubert Humphrey are elected president and vice president of the United States with the greatest percentage of the total popular vote (61 percent) ever attained.

President Johnson returns to San Marcos to speak at the inauguration of college President James H. McCrocklin on November 20.

1965 On January 20, Johnson takes the oath of office as president of the United States with the Southwest Texas band and Strutters leading the inaugural parade. The Great Society program becomes the agenda for Congress: aid to education, protection of civil rights (including the right to vote), urban renewal, Medicare, conservation, beautification, control and prevention of crime and delinquency, promotion of the arts, and consumer protection.

In a ceremony on the front lawn of the former Junction Elementary School in rural Gillespie County, President Johnson sits next to his first schoolteacher, Kathryn Dadrich Loney, and signs the Elementary and Secondary Education Act. This is the first federal general aid to education law and focuses on disadvantaged children in city slums and rural areas.

As the situation in South Vietnam deteriorates, President Johnson begins expanding the U.S. commitment in Vietnam. On July 28, he announces that he has ordered U.S. military forces in Vietnam increased from 75,000 men to 125,000. He says he will order further military increases as needed, committing the United States to major combat in Vietnam.

On July 30, Johnson signs the Medicare bill in a ceremony at the Harry S. Truman Library in Inde-

pendence, Missouri. The act establishes a program to provide medical care for Social Security recipients.

At a signing ceremony televised from the Capitol rotunda on August 6, President Johnson signs the Voting Rights Act. The bill provides for direct federal action to enable African-Americans to register and vote. In 1969, in his final press conference as president, Johnson will cite passage of the Voting Rights Act as his greatest accomplishment.

President Johnson returns to San Marcos and the Southwest Texas campus to sign the Higher Education Act of 1965 on November 8. The act opens doors for many students who thought going to college was out of reach for them.

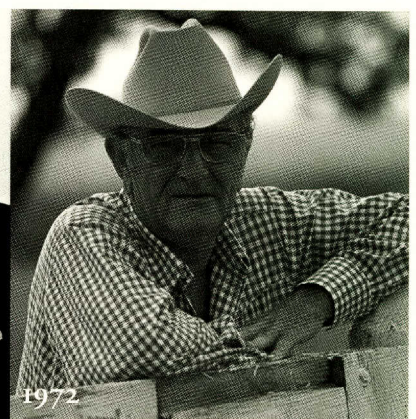
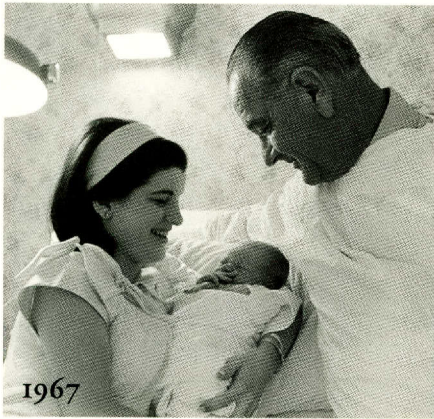
1966 President Johnson pays a surprise visit to Southwest Texas State College in April, calling on the president's office and the *Star* newspaper office.

On August 6, daughter Luci marries Patrick Nugent, with a White House reception.

1967 President Johnson appoints Thurgood Marshall to the Supreme Court. Marshall is the first African-American to serve as Supreme Court justice.

Luci Johnson Nugent gives birth to the first Johnson grandchild, Patrick Lyndon Nugent, in June. The president's namesake will attend his grandfather's alma mater in San Marcos, graduating in 1989. Luci and Patrick have three daughters afterwards — Nicole, Rebekah and Claudia.

President Johnson signs the Public Broadcasting Act establishing the nonprofit and nongovernmental Corporation for Public Broadcasting.



Daughter Lynda marries Charles Robb in a White House ceremony on December 9.

1968 On March 31, President Johnson announces that he will not be a candidate for another term as president of the United States.

President Johnson delivers the commencement address at Southwest Texas' summer graduation ceremony August 24 at Evans Field. He also tours the newly renovated Alumni House.

Lynda and Charles Robb welcome their first child, Lucinda. Two daughters will follow — Catherine and Jennifer.

Post Presidency

1969 President and Mrs. Johnson return to Texas and the LBJ Ranch on January 20.

On July 16, at President Nixon's request, President Johnson attends the launching of Apollo 11 at Cape Kennedy, Florida. Apollo 11 carried astronauts Neil Armstrong, Edwin "Buzz" Aldrin and Michael Collins toward the moon.

While Michael Collins circles the moon in the command module Columbia on July 20, Neil Armstrong and "Buzz" Aldrin become the first men to land on the moon. The flight represents the fulfillment of the goal, set in 1961 and reaffirmed by President Johnson, of reaching the moon in the 1960s.

1970 President Johnson visits San Marcos and his alma mater, now called Southwest Texas State University, in April and attends a Student Senate meeting.

In November, Johnson attends the Southwest Texas homecoming, visits the Alumni House and attends the Gaillardian reception.

1971 On May 22, Johnson attends the dedication of the Lyndon Baines Johnson Library on the campus of the University of Texas at Austin. The Johnson Library is part of a system of presidential libraries administered by the National Archives and Records Administration.

President and Mrs. Johnson attend the opening of an exhibit titled "LBJ in San Marcos" at the Southwest Texas Alumni House.

On November 22, President Johnson announces the J.C. Kellam Award Fund at a Bobcat Club luncheon.

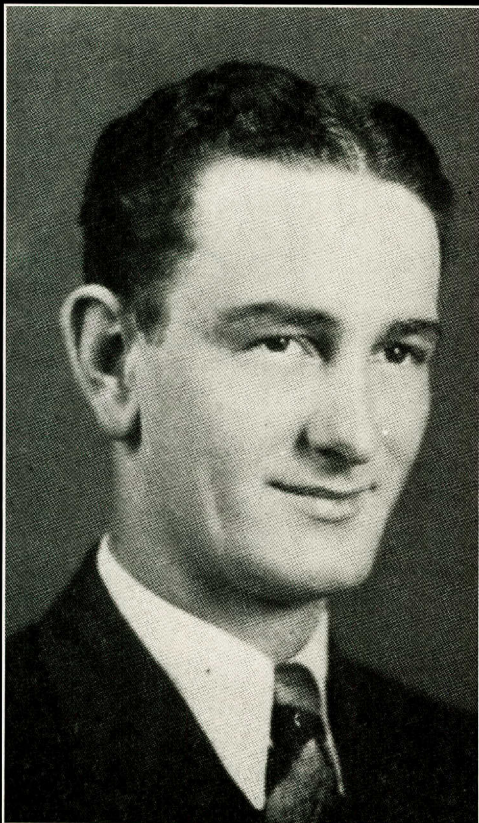
1972 The Southwest Texas Ebony Players perform *A Raisin in the Sun* for President Johnson at LBJ Park in July.

At homecoming on November 4, Johnson is honored as a former editor of the *Star*.

President Johnson presents the first J.C. Kellam Award to Jim Steinke at a Bobcat Club luncheon.

1973 On his last visit to the Southwest Texas campus on January 16, President Johnson brings his former economic adviser, Walter Heller, to talk to political science students.

Lyndon Baines Johnson dies at his ranch on January 22. He is 64. He is buried in the family cemetery at the LBJ Ranch near his birthplace. ★

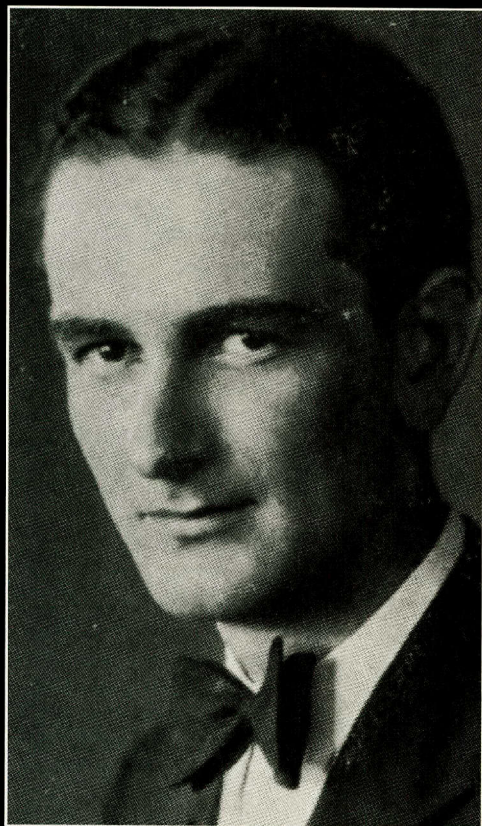


The future has not failed

“I never really feel very far away from the rewarding years of my life that were spent here on this campus. The years I spent here reshaped the whole course of my life. Like many of you young people, I came here with little more than a casual interest in college education. I came poor and I left behind little, but I took with me great wealth – wealth of wisdom, inspiration and confidence....

Southwest Texas State Teachers College is, by many standards, small. Countless other colleges and universities boast larger enrollments, richer endowments, more impressive buildings. Perhaps some of them may even occasionally have better football teams. The greatness of a college, though, is measured by the character of the men and women who are its teachers and by their influence for good upon the young people who are their students. By that measure, Southwest Texas State Teachers College is a giant....

You young people are smarter than you think you are....You know a dead-end street when you see one; some of your elders do not. It is up to you and all young people to keep this nation out of the dead-end streets of isolation – a fear of despair, of timidity, of compromise. You must use your wisdom and your energies to keep this nation traveling the open, straight roads of courage and forthrightness and confidence....The failure of nations is always the doing of older generations. Older generations are the architects of the past, not the builders of the future. Building is your job. There may have been failures in our history, but all the failures are in the past. The future has not failed.”



— Senator Johnson speaking at Homecoming, November 10, 1951, in celebration of the 50th anniversary of the college

The Great Society

Lyndon Johnson brought with him to the presidency a vision of an equal-opportunity America. He called his vision the Great Society, and for five years he sent to Congress a constant wave of legislation to bring it to reality. More than 100 major proposals would be enacted in each of the 89th and 90th Congresses. The bills targeted racial justice and equality, voting rights, poverty, health care, environmental protection, hunger, job training, accessibility to higher education, aid to elementary and secondary schools, bilingual and special education, medical research, affordable housing, mass transit, highway beautification, urban renewal, auto and product safety and campaign finance. Programs that have become part of our everyday language got their start under LBJ – Head Start, food stamps, Medicare, Medicaid, VISTA, college work-study, the Corporation for Public Broadcasting, the National Endowment for the Arts, the National Endowment for the Humanities.

Johnson saw the Great Society not as a final objective, but as “a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor.” It is a legacy of enduring achievement.



Landmark Laws of the Lyndon B. Johnson Administration

With these acts President Lyndon B. Johnson and the Congress wrote a record of hope and opportunity for America.

1963

*College Facilities
Clean Air
Vocational Education
Indian Vocational Training
Manpower Training*

1964

*Inter-American Development Bank
Kennedy Cultural Center
Tax Reduction
Presidential Transition
Federal Airport Aid
Farm Program
Charismatic Convention
Pesticide Controls
International Development Association
Civil Rights Act of 1964
Campobello International Park
Urban Mass Transit
Water Resources Research
Federal Highway
Civil Service Pay Raise
War on Poverty
Criminal Justice
Truth-in-Securities
Medicine Bow National Forest
Ozark Scenic Riverway
Administrative Conference
Fort Bowie Historic Site
Food Stamp
Housing Act
Interest Equalization
Wilderness Areas
Nurse Training
Revenues for Recreation*

*Fire Island National Seashore
Library Services
Federal Employee Health Benefits*

1965

*Medicare
Aid to Education
Higher Education
Four Year Farm Program
Department of Housing and Urban Development
Housing Act
Social Security Increase
Voting Rights
Fair Immigration Law
Older Americans
Heart, Cancer, Stroke Program
Law Enforcement Assistance
National Crime Commission
Drug Controls
Mental Health Facilities
Health Professions
Medical Libraries
Vocational Rehabilitation
Anti-Poverty Program
Arts and Humanities Foundation
Aid to Appalachia
Highway Beauty
Clean Air
Water Pollution Control
High Speed Transit
Manpower Training
Presidential Disability
Child Health
Regional Development
Aid to Small Businesses
Weather-Predicting Services
Military Pay Increase
GI Life Insurance*



Community Health Services
 Water Resources Council
 Water Desalting
 Assateague National Seashore
 Whiskeytown National Recreation Area
 Delaware Water Gap Recreation Area
 Juvenile Delinquency Control
 Arms Control
 Strengthening U.N. Charter
 International Coffee Agreement
 Retirement for Public Servants
 —1966—
 Food for India
 Child Nutrition
 Department of Transportation
 Truth in Packaging
 Model Cities
 Rent Supplements
 Teachers Corps
 Asian Development Bank
 Clean Rivers
 Food for Freedom
 Child Safety
 Narcotics Rehabilitation
 Traffic Safety
 Highway Safety
 Mine Safety
 International Education
 Bail Reform
 Tire Safety
 New GI Bill
 Minimum Wage Increase
 Urban Mass Transit
 Civil Procedure Reform
 Federal Highway Aid
 Military Medicare

Public Health Reorganization
 Cape Lookout Seashore
 Water Research
 Guadalupe National Park
 Revolutionary War Bicentennial
 Fish-Wildlife Preservation
 Water for Peace
 Anti-Inflation Program
 Scientific Knowledge Exchange
 Cultural Materials Exchange
 Foreign Investors Tax
 Parcel Post Reform
 Civil Service Pay Raise
 Stockpile Sales
 Participation Certificates
 Protection for Savings
 Flexible Interest Rates
 Freedom of Information
 —1967—
 Education Professions
 Education Act
 Air Pollution Control
 Partnership for Health
 Social Security Increases
 Age Discrimination
 Wholesome Meat
 Flammable Fabrics
 Urban Research
 Public Broadcasting
 Outer Space Treaty
 Modern D.C. Government
 Vietnam Veterans Benefits
 Federal Judicial Center
 Civilian-Postal Workers Pay
 Deaf-Blind Center
 College Work Study

Summer Youth Programs
 Food Stamps
 Rail Strike Settlement
 Selective Service
 Urban Fellowships
 Consular Treaty
 Safety At Sea Treaty
 Narcotics Treaty
 Anti-Racketeering
 Product Safety Commission
 Small Business Aid
 Inter-American Bank
 —1968—
 Fair Housing
 Indian Bill of Rights
 Safe Streets
 Wholesome Poultry
 Food for Peace
 Commodity Exchange Rules
 U.S. Grain Standards
 School Breakfasts
 Bank Protection
 Defense Production
 Protection for Savings
 Corporate Takeovers
 Export Program
 Gold Cover Removal
 Truth-in-Lending
 Aircraft Noise Abatement
 Auto Insurance Study
 New Narcotics Bureau
 Gas Pipeline Safety
 Fire Safety
 Sea Grant Colleges
 D.C. School Board
 Tax Surcharge
 Better Housing
 International Monetary Reform
 International Grains Treaty
 Oil Revenues for Recreation
 Virgin Islands Elections
 San Rafael Wilderness
 San Gabriel Wilderness
 Fair Federal Juries
 Candidate Protection

Juvenile Delinquency Prevention
 Guaranteed Student Loans
 D.C. Visitors Center
 FHA-VA Interest Rate Program
 Health Manpower
 Eisenhower College
 Gun Controls
 Aid-to-Handicapped Children
 Redwoods Park
 Flaming Gorge Recreation Area
 Biscayne Park
 Heart, Cancer and Stroke Programs
 Hazardous Radiation Protection
 Colorado River Reclamation
 Scenic Rivers
 Scenic Trails
 National Water Commission
 Federal Magistrates
 Vocational Education
 Veterans Pension Increases
 North Cascades Park
 International Coffee Agreement
 Intergovernmental Manpower
 Dangerous Drugs Control
 Military Justice Code

Presented to
 The President
 With warm respect and good
 wishes from his Cabinet.

Hubert H. Humphrey
Stan Runk *Henry H. Fowler*
and L. Bissell *Samuel R. Cook*
W. M. Patterson *Thomas S. Udall*
Quill *W. J. French*
Wendell *Walter J. Cohen*
Robert Wham *Alonzo Boyd*
J. R. Wiggins

Signing of the Higher Education Act

Lyndon Johnson returned to his alma mater on November 8, 1965, to sign the Higher Education Act, one of the most important pieces of legislation to be enacted during his presidency and a cornerstone of his Great Society.

The symbolic event in Strahan Gymnasium, now the site of the Music Building, underscored the importance with which Johnson viewed education: “The answer for all of our national problems, the answer for all the problems of the world, comes down, when you really analyze it, to one single word — education,” he preached.

The day was anything but ideal, however. The scene of the signing in front of Old Main had been perfected by physical plant workers, working through the weekend for the Monday ceremony. But that morning a thunderstorm moved through the area with a promise to unload with a frenzy about the time of the signing.

So the ceremony had to move. “Bruce Roche [director of the college’s news service] had just said it had never rained on the president yet at one of these signings,” remembered Pat Murdock, a news assistant at the time. “Just then the heavens opened. It was a downpour. I remember physically carrying

things and slipping and sliding in the mud with the members of the press corps right behind me!”

One of the LBJ staff accompanying the president that day was a young speechwriter named Robert Hardesty on his first visit to San Marcos. He would later serve as president of the university from 1981 to 1988.

The event brought national news coverage; dozens of reporters, photographers and broadcasters covered the event. Also, coming as it did only two years after a presidential assassination, it brought intense security with it. It also brought a bit of humor. The late college president Jim McCrocklin used to tell the story of losing the dean’s desk that day. He recalled that the planners of the event wanted a very nice desk and chair for the president, so they used the president’s chair and Dean Joe Wilson’s desk. After the ceremony, the General Services Administration swooped down, declared the desk and chair to be historic, and took them for the future presidential library. Years later, the college got the items back.

The university celebrated the 20th anniversary of the signing in 1985 with hearings for the reauthorization of the act conducted by the U.S. House’s Subcommittee on Postsecondary Education chaired by Congressman William D. Ford, who also gave the LBJ Lecture. It celebrated the 30th with seminars and an LBJ Lecture by U.S. Secretary of Education Richard Riley. The 40th in 2005 was a joint celebration with TG and the College Board that included dedication of a monument at the site of the signing and an LBJ Lecture by Arnold Mitchem, president of the Council for Opportunity in Education.







Remarks at Southwest Texas State College upon signing the Higher Education Act of 1965

November 8, 1965

Dr. McCrocklin; members of the faculty and the student body; Congressman Pickle; Mr. Kellam, the chairman of the Board of Regents; Dr. Crook; my old friend and conspirator and collaborator and former coworker and co-secretary to Dr. Evans, Tom Nichols; my former superintendent, Dr. [William] Donaho; distinguished guests; ladies and gentlemen:

In a very few moments, I will put my signature on the Higher Education Act of 1965. The President's signature upon this legislation passed by this Congress will swing open a new door for the young people of America. For them, and for this entire land of ours, it is the most important door that will ever open — the door to education.

And this legislation is the key which unlocks it.

To thousands of young men and women, this act means the path of knowledge is open to all that have the determination to walk it.

It means a way to deeper personal fulfillment, greater personal productivity, and increased personal reward. This bill, which I will make law, is an incentive to stay in school.

It means that a high school senior anywhere in this great land of ours can apply to any college or any university in any of the 50 states and not be turned away because his family is poor.

This bill is only one of more than two dozen education measures enacted by the first session of the 89th Congress. And history will forever record that this session — the first session of the 89th Congress — did more for the wonderful cause of education in America than all the previous 176 regular sessions of Congress did, put together.

I doubt that any future Congress will ever erect a prouder monument for future generations.

Last May, 2.7 million boys and girls graduated from all the high schools in America — 2.7 million. One million 400 thousand — about half of them — went on to college. But almost as many — 1.3 million — dropped out and never started college.

This bill, which we will shortly make into law, will provide scholarships and loans and work opportunities to 1 million of that 1.3 million that did not get to go on to college. And when

you, the first year, with the first bill, take care of 1 million of that 1.3 million through this legislation, we are hopeful that the state and the local governments, and the local employers and the local loan funds, can somehow take care of the other 300,000.

So to thousands of young people, education will be available. And it is a truism that education is no longer a luxury. Education in this day and age is a necessity.

Where a family cannot afford that necessity:

- We can now make available scholarships up to \$1,000 a year, awarded on the basis of need alone to an individual.
- We can award part-time jobs so one student can earn as much as \$500 a year.
- We can provide loans, free of interest and free of any payment schedule until after you graduate, to worthy, deserving, capable students.

And in my judgment, this nation can never make a wiser or a more profitable investment anywhere.

In the next school year alone, 140,000 young men and women will be enrolled in college who, but for the provisions of this bill, would have never gone past high school. We will reap the rewards of their wiser citizenship and their greater productivity for decades to come.

This bill that I am signing will help our colleges and our universities add grasp to their reach for new knowledge and enlightenment.

From this act will also come a new partnership between campus and community, turning the ivory towers of learning into the allies of a better life in our cities.

It ensures that college and university libraries will no longer be the anemic stepchildren of federal assistance.

And this act makes major new thrusts in a good many other directions:

- in assisting smaller, undernourished colleges obtain better teachers;
- in adding first-class equipment in order to have first-class classrooms;
- in establishing a new National Teacher Corps to help our local communities receive extra help in the training of our neglected children, whom our teachers have been unable to reach. When Congress convenes again



in January, I intend immediately to ask again for the money to take the Teacher Corps off the drawing boards and put it in the classrooms.

I consider the Higher Education Act — with its companion, the Elementary and Secondary Education Act of 1965, which we signed back in the spring of this year — to be the keystones of the great, fabulous 89th Congress.

This Congress did more to uplift education, more to attack disease in this country and around the world, and more to conquer poverty than any other session in all American history, and what more worthy achievements could any person want to have? For it was the Congress that was more true than any other Congress to Thomas Jefferson's belief that: "The care of human life and happiness is the first and only legitimate objective of good government."

Too many people, for too many years, argued that education and health and human welfare were not the government's concern.



And while they spoke, our schools fell behind, our sick people went unattended, and our poor fell deeper into despair.

But now, at last, in this year of our Lord 1965, we have quit talking and started acting. The roots of change and reform are spreading, not just throughout Washington, but throughout every community in every state of this great nation.

On my way here this morning, I visited the Job Corps Center, and I looked into the faces of boys who all their lives had been denied opportunity because they came from large families and poor families, but who today are now receiving that opportunity.

They are learning how to be mechanics and welders and operators of heavy machinery, and they will have jobs that are some more enduring and more profitable than some of you that go out to lead in our classrooms.

One fellow told me that he had been offered — when he completed his course in underwater welding — more per day

than Dr. Donaho paid me per month in 1928. I have seen other signs of progress and new determination.

I have seen it throughout the states of this nation. I saw it this past week, I am proud to say, in our own great Lone Star State of Texas.

The people of Texas went to the polls and they approved constitutional amendments which leave no doubt that the people of this state want decent treatment for their aged. They want decent treatment for the handicapped and the unfortunate children. They want an education system that fits the needs of the 20th century. And they expect the federal and the state governments — both of whom are the servants of all the people — to join shoulder to shoulder and work together to get this job done.

I want to make it clear once and for all, here and now, so that all that can see can witness and all who can hear can hear, that the federal government — as long as I am president — intends to be a partner and not a boss in meeting our responsibilities to



The signing was to be outside Old Main until rain forces a move to Strahan Gymnasium, p. 34.

all the people. The federal government has neither the wish nor the power to dictate education.

We can point the way.

We can offer help.

We can contribute to providing the necessary and needed tools. But the final decision, the last responsibility, the ultimate control, must, and will, always rest with the local communities.

Today, then, we embark on a new adventure in learning. And it has a very special meaning to me.

This is a proud moment in my life. I am proud to have a part in the beginning that this bill provides, because here a great deal began for me some 38 years ago on this campus.

It was here in these surroundings that I first understood the deeper meaning of the Bible's promise that "Ye shall know the truth and the truth shall make you free."

Here the seeds were planted from which grew my firm conviction that for the individual, education is the path to achievement and fulfillment; for the nation, it is a path to a society that is not

only free but civilized; and for the world, it is the path to peace — for it is education that places reason over force.

As a student, I lived in a tiny room above Dr. Evans' garage. I lived there three years before the business manager knew I occupied those quarters and submitted me a bill. I shaved and



I showered in a gymnasium that was down the road. I worked at a dozen different jobs, from sweeping the floors to selling real silk socks. Sometimes I wondered what the next day would bring that could exceed the hardship of the day before.

But with all of that, I was one of the lucky ones — and I knew it even then.

I left this campus to become a teacher under one of the great teachers that I have known. I want him to stand because he did much in my life. Dr. Donaho, please stand.

He came here and looked over my credentials and somehow or other offered me a job at \$125 a month to teach a Mexican school at Cotulla when I was a sophomore, and it was necessary that I leave that year to teach.

I shall never forget the faces of the boys and the girls in that little Welhausen Mexican School, and I remember even yet the pain of realizing and knowing then that college was

closed to practically every one of those children because they were too poor.

And I think it was then that I made up my mind that this nation could never rest while the door to knowledge remained closed to any American.



Watching Johnson sign the bill are, from left, William Crook, San Marcos Baptist Academy president and later Johnson administrator and ambassador to Australia; Alfred Nolle, retired dean of the college; business faculty member Tom Nichols; Lady Bird Johnson; Beryl Pickle; Congressman Jake Pickle; Regent Jesse Kellam; and Jim McCrocklin, president of the college.

So here, today, back on the campus of my youth, that door is swinging open far wider than it ever did before. The rest is up to you.

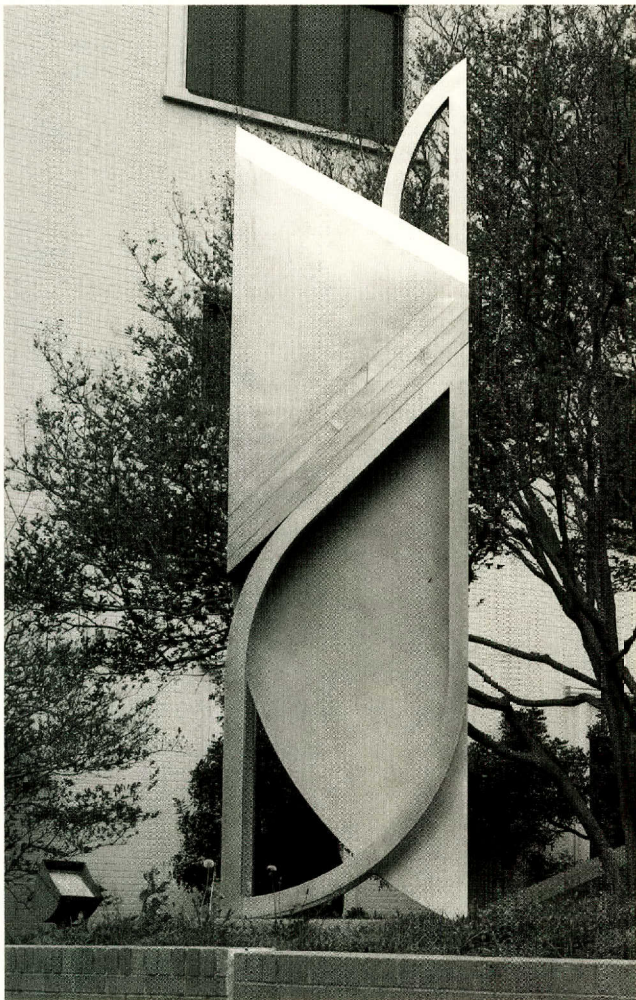
The rest is up to the teachers and the citizens and the educational leaders of tomorrow. I want to say this to each of you, finally. You are witnessing a historic moment. You should carry the memory and the meaning of this moment with you throughout your life.

And when you look into the faces of your students and your children and your grandchildren, tell them that you were there when it began. Tell them that a promise has been made to them. Tell them that the leadership of your country believes it is the obligation of your nation to provide and permit and assist every child born in these borders to receive all the education that he can take.



After the signing, Johnson presents one of the pens he used to his friend Jessa Kalam, member of the class of 1923 and a Distinguished Alumnus.





The sculpture above by Scott Wallace, located east of Flowers Hall, was dedicated on November 7, 1985, during the two-day celebration of the 20th anniversary of the signing of the act. President Robert Hardesty presided at the dedication of the sculpture commissioned to honor the signing. Competition for the design was open to undergraduate and graduate students nationwide. Hardesty, an aide to LBJ during this presidency, first stepped foot on the San Marcos campus when he accompanied President Johnson in 1965 for the signing. Hardesty remembered that LBJ chose the campus for the event because he considered the act so historic that he wanted to dramatize its signing.

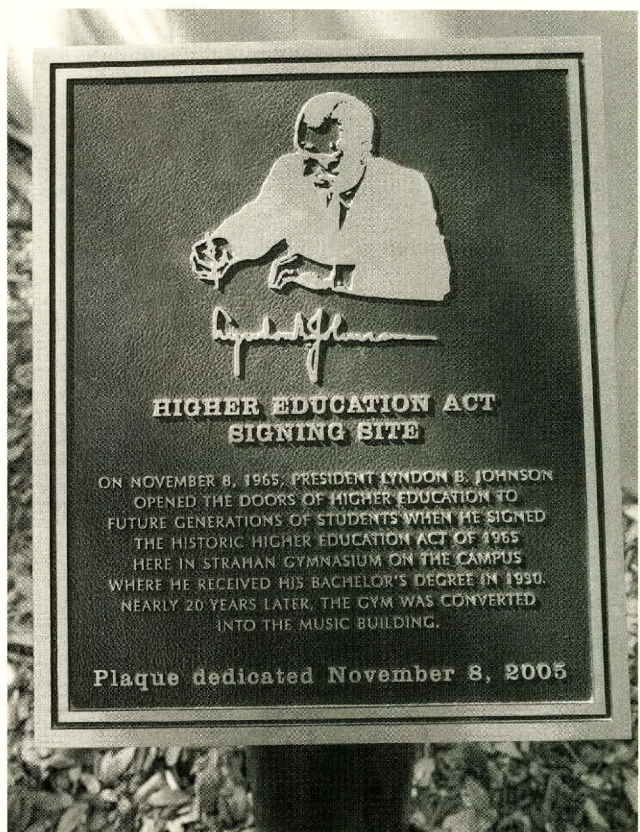
I looked over some editorials that I wrote when I was editor of the college paper here last night. Some I wasn't too proud of. But in one I urged our people to know no North or no South, or no East or West, to strive to be no sectionalist, but only an American.

And I pointed out to the 1,357 students then enrolled here at this college what I thought vision required of each of us. Some of that vision has been supplied to this student body that has grown from 1,300 to 5,500.

So, when we leave here this morning, I want you to go back and say to your children and to your grandchildren, and those who come after you and follow you — tell them that we have made a promise to them. Tell them that the truth is here for them to seek. And tell them that we have opened the road and we have pulled the gates down and the way is open, and we expect them to travel it. And when we meet back here again a few years from now, there will be many more than the 1,300 and the 5,500 that will be here seeking and receiving the knowledge that is an absolute necessity if we are to maintain our freedom in a highly competitive world.

All you have to do is look at the morning paper this morning to see the rockets that were paraded down the avenues in the Soviet Union yesterday or the day before, and realize that until we banish ignorance, until we drive disease from our midst, until we win the war on poverty, we cannot expect to continue to be the leaders not only of a great people but the leaders of all civilization.

Thank you very much. ★



The plaque above was dedicated November 8, 2005, during the celebration of the 40th anniversary of the signing of the Higher Education Act. It is near the entrance of the Music Building, which in 1965 was Strahan Gymnasium, where the act was signed.

The LBJ Lecture

The Lyndon B. Johnson Distinguished Lecture Series has brought to campus 35 speakers and a play since it was inaugurated in 1982 by President Emeritus Robert Hardesty. But the series itself was Johnson's idea. He brought his economic adviser Walter Heller to campus in 1973 to talk about the problems of the national economy, and talked of that being the first in a series he would host. Johnson died only days later, but the idea was revived.

Speakers have brought us music, poetry, politics, humor, journalism, foreign affairs, civil rights, history and wonderful stories. Following are some of their recollections and opinions of Johnson himself.

We were our brother's keeper

I'VE COVERED A LOT OF PRESIDENTS, but none felt as close to his home or returned to his roots as often as Lyndon B. Johnson. He was Texas personified, bigger than life. He was catapulted into the presidency as a result of a national tragedy and was one of the few men in our history who really was ready for the awesome burden. He rose to the occasion; he was the 'can-do' man. His greatest legacy to the country was his dream of a great society, where no one would go hungry, lack for medicine or shelter or an education.

Would that we had people like that today in politics! In fact, he pushed through most of his domestic programs — Medicare, civil rights, voting rights, federal aid to education at all levels, Head Start, public housing, you name it — with his legendary art of persuasion, the little arm twisting (out of the sockets, if necessary). He knew where the bodies were buried, and he called in the chips for good causes from Capitol Hill.



Thomas



Lady Bird Johnson congratulates Tom Johnson, publisher of the *Los Angeles Times*, after he gave the first Lyndon B. Johnson Distinguished Lecture in 1982. University President Robert Hardesty, a former LBJ speechwriter, is in the center

They broke the mold when Lyndon Johnson came on the scene. In that era, he monogrammed our society LBJ, and we were our brother's keeper. No president since then has cared as much about the disadvantaged or has been as willing to stake so much on the poor, the sick and the maimed. ... The federal government today is viewed as the enemy, an alien intruder, rather than what it really is: we the people.

... I have many memories in covering the White House. There have been times to laugh, times to cry, and times to wonder. I remember a dinner at the LBJ Ranch when President Johnson asked Bill Moyers, who had been a Baptist minister and was then his press secretary, to say grace. Moyers bent his head and began to pray. Johnson commanded, "Speak up, Bill." "I wasn't talking to you, Mr. President," Moyers replied. And I remember when President Johnson was taken to Bethesda Naval Hospital for gallbladder surgery; and the psychiatric ward had been transformed into a press room. Johnson asked

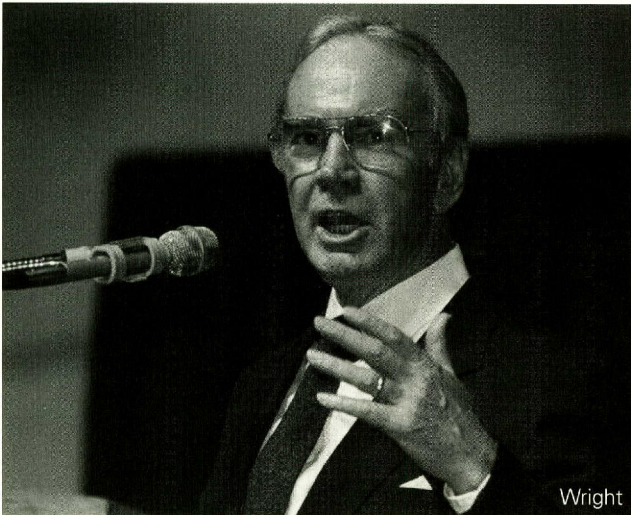
Moyers, "What happened to the patients?" and Moyers replied, "We gave them all press cards."

Journalist HELEN THOMAS, April 11, 1996

LBJ, the bridge builder

I DON'T THINK ANYTHING COULD BE MORE SYMBOLIC of the public life and career of Lyndon B. Johnson than to speak in terms of bridge-building. He spent a great portion of his public life tearing down walls of alienation and hostility and separation — walls which divided class against class, race against race, religion against religion, section against section — and building bridges in their place. I think it's not an exaggeration to suggest that Lyndon B. Johnson probably was the pre-eminent bridge-builder of modern America.

He was surely our century's most skilled practitioner of compromise, building bridges of understanding, reason, arrangements



of mutual accommodation, consensus. “Do not despise compromise,” Henry Clay once said. “It is the cement that holds the Union together.”

As Senate majority leader and as president, Lyndon Johnson repeatedly fashioned compromises that spanned the deep chasms of misunderstanding which had separated political parties and had separated branches of our government. As Senate majority leader he reached across the Senate aisle with bridges of understanding and conciliation. Both as president and as Senate majority leader, he built bridges of understanding between Congress and the White House. He helped tear down the walls of alienation that divided the North and the South in this country.

He was an apostle of bipartisan foreign policy. I remember what Lyndon Johnson said when a group of Democrats suggested that we challenge President Eisenhower on some foreign policy question. He said, “Look, if we were all flying over the ocean together in a large commercial aircraft — though we would not have picked the pilot, though he might be someone we might not have individually chosen — I don’t believe there’s a man here who’d be silly enough to pour water in the gasoline tank just to embarrass the pilot.”

Texas Congressman JIM WRIGHT, October 16, 1994

He trusted government

WHEN A PRESIDENT FAITHFULLY EXECUTES the office of president, he takes hold of the reins of government and works for the implementation of programs which will bring not only external peace and security but inner peace and security. Such a president does not pursue economic policies which are so strange and different that no known economic theory applies and a new name has to be developed to label it — I speak of

Reaganomics. A president who faithfully executes the office has a sense of history and a vision for the future. He envisions a society in which all men and women stand on level ground and certain starting places are not favored over others. He sees a society in which all people are free to soar to the upper reaches of their capacities. He sees unfettered opportunities. He trusts government. He does not fear government.

It is my view that Ronald Reagan does not trust government but is generally hostile to government. For him government is the problem and forms no part of the solution. I contrast that view with Lyndon Johnson’s. President Johnson saw big problems and knew that big solutions were needed. He trusted government to be a part of those solutions and knew that it



was an indispensable part. Lyndon Johnson gave us the Great Society and with it a wellspring of hope for large populations of citizens who previously saw only a bleak, dispirited and aborted future.

My guess is that Lyndon Johnson would not approve of my criticism of Ronald Reagan. He would want to keep the lines of communication open, believing that as long as you could keep talking, the possibility of change and compromise remained alive. I base this assumption on an exchange which occurred during the civil rights conference which President Johnson attended. A group of black conference participants were very strident in their criticism of Richard Nixon. President Johnson suggested that the blacks seek a meeting with President Nixon. He advised, “When you talk to him, don’t call him a bad man. He doesn’t think he’s a bad man.” Ronald Reagan does not think he is an unfair man. He is probably well meaning. The fact that his policies have wreaked havoc with the lives of

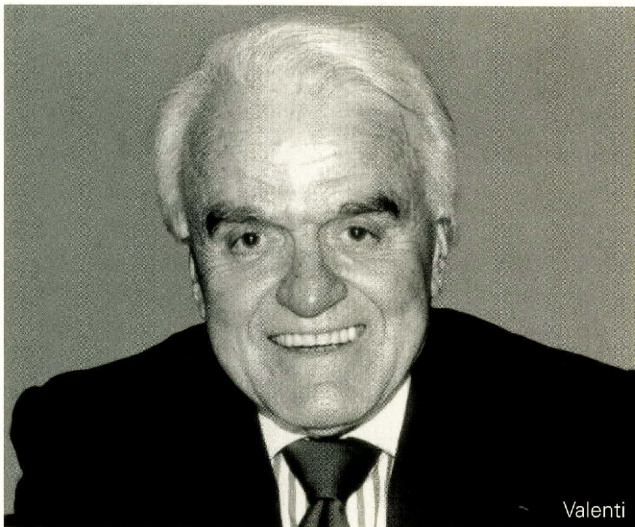
millions of Americans causes one to be very skeptical of this amiable, well-meaning president.

Former Texas Congresswoman **BARBARA JORDAN**,
November 4, 1982

“Don’t get in my way on this civil rights bill”

BUT THE GREATEST LESSON I HAVE LEARNED, the most important of my education, is really the essential imperative of this century. It is called leadership. We brandish the word. We admire its light. But we seldom define it. What is leadership? Outside Caen in the Normandy countryside of France is a little cemetery. Atop one of the graves is a cross on which is etched these words: “Leadership is wisdom and courage and a great carelessness of self.” Which means, of course, that leaders must from time to time put to hazard their own political future in order to do what is right to be done for the people they have by solemn oath sworn to serve. Easy to say. Tough to do.

I remember when I first bore personal witness to its doing. It was in December 1963. Lyndon Johnson had been president but a few short weeks. At that time I was actually living on the third floor of the White House until my family arrived. The president



said to me on a Sunday morning, “Call Dick Russell and ask him if he would come by for coffee with you and me.”

Senator Richard Brevard Russell of Georgia was the single most influential and prestigious figure in the Senate. He towered over all others in influence and honor and respect. He would have been president except for one irremediable flaw: He was the leader of the segregationist forces in the Senate. When in 1952, the Senate Democratic leadership post fell open, the other senators turned immediately to Russell,

imploping him to take the job. “No,” said Russell, “let’s make Lyndon Johnson our leader; he’ll do just fine.” So at the age of 44, just four years into his first Senate term, LBJ became the youngest-ever Democratic leader and in a short time the greatest parliamentary commander in Senate history.

When Russell arrived, the president greeted him warmly with a strong embrace, the 6-foot-4 LBJ and the smallish, compact Russell, with his gleaming bald head and penetrating eyes. The president steered him to the couch overlooking the Rose Garden, in the West Hall on the second floor of the mansion. I sat next to Russell. The president was in his wing chair, his knees almost touching Russell’s, so close did they sit.

The president drew even closer, and said in a soft, even voice, “Dick, I love you, and I owe you. If it had not been for you, I would not have been leader or vice president or now president. But I wanted to tell you face to face, Dick, please don’t get in my way on this Civil Rights Bill. It’s been locked up in the Senate too long. I’m going to pass this bill, Dick. I will not hesitate. And if you get in my way, I’ll run you down.”

Russell sat mutely for a moment, impassive, his face a mask. Then he spoke, in the rolling accents of his Georgia countryside. “Well, Mr. President, you may just do that. But I pledge you that if you do, it will not only cost you the election, it will cost you the South forever.”

President Johnson in all the later years in which I knew him so intimately never made me prouder than he did that Sunday morning so long, long ago. He touched Russell lightly on the shoulder, an affectionate gesture of one loving friend to another. He spoke softly, almost tenderly: “Dick, my old friend, if that’s the price I have to pay, then I will gladly pay it.”

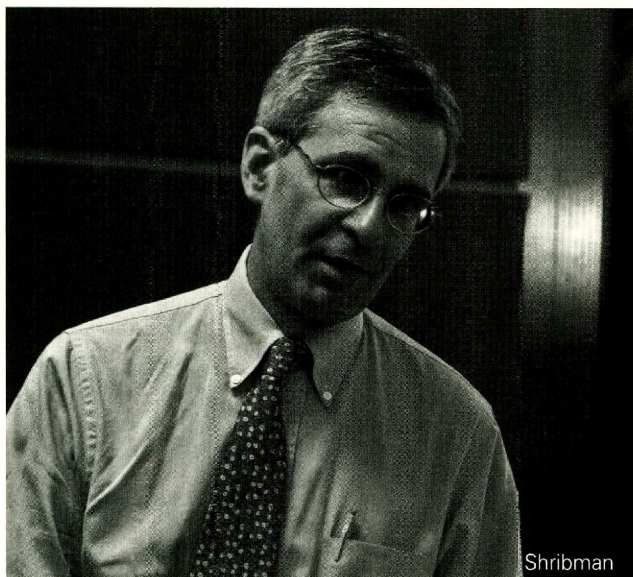
Of all the lessons I have learned in my political life, that real-life instruction in leadership was the most elemental, and the most valuable. It illuminated in a blinding blaze the highest point to which the political spirit can soar. I have never forgotten it. I never will.

JACK VALENTI, CEO of the Motion Picture Association of America and former LBJ aide, April 3, 1997

A new Johnson rises from historical mists

I’M GOING TO TALK ABOUT TWO TEXAS PRESIDENTS: President Johnson, and the second President Bush. ... (Y)ou have two astonishing characters here, in Texas presidents; the other President Bush is a pretty amazing character, too, but I kind of think of him more as a New Englander, like myself; he’d probably dispute that.

Let's take President Johnson first. I like to argue tonight that the highest political figure in the nation today isn't George W. Bush, but it's Lyndon Johnson. He was the most prominent political victim of Vietnam — as you all know — a target of protestors' chants, a symbol of big-spending liberalism, the last apostle of Washington's social engineering. He was for many years the subject of contempt and ridicule, particularly from fellow Democrats. But now that he's been out of office for 30 years, a new Lyndon Johnson seems to be rising from the historical mists and myths.



The new Johnson is visionary, sympathetic, avuncular, wise, effective, and a lot smarter than the smart people who didn't think he was very smart. The Johnson revisionism is coming only partially from academics; it's also coming from the arena. Former Vice President Al Gore put LBJ in the list of presidents he most admired. In the last year alone, the Harvard economist John Kenneth Galbraith — a one-time Johnson intimate who broke with the president over Vietnam and helped lead an insurrectional movement designed to dump Johnson — described the president as the most effective political activist of our time. Former Senator George S. McGovern of South Dakota, who was no friend nor admirer of President Johnson during the war and was the Democratic presidential nominee in 1972, argued that aside from Woodrow Wilson, Franklin Roosevelt, and Theodore Roosevelt, Lyndon Johnson was the greatest American President since Abraham Lincoln.

But the current Johnson revival reveals more about us at the beginning of the 21st century than it does about the

America that during the tumultuous Johnson years reached the two-thirds mark of the last century. It tells us that there's a yearning again, in the Democratic Party and the rest of the country at large, for a president with big dreams, big plans, and this is recognized in Johnson more in hindsight than at the time, a big sense of self-confidence.

Even before this latest burst of revisionism, there have been many Lyndon Johnsons. The striving capitalist schemer who ingratiated himself with Franklin Delano Roosevelt. Today I learned about the President Johnson who twice, two summers, was the editor of the campus newspaper. ... President Johnson also is known as the biggest New Dealer of his time — so much so that he tried to make the Mekong River Delta into a New Deal project of its own.

He was the son of a Depression-poor Texas. He dreamed of bigger horizons for the poor, the black and the Hispanic, and many of you know that much of that dreaming began here, on this campus. He was a gifted Senate majority leader who felt stifled as John F. Kennedy's understudy. And then in the most tragic transition of the 20th century, he became Kennedy's successor — the shrewd Washington hand who slammed a social activist program through Congress with deftness, only to be dragged down, and bogged down, in a civil war in Vietnam.

Now the emphasis among scholars and commentators and journalists and amongst some of you is on Johnson as a political magician — more as a magician than as a Cold War tactician. With more public fascination with Johnson's role as a dreamer than his successes as a schemer, he seems particularly big to us now. Not only to somebody on this campus, not only to someone like me that grew up in the Johnson years, that came of age, I suppose, politically in the Johnson years. He's particularly big to us now because he's a president who was eager to take on big challenges.

He entered office in the most strained of circumstances — taking the oath in Air Force One, while the blood-stained widow of his predecessor looked on, and as a shocked world trembled. Within hours, his advisers, a mix of Johnson loyalists and Kennedy holdovers, told him that Kennedy's commitment to civil rights legislation was driving down his poll ratings. They counseled him that as a southern president, as an accidental president, as a president that hadn't even been elected on his own, he had every excuse to put the legislation aside for a year, or for forever. He asked — and this is the most important question anybody asked during the Johnson years — “What's the presidency for if it's not for urgent national priorities like civil rights?”

That was the attitude that Johnson used when proposing the Great Society, including Medicare and the voting rights bill, which he correctly recognized was good for America and bad for the Democratic Party by delivering the Solid South, the backbone of the Democratic coalition since Roosevelt's time, to the Republican Party....

Galbraith said he regretted the way we allowed the Vietnam War to become the totally defining effort of those years, and likewise of history. George McGovern argued that it would be a historic tragedy if Johnson's outstanding domestic record would be forever obscured by his involvement in a war he did not begin and did not know how to stop. The vindication, after three decades, finally dawns for Lyndon Baines Johnson.

DAVID M. SHRIBMAN, Washington bureau chief
of the *Boston Globe*, April 30, 2001

"I wrote things that were unfair"

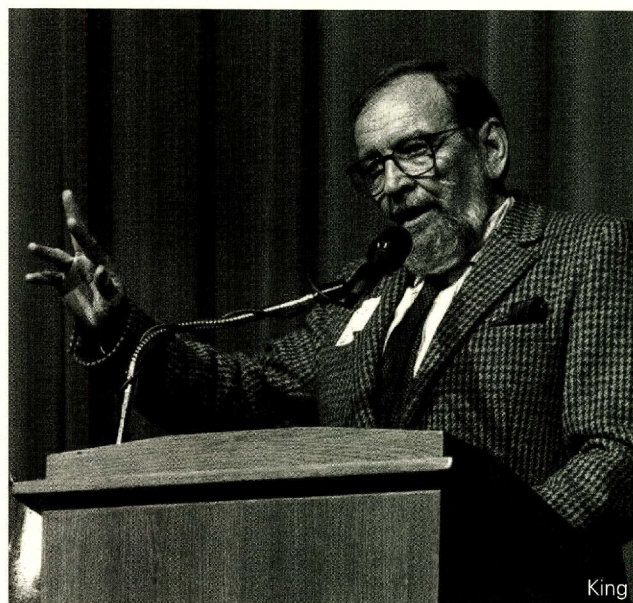
AND AS FOR WHAT PRESIDENT LYNDON B. JOHNSON cajoled and bullied through the 89th Congress — in that time before Vietnam and other conflicts robbed him of popular support — well, simply put, no other president or Congress has been as productive with the possible exception of the first "one hundred days" of the New Deal back in very desperate times. In the 89th Congress alone — we're talking 1965 and 1966 now — the Johnson Administration pushed to passage 181 domestic bills of 200 it sought. Nor were these showcase "toilet paper and ice water" bills — that is, minor measures long on public relations or rhetoric but short on legislative teeth. No. They were bills with teeth and bite, and they established programs that did things. Eighteen education bills. Twenty-four medical care bills. Twenty conservation bills. Bills to attack poverty, secure minority rights and job opportunities, establish model cities and mass transit systems, rent supplements, drug rehabilitation clinics. There were laws dealing with highway, auto and tire safety; truth-in-packaging legislation; measures to eliminate unsafe toys, attack the hazardous waste problems and other consumer protection measures.

Well, you say, most of the ills those bills were designed to correct have not been corrected, right? Right. But let's think for a moment about why. For one thing — and a very big thing it is, too — virtually none of those areas have been of paramount concern to LBJ's five successors in the White House. Particularly in the 1980s — and, yes even now — the poor, the homeless, minorities, the have-nots, our rotting cities, our fouled planet — have been largely ignored. Say what you will of Lyndon Johnson's warts — it's become a cliché to say he had them, and Lord knows he surely did — he at least tried to use his presidential power in ways that might help and uplift and address grievances and old

inequities among those who had little control of their destinies in the absence of a helping hand. This was the LBJ who as a young man dreamed of using government for good.

And somehow, that is the side of Lyndon Johnson that we haven't heard much about for near to a quarter century. We just don't hear much about "the good Lyndon"; we hear about "the bad Lyndon." The Vietnam Lyndon, the Lyndon who cozied up to oilmen, the Lyndon who profited from Washington connections in the radio and television fields, the Lyndon who lied and strutted vainly and cursed and hoo-hawed in the Taj Mahal and ate too much barbecue sauce. Well, nobody's perfect.

I don't mean that to sound as flippant as it obviously sounds. Most of those "warts" I just mentioned made me furious with LBJ; even before it became popular sport to attack him, I wrote a *Harper's* piece rather sarcastically entitled "My Hero LBJ,"



in which I held my old hero to the demanding, untarnished ideals of a Texas boy at a rural crossroads in the 1930s and early 1940s — and, of course, I found our president falling short of such impossible standards. If that piece was perhaps unfair, it was only a little bit so. But later, as Americans divided and literally warred in the streets as a counterpoint to the larger war in Southeast Asia, and as it actually became unsafe for the president of the United States to show himself except in carefully regulated circumstances — and that was the Secret Service's conclusion, not mine — I wrote some things about LBJ that were unfair. Pieces written in anger, pieces that generated more heat than light. In one, I dwelled excessively on LBJ's "lack of style" — on yes, his hoot-and-holler, shoot-from-the-hip Texas

hoo-hawing — as if I, a boy from Putnam, Texas, might myself be a Boston Brahmin. Quite naturally, I contrasted the Johnson style with that of the martyred John F. Kennedy and his alleged bright, shining Camelot.

What a delusion! Camelot, I now know, never was. The shining knight of Camelot, whom I revered in my political youth and who became an instant martyr on the same day I began to sour on politics — and whose shocking, sudden demise was the reason for that — turned out in the long run to himself have tarnished armor. But even if the Camelot myths had not been punctured in later years, I would have been — was — wrong to blame the nation's problems, or LBJ's, on anything as vaporous or contrived as surface "style" or "image." But that is something that in early 1968 I was too blindly passionate and too unthinking to understanding. In one *Harper's* piece I called for LBJ to step aside, not seek re-election. I don't know, now, if I was wrong about that. Sometimes, considering events as they have transpired since LBJ did indeed decide to step aside, I think I was wrong. Other times, I believe he did the right thing in returning to the Hill Country, if only because the nation then seemed to cry out for relief from its long, mad sorrow; to cry out for some new, if uncertain or unspecified, beginning. Lyndon Johnson, at least, concluded that was the case and so he stepped aside, came home. I now see that as a big thing, perhaps a noble thing, on his part.

Author **LARRY L. KING**, October 3, 1991

Jefferson, Lincoln and Lyndon Johnson

LYNDON JOHNSON CHOSE TO INTERVENE with the full power of the United States government in two history-changing ways.

The first was Vietnam.

There he probably felt that he didn't have much choice. When he became president, John F. Kennedy had recently been assassinated and America had thousands of troops in Vietnam. His choice was either to try to win the battle or to withdraw. He chose to try to win. The results were over 58,000 killed and hundreds of thousands wounded, \$70 billion in costs, and his efforts to include both guns and butter in the economy at the same time led to inflation and stagflation. And ultimately the war ended his long and distinguished political career.

...But paradoxically, during this period, even as his intervention in Vietnam was dividing Americans, Lyndon Johnson began a second intervention that ultimately did more to unify this nation than anything else in the last 100 years.

By summoning the conscience of our nation and employing the full powers of the federal government to break the back of segregation, he destroyed the patina of respectability that had accompanied [the] laws and customs and policies and attitudes for centuries that had denigrated and humiliated millions of Americans.

America's most influential 20th century poet, T.S. Eliot, in one of his many grand pronouncement, once said, "Dante



and Shakespeare divided the world between them; there are no others." Well, similarly, if we consider three great epoch changing achievements promoting civil rights and human dignity in this country, we can with equal assurance say, "Thomas Jefferson, Abraham Lincoln and Lyndon Johnson divide the world of civil rights achievement in this country between them; there are no others."

In the 18th century, Jefferson's Declaration of Independence. In the 19th century, Lincoln's Emancipation Proclamation. In the 20th century, Lyndon Johnson's Civil Rights Act. No other actions have done more to bring simple dignity and justice to Americans, and thereby to liberate the best instincts of the American people than these actions.

Southwest Texas State Normal School and Texas State University should feel awfully proud being a part of that tradition.

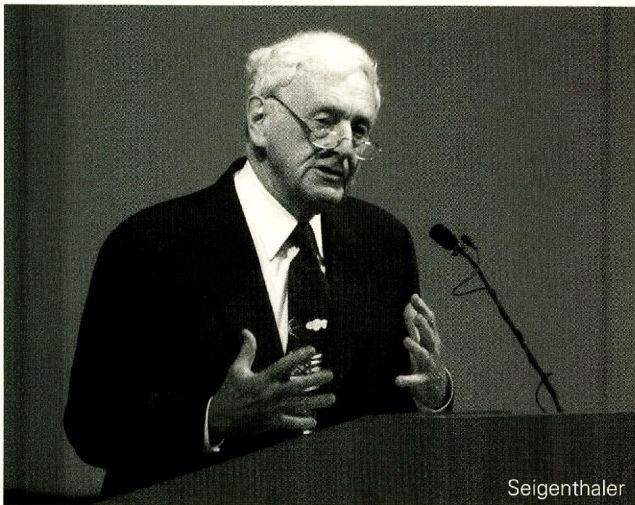
These then were Johnson's two great interventions: Vietnam, a tragic failure, and Civil Rights Act, monumental success.

Former Congressman, Ambassador and Senator
BOB KRUEGER, October 1, 2003

We shall overcome

I AM TRULY HONORED TO BE AT TEXAS STATE, honored to deliver a lecture on the subject of civil rights as part of the series that bears the name of Lyndon Johnson. Honored particularly because in the history of race relations in the United States, it was President Johnson's advocacy of the 1964 Civil Rights Act and the 1964 Voting Rights Act that was an initiative committing this nation to justice as no other action by any other president since Abraham Lincoln had signed the Emancipation Proclamation.

And just last Sunday morning, I sat in an audience at Syracuse University and listened to Congressman John Lewis of Atlanta, a true hero of the movement who said his own recollection of



that night in March of 1964, sitting with Dr. Martin Luther King and listening to that address by President Johnson that so dramatically changed our nation, changed his administration's commitment to the cause of equal justice under the law, and John recalled that it was a time of desperation. Kennedy, who'd advocated this law, was dead. That week, the Reverend James Reeb, white civil rights worker who had gone to the South to help in the cause, became the latest of the martyrs in the movement to die. That very week preceding, the Selma march at the Edmund Pettus Bridge had taken place, and a virtual police riot had injured and maimed many before they were imprisoned. Hope for him, for them, was dead, and then on that night, Lewis and King heard those powerful words as they came from the president's lips, and John said hope came alive.

It's been half a century since John Lewis heard those words, but as he stood before us at Syracuse last Sunday morning, he recited them from memory.

This is what the president said: "At times history and fate meet at a single point in man's unending search for freedom. So it was," he said, "at Lexington and Concord. So it was," he said, "at Appomattox a century ago. So it was," he said, "last week in Selma."

And then John continued to recite from that speech, recalling the tears that came to his eyes and to Martin Luther King's eyes as the president said, "Should we defeat every enemy and should we double our wealth, and should we conquer the stars, and still be unequal to this task, then we will have failed our people and our nation. What happened in Selma last week," he said, "is part of a larger movement which reaches beyond section and state. It is an effort by American Negroes to secure for themselves the whole blessings of American life. This cause," he said, "must be our cause because it is not just Negroes but really is all of us who must overcome." And then he said, "And we shall overcome."

As John Lewis recited those words Sunday morning, 50 years and a month after he first heard them, his voice broke with emotion.

**JOHN SEIGENTHALER SR., founder of the
First Amendment Center, April 27, 2004**

Preoccupation with education

WHEN LYNDON JOHNSON CAME TO SAN MARCOS 30 years ago, he came as an American who knew the value of learning. What is less understood is that Johnson represented a long and unbroken American tradition of turning to education in order to move America forward in times of change. Too often we forget that the Founding Fathers of this great nation had an enormous "preoccupation with education." Jefferson and the other Founding Fathers were seeking to do much more than design a new political democracy. They were equally determined to apply this new democratic spirit to the writing of history and to the arts and to architecture. Inventing America was rooted in their optimistic belief in the value of education in the very broadest sense.

So it is not surprising that the Congress in passing the Northwest Ordinance in 1787, two years before the first inauguration of George Washington, would require that every new township set aside land for a public school. The general education of all Americans was a first purpose of our democracy.

In 1862, Abraham Lincoln would set in motion the creation of our great system of land grant colleges by signing the Morrill Act even as the Civil War raged on. In the middle of World War I, the Congress set about creating and fostering a new system of vocational education. In 1944, while American

soldiers fought the Axis powers on two fronts, Congress and the president looked to the future and passed the GI Bill — a law that gave over 2 million returning veterans a passport to the American middle class. In our time, this grand tradition of moving America forward by advancing education has been carried on by passage of the National Defense Student Loan Act in 1958 and then LBJ's signing of the Higher Education Act of 1965.

We've seen education come in at these important critical points to move our nation forward. Now it's our turn.

**U.S. Secretary of Education RICHARD RILEY,
on the occasion of the 30th anniversary of the
Higher Education Act, November 6, 1995**

Hurricane Lyndon

ONCE WHEN HE WAS ASKED TO COMMENT on his reputed power as Senate majority leader, he said, "The only power I have is the power to persuade." And as one of his colleges responded, "God almighty, that's like saying the only wind we have is a hurricane!" [Christian]

It is said, and it is said forcefully, that Vietnam was a mistake. And it may well turn out in the final judgment of history that it was a mistake. But it's not clear yet, that it was a mistake.

It is also said that Vietnam was a skirmish in a war that ended on our side, on our terms. The Cold War did end. Vietnam was a part of it. It is said that the commitment by the communist powers to help the North Vietnamese contributed eventually to the downfall to the Soviet Union. That may also be what history ultimately says.

... [W]hat can be said now is that all these years later, the war in Vietnam is receding as an issue of contention. Debates still go on. But no longer do people march in the streets. No longer are people as bitterly divided as they once were. As happens with the passage of time, the passions of that particular time are receding.

As Vietnam does recede as the powerful issue that it was that clouded over the whole subject of LBJ for a while, it becomes much clearer for all of us, and for history, to see the accomplishments of Lyndon Johnson in his time and his administration. [Middleton]

**Former LBJ aides GEORGE CHRISTIAN
and HARRY MIDDLETON, November 28, 2000**



Carpenter

Always the last word

WHEN I THINK OF WHISTLE-STOP POLITICIANS, I will tell you there was no master like Lyndon Johnson. I see a day in 1960 when LBJ was running as vice president on the Kennedy-Johnson ticket. From Alexandria, Virginia, to New Orleans — 47 stops in eight states, and the train stops in the middle of the towns. Anyway, LBJ was wound up. He was not a very good speaker on television. He had to press the palms and feel the flesh to get vibrations going. And on this day, he was standing on the back of the train, and we were in Culpepper, Virginia. And he couldn't stop. He just kept going on and on. The people were gathered around the back of the train across the track. And so, the timekeeper, a guy named Jim Jones, kept tugging on his coattail, and he wouldn't give up. Finally, knowing that we had all these stops on down the track, Jones gave the signal to the engineer to slowly pull on out. You have this hilarious sight of Johnson still talking as the train was pulling out. People were disappearing in the distance, and he had to have the last word, so he shouted, "I ask, what did Dick Nixon ever do for Culpepper?"

**Author and former Lady Bird Johnson aide
LIZ CARPENTER, October 1, 1992**

Compromise is key

BOB [HARDESTY] AND I SAW THIS CAMPUS through President Johnson's eyes long before we ever set foot on it. ... both of us know this university in a special way, through the recollections of a man who identified it as the place where many of his ideas took root, ideas that later were to change a nation....

Professor H.M. Greene, who taught government and debate here, was to have a lasting influence on that 19-year-old freshman.

Greene was an iconoclast who was constantly at odds not only with his superiors at the university but also with most of the conservative political thinking of the time. It can be said that LBJ's intense commitment to social justice and his early involvement in politics were due in large part to Professor Greene... Greene was the first to arouse Johnson's passion for politics and to imbue him with many of his own convictions.

It is significant, I think, that Greene held to the belief that "democracy is of necessity a compromise" — that government is made up of people of strong will who cannot and should not prevail as individuals. Forward movement, he said, is possible only through compromise. That was to be a guiding principle of Lyndon Johnson's political philosophy through all of his 35 years in public life. He said it was often necessary to accept half a loaf, but never to abandon the effort to secure a full loaf.

**Former LBJ Press Secretary THOMAS JOHNSON,
the first LBJ Lecturer, April 2, 1982**

I was prepared not to like him

I CAME TO THE CONGRESS ON THE TIDAL WAVE of Lyndon Johnson's 1964 election victory, but I was fully prepared not to like Lyndon Johnson as a person or a politician. I was a northern Hubert Humphrey liberal, reared in the progressive traditions of the Michigan Democratic Party and the United Auto Workers. My prejudice was that President Johnson was a Southern wheeler-dealer from a right-to-work state with limited sympathies for advances in domestic policy, civil rights and organized labor and closely tied to special interests like the oil and gas producers. However, I was pleasantly surprised to find that my service in Congress during his presidency was



Ford

marked by almost total agreement with him on domestic policy... I came to have a special admiration for Lyndon Johnson as an education president. In 1965, he kindled a flame and pointed national policy in a direction that I am proud to be a part of sustaining.

**Congressman WILLIAM D. FORD, on the occasion
of the 20th anniversary of the Higher Education Act,
November 7, 1985**

"We have talked long enough"

FIVE DAYS AFTER PRESIDENT KENNEDY'S ASSASSINATION, President Johnson told the joint session of Congress, "We have talked long enough in this country about civil rights. It is time to write the next chapter and to write it in the books of law... No eulogy could more eloquently honor President Kennedy's memory than the earliest possible passage of the civil rights bill for which he fought so long."

Johnson's perseverance and our nation's collective uprising, demanding that the promise of equality and opportunity be made to all, resulted in the passage of the 1964 Civil Rights Act. And through its Title VII, it created the Equal Employment Opportunity Commission.

**Equal Employment Opportunity Commission Director
IDA CASTRO, on the occasion of the 35th anniversary
of the EEOC, June 29, 2000**

Insights from Cotulla

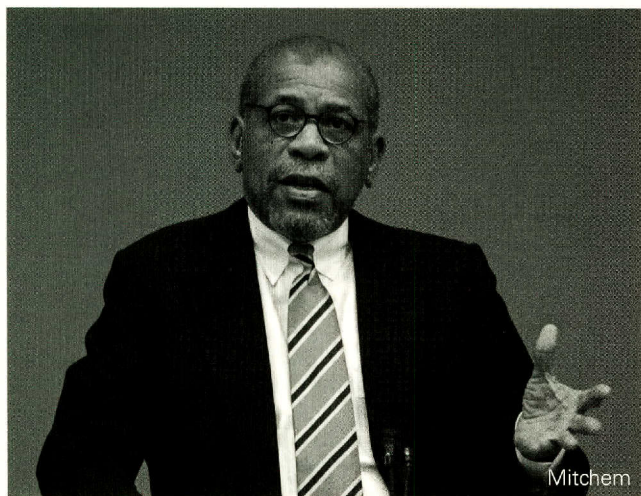
WHY WAS IT LBJ, and not other presidents or members of Congress, who confronted our nation with the challenge that we provide equal opportunity in higher education?

We can get a glimpse of the answer by turning to Robert Caro's Pulitzer Prize-winning work, *Lyndon Johnson, Master of the Senate*. Here he speaks movingly of LBJ's compassion in a different moral universe than we live in today. He portrays a Southern politician who understood menial work because he had done it, and who understood the potential of children from poor and minority communities because he had taught poor children at what he describes as the "Mexican school" in Cotulla.

Caro tells us that in the first 20 years of Johnson's life, he had little contact with blacks or Latinos. However, LBJ spent his 21st year as a teacher of poor children. Caro goes on to tell us that at the Cotulla school, before Johnson arrived, "no teacher had ever really cared if these children learned or not, but this teacher cared." Not only did Johnson convince the school board to provide equipment so that his pupils could play games during recess, but he also arranged for games with

other schools — “baseball games and track meets like the white kids had.” Johnson remembered: “I was determined to spark something inside them, to fill their souls with ambition and interest and belief in the future.” One of his students recalled how LBJ constantly returned to a story, “the little baby in the cradle.” “He would tell us that one day we might say the baby would be a teacher. Maybe the next day we’d say the baby would be a doctor. And one day we might say the baby — any baby — might grow up to be president of the United States.”

Now this story and others point up how clearly both the Elementary and Secondary Education Act and the Higher Education Act reflect LBJ’s vision, ideology and experience. Both acts are

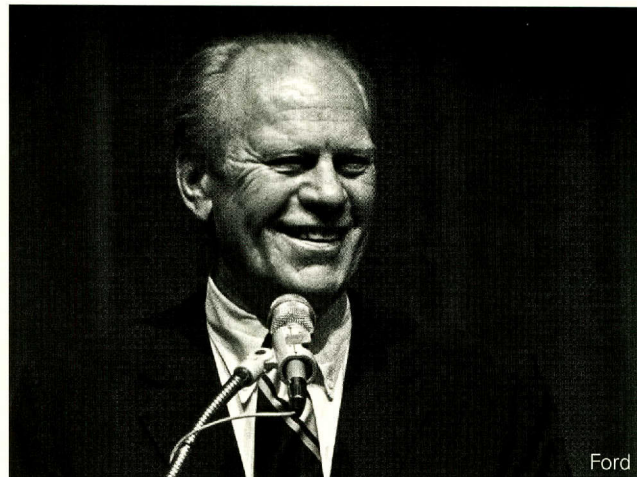


undergirded by his optimism and his empathy for all segments of American society. And his temperament and values were played out and reinforced by his teaching experience in Cotulla.

ARNOLD MITCHEM, president of the Council for Opportunity in Education, on the occasion of the 40th anniversary of the Higher Education Act, November 8, 2005

Lessons from Sam Rayburn

ALTHOUGH PRESIDENT JOHNSON AND I represented two different political parties in our great political arena, there is no doubt that I admired him tremendously as a person and as a tough competitor... We had our share of domestic political differences, but we both followed some advice that another great Texan, former Speaker of the House Sam Rayburn, used to give to every freshman member of the House of Representatives. Sam used to line up the Democrats and Republicans after they took the oath of office and give them a lecture on how they ought to behave. And the best advice that he used to give was, “Learn to



disagree without being disagreeable.” Even though President Johnson and I had our share of differences, I think we tried to conduct ourselves in that manner.

Former President GERALD FORD, April 19, 1983

Harmony in a troubled world

ON 12 JUNE THAT YEAR [1968], the critical day of the vote [on the Nuclear Nonproliferation Treaty] in the General Assembly, a man of vision rose to his feet. He was a man who cared greatly for humanity and for achieving harmony in a troubled world. A man who had a deeply felt emotional commitment to the needs of people. We honor him here today. Lyndon Baines Johnson,



looking across at the assembled nations of the world in the only international forum we have, said, “I have asked for the privilege of addressing you this afternoon to acknowledge this momentous event in the history of nations and to pledge, on behalf of the U.S., our determination to make this but a first step

towards ending the peril of nuclear war. It is the most important international agreement in the field of disarmament since the nuclear age began. It goes far to prevent the spread of nuclear weapons. It commits the nuclear powers to redouble their efforts to end the nuclear arms race and to achieve nuclear disarmament. We shall, as a major nuclear weapons power, promptly and vigorously pursue negotiations on effective measures to halt the nuclear arms race and reduce existing nuclear arsenals. It is right that we should be so obligated.”

We owe a duty to the memory of LBJ and to humanity as a whole to ensure that those sentiments are pursued until we can achieve a lasting peace and greater global security. I rather think that he would have liked that to be his memorial.

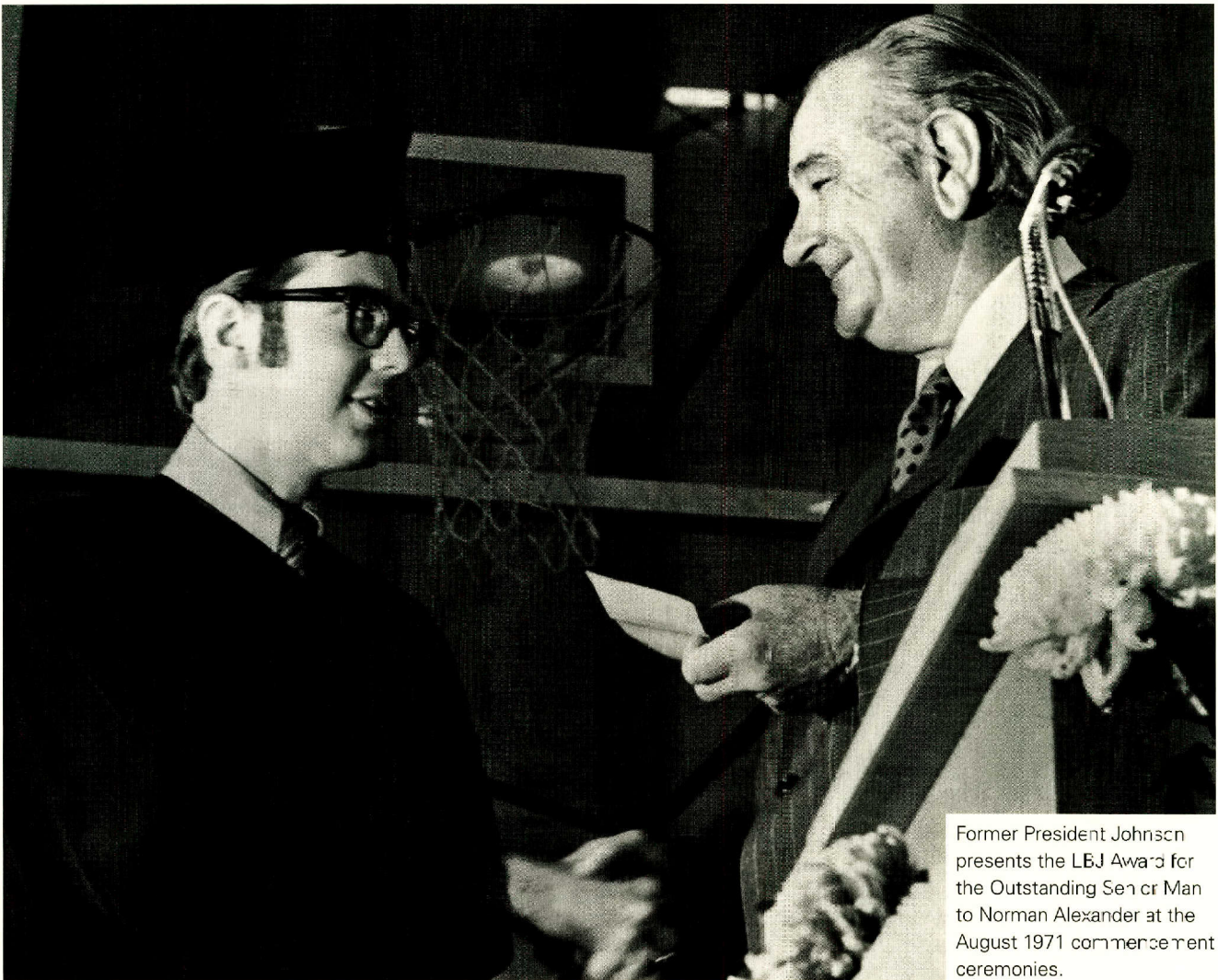
KEITH BEST, member of Parliament, October 1, 1986

LBJ Distinguished Lecturers

- | | | | |
|------|--|------|---|
| 1982 | W. Thomas Johnson , publisher, <i>Los Angeles Times</i> , former press secretary to LBJ | 1994 | Congressman Jake Pickle |
| 1982 | Barbara Jordan , former congresswoman, attorney | 1995 | Richard W. Riley , secretary of education |
| 1983 | Former President Gerald Ford | 1996 | Helen Thomas , White House UPI bureau chief |
| 1983 | C. Warren Hollister , historian, with one of four extant copies of the Magna Carta | 1997 | Jim Lehrer , PBS news anchor, author |
| 1984 | Bobby Ray Inman , former director, National Security Agency, and deputy director, CIA | 1997 | Jack Valenti , CEO, Motion Picture Association of America |
| 1984 | House Majority Leader Jim Wright | 1998 | Rita Dove , past poet laureate of the U.S. |
| 1985 | James “Red” Duke , physician, TV personality | 2000 | Ida Castro , chair of the Equal Employment Opportunity Commission |
| 1985 | Congressman William D. Ford | 2000 | George Christian , former press secretary to LBJ, and Harry Middleton , director of LBJ Library |
| 1986 | Keith Best , member of Parliament | 2001 | David Shribman , Washington bureau chief of the <i>Boston Globe</i> |
| 1987 | <i>The Next Amendment</i> , play celebrating 200th anniversary of the U.S. Constitution | 2002 | Morris Dees , co-founder and chief counsel, Southern Poverty Law Center |
| 1989 | William S. Sessions , director, FBI | 2003 | Parker J. Palmer , writer, teacher, social activist and founder, Teacher Formation Program |
| 1989 | James Farmer , civil rights leader | 2003 | Robert Krueger , former congressman, senator and ambassador |
| 1990 | Lukas Foss , composer, conductor | 2004 | John Seigenthaler , former publisher, <i>Nashville Tennessean</i> , and founder, First Amendment Center |
| 1991 | Larry L. King , playwright, author | 2004 | Tibor P. Nagy Jr. , former ambassador to Ethiopia and Guinea |
| 1992 | Liz Carpenter , author, columnist | 2005 | Maya Angelou , poet, author and activist |
| | | 2005 | Arnold Mitchem , president of the Council for Opportunity in Education |
| | | 2007 | Isabel Allende , author |
| | | 2007 | Erin Brockovich-Ellis , environmental activist |
| | | 2009 | Luci Johnson and Lynda Johnson Robb , moderated by founding curator of the LBJ Library and Museum Harry Middleton and Texas State University President Emeritus Robert Hardesty |

LBJ Outstanding Senior Student Award recipients 1970–2008

- | | | | |
|------|---|------|---|
| 1970 | Elam W. “Bill” Wright III , sociology and political science graduate, is currently vice president of the Smith Barney Division of Citigroup Global Markets Holdings in Houston. | 1980 | Shirley K. Davis Baker , health education graduate, is an elementary school teacher in the Highland Lakes ISD living in Marble Falls. |
| 1971 | R. Norman Alexander , physics graduate, earned his doctorate and lives in Coatesville, Pa., where he is an advanced program manager for Lockheed Martin. | 1981 | Michael K. Ferris , computer science graduate and Bobcat football player, earned a master’s at Texas State in 1987 and is coordinator of the university’s Department of Computer Science Microcomputer Laboratory living in Austin. |
| 1972 | No award given | 1982 | Michael A. Miller , physical education graduate and Bobcat football player, earned a master’s in educational administration in 1984 and is principal of Lutheran High School in San Antonio. |
| 1973 | Frank Wedig Jr. , accounting graduate, is an attorney in Victoria. | 1983 | Elizabeth Wilson , political science graduate, earned her master’s at UT and is an author living in Austin. |
| 1973 | Deborah Joy Rittiman Quirey , Spanish graduate, lives in Blackwell, Okla. | 1984 | Jay D. Hiebert , accounting graduate, is starting an organic farming business in Central Texas and lives in San Marcos. |
| 1974 | Sally Moeller Kingsbury , speech communication graduate and Strutter captain, had a distinguished teaching career at New Braunfels High School before she died in December 2005. | 1985 | Michelle Carnes Magness , broadcast journalism graduate and former Bobcat mascot, is a homemaker and military spouse living in San Pedro, Calif. |
| 1975 | Robin Ann Loving , journalism graduate, lives in Laredo, where she operates her own public relations business, Communication Results. | 1986 | Rob E. Patterson , speech communication and political science graduate, earned his PhD at the University of Nebraska and is director of academic approvals and assistant professor at the University of Virginia in Charlottesville. |
| 1976 | Stella Marie Hatch , Spanish graduate, is a public school teacher in Corpus Christi. | 1987 | Donald S. Willig , physics graduate and Bobcat football player, is a neuroradiologist with South Texas Radiology and lives in Boerne. |
| 1977 | Doris Kay Torno Carr , criminal justice graduate, is an attorney in private practice in Apollo Beach, Fla. | 1988 | David Dandeneau , marketing graduate, is southwest regional sales manager with TricorBraun, living in Newport Beach, Calif. |
| 1978 | Richard Whitley , geography graduate, is an attorney in the Rogers & Whitley firm in Austin. | | |
| 1979 | Melanie B. Angel-Chaya , elementary education graduate, earned a master’s degree in speech pathology and audiology in 1980 and is an interdisciplinary team leader in the Cypress Fairbanks ISD living in Houston. | | |



Former President Johnson presents the LBJ Award for the Outstanding Senior Man to Norman Alexander at the August 1971 commencement ceremonies.

- 1989 **Annette S. Collie**, sociology graduate, is a legal assistant in the Office of Public Insurance Counsel in Austin.
- 1989 **Christopher Sommer**, broadcast journalism graduate, is morning drive anchor with KPLX-KLIF Radio in Dallas and lives in Mansfield.
- 1990 **Clint N. Swindall**, public relations graduate, is president and CEO of Verbalocity and lives in Bulverde.
- 1991 **Reginald "Reggie" C. Rivers**, journalism graduate and Bobcat football player, played six seasons with the Denver Broncos, was a columnist for the *Rocky Mountain News* before it closed and has his own writing and speaking service in Denver.
- 1992 **Ronda Marie Ratcliff**, mathematics graduate and Bobcat women's basketball player, is a teacher in Canyon.
- 1993 **Jonnie L. Wilson**, English and history graduate, lives in San Marcos and is assistant director of multicultural student affairs at Texas State.
- 1994 **John David Schlemmer**, foods and nutrition graduate, is a registered dietician with Chartwells and lives in Austin.
- 1995 **John M. Holley**, elementary education early childhood education graduate, lives in Allen.
- 1996 **Natalie Sally Abbott**, international studies graduate, is employed by Atofina Petrochemical Foundation and lives in Houston.
- 1997 **Belinda Ann Munoz**, English graduate, lives in Denver, Colo.

- 1998 **Jeremy R. Gage**, law enforcement graduate, is a lieutenant and special agent in the Air Force, living in Ashburn, Va.
- 1999 **Christina Ann Schroeder Baese**, accounting graduate, earned her MBA in 2000 and lives in Kyle.
- 2000 **Wayne R. Oquin**, music performance graduate, earned his doctorate at Juilliard and now teaches there and lives in New York City.
- 2001 **Eric Sean Weaver**, clinical laboratory science graduate who earned a master's in health administration, is chief administrator and CEO of Austin Sports Medicine.
- 2002 **Andrew Russ**, computer information systems and quantitative methods graduate, is a financial manager with HEB in Houston.
- 2003 **Maxwell O. Clarke**, economics and mathematics graduate, lives in Brooklyn, N.Y.
- 2004 **Lesley K. Lawrence-Hammer**, political science and English graduate, earned her law degree at Vanderbilt and is an attorney with the Howrey firm in Washington, D.C.
- 2005 **Alvin R. Curette**, psychology graduate, lives in Lawrence, Kan.
- 2006 **Diana Molina**, French and international studies graduate, lives in Austin.
- 2007 **Rachel Brody**, speech communication graduate, lives in Houston.
- 2008 **Jose Antonio Banos**, journalism advertising graduate, lives in San Antonio.

Maybe next year...

Text featured in one two-page spread inside the bright green 1972 *Pedagog* yearbook edited by San Marcos journalism major Theresa Shipp Schwartz '72 seemed a little skeptical about student-related changes at the university. The issues appeared to be both the speed of change and the question of whether change would come at all.

As the writer wrote, "Every year at SWT, proposals for change are made concerning student organizations, housing, classes and other interests. Sometime, the changes are put into effect immediately; at times changes are made with alterations to the proposals; and sometimes the proposals fall on deaf ears."

But one change for which Associated Student Government had pushed in 1972 would come sooner rather than later.

When the Alumni Association introduced the Lyndon Baines Johnson Award in 1970, it was designated to honor the "Outstanding Senior Man." After all, women had their own award. The Sallie Beretta Outstanding Senior Woman Award had been introduced in 1963. As stipulated in the former regent's last will and testament, the Sallie Beretta Award carried as its prize a silver tea service.

The problem was the LBJ Outstanding Senior Man Award carried a \$1,500 stipend. Somehow, the two just didn't seem quite equitable.

Houston dentist Bill Clitheroe '75, president of the Alumni Association, promised the students that the alumni board would consider changing the award to recognize either gender at its April 1972 meeting. Most likely, the board's vote was not a landslide.

But the motion to bring gender equality to the award did pass and the association made the change. Although no award was given in 1972 and it went to co-recipients in 1973 (Deborah Joy Rittiman and Frank Wedig Jr.), the late Sally Moeller Kingsbury received the Lyndon Baines Johnson Outstanding Senior Student Award in 1974, beginning a string of female recipients that ran through 1977.

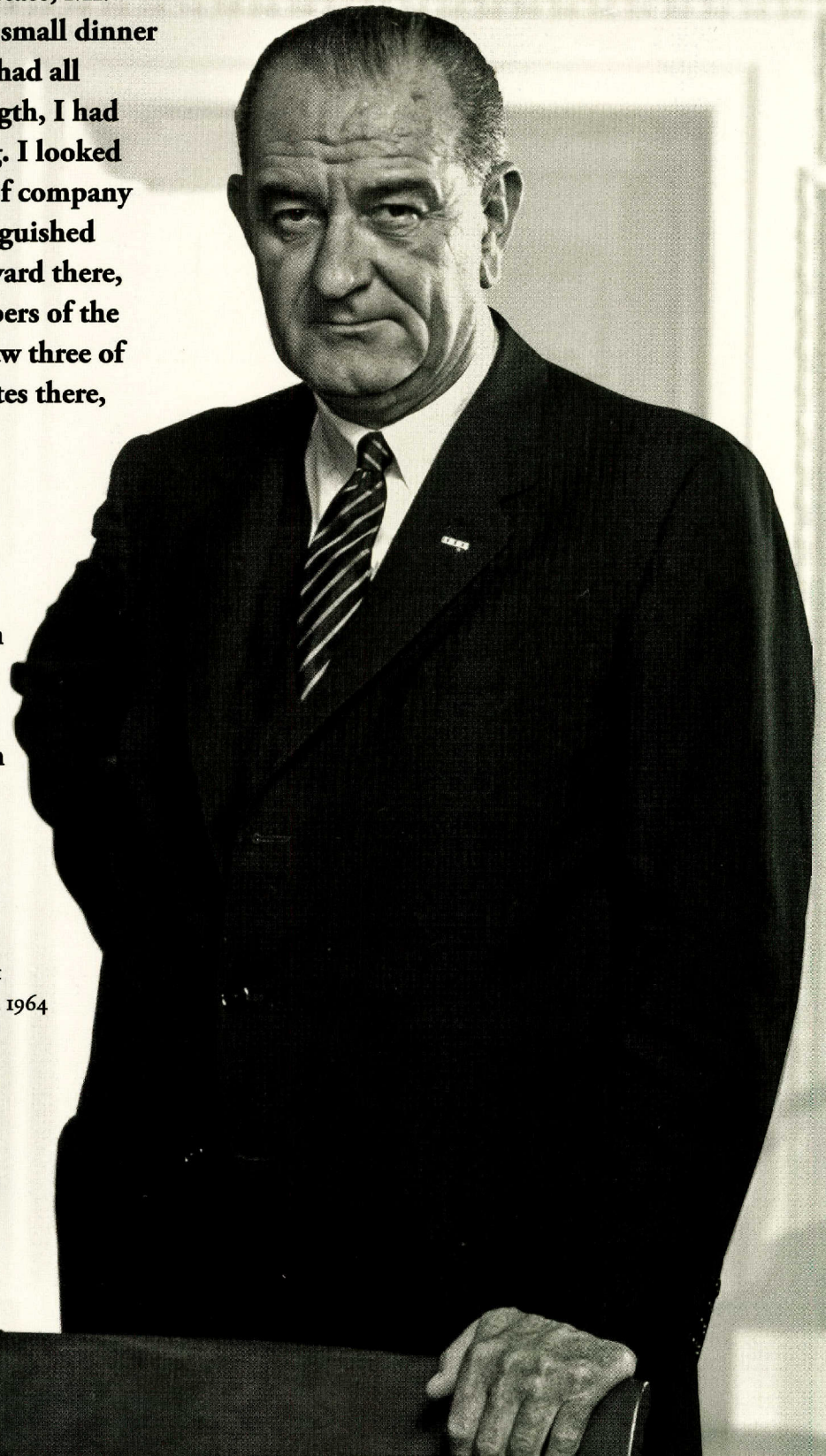
The headline in the 1972 *Pedagog* read "This year, next year, next year, next year."

But this change did come the very next year.

One from San Marcos — the boss

“I was just telling Dr. [Jim] McCrocklin that shortly after I became president, the prime minister of one of our neighboring countries paid his first visit to Washington and the scholarly secretary of state, Mr. Dean Rusk, had him to a very small dinner party that evening. After they had all toasted each other at some length, I had to give the toast of the evening. I looked around just to see what kind of company I was keeping. I saw the distinguished former dean of faculty of Harvard there, I saw one of the leading members of the faculty of Princeton there, I saw three of Harvard’s outstanding graduates there, and there was Senator Fulbright, Secretary of State Rusk, and at least two more Rhodes Scholars. So I concluded my toast by welcoming to the dining room that evening four Rhodes Scholars, three Harvard graduates, two from Yale, one from Princeton, and one from San Marcos State College! ”

— President Johnson speaking
at the inauguration of
Jim McCrocklin as president
of the college, November 20, 1964



Oral History Project brings LBJ's San Marcos–Texas State connections to life

by Pat Murdock

Many of the 49 individuals interviewed for the collaborative Oral History Project that has been on exhibit at the LBJ Museum of San Marcos since August 23 have personal stories to tell about their interaction with President Lyndon Baines Johnson or they have strong feelings about his legacy.

Some of those interviewed by history graduate Barbara Thibodeaux recalled especially the civil rights, education and social service reforms and progress that were made during Lyndon Baines Johnson's days in Congress and the White House. Some were direct beneficiaries of his efforts to bring electricity to broad sections of Central Texas and the Texas Hill Country.

For a few of the interview subjects, their connection to the 36th president of the United States was tenuous at best. But they still have something to say about the political and social issues of the time around the Johnson days and about life in Central Texas.

Some, like San Marcos community activist Ollie Giles, shared more family history than LBJ recollections. But while sharing her family information, Giles provides a seldom-seen glimpse of what it was like to be an African-American in San Marcos in the 1930s, 1940s, 1950s and 1960s. Strong glimpses of the struggles and accomplishments of local Hispanics are provided by local Hispanic leaders Augustin Lucio and Celestino Mendez.

Some witnessed — or were directly affected by — historical moments involving President Johnson at his alma mater, such as the signing of the Higher Education Act of 1965 and the transfer of the site of the oldest federal fish hatchery west of the Mississippi River to the university, enabling a campus expansion that would have been impossible without it.

Several met President and Mrs. Johnson at the LBJ State Park during a command performance of the play *Raisin in the Sun* in 1972. At least two Texas State University graduates interviewed were involved in student government when the former president paid a visit to the Student Senate in 1970.

Some, like McAllen dentist Joel Martinez, a San Marcos native who was among Texas State's earliest Upward Bound participants, were beneficiaries of programs that Johnson helped develop. Others — like Texas State President Emeritus Bob Hardesty and his close friend Harry Middleton, the first director of the LBJ Presidential Library and Museum in Austin — were very closely connected with President Johnson and his family, first as employees and later as friends.



President Denise Trauth welcomes guests at the opening of the Oral History Exhibit at the LBJ Museum of San Marcos in August. The exhibit is on display through May.

The daughters of the Johnson family’s close friend and business associate and fellow Texas State Distinguished Alumnus J.C. Kellam had special long-term connections with the Johnsons.

And who could not appreciate Liz Carpenter’s special role with both Lyndon and Lady Bird Johnson?

For others, like retired University of Alabama professor Bruce Roche and retired Southern Illinois University professor David Conrad, there were professional and political connections that created lifelong memories. Roche was director of the university’s media relations operation during the time leading up to the Johnson presidency. Conrad was selected by the administration to be one of the trio of faculty members to write the book *LBJ: The Formative Years* that was published in 1965. Today, he is the only surviving author. Both men’s research and experiences helped add to the local knowledge and understanding of the tremendous impact the future president’s student days in San Marcos at Southwest Texas State Teachers College had on his life and legacy.

For the LBJ Museum of San Marcos, which opened in its downtown San Marcos on-the-square location on December 6, 2006, after more than nine years of fundraising, facility enhancement and hours of volunteer work, collaboration is a way of life.

First and foremost, there’s the building that houses the museum. Hays County, which owns the structure, made it available to the museum on \$1-a-year, 50-year lease, with the understanding that the nonprofit organization’s board of directors would raise funds to rehabilitate the building. And they did. It was an arduous process, but Phase I of the rehabilitation project was completed, and the museum opened its doors to the public.

While there’s always been collaboration between the university and the LBJ Museum, the Oral History Project Exhibit took that collaboration to a new level.

It was announced in June 2008 that Humanities Texas, the state affiliate of the National Endowment for the Humanities, had awarded an \$11,938 grant to Texas State University for the Oral History Project Exhibit. Over the past three decades, Humanities Texas has awarded more than 2,000 grants to Texas organizations for public programs grounded in history, literature and other humanities disciplines. The grant is made possible with support from “We the People,” an NEH initiative promoting the understanding of U.S. history.

Because of the museum’s accessible location, Texas State President Denise Trauth asked the museum’s board of directors if



Sisters Luci Baines Johnson, left, and Lynda Johnson Robb talk at the opening of the Oral History Exhibit at the LBJ Museum of San Marcos in August.

they would like to partner with the university by developing an interactive exhibit using interviews and photographs resulting from the Oral History Project. The board readily agreed, and the largest cooperative venture between the university and the museum to date was born.

The Oral History Project is an outgrowth of the Texas State LBJ Birthday Centennial Steering Committee's Community Subcommittee, chaired by San Marcos resident Bill Cunningham, a Texas State journalism graduate who is also a former San Marcos city councilman and former Texas State University System regent.

The Humanities Texas funding made it possible for the museum to launch its first interactive exhibit. The exhibit features oral history text, photographs and an interactive kiosk of audio clips and other items. The words and thoughts of Johnson-era San Marcos community leaders, area residents, Texas State alumni and friends of the late president were recorded and transcribed. Equipment and display panels made possible by the Humanities Texas grant added features that the museum had been missing since its opening — interactive capabilities and better portable components that enable the transport of exhibit elements to off-site venues, such as the local public schools.

The theme of the exhibit is "Remembering LBJ and His Legacy: Local Recollections — An Oral History Project." According to Museum Director Scott Jordan, the major components of the exhibit will remain in place until May 2009.

If he were still alive, President Lyndon Baines Johnson would have turned 100 years old on August 27, 2008. Although his centennial birthday sparked a national celebration that culminated with his actual birth date, Texas State is keeping the LBJ

focus in academic work and special programming throughout the 2008-2009 academic year.

The university's unique Common Experience program, which has for the past four years adopted a specific theme for a cross-discipline academic and special event focus for the year, chose "Civic Responsibility and the Legacy of LBJ" for the 2008-2009 academic year. A working steering committee and an honorary committee composed of dignitaries closely associated with LBJ have led the planning for Texas State's LBJ Centennial Celebration. Co-chairs of the committee are Becky Prince, vice president for university advancement, and Gene Bourgeois, associate provost.

Oral History Project

Interviewees

Nanci Coddington Almond, resident of Wimberley, is a retired Texas State administrative assistant. She and her late husband Bill attended the inauguration of President Johnson in 1965. She has given the gown and gloves she wore at the inaugural ball to the LBJ Museum of San Marcos.

Lunelle Anderson, designated dean of women emeritus by the Texas State University System Board of Regents, worked



Guests at the opening of the Oral History Exhibit included Pat Murdock, president of the board of the LBJ Museum of San Marcos, Lynda Johnson Robb and State Representative Patrick Rose.

at the university from 1967 until her retirement in 1984. Her late husband, Carl Anderson, was an administrator at Gary Job Corps Training Center for many years. He spent his last five years as executive director of the Texas Educational Foundation, which ran Gary and several other Job Corps.

Bob Barton, a 1954 Texas State University history graduate, is a Hays County native, longtime newspaper publisher, former state representative and former Hays County Democratic Party chair.

Harry Bishop was manager of the Federal Fish Hatchery in San Marcos when President Johnson announced the property switch with Texas State University at the inauguration of Texas State President James H. McCrocklin in 1964. The local Federal



San Marcos Mayor Susan Narvaiz greets Texas State President Emeritus Robert Hardesty at the LBJ Museum of San Marcos. Ann Marie Ellis, dean of liberal arts at Texas State, and former chair of The Texas State University System Board of Regents Bill Cunningham join the conversation.

Fish Hatchery, now the site of the J.C. Kellam Building and the Theatre Center, was the oldest federal fish hatchery west of the Mississippi River.

Alton G. Brieger came to Texas State from Texas A&I University in Kingsville in 1964 as registrar and dean of admissions. He retired as associate professor of history emeritus in 1985.

Rose Brooks, lifelong San Marcos resident, is a former employee of Community Action and Gary Job Corps. A graduate of Huston-Tillotson University, she is a community and political activist.

Elizabeth “Liz” Sutherland Carpenter, often called the “funniest woman in politics,” is a writer, feminist, former reporter, media adviser, speechwriter, political humorist and public relations expert. She was Lady Bird Johnson’s press

secretary, executive assistant to the president and is a Johnson family friend of long standing.

Terry Collier and his wife Cathy, both 1969 Texas State journalism graduates, edit and publish the *Fredericksburg Standard-Radio-Post* newspaper. Terry Collier is a former *Star* editor.

David E. Conrad, former Texas State history teacher, was chosen to serve as one of the authors of *Lyndon Baines Johnson: The Formative Years*, which was published by the college in 1965. Today, he is the only survivor among the trio of authors, which included William C. Pool and Emmie Craddock.

Eleanor Butt Crook, member of the board of directors of the LBJ Museum of San Marcos, is the widow of William H. “Bill” Crook, who served as the national director of VISTA and ambassador to Australia during the Johnson administration. Crook was also president of San Marcos Baptist Academy.

Bill Cunningham, 1973 journalism graduate, was the first Texas State student to be elected to the San Marcos City Council. Owner of a public relations firm based in San Marcos, he provided public relations counsel and services to the Pedernales Electric Cooperative for many years.

Carolyn Kellam Curtis, retired University of Texas at Austin administrator and active Austin community volunteer, is the daughter of the late J.C. Kellam, who managed the Johnson family broadcast affiliates in Austin for many years. A Texas State Distinguished Alumnus, Kellam was chair of The Texas State University System Board of Regents.

Lillian Dees, retired Texas State administrator who continues to teach in the Department of Sociology, received her bachelor’s degree from Texas State in 1982 and her master’s in 1989. She worked in the College News Service for Bruce Roche during the years leading up to Lyndon Johnson’s presidency.

Wallace Dockall, a Distinguished Alumnus, received his bachelor’s degree from Texas State in 1948 and his master’s the following year. He joined the administrative team that oversaw the development and opening of Gary Job Corps in 1965. In 1967, he became CEO of the Texas Educational Foundation, which managed Gary and other centers, where he served until 1993.

Wren Giesen, 1937 accounting and English graduate, is a longtime resident of San Marcos who recalls Lyndon Johnson’s days here when he was a student.

Ollie Giles' interest in tracking her own ancestors led her to found her own business, Ancestor Chart Tracers. A member of the San Marcos Historical Commission and the board of directors of the Calaboose Museum, she has worked to discover the history of African-American families in Hays County.

Gayle Shipp Granberry, 1967 journalism graduate, became the first woman in Texas (and the third in the nation) to be news director of a metropolitan television station when she was named the first news director for what is now KVUE-TV in Austin. Now a spokesman for Seton Hospital, she scored points with President Johnson when she "ambushed" him for a live interview during her student journalist days at Texas State.



At the oral history opening were Scott Jordan, director of the LBJ Museum of San Marcos, and Barbara Thibodeaux, who conducted the oral history interviews.

Rosemarie "Pixie" Dietel Hageman, 1974 elementary education graduate living in San Marcos, is the daughter of the late editor and publisher of the *Fredericksburg Standard-Radio-Post*, Norman Dietel. She and her family donated a large collection of photographs and other materials to the LBJ Museum of San Marcos.

Robert L. Hardesty, former speechwriter for President Johnson, became the seventh president of Texas State University in 1981. He served in that role until 1988, strengthening the LBJ connection by, among other things, introducing both the LBJ Picnic and the LBJ Distinguished Lecture Series. He resides in Austin, where he maintains close ties with the Johnson family.

Nicki Stallman Harle, 1971 speech communications graduate, is executive director of the Texas Midwest Community Network, living in Baird, Texas. For a time, she served as director of alumni affairs at Texas State. As a student and

as alumni director, she escorted President Johnson around campus on more than one visit.

Wilbur Hopson, retired associate professor of chemistry at Texas State, received his bachelor's degree in chemistry and English in 1938 and his master's in chemistry in 1958. During his undergraduate days, he was a member of Alpha and Omega, better known as the White Stars. Like several other members of the organization, he also worked for the National Youth Administration.

Lee Hudman, 1949 education graduate, returned to her alma mater as Robert L. Hardesty's special assistant in 1981. She and



Texas State University President Denise Trauth welcomes guests to the opening of the Oral History Exhibit in August.

her late husband, John Thorman Hudman, lived and worked in Washington, D.C., for many years.

Lawrence F. "Red" Jurecka received his bachelor's degree in history and journalism in 1952 and his master's in history and educational administration in 1956. He worked as an aide to Senator Lyndon Johnson in Washington, D.C., during the mid-1950s.

Ed and Susan Komandosky, both Texas State journalism graduates, received their degrees in 1966 and 1968 respectively. He is a former *Star* editor; she is a former *Pedagog* editor. He was among the 12 or so who met with President Johnson on a nostalgic visit in the college president's office in 1966.

Eugene Lee, 1974 theatre graduate, was a member of the Ebony Players who performed *A Raisin in the Sun* at the LBJ State Park in 1972. A playwright, actor and director, Lee is currently back at his alma mater as an artist in residence.

Dan Love, lecturer in the university's Department of Communication Studies, worked as a commercial radio and television broadcaster with the properties owned by Lyndon and Lady Bird Johnson for 13 years. A resident of Elgin, Texas, he received his master's degree in speech communication in 1996.

Al Lowman, former Texas State student, is a historian, writer and editor who lives in San Marcos. He is retired from the Institute of Texan Cultures in San Antonio.

Augustin Lucio took a job at Austin's Bergstrom Field after his distinguished military service and studied business administration at Texas State, completing 18 hours before he was promoted at Bergstrom and stopped his studies. An active member of the community, he served 19 years on the San Marcos school board. On May 5, 1972, Lucio led a boycott of the San Marcos public schools to protest unequal treatment of the growing Hispanic community.

Fred March, retired professor emeritus of theatre and former theatre chair, came to Texas State in 1967 and was part of the



Guests John Navarrette and Clarice Lee listen to a portion of one of the oral histories at the LBJ Museum of San Marcos. Lee's husband Eugene Lee was one of the interviewees for the project.

delegation from the department that staged *A Raisin in the Sun* at the LBJ State Park.

Joel Martinez was raised in San Marcos, attended Texas State two years before transferring to the University of Texas dental school in Houston, where he graduated in 1977. He was among the first local students to participate in Upward Bound. He has had a private dental practice in McAllen since 1979.

Nita Louise Kellam Mayo, Austin resident, is the daughter of the late J. C. Kellam, who managed the Johnson family broadcast affiliates in Austin for many years. A Distinguished Alumnus of Texas State, Kellam was chair of The Texas State University System Board of Regents for many years.

Harriett McCrocklin, widow of Texas State's fourth president, James H. "Jim" McCrocklin, lives in Wimberley, where her late husband founded a successful real estate business after his tenure as president. Jim McCrocklin served as undersecretary of health, education and welfare during the Johnson administration.

John McCrocklin, son of Jim and Harriett McCrocklin, is a 1974 management and marketing graduate who continues in the role of president of McCrocklin and Associates, the real estate firm founded by his father.

Celestino Mendez, 1957 industrial arts graduate, is a native and current resident of San Marcos who has been a civic leader, particularly among the Hispanic community. He continues active involvement with the American GI Forum.



Lyndon Nugent, grandson of the president and Texas State alumnus, and guest Eleanor Crook share a story at the museum exhibit opening in August. Crook was one of those interviewed for the Oral History Project. Later in the afternoon Nugent gave the keynote address at the New Student Convocation at Texas State.

Harry Middleton, a speechwriter for President Johnson, was founding director of the LBJ Library and Museum in Austin, where he served for 30 years. In addition, he assisted in preparing the president's memoirs and has published several books in his own right.

Harvey Miller, president of the Dunbar Heritage Association, has lived in San Marcos since 1966. Instrumental in integrating

the Georgetown, Texas, public schools, Miller relocated to San Marcos to work at Gary Job Corps.

Jim Morris was a colleague of Dan Love when Love worked as a commercial radio and television broadcaster with the properties owned by Lyndon and Lady Bird Johnson.

Patricia G. “Pat” Murdock is a Central Texas native who came to Texas State in the summer of 1959 as a junior college transfer student. She received her bachelor’s degree in English and journalism in 1962 and a master’s in English and counseling-guidance in 1969. First hired in the News Service by Bruce Roche in 1963, she retired from fulltime work at Texas State on August 31, 2007. She spent more than 20 years as director of the News Service. She is president of the board of directors of the LBJ Museum of San Marcos.

Bruce Roche, who is credited with coining the “SWT” abbreviation used by the university for years, came as an instructor in journalism in 1958. He would become director of the News Service and chair of the Department of Journalism, roles he held until 1967. After leaving to work on his doctoral degree at Southern Illinois University in Carbondale, he completed his academic teaching career as professor of advertising at the University of Alabama.

Soila Sandoval Rodriguez, who holds both bachelor’s (1951) and master’s (1955) degrees from Texas State, worked for many years in the San Marcos public school system. She was principal at Lamar Intermediate School when she retired.

Theresa Shipp Schwartz, 1972 journalism graduate and former *Pedagog* yearbook editor, was a member of the Student Senate, the legislative branch of Associated Student Government, when former President Johnson paid a visit and offered political advice to the young student senators. Later, she was working at the local radio station, KCNY, when President Johnson died.

Patty Sherrill Sullivan, lifelong San Marcos resident, and her husband Jake have been active community and political leaders for decades. Nominated by the late Congressman Jake Pickle, Jake Sullivan was San Marcos postmaster from 1967 until his retirement in 1982. Patty Sullivan was involved with the development of the LBJ Museum of San Marcos and continues as an honorary board member.

Everette Swinney, distinguished professor of history emeritus, taught at Texas State from 1957 to 1996. An observer of campus happenings and a leader of the Faculty Senate for many years, he played a major role in organizing the Retired Faculty and Staff Association.

“The Chicken Thief in the White House”

Excerpt from Al Lowman’s Oral History Project interview

(Dr. C.E.) Evans became president of the university here in 1911; he succeeded T. G. Harris as president of what was then the normal school. Evans retired in 1942, so he was president of the university here for a period of 30 years, which included the time in the 1920s when LBJ was in school here.

Now in those days, the president of the university did not have the stature that presidents do these days. In fact, Dr. Evans’s wife, Allie Evans, found it her uncompensated responsibility to prepare meals for visiting regents. And so back in those days Dr. Evans’ wife . . . kept some chickens in the backyard. Whenever she got word that a regent was about to visit, she would hasten to prepare a meal. And she would go out in the backyard, catch one of the chickens, wring its neck and prepare a meal for the visiting regent.

So one day Dr. Evans told me that word was received by his office that a regent would be visiting. And so Mrs. Evans

had a particularly plump hen that she had her eye on, and that hen was going to be the next offering for a visiting regent. So Mrs. Evans goes out into the backyard on the morning of the regent’s visit to look for the old hen to wring its neck. And she looks around the backyard, and the old hen is gone!

Now at this time LBJ was living in the garage apartment that was also out in the president’s backyard. And Dr. Evans told me that, “You know, I will be convinced until the day I die that Lyndon beat Allie to that old chicken hen.” [laughing]

I told that story to David Conrad, and he said, “Oh darn, Al. I wish you had told that story earlier. We could have titled the book *The Chicken Thief in the White House*.” [laughing]

Barbara Tidwell, original director and choreographer of the Strutters, Texas State's famed precision dance team, groomed the Strutters for two presidential inaugural parades.

Ofelia Vasquez-Philo, consummate volunteer and San Marcos community activist, was the first director of the Hays-Caldwell-Blanco County Community Action Program.

Leonard Wilson, 1972 theatre arts graduate who has worked in the film industry since he left school, was a member of the Ebony Players while a student at Texas State. He was student director of the play *A Raisin in the Sun* that was performed at the LBJ State Park at President Johnson's request in 1972.

Virginia Woods, former Texas State student who attended periodically from 1934 to 1964, is the widow of White Star member Wilton Woods and the mother of popular Texas writer Janice Woods Windle.

Steve Zinkgraf, founder and CEO of Sigma Breakthrough Technologies, is a 1970 Texas State graduate who served in the Student Senate during his college years. The San Marcos businessman who has taught at Texas State recalls President Johnson's visit to the Student Senate in the late 1960s. ★

A lesson in politics

Excerpt from Steve Zinkgraf's Oral History Project interview

It was either the tail end of 1969 or during 1970. I had been sort of elected to the Student Senate because there was a vacancy... I was not a big politician, but I somehow got into this big caucus about getting rid of the football team.

There were several different factions at that time at the university. There were the hippies because the Vietnam War was going on. (My biggest concern was what my draft number was back then.) There were cowboys who we called "goat ropers," and then there were the frat rats and the independents. So we had a coalition of people from the hippie group, the cowboy group and the frat rat group to get rid of the football team because we realized that a large part of our student fees were going to that and hardly any of us went to the football games. We thought it could be spent in better ways. So that's a long story, the set-up.

We had a Student Senate meeting and a guest was there — LBJ. He was older, and he had gray hair, and he sat on stage but off in a corner, just listening. So with a great deal of zeal, I presented this bill, which immediately got voted down. I sat down. I was watching him. He was just watching, not saying anything, not taking any notes — just taking it all in....

And then at the end of the session, he was asked to make some comments. And I tell you he didn't say much; he didn't talk very long, but his words still echo in my mind. I still, when I get into leadership situations, remember what he said because it was so simple.

He got up and he said, "I've been watching y'all do the politics." He said, "Y'all don't know anything about politics. Politics is very simple. First you have to decide if what you want to do is right, and once you decide that and you decide it is right, then the next step is simple. You run over anybody who gets in your way." Then he pretty much sat down.

And I thought that makes sense. I never did that. I never was in a position to do that. But now, several times over the last 35 years that I have lived, I have been in a position where I had the choice of running over somebody or not, and I thought, "Is this right?" and, if it is, then I would run them over. So that was pretty much my story. But I think it was true wisdom. He really did politick that way. He was known to be a bulldog on things. But he made it so simple and actually attractive to me.

And, as an [naval] officer, I could remember back to what he was saying there, and it helped me to make tough decisions as an officer. The whole thing might have been 30 seconds or a minute, but I thought there must have been something special about that for me to stick with it. I use that story all the time, in every executive training session we have where we are teaching executives how to do what we are trying to get them to do. I don't know if they appreciate the story, but I love telling it.

The War on Poverty

In her Oral History Project interview, Eleanor Butt Crook talked about her late husband's service to the presidency of Lyndon Johnson. William "Bill" Crook was president of San Marcos Baptist Academy in 1965 when he was named to head a five-state headquarters of the OEO (Office of Economic Opportunity). From there he became national director of VISTA (Volunteers in Service to America) and finally ambassador to Australia.

"All of this fit in with his (Bill's) increasing conviction that only government could do certain things," she said, "that it can't change the human heart but it can change what is permissible in a just and civilized society. All of these particular posts that he held were posts which implemented that vision of government.

"But I also remember Bill's impression of Johnson's sensitivity to social injustice from the very beginning, when a lot of people wouldn't have thought of that as a major characteristic before he actually was in the presidency. He had not been known as a civil rights leader, and this was not particularly on the race issue. It was just simply an impression that this was a man who was deeply committed to doing the right thing and his admiration for people who did the right thing. That was reflected in his relationship with a number of people, like

Bill Moyers and Bill Crook. There were a number of young men who came out of the same sort of background, and Johnson was very drawn to those people and very anxious to incorporate them in government. That alone will tell you a great deal about a person.

"There was a sense of mission, of commitment, of vision. I know I heard Bill say so often, 'Never before has a society on such a trajectory of success and power stopped to pick up those who have fallen behind,' but that's what Johnson envisioned. Stopping to look behind and say, 'Who was left out?' and trying to sweep them into the forward march. That was what the War on Poverty was all about. And these (in the administration) were all people who saw that vision and responded to it, wanted to be a part of it. They came from such diverse backgrounds — there were people out of the Ivy League establishment and there were many people like Bill, who came from southern church groups, that kind of thing. (Bill Crook was an ordained minister.)

"I remember his telling a funny story about being with a couple of volunteers in a living room — I think it was in Chicago. A big roach ran across the floor, and the volunteer very automatically slipped off his shoe and hit the roach, and the owner of the house laughed loudly. He said, 'Son, they were here before you were!' Bill always thought of that as a kind of symbolic statement that you had to see the situation as it was and had been, that you just couldn't go in with an idea of how to clean things up."

Eleanor Crook remembered that all was not smooth sailing for the War on Poverty programs. "There was intense resistance to the VISTA programs because they were not about just doing good, they were about changing the social order of things and getting people the right to vote, about organizing. They organized these people to demand things that were their rights but that they had never made any claim to because of fear. Of course, that's what VISTA did, and those people were not welcome in a lot of places.



“Standing behind them (VISTA workers) — standing up for them — was a major concern all the time, whether you placed them ever in danger or whether you actually produced any change that could be permanent. Or whether you just stirred up trouble, and the minute you left town, the people that had worked with you were left to bear the brunt of that. It was always a question of whether change had actually been effected.

“Bill always fought for funding, and of course, it was a sympathetic Congress to some degree. Johnson never backed down from what he wanted. He never left you hanging out to dry. If you started a program that Johnson approved and believed in, he was going to stay behind you when the going got rough. That was one thing that Bill felt all along. Amazingly, he ran into some big opposition from people who were friends of Johnson’s and supporters, and the president always backed him.”

She said that her husband despaired of the efficacy of the War on Poverty. “He felt that, like all the OEO programs, (they were) cut short. I have a friend who was part of the Nixon administra-

President Johnson consults with Bill Crook, one of his aides in the War on Poverty, in the Oval Office on February 7, 1968. Photo by Yoichi Okamoto

tion, who was (White House Chief of Staff H.R.) Haldeman’s chief assistant. And he says that one of the chief aims of the Nixon administration, stated very openly and forcefully, was to get rid of the OEO programs. So it was not a casual neglect policy; it was an act of dismantling. The actual power was taken away from the agencies, the Peace Corps, VISTA and Community Action, as well as legal services to the poor and Job Corps. All of those programs were pretty defanged under the Nixon administration, which didn’t leave a whole lot of time that they had been in effect.

“So I think Bill always felt that there was a lot of efficacy, of potential that was never realized, that they made some changes but that they were really in the end pretty incremental as far as staying power because of the long years following when they were not nurtured or supported.” ★

Federal Fish Hatchery transfers to Texas State

Harry Bishop was manager of the Federal Fish Hatchery in San Marcos when President Johnson announced the property switch with the university at the inauguration of university President James H. McCrocklin in 1964. The local Federal Fish Hatchery, now the site of the J.C. Kellam Building and the Theatre Center, was founded in 1893 and was the oldest federal fish hatchery west of the Mississippi River.

In his interview with oral historian Barbara Thibodeaux, Bishop colorfully described the events of the transfer:

Although the U.S. Fish and Wildlife Service Web site says the “aging hatchery” was donated to Southwest Texas in exchange for land for its present location south of town, the transfer was, in fact, quick.

According to Bishop, “It was pretty sudden. I got a phone call from (our regional headquarters) Albuquerque. A friend of mine was on the other end. He said, ‘Now hear me out. We are going to close the fish hatchery. LBJ has decided to give it to the university.’” The friend then described to Bishop the myriad, intricate bureaucratic hurdles that had to be crossed in giving federal land away. It was Bishop’s job to make university President Jim McCrocklin understand the process.

Bishop recalled his first visit with McCrocklin. “I shined my shoes and went up to talk to Dr. McCrocklin. I introduced myself. He said he understood; he had been forewarned. He had a pretty good understanding of the federal land disposal hoops that needed to be jumped through. We had a real pleasant conversation, and then he brought up the (college) farm on McCarty Lane. He brought it up...and it just evolved from there. He went so far as to get us the property we asked for, plus another 40 or 50 acres adjacent to it.” The federal land giveaway became instead a swap of properties.

When asked if it was an even swap, Bishop said, “Well, I don’t know. If you take a pile of wood and trade that for a finished house, is that an even swap? He (LBJ) saw to it that there was enough money made available so we could take the pile of wood and make it into another facility.”

Although his advice had not been sought and he initially did not like the prospect of closing the hatchery, Bishop said he did feel better after talking to McCrocklin. The reason the change came about, according to Bishop, was that both “LBJ and the university wanted it.”

“He (LBJ) and McCrocklin were pretty good friends. Of course, Jake Pickle was involved, and Pickle and McCrocklin were pretty good friends. It couldn’t have been done without the political power of LBJ.”

Bishop is not sure who the instigator was. Could it have been McCrocklin? “Probably, but all we ever heard was that LBJ was giving it to the university. It was the president of the United States saying in an executive directive that this is going to happen.”

Bishop told how, five or six years later, the Austin hatchery had the same fate. It was closed and never re-opened, and the land was given to the University of Texas at Austin. Ironically, Bishop had transferred to the Austin hatchery as a regional biologist.



From Austin, he went to the regional office in Albuquerque as an assistant regional director for fish hatcheries, where he stayed five or six years. But Harry Bishop was not finished with San Marcos. Years later he would return and retire in San Marcos, where he continues to make his home.

Bishop had another LBJ story relating to the fish hatchery:

“In a fish hatchery, your most prized possession is your little herd of brood stock, your adult fish, because you keep a limited number of those. So all of the fish hatcheries are proud of their brood stock, at least in channel catfish. I got a phone call from Albuquerque saying that ‘I’m putting you in charge of a project. We want’ — I don’t remember, a hundred or two hundred — ‘of your brood stock to go to the LBJ Ranch, and we want them delivered tomorrow morning shortly after midnight.’

“I asked, ‘What’s happening?’ He said, ‘I don’t know. That’s the word we got, and that’s the word you got.’”

Bishop said he explained that the local hatchery did not have anywhere near the number of fish requested. But, he said, the man from Albuquerque simply said, “Well, you organize it and just be sure it gets done. You can talk to the hatchery at Inks Dam.”

Recalling the incident, Bishop said he doesn’t remember if Austin had any catfish or not, but both Inks Dam and Tishomingo, Okla., did.

“So we organized this, (which) means taking the water out of ponds and selecting whatever number of catfish each one of them was to contribute, and putting them all on a truck and getting them down to Inks, which is at Burnet,” he said.

“Shortly after midnight, we arrived there and the foreman of the (LBJ) ranch came out. I told him who I was and what we were doing. He said, ‘Yeah, we were waiting for you. We’ll show you where to take the fish.’”

Hoping to learn why the mission was necessary, Bishop asked the ranch foreman what was happening. He was told, “The German is coming.” Bishop then asked, “Who would that be?” And the foreman said, “Konrad Adenauer,” the former chancellor of Germany, whom LBJ called “the German.” He explained further, “The German is coming, and he loves to catch catfish. So you’re here to supply his entertainment, probably for two hours.”

The former federal fish hatchery man summed it up well: “You know, power is power. He (Johnson) had a lot of power, and he did exercise it. I am sure a lot of good came from it.” ★

The White Stars

In his book *The White Star Story*, published in 1989, the late Roy Willbern wrote the official history of Alpha and Omega fraternity, formed at what was then Southwest Texas State Teachers College in 1929.

In an invitation to a book signing held January 18, 1989, retired English professor Jack Rosenbalm gave an apt description of the book:

“*The White Star Story* reveals the first political forays made by Lyndon Baines Johnson while he was a student at Southwest Texas State University (actually State Teachers College). The White Stars, at the time an illegal fraternity, successfully attempted to take control of campus politics and use student fees for activities other than those espoused by the athletic department. In the late 1920s, the Black Stars (Beta Sigmas) controlled the campus and the patronage that went with such control — particularly the assignment of funds and the control over student jobs.”

Rosenbalm concluded, “The book offers a unique view into the colleges of Texas during the years of the Great Depression, biographical sketches of each of the 117 (White Stars about whom information was collected) members, and an insight into the early years of one of the country’s most controversial presidents.”

According to Roy Willbern (White Star No. 86), 121 names were listed on the Alpha and Omega roster from 1929 to 1948, when it stopped accepting members. Among the names were those of his two brothers — York (No. 67) and Clyde

(No. 93) — and Lyndon Baines Johnson (No. 3). Credited as the first members were Horace Richards (No. 1) and Vernon Whiteside (No. 2).

As Willbern pointed out, Alpha and Omega was a secret society. Fraternities were not sanctioned on campus until the 1960s, and permission from college administrators was not sought when the group was organized.

The dubious honor of being the first campus fraternity goes to the Beta Sigmas, referred to as “Black Stars,” organized in 1920 and also not sanctioned by the college. As university historian and professor Ron Brown wrote in one of his published accounts of school history, many members of the secret society were football players. To become a Black Star, one must be nominated and unanimously approved by other members of the group. They were very active in campus politics.

The perceived “presumption and exclusivism” of the Black Stars was the first reason for the White Stars’ birth, Willbern wrote. The second reason, he said, was to rectify the perceived inequities in the distribution of student activity fee money. A third, he admitted, was for social prestige.

After college, White Star alumni continued to bond and found real-world support for their businesses, professional and economic lives.

Determining exactly who was responsible for organizing the White Stars depends in large part upon whom you ask.

Roy Willbern “suggested” that the organizers were “probably” Horace Richards and Vernon Whiteside, closely assisted by Wilton Woods (No. 7) and Walter Grady (No. 4). In separate recorded interviews, Richards and Whiteside each claimed to have started the organization. Even Lyndon Johnson, in an interview after he left the White House, claimed the honor. In one of his interviews, Walter Grady attributed the idea for such

a group as rising from his brother's experience with a fraternity at another college.

A totally different perspective on how the White Stars came to be was presented by Janice Woods Windle in her novel *Hill Country*, published in 1998. In the book, which revolves around her grandmother Laura Woods, Windle credits Laura — mother of White Star Wilton Woods — and Prof Greene with coming up with the idea to form the White Stars.

An unsigned on-line review of *Hill Country* said, “The leading lady of *Hill Country*, Laura was an intelligent, simple, yet complicated woman. Born about 1868, she led a Texas-sized life, jam-packed with experiences ranging from Indian raids to helping her dearest friend's baby boy, Lyndon Johnson, grow up to be president of the United States. She witnessed the community lynching of a white murderer, fell in love with a pariah, lived alone on a wilderness ranch, endured Mexican revolutionary violence and a horrible train wreck, helplessly watched a daughter's slide into schizophrenia, engaged in feminist and political activities, flew with Charles Lindbergh — and, aged 93, moved to California. When that didn't work, she got herself back to Texas again, hampered by age but up to the challenge. ...”

The reviewer continued, “During this long life, she wrote everything down: random thoughts, momentary furies, things she must do, things others should do, observed injustices, acknowledgment of the folly and error of those around her.” She saved them all, along with carbons of letters giving advice to 11 American presidents and many other public personalities, and boxes full of photographs, newspaper articles, campaign materials from political contests she had worked in, and voluminous correspondence and personal files.”

Although Windle's book is a novel, the origin of the White Stars came from Laura's recorded memories.

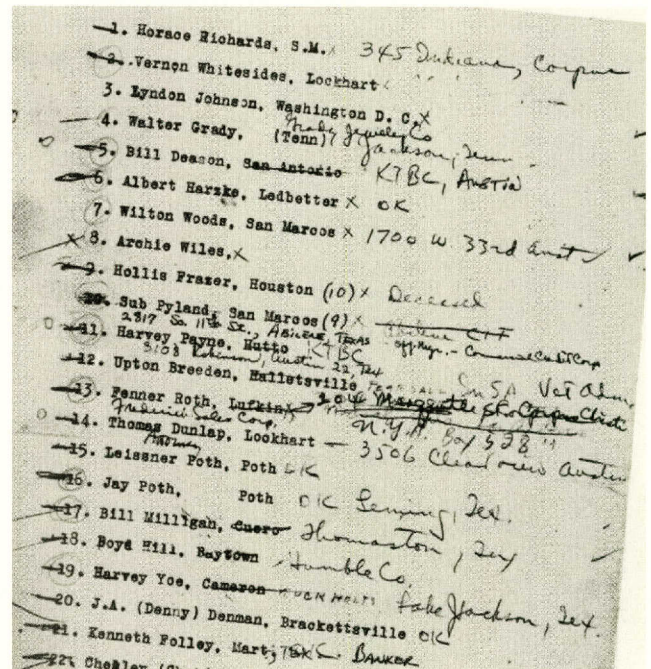
Historian Barbara Thibodeaux, who conducted the 49 interviews for the Oral History Project, asked Virginia Woods, the widow of Wilton Woods and daughter-in-law of Laura Woods, about the role her mother-in-law played in forming the White Stars.

Thibodeaux asked, “There have been a lot of different stories about how the White Stars formed, and I was so intrigued when I read *Hill Country* that your mother-in-law actually claimed that it was her original idea. Do you think there's any truth to that story?”

Woods replied, “I wouldn't doubt that she claimed it. I'm not saying that it's true. But I know my husband talked about the

need for a political organization in San Marcos that they didn't have at that time. And so these boys were very active politically long before they finished school, not just in the campus politics but local politics, too.”

She continued, “For instance, Westover School was on the west side, and the little children on the east side, where the schools are now, had to walk all the way through the cemetery to get to that west side school. And they said that there should be one on the southeast side, too, and those boys worked —



From *The White Star Story*, p. 85

campaign — to get that school on that side. They ... went the last 30 minutes of the voting time and voted for Wilton (as a write-in candidate) to be a trustee. And he was a trustee ... bought the land where the schools are now.”

Thibodeaux asked, “Was there any animosity directed personally to LBJ or to Mr. Woods during or after their college years from some of the Black Stars?”

Woods responded, “I never felt it. I don't know. ... Because, actually, the White Stars were very supportive of the athletic programs. It's just that they wanted the other side to be recognized, too.”

Without a doubt — and regardless of who started the organization — the White Stars were supportive of their alma mater and each other, professionally and personally. ★



Robert L. Hardesty, LBJ and Texas State – The roads connect

When Robert L. Hardesty went to work for President Lyndon B. Johnson in 1964, he could not have predicted that one day he would be president of Johnson's alma mater.

Hardesty, who was a speechwriter and assistant to President Johnson from 1964 to 1969, recalled how he got that job:

"I was writing speeches for the postmaster general, and I was told when the White House was looking for a new speechwriter, they called the Democratic National Committee and asked them to send the 50 best speeches written during the '64 campaign for Cabinet officers. I say 43 of them were for John Gronouski, the postmaster general. That's how it came about. I did not know anybody in the White House, and I never met President Johnson. But I was an advocate, a firm believer in what he was doing — civil rights, poverty, health and so forth. I wanted to go to work for him in the worst way, but I didn't know how to go about it because I didn't know anybody there. I didn't have an advocate. So the only way I could do it was to write good speeches that would come to their attention, which is what happened."

He continued, "Well, the first day I was over there, Jack Valenti called and said come on over, the president wants to meet with you. And that was quite a thrill. I figured the first day I wasn't going to meet the president. I went over to the Oval Office, and he was sitting behind his desk. First thing, he

got up from behind his desk and came around and shook my hand, which I thought was a wonderful gesture for the most powerful man in the world to do that for a lowly speechwriter. He said, 'I want to get to know you because, if you are going to write speeches for me, you need to get to know me.' He ushered me over to the sitting area. He sat in the rocker, and I sat on one of the facing sofas. And he just talked about how he wanted his speeches written. Short speeches, short sentences, short words, short paragraphs. He said, 'You've got to write them so that the char woman in the building across the street will understand them.'

"So we talked about that for a while. Then he said, 'People are going to try to get favors from you. They are going to flatter you and tell you that you're the smartest man in the world,' he said. 'You and I know you're not. So if they want favors, just say you are not in that business. And if they say, well, they know the president, which is sort of a threat, say, well, you are just going to have to go to the president.' I never had any problems with that after that," Hardesty recalled.

Hardesty also remembered President Johnson's caution, "Don't do anything to embarrass the presidency." The White House staff of the 1960s was much smaller than it is today, Hardesty noted. He said there were probably only 80 or 90 people who worked as assistants to the president at the time. The president told him, "You're among that exalted few. Take it seriously, and don't do anything to embarrass the presidency — ever. It's the greatest office in the world, and don't do anything to weaken it."

After that conversation, Hardesty said he went back to his office and started writing speeches.

Although there were multiple speechwriters, no one specialized, according to Hardesty, explaining how it worked: "You specialized in what President Johnson wanted you to specialize in. If he had something on his mind, and he happened to run

Opposite page: President Johnson shakes hands with Robert Hardesty during a receiving line for the Businessmen's Dinner, Blue Room, White House, October 5, 1965. Photo by Frank Wolfe

across you in the hall, he would assign you the speech. Sometimes he would assign a speech to three people, the same speech, to get a little competition going. He didn't mind competition."

The speechwriting process also varied, according to Hardesty. "Sometimes Jack Valenti would call and say that the president has a speech such and such a date to such and such a group, and he wants a speech draft. Sometimes the president called and said he wanted a speech draft. You just never knew. It was very informal. There was no chief of staff at the White House. The president was his own chief of staff, and he didn't think anything of it to pick up the phone and say I need a speech for such and such."

There was not always agreement among the staff about the president's speeches, Hardesty said. Some of them wanted the president "to sound like Jack Kennedy, using soaring rhetoric. And there were those of us who thought that the real Lyndon Johnson was the Lyndon Johnson the people ought to see because he was very persuasive, very colorful. And so that was a tug of war, not a very satisfactory situation."

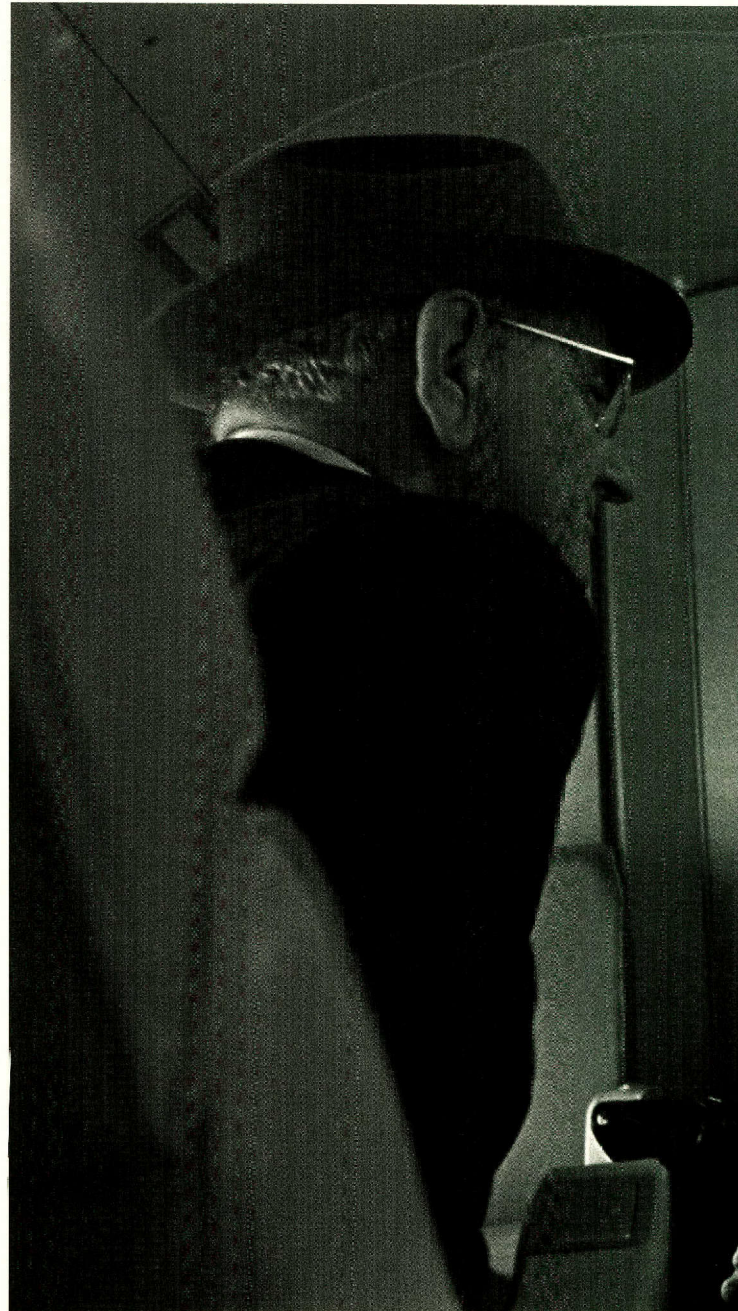
Hardesty felt Johnson was, above all, a complex man with many facets to his personality. Hardesty said he "could be generous, thoughtful; he could be cruel; he could be brilliant; he could be hard-headed. The list just goes on and on. If Lady Bird knew all of Lyndon Johnson, she was the only person in the world who did."

Hardesty, who wrote a book that included humorous Johnson quips, quotes and incidents titled *The LBJ the Nation Seldom Saw* while he was president of the university, described LBJ as one of the funniest men he ever knew.

"After we left the office, we were working on the memoirs, and he was talking about the Gulf of Tonkin Resolution. He said, 'Now they are accusing me of deliberately setting up the Gulf of Tonkin Resolution so I could get Congress behind me. I remember when President Truman went into Korea unilaterally, and then when he wanted some help from Congress, Senator Bob Taft said, 'Mr. President if you want us on the landing, you should have gotten us on the take-off.'"

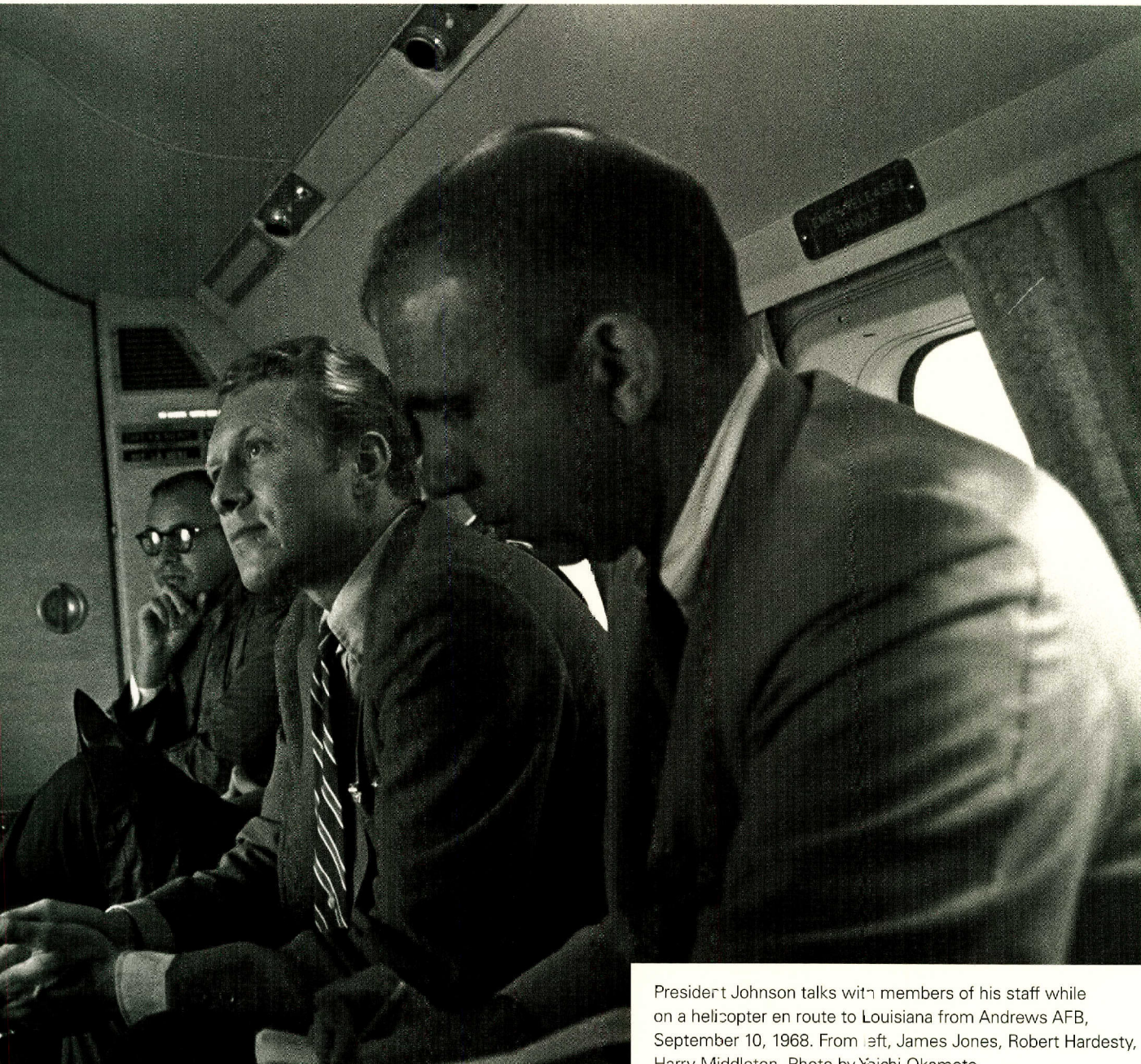
Johnson used humor to make a point. "He was very much like Lincoln that way," Hardesty explained, noting there are many similarities between Johnson and Lincoln.

"They were both tall and gangly, not overly handsome; they were both from the frontier; both grew up in poverty. They used humor to relax situations and used humor to make a point. They both had terrible wars going on that neither of them could



seem to control. Historians tell me that if the North had lost at Gettysburg, then Lincoln would not have been re-elected president. That is how close it was. And that is how close it was in Vietnam with President Johnson, only he came out on the losing end of it. They're very similar — both sort of manic depressive, very similar people."

Hardesty admitted that speechwriters occasionally did influence policy. He used Truman's Secretary of State Dean Acheson as an example. Acheson had been assistant secretary of commerce under President Franklin D. Roosevelt. Among his chores was to write speeches for Roosevelt from



President Johnson talks with members of his staff while on a helicopter en route to Louisiana from Andrews AFB, September 10, 1968. From left, James Jones, Robert Hardesty, Harry Middleton. Photo by Yoichi Okamoto

his point of view. Atcheson told Hardesty that “speech-writers make policy and policy-makers write speeches. There is always an opportunity — big sometimes, little sometimes — to make policy.”

Hardesty, who served as president of the university from 1981 until 1988, first set foot on the San Marcos campus when he accompanied President Johnson to his alma mater to sign the Higher Education Act of 1965.

He recalled, “We were at the ranch, and he said, ‘Fly down with me in the helicopter.’ Nasty day. He said, ‘There is still

some work I want to do on it (the speech) in the helicopter.’ So we flew down and did some work on the plane. We got the speech finally in the form he wanted it. He delivered the speech and signed the act. I was just standing around, and I said later if I had known I was going to go back there as president, I would have paid more attention to it. It didn’t mean anything to me. It was a relatively small teachers college.”

Hardesty said he did not travel with the president much, “although he did take us writers to the Manila Conference. That was a historic event. Hawaii, Pago Pago, New Zealand, Australia, the Philippines. We flew with him to South Vietnam.

At that time, he was the first president since Lincoln to visit a war zone. That was a historic occasion. I didn't travel too much then, but I would go to the ranch sometimes."

President Johnson frequently talked about his days as a student at Southwest Texas State Teachers College, Hardesty said. "They say he felt inferior because he didn't get a Harvard education. I never felt that. He talked about school and talked about what he learned. He didn't seem ashamed of it at all. It is where he honed his political skills, honed his speaking skills. That's where he learned what poverty was really all about. Those were his very formative years. His roommate, the late Willard Deason, told me one time, 'You know, we could just never keep up with him.'

"Deason said Lyndon Johnson could see around corners. He knew what was going to happen before anyone else did. He was always right. So he developed all of that down there."

Hardesty said Johnson "was comfortable exercising power. He wanted power to do the things he wanted to do. It was about persuasion. Just being the president gave you power. Some people have power that they don't use because they don't want to use up their popularity chips. Johnson took the attitude, what is it for if you don't use it up? And he did. He lost the South because of the Civil Rights Act. He knew he was going to lose the South."

Of the war in Vietnam and Johnson's decision not to run for re-election, Hardesty said, "The war was going bad; his health was going bad; his popularity was going bad. I think he could have been re-nominated and re-elected, but I don't think there would be anything to govern because the country was so divided by then. I don't think he would have been an effective president, and I think he knew that."

Hardesty also discussed his perspective on LBJ's memoirs, *The Vantage Point*.

Hardesty said "the first thing I did was sketch out the contents, what the chapters would be, how we would organize the book. We took it out to the ranch and made some changes to it, but basically the contents of the book, the organization of the book, was the way I had proposed it. Then we made up the assignments: Harry Middleton, Bill Jordan and I and Doris Kearns. We each had several chapters. We would write them, send them in, and then when it was all over, I became the overall editor. I went through the entire manuscript, editing it, making changes, rewriting."

Hardesty was less than satisfied with the book, however. He said, "Big disappointment I think for all of us. Before we left

the White House, I sent to the president a memo about the memoirs, and I said, 'You have a great opportunity here to really solidify your place in history and write wonderful memoirs because you have great insight into people, a great sense of humor about people. You're a great mimic, and I hope we can capture some of that in the book.' So we started writing the book, and we would capture some of his idioms and his way of writing, speaking. Then he would send the book to friends in Washington, D.C., and New York. He sent a chapter up, and they sent it back and said, 'It is not presidential. You shouldn't



Robert Hardesty and President Johnson on stage during the Texas Friends Dinner at the White House, September 13, 1968. Photo by Yoichi Okamoto

say it that way' and he would cut it out. He cut the color out of the book. And none of us had any idea those tapes (audio tapes, telephone tapes in the White House) were in existence. I have no idea why he didn't give us access to those because they would really have made the book shine. But he didn't do it. I think if I had known before I came down to Texas that he had those and withheld them from us, I probably wouldn't have come because I had great hopes he would open up and help us write it."

But Hardesty spared no words to describe his affection for LBJ. "I love Lyndon Johnson. He is the most exciting man I have ever been around, and he wanted to do things that I wanted my president to do, and none of them were doing it. Truman tried.

He couldn't get anything done. They were always mad at him about something, and he would take them on like a banty rooster. Eisenhower wasn't interested. Kennedy, to some degree, was interested, but he didn't have much respect from the members of Congress. He had been a back bencher in the Senate, and he didn't have those personal relationships he could call on the way LBJ did. I would really have some serious doubts whether Kennedy could pass most of those bills. But Johnson never had IOUs and when somebody wanted a post office in their district and Johnson wanted his vote on something, they worked out a deal. He was very persuasive, so he used power in many, many ways. Basically, the power was the presidency, and, if you know how to use it, you get a lot done. If you don't know how to use it or you don't care to use it, you don't get a lot done."

Hardesty said he had an educational philosophy long before he met Lyndon Johnson.

"I had gone to George Washington University in Washington, D.C., and they were organized in such a way that it was impossible for you to slip between the cracks and not have courses they wanted you to take. When I went down to Southwest Texas State, I received a letter of congratulations from a recent graduate, a very nice letter, very warm. But it was so badly written and the grammar was so terrible; the spelling was so awful. I found out she graduated from the School of Business. So I called the dean in and said, "Tell me about this young lady."

Although she was an A student, Hardesty said she obviously did not get anything out of school besides her business courses. He called in all the academic deans, he said, and told them, "It looks like our students are slipping between the cracks. They are getting a good education in what they major in, but they are not getting a well-rounded education. We've got to do something about that."

"So we did two things," he said — he named a faculty committee to devise a core curriculum and introduced the College of General Studies, now the University College.

"The Sixties, the students just ruined higher education," he continued. "They took what they wanted and didn't take what they didn't want. We're not past that yet; we're still suffering from it. I said we just can't do that. We've got to have some discipline on what the students are going to take here. So let's have a core curriculum and then let's have a college of general studies which is going to advise students and make sure they do not fall between the cracks. I think President Johnson would've felt the same way, would've wanted a well-rounded education, but he didn't influence my philosophy of education. He influenced my ability to (bring change) tremendously because I had watched him

over the years, how he dealt with people and how he dealt with issues. So he influenced my being at Southwest Texas and how I ran the university a great deal."

In his interview with Barbara Thibodeaux for the Oral History Project, Hardesty explained some of the things he is credited with doing that revived the Johnson legacy on campus.

He told how Johnson had visited a political science class at Southwest Texas six days before his death, bringing with him his former economic adviser, Walter Heller. Johnson told the students and others sitting in the class that he wanted to bring people from his administration to campus to speak to students so that they could get "the benefit of some of the best minds in the country." But his death would come too soon thereafter for him to carry out that plan. After Hardesty became president in 1981, he decided to fulfill President Johnson's promise by creating the Lyndon Baines Johnson Distinguished Lecture Series.

"He was a very, very smart man, and he knew government probably better than anybody who had ever served in the presidency. Stop and think. He was a congressional secretary when he was in his 20s, ran for Congress when he was 28. He became United States senator at 41 or 42. He was Senate minority leader, Senate majority leader, vice president, president. It was just phenomenal. You know, he also had close relationships with kings and prime ministers and princes and presidents all over the world. He just had his hands on things," Hardesty said of Johnson.

But Johnson wasn't perfect, Hardesty said. "He had flaws and he knew it, and he didn't try to hide it. He could be very ill-tempered. I have seen him chew people out. If I did something he didn't like, he just shut me out for three weeks, gave me the cold shoulder. He could be very, very mean, but when it was over, he would always do something to make up for it. He never apologized. He would give them a gift, send them down to Camp David for a weekend, anything just to show that he loved them. And (it was) just something that happened on the spur of the moment."

When asked what he thought was LBJ's greatest legacy, Hardesty was retrospective:

"That's very difficult to say. I will say right off hand civil rights. But then you have to realize that the poverty program was part of civil rights, the education program was part of civil rights, Medicare was part of civil rights. Black families, older parents got sick and they did not have the money to get health treatment, and if they did they were depriving their kids of education. That was a part of civil rights. So it's all mixed up." ★

Battle of the Bands

When Maurice Callahan became band director at Southwest Texas State College in 1960, he proposed a change in uniforms and the creation of a drill team that has become the Strutters. Barbara Tidwell was hired as the group's first choreographer and would lead the Strutters for the next several decades. But Callahan, who also added a large twirling corps named the Bobkittens, led the band during the Johnson years when the SWT Band twice participated in presidential inaugurations, honoring the school's most famous alumnus — in 1961 as vice president and 1965 as president.

University historian Ron Brown wrote in his centennial history *Up the Hill, Down the Years*, "Members of the 1965 Bobcat Band will recall the so-called 'battle of the bands,' when President Johnson invited the Bobcat Band and Strutters to lead the inaugural parade. Successfully raising \$38,000 for the trip to Washington was a point of institutional and community pride. The crisis developed when the University of Texas band

and its leaders attempted to replace SWT as the parade's leading musical organization.

"In what both (President Jim) McCrocklin and former band director Maurice Callahan remembered as a flurry of political controversy, the neighboring schools vied for the right to lead the parade. Professor Callahan felt that McCrocklin's gruff military bearing contributed to SWT's victory, but the former president explained that ultimately LBJ's wishes had to be honored so that he had merely to untangle the politics and red tape. Eventually the military organizers placed SWT first, and the *Washington Post* bore the banner headline 'SWT Band Out Front.'"

Bruce Roche, who was director of the News Service and chair of the Department of Journalism when Lyndon Johnson was elected president in 1964, recalled what being the lead band meant to SWT:

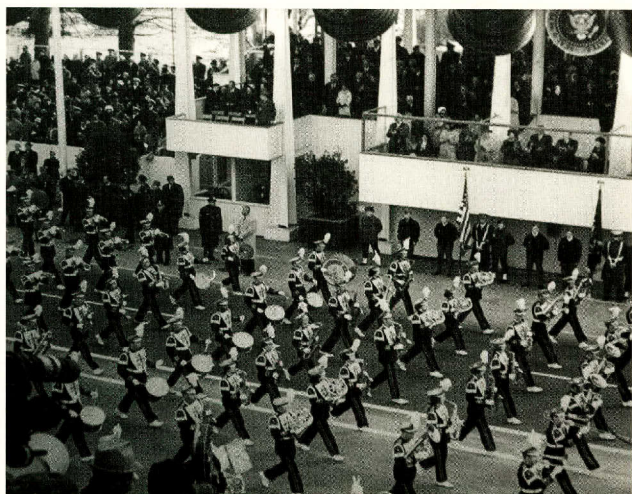
"I was so delighted because our college band got 20 or 25 minutes of (television) airtime. All three networks were focused on our band in front of the viewing area after he was inaugurated. There was our band performing in front of the presidential viewing platform for 20 or 25 minutes while the rest of the parade was trying to get lined up. I was back here in San Marcos watching them, and I was just tickled pink to see us getting all that airtime," Roche said in his Oral History Project interview.

Ed Komandosky, a 1966 journalism graduate who was editor of the *College Star* in 1964-65, recalled his trip to the inaugural parade:

"... the band and other groups went up for the inauguration, and of course I got to go along with the photographer (to) cover the inauguration, which was a great thrill. My first time to Washington; maybe even my first time on an airplane. We left from San Antonio by chartered airplanes, propeller-driven as I

recall, but to me that was still exciting because it was an airplane trip. It lasted about four or five hours, I suppose.

“I don’t remember exactly where we landed, but buses were in Washington to meet us and they took us to the old Navy barracks or Navy yard there in Washington, which is where lots of people were staying. They had converted it into sleeping quarters. There were lots of bunks, tents, cots to sleep on. When we got there, it was cold* because it was January, and it had snowed a bunch. I remember the food — the Navy always had a reputation for having good cooks. And of course they had



Band and Strutters lead the 1965 presidential inaugural parade.

these humongous places to eat, mess halls we would call them. The food was exceptional, (even though they were) trying to feed these thousands of people who were there to participate in the inauguration.”

Komandosky recalled the inauguration day itself: “I don’t think I owned but one suit, and of course I had it on and I had an overcoat of some sort. I didn’t have a hat on. I remember my head got cold. But we found a place along Pennsylvania Avenue where the inaugural parade was, and we didn’t know what to expect. The crowds were three or four deep along the inaugural route, and we found a place we thought would be good to take pictures. It was a bright, clear day, but very cold and the people in charge of arrangements had cleared off the streets, but there were big snow banks on either side of the street. The photographer with me — I’m pretty sure it was Mark Riley — said, ‘We need to get a picture at least of the band.’ I mean, that’s why we came, to get a picture of the band and Strutters as they came down with their banners. So he found somebody who had a little three- or four-step stepladder that they brought so they could see. He asked to use it while our band went by, and they said yes. So we got our picture. Then we stood there for awhile,

but most of what we could see were the backs of other people’s heads! After awhile we said, hey, it’s cold; we’re not comfortable; we can’t see anything anyway. So we found someplace to go inside and got something to drink and watched the rest of the parade on TV.”

Retired Strutter Director Tidwell recalled the 1961 inaugural parade:

“It was fabulous. I was just a kid myself. [I] came here not expecting anything. Then all of a sudden we got to go to the president of the United States’ inaugural parade. (It still gives me goose bumps. Of course, all of my family had been great Johnson supporters, and I cut my teeth on Sam Rayburn and LBJ. So to get to go march — see, I still get tears — down Pennsylvania Avenue was a big experience.”

But not everything was positive, as Tidwell said: “One thing that wasn’t a great experience was the cold. I think that was the coldest inauguration in history*, and I had never been north in the winter, and, oh, it was really bitterly, bitterly cold. In fact they had told people to turn the buses back, but our bus driver said, ‘We are going to get you there.’ And they did.

“My kids nearly froze to death. I nearly froze to death, but it was worth every minute of it. The kids had a great time. It was a tremendous amount of pride. Still, I guess that was the most exciting thing we ever did.”

Tidwell recalled, too, the 1965 inaugural parade. She said, “It was not so cold and wasn’t quite as exciting for us because we flew.” The flight in 1965 was not as tedious as the two- or three-day bus trip was in 1961.

“We were there three days and really got to see Washington the first time. The second time, we were there two days, so the kids didn’t see as much. But it was, of course, exciting both times, and the second time they weren’t as cold. By the second time we went, I was a lot more prepared than the first time. And of course it was exciting because this was our president. While we were very proud of him as vice president, the fact that he was our president made it just wonderful.” ★

*Records show the noon temperature at the 1965 inauguration was 38 degrees. The 1961 inauguration is the second coldest since inaugurations were moved to January 20 from March 4 in 1937. The high was 22 degrees with a 19 mph wind; eight inches of snow had fallen hours before, and flamethrowers were used to clear the parade route. The coldest inauguration was Ronald Reagan’s second in 1985 with a noon temperature of 7 degrees.

Ebony Players give a command performance

The Ebony Players — a black theatre group that spawned such notable theatre alumni as Thomas Carter and Eugene Lee — was formed in the spring of 1972 by the late James G. Barton, chair of the Department of Theatre, to provide greater opportunities for young black theatre students. The troupe was invited to perform *A Raisin in the Sun* for President and Mrs. Johnson and their guests at the LBJ Ranch on July 22, 1972.

In his 2008 Oral History Project interview, 1974 graduate Eugene Lee gave some insight into the group's formation:

“That was out of necessity being the mother of invention, as they say. There were not even a handful of African-American students in the drama department at the time. And there were a couple of us who weren't seeing the kind of opportunities to do acting and directing in any of the main stage productions or any of the bigger productions. So we approached the chairman of the department at the time to see if something could be done to get us a little more involved in what was going on.

“He (Barton) ended up approaching one of the students — an African-American senior student — who was about to do his directing project for his senior class. And they ended up co-directing a production of *A Raisin in the Sun* that involved all

of the drama students who were colored at the time, all three or four of us, and we ended up having to go across campus to finish out the cast to get cast members from other departments. That was the original group that became known as the Ebony Players, the group who made up that cast for *Raisin in the Sun*.”

In his interview, cast member Leonard Wilson, a 1972 graduate, added his insight:

“I started Southwest (Texas) in January of 1968. I am originally from New Braunfels, and I was the first one in my family to attend college, so it was a big deal.

“I became the (Ebony Players') first director when Eugene Lee and Thomas Carter approached Mr. Barton about putting together a black theatre group. I was doing my student teaching at the time, so I wasn't there on the campus. I was teaching at San Marcos High School. I was approached later about directing their first production, and I was honored to be asked to be involved with their project. The play *Raisin* was selected, and then we went about the process of finding enough black actors to fill all the roles.

“Mr. James Barton had approached me about co-directing the play with him. At that time I was the first undergraduate to direct a major production at the university. He felt that he didn't have the perspective from the African-American point of view. That's why I was asked to join him with that, to be able to give a true interpretation of the play and have the right slant that we needed.

“I remember one scene in particular that he never really understood,” Wilson continued, describing the scene in which, after the black family has moved into a white neighborhood, a member of the “welcoming committee” comes to tell them that they would be willing to pay them to move out of the neighborhood. At the end of the scene, the family laughs. “And he (Mr. Barton) couldn't understand that. He said, ‘Well, I'm glad you're here ... because I don't understand why they would laugh.’”

project that he co-directed with then chairman of the department James Barton.

“Dottie Nesby played the daughter. Linda [Carter] — her married name is Alexander because she married a Distinguished Alum, Marcellus Alexander, and they both live in the Washington, D.C., area — played the wife, and Leonard Wilson’s sister, Cynthia Wilson, played the mother. Cynthia now teaches in Dallas, I think at the Dallas Magnet and Drama School. She’s been active as an actress and a singer professionally.

“I played the role of Joseph Asagai, who was an African exchange student in the play, a suitor for one of the daughters. And the biggest compliment that I got in my career up until then was Lady Bird actually thought I was a foreign-exchange student from Africa. After the play when we talked, I gave her my autograph. She was the first person that I ever gave my autograph to as an actor. So it was big — it was a lot of fun.”

In this excerpt from his oral history interview, retired professor of theatre emeritus Fred March added his insight:

“The day leading to the performance was probably the more interesting aspect. We were unloading the trucks. We looked up and saw a black car, followed by a white Continental convertible, followed by a black car. We were out there unloading the truck, and I’ll be darned if the white convertible didn’t veer off and park right on the road in front of us.

“It was LBJ himself, alone in the car, sleeves rolled up, very casual. He chatted with us for I guess probably 15 or 20 minutes. It is one of the very few times in my life that I felt like I was in an aura of power that he just exuded. You knew you were in the presence of something that was almost frightening. But he was very pleasant, and it was a very nice visit with him.

“Then some of the Secret Service people came over to me after he had

gone and said, ‘We want you to understand that they haven’t finished the air conditioning.’ This was a brand spanking new facility, and they said, ‘The air conditioning is not functioning yet. So we want you to understand, and please tell the cast and the crew, that the president and Lady Bird will leave after the first act,’ because he had not been feeling well.

“So we explained to everybody that they would be here through the introductions and during a break they would slip out very quietly.

“But they didn’t leave. He wouldn’t leave. We later found out that he did not want to leave. So the performance was very successful, and, at the end, he and Lady Bird came up on stage. He was hugging those kids, and he handed them his personal check for \$1,000 for a scholarship fund for the Ebony Players. That was very impressive.”

Eugene Lee gave his impressions of the evening:

“We — at least I — did not meet them until the night of the performance. They pulled up, and, if I’m not mistaken, he had on a white dinner jacket and his hair was real long. They get out of the car, and it was sort of a red-carpet-type situation. Everybody’s photographing them, and all the media are there. I was introduced to him, I think, seven different times that night by different organizations that I was involved with there at the school. And we sat directly behind them — Mr. Barton and I and some of the faculty members. My parents and my family were a few rows to my right.

“I remember while we were setting up, this white limo pulled up, and, naturally, we all crowded around it, and it was President Johnson himself. This was before the evening. I guess he was out taking a ride, and he came over and said hello to everyone and then pulled off and came back later that evening for the show.

Southwest Texas State University
Department of Speech and Drama
Presents

A Raisin In The Sun

By
Lorraine Hansberry

Honoring
President and Mrs. Lyndon B. Johnson
and
Mr. J. C. Kellam

At
The L.B.J. State Park
Stonewall, Texas

Saturday, July 22, 1972
8:00 P.M.

RAISIN IN THE SUN

Director
James G. Barton

Co-Director
Leonard Wilson

CAST OF CHARACTERS

RUTH YOUNGER	Linda Carter
TRAVIS YOUNGER	Johnny Carson
WALTER LEE YOUNGER (Brother)	Thomas Carter
BENEATHA YOUNGER	Dottie Nesby
LENA YOUNGER (Mama)	Cynthia Wilson
JOSEPH ASAGAI	Eugene Lee
GEORGE MURCHISON	Aldwyn Gardner
BOBO	Doc Jackson
KARL LINDNER	Bart Miller
MOVING MAN	Russell Oldmixon

The action of the play takes place in a cold water flat on Chicago's East side.
There will be two ten-minute intermissions.

Raisin in the Sun produced by special arrangement with Samuel French, Inc.



Members of the audience, cast and crew of *A Raisin in the Sun* greet Johnson after the performance.

Wilson helped round up cast members, he recalled.

“Well, I went to the family. I’m the oldest of 10, and my mother’s out of a family of nine. My father’s out of a family of 13, and then my grandfather’s out of a family of 18, and so there were lots of family. My sister [Cynthia Wilson Navarette] and I were both attending Southwest at that time. We’d done plays together in high school. So we had her to play Mama, and then my cousin played the son. ... I guess Johnny [Carson] was 9 years old then, maybe a little younger than that, but now he’s a grandfather, so a lot of time has passed.”

Wilson also gave his perspective on how the LBJ State Park performance was arranged. It was his understanding, he said, that Billy Mac Jones, then president of the university, was approached by someone connected to the Johnsons and invited to bring a production to the park for the opening of its performance theatre.

A copy of the mimeographed program used for the evening performance bears out Wilson’s recollections that the event was

held in honor of longtime Johnson friend and fellow Distinguished Alumnus Award recipient, J. C. Kellam. A 1923 graduate, Kellam served as chair of what is now The Texas State University System Board of Regents for many years.

Wilson continued, “This was maybe the first black production done at the school, and they thought it’d be appropriate to bring it to the ranch. So we were all thrilled about that.”

As the production’s director, Wilson recalled details about the staging. “I know they had to redesign the production to fit into the theatre there. Dr. David Fleming, I believe, redesigned the production to fit into the (park) theatre. It was a several-day process.”

In his interview, Eugene Lee discussed the play’s cast:

“I remember some of them, and we’re all so much older now. Thomas Carter and myself. Doc Lee Jackson, who was from Bastrop, was a theatre major at the time. Leonard Wilson, who was actually the senior amongst us — it was his directing

“I think I can appreciate it more now than I could then. As I look back, I see it for more than what I thought it was at the time.”

Leonard Wilson shared more insight into the evening in the park:

“He (President Johnson) stopped at the intermission and said, ‘I know it’s very hot in here but the play is so good, just bear with us.’ He was very impressed with the production. We got a standing ovation. Matter of fact, I think he really liked my sister’s performance because she was asked to come to a couple of functions after that, if I’m not mistaken.”

(On meeting President Johnson) “Well, as I recollect, I walked around with my mouth open most of the time because here I am, this young boy from New Braunfels who never thought he would be in a situation like this. So I’m walking around not believing what’s going on, trying to be polite.”



Eugene Lee, now a visiting faculty member in the Department of Theatre and Dance and a Distinguished Alumnus, plays Joseph in this scene from *A Raisin in the Sun* in the 1972 performance at the LBJ State Park.



Co-directors Leonard Wilson, left, and James Barton, right, talk with cast members Cynthia Wilson and Thomas Carter after the performance. Leonard Wilson graduated in 1972 and his sister Cynthia (later Navarette) in 1974 and both worked in theatre professionally. Carter graduated in 1974 and is a Distinguished Alumnus.

“He was very tall — 6-5, 6-6 — and he had this wonderful smile. And Mrs. Johnson was very gracious.

“Then after about the third or fourth time of being introduced to him, he said, ‘Oh, yes, I’ve met him.’ It got to be kind of a joke after awhile because different people were introducing me to the president.

“I also met the head of Universal (Studios), the head of CBS and a few other media heads that night, and I was telling my family I didn’t get a single card, phone number or secretary’s phone number. The president of the college was there, Billy Mac Jones.

“(U.S. Rep.) J. J. ‘Jake’ Pickle was there because I have a letter from him. He had to send the letter addressed to Mr. Barton and myself about the performance. The letter reads: ‘Dear Professor Barton, *A Raisin in the Sun* was a delightful play and made even more enjoyable by the outstanding performance by every one of your players. I send to you and hope you will express to them my personal congratulations and pride in their performance. The play not only gave us an excellent message, but it was also both entertaining and pleasant to watch the artists perform with such a professional manner. I was happy and proud to be there and again compliment you and your players.’” ☆

Civic Responsibility and the Legacy of LBJ

The Common Experience 2008-09 Calendar of Events

- August 18-
September 25** *LBJ: The White House Years*, exhibition of photographs on loan from the LBJ presidential library
- August 23** New Student Convocation, kickoff of academic year for students, with keynote by LBJ grandson and Texas State alumnus Lyndon Nugent; picnic following in Sewell Park
- August 24** Opening of *Remembering LBJ and His Legacy: Local Recollections*, an exhibition of 49 oral histories compiled by the university and the LBJ Museum of San Marcos, on display at the museum through May 2009
- August 27-
November 7** *Welcome Home, Lyndon: LBJ's Legacy in Cartoons and Photographs*, exhibition in the Gallery of the Common Experience
- August 29** LBJ Picnic, kickoff of academic year for faculty and staff
- September 9** "Let Us Reason Together: LBJ and the Art of Persuasion," talk by Nick Kotz, Pulitzer Prize-winning author of *Judgment Day: LBJ, MLK and the Laws that Changed America*
- September 11-14** 16th Annual African-American Leadership Conference with theme "Educate to Elevate:



Our Civic Responsibility" and keynote by civil rights activist Joseph Lowery

- September 13** Opening of Hispanic Heritage Month with theme "Community, Civic Responsibility and Public Service"

- September 16** Public Service Volunteer Fair
- September 16, 18** Philosophy Dialogue Series: "Take It to the Quad: Stump Speeches on Patriotism"
- September 16** Talk by Turk Pipkin, producer of *Nobelity*, documentary on the pressing problems in today's world
- September 17** "Get Out the Vote" party
- September 17** Philosophy Dialogue Series: Open dialogue on "Democracy, Patriotism and the Constitution"
- September 17** Philosophy Dialogue Series: "Is the Constitution Worth Keeping?"
- September 17** Film Series: Watch and discuss *Charlie Wilson's War*

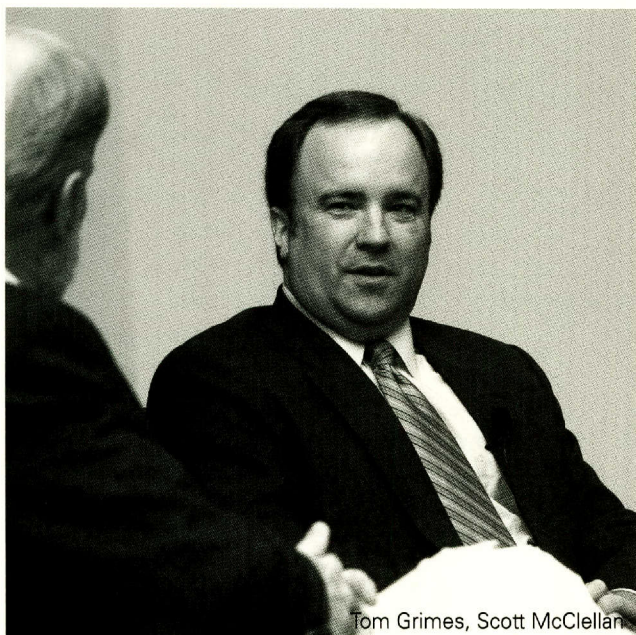


Attending a reception for the LBJ photography exhibition in August are former LBJ speechwriter and Texas State President Emeritus Robert Hardesty; Shirley James, longtime aide to Lady Bird Johnson; Associate Provost Gene Bourgeois; former LBJ speechwriter Harry Middleton; and Liberal Arts Dean Ann Marie Ellis. Middleton wrote the book *LBJ: The White House Years*, from which the photographs in the exhibition were taken.

- September 23** Philosophy Dialogue Series: "Political Power: Uses and Abuses"
- September 24** Talk on "LBJ's Photographic Legacy" by Erina Duganne of Department of Art and Design
- September 25** Philosophy Dialogue Series: "The Great Society Then and Now"
- September 26, October 2, 7, 15** Join the Discourse: Watch and discuss the presidential/vice presidential debates
- September 29** Philosophy Dialogue Series: "Sustainability: A Holistic Vision for a Changing World"
- September 30** Philosophy Dialogue Series: "Books, Not Bombs: A Better Approach to Terrorism?"
- September 30** Film Series: Watch and discuss *Intimidad*
- October 1** "Get Out the Vote" rally
- October 1** Talk on "Legacy in Ink: Lyndon Johnson's Collection of Political Cartoons" by Michael MacDonald, museum specialist from the LBJ Library and Museum, in connection with exhibition in Gallery of the Common Experience
- October 5-6** "The Rhetorical Power and Legacy of LBJ," Department of Communication Studies conference, with talks by David Zarefsky, author of *President Johnson's War on Poverty: Rhetoric and History*; Kathleen Turner, author of *Lyndon Johnson's Dual War: Vietnam and the Press*; and Garth Pauley, author of *LBJ's American Promise*
- October 8** Film Series: Watch and discuss *Goodbye Bafana*
- October 11** San Marcos River Cleanup

October 13 Talk on “LBJ and Civic Responsibility” by John Bullion, author of the Common Experience summer reading book *Lyndon B. Johnson and the Transformation of American Politics*

October 14 Community-university discussion on “The Life and Legacy of LBJ,” led by John Bullion and San Marcos Mayor Susan Narvaiz, at the city library



Tom Grimes, Scott McClellan

October 14, 29 Debate Team presentation, commemorating LBJ’s tenure on campus as a debater

October 14 Talk on “Civic Responsibility in an Age of Conflict” by Art Acevedo, Austin police chief

October 14 Campus and community dialogue on “A Conversation About the Financial Crisis” with featured speaker Alden Stout, director of credit risk at the Federal Home Loan Bank of Dallas

October 21 Talk on civic responsibility by civil rights activist Andrew Young

October 21 Talk by Scott McClellan, former White House press secretary and author of *What*

Happened: Inside the Bush White House and Washington’s Culture of Deception, part of Mass Communication Week

October 22 Talk by Austin public relations executive Elizabeth Christian and Texas Secretary of State Randall Dillard on “Public Affairs: PR for the Public Good,” part of Mass Communication Week

October 22 Talk by Rachel Elsberry, News 8 Austin, on “Covering a Presidential Family: Lady Bird and the Johnson Family,” part of Mass Communication Week

October 22 Philosophy Dialogue Series: “Environmental Ethics and Enforcement”



The Dead Presidents' Club

- October 23 Panel discussion on “Civic Responsibility/ Religious Responsibility” with clergy James Bouzard, Tim Lyles, Michael Miller and Jonathan Niehaus
- October 23 Talk by Dean Rindy, Rindy Miller Media of Austin, on “Political Attack Ads from LBJ to the Present,” part of Mass Communication Week
- October 23 Film Series: Watch and discuss *Lions for Lambs*
- October 28 Talk on “Privilege and Responsibility” by Tim Wise, author of *White Like Me: Reflections on Race from a Privileged Son*
- November 4 Philosophy Dialogue Series: “Speaking with Forked Tongue: Trust as a Political Casualty”
- November 4 Campuswide election party
- November 5 Film Series: Watch and discuss *Freedom Writers*
- November 5-9 *The Dead Presidents’ Club*, comedy by Larry L. King set in a post-existence barracks where Lyndon Johnson, Harry Truman, Richard Nixon and Calvin Coolidge are detained for judgment
- November 6 Philosophy Dialogue Series: “Philosophy with a Hammer: Nietzsche on Truth”
- November 11 Philosophy Dialogue Series: “Existence and the World of Freedom”
- November 13 “Poems of Growth and Education,” an evening of music and readings by faculty poets, exploring works on the Common Experience theme
- November 16-22 Homeless Awareness Week activities, including a hunger banquet, food drives, meal donation days and bake sales.
- November 17 Film Series: Watch and discuss *12 Angry Men*



Andrew Young

- November 18** Philosophy Dialogue Series: “The Hippocratic Oath and Modern Medicine: Does It Really ‘Do No Harm?’”
- November 24** “Civic Responsibility and Reasonable Accommodation for the Blind Musician,” presentation of results of a 2007 research study on methods of instruction for blind music students
- January 19-27** Martin Luther King Day, “Let It Ring: Our Civic Responsibility Resonating to All” – January 22, march with talk by poet Valerie Bridgeman Davis; January 23, community service project at Hernandez Intermediate School; January 24, dinner theatre benefiting the Women’s Shelter; January 25, prayer breakfast; January 27, game night
- January 27** Leadership luncheon, “Leadership That Matters”
- February 5** Talk on “Jazz and the National Endowment for the Arts: The Early Years” by jazz scholar Dan Morgenstern, former editor of *Downbeat* magazine and seven-time Grammy winner
- February 6-7** Eddie Durham Jazz Festival
- February 9** Philosophy Dialogue Series: “LBJ’s Legacy: The Johnson-Obama Connection”
- February 9** Talk on “Real Rabbits,” an exploration on leading an ethical, fulfilling life focusing on meaning and value in life, by Corey Ciocchetti of the University of Denver
- February 10** Philosophy Dialogue Series: “Philosophers and the American Presidency Part I: The Founders”
- February 12** Philosophy Dialogue Series: “Philosophers and the American Presidency Part II: Lincoln to Obama”
- February 16** Talk on LBJ’s involvement in the Longoria case by Patrick Carroll, author of *The Wake of Felix Longoria: Bereavement, Racism, and the Rise of Mexican American Activism*
- February 24** Film series: Watch and discuss *The Great Debaters*
- February 25** Leadership luncheon, “Diversity in Leadership”
- March 7** All-day leadership conference, “Leading with Integrity (Civic Responsibility)”
- March 7** San Marcos River Cleanup
- March 12** “Juilliard Rejoins Texas State for a Common Experience in the Arts,” an evening of music, theatrical scenes, dance and mini-lectures with some of Juilliard’s best musicians led by Wayne Oquin, Texas State and Juilliard alumnus
- March 16-21** “In the Steps of the Freedom Riders” — Spring Break tour of Memphis, Birmingham, Montgomery, Atlanta
- March 23-April 9** Tournees International Film Festival and Symposium – Daily screenings and roundtable discussions of French, German and Spanish films that offer a view of civic responsibility as defined by the cultures of different countries and regions



On January 19, the national remembrance day for Martin Luther King, members of the San Marcos City Council and the Hays County Commissioners Court unveil a sign at the crossroads of LBJ and MLK Drives in San Marcos, where a memorial to President Lyndon Johnson and King will be constructed. From left are council members Fred Terry, Kim Porterfield and John Thomaides and county commissioners Will Conley, Debbie Ingalsbe, Jeff Barton, Karen Ford and County Judge Liz Sumter. Photo by Melissa Millecam



Texas State students pose in front of the former Lorraine Motel, now the site of the National Civil Rights Museum in Memphis, in March. The students were part of the Common Experience's "In the Steps of the Freedom Riders" trip during Spring Break, visiting Memphis, Birmingham, Montgomery and Atlanta. Martin Luther King was assassinated as he stood on the second-floor landing of the Lorraine Motel on April 4, 1968.

March 23- April 30	<i>Borders-in-Sight</i> photography exhibition, Honors Program Gallery	April 6	Philosophy Dialogue Series: "Consumer Overindulgence Meets Banks' Predatory Practices"
March 24	Leadership luncheon, "Renewing Your Leadership"	April 9	Philosophy Dialogue Series: "America the Profligate"
March 24	Film series: Watch and discuss <i>Milk</i>	April 10	Philosophy Dialogue Series: "Water Resources and Sustainability"
March 31	Performance by slam poet and activist Gina Loring	April 14	LBJ Distinguished Lecture by LBJ daughters Lynda Robb Johnson and Luci Johnson, moderated by LBJ Library founding director Harry Middleton and Texas State President Emeritus Bob Hardesty
April 1	"Taste of Africa," SACA collaboration with African Student Organization	April 17-18	Relay for Life fundraising run to benefit the American Cancer Society
April 3	Philosophy Dialogue Series: "Ecological Citizenship and Environmental Art"	April 20	Film Series: Watch and discuss <i>Voices of Iraq</i>
April 4	Bobcat Build, a service day of civic responsibility that brings together 3,200 students in addition to members of the community to fix, paint, clean or build at job sites around town	April 21	Leadership luncheon, "Teambuilding"
		April 25	Earth Day celebration



President Johnson visits Gary Job Corps while he is in town to sign the Higher Education Act, November 8, 1965. Photo by Frank Wolfe

The new Job Corps

“We have come a long way since those days when I lived in the school garage here on the campus. Incidentally, I lived there three years before the business manager knew about it. And I don’t think he ever would have if the coach hadn’t told him that I was bathing in the gymnasium. But in that period, want and hunger were no strangers to San Marcos. The energy and the will of the people of this area have created a city of hope and fulfillment for many. But now we have an opportunity to unite in will and heart and spirit to bring a final end to poverty. Along with Congressman [Jake] Pickle, Senator [Ralph] Yarborough, and your distinguished Governor [John] Connally, we propose that San Marcos be the first city in the entire Southwest to organize and to begin to fight the war against poverty.

I would like to establish here ... a job corps camp to train between 1,000 and 2,000 young men in the skills which will make it possible for them to find rewarding work and to contribute to the prosperity of this community and to ultimately become leaders of their fellow men. ... we must move to enlarge the horizons of all Americans, and this effort is what we will pursue in the Great Society. ... These programs will attack the problems of making our cities a decent place to live in. They will seek to preserve the beauty of our land. They will strive to make it possible for every child born in this country to receive an education of the highest quality, to the full limit of his ability, no matter how

poor he is, no matter where he lives, no matter which side of the tracks he was born on. It will do all these things and more, much more. It will not be a program for a hundred days or even a program for the next four years. It will point toward the year 2000. But it will provide the base on which America moves forward and builds.

Let there be no mistake. The objectives we seek will not be handed to you by a beneficent government. The work of a few men in Washington will not make life easier. ... These goals are going to demand your effort and your work and your sacrifice, and the best from every American. It will mean that each of you must participate in the affairs of your community and your state and your nation. It will require the help of government at every level, of labor and of business, of farmers and consumers. A president can lead and teach, and explore, and set goals. He can have his eyes in the stars, with a vision that will flow therefrom, and he can have his feet on the ground, with a solid foundation that we need. But no leader can make a people more than they are, or make them more than they really want to be. My success and America’s success will depend on you.”

— President Johnson speaking at the inauguration of Jim McCrocklin as president of the college, November 20, 1964

Back home

President Johnson gave NBC reporter Ray Scherer a tour of the LBJ Ranch in May 1966. When Scherer asked the Texan what brought him back to the Hill Country so often, Johnson replied thoughtfully, "I had no regrets about going to Washington and spending a good part of my life there, but I've always found it possible and almost necessary to return to Texas. This country has always been a place where I could come and refill my cup, so to speak, and recharge myself for the more difficult days ahead. Here's where we come to rest our bones and to collect our thoughts and to lay our plans."

He launched campaigns and policy ideas in San Marcos. He spoke at special occasions, received and presented awards, dropped by to talk to students and old friends. Some of those visits are captured in these photographs.

At right Congressman Johnson launches his 1941 bid for the U.S. Senate, seated between his wife Lady Bird on his right and his mother Rebekah Baines Johnson on his left. He lost that special election to Governor W. Lee "Pappy" O'Daniel. He ran again for the Senate in 1948, below, and defeated former Governor Coke Stevenson in the Democratic Primary. Senator Johnson returns to his alma mater for a speech in 1959, below right. KCNY was the San Marcos radio station at the time.

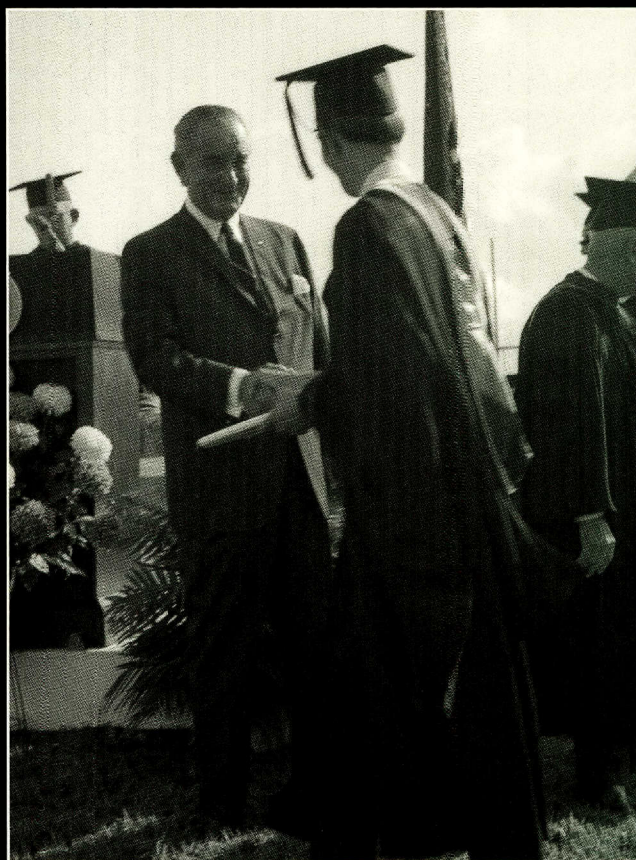
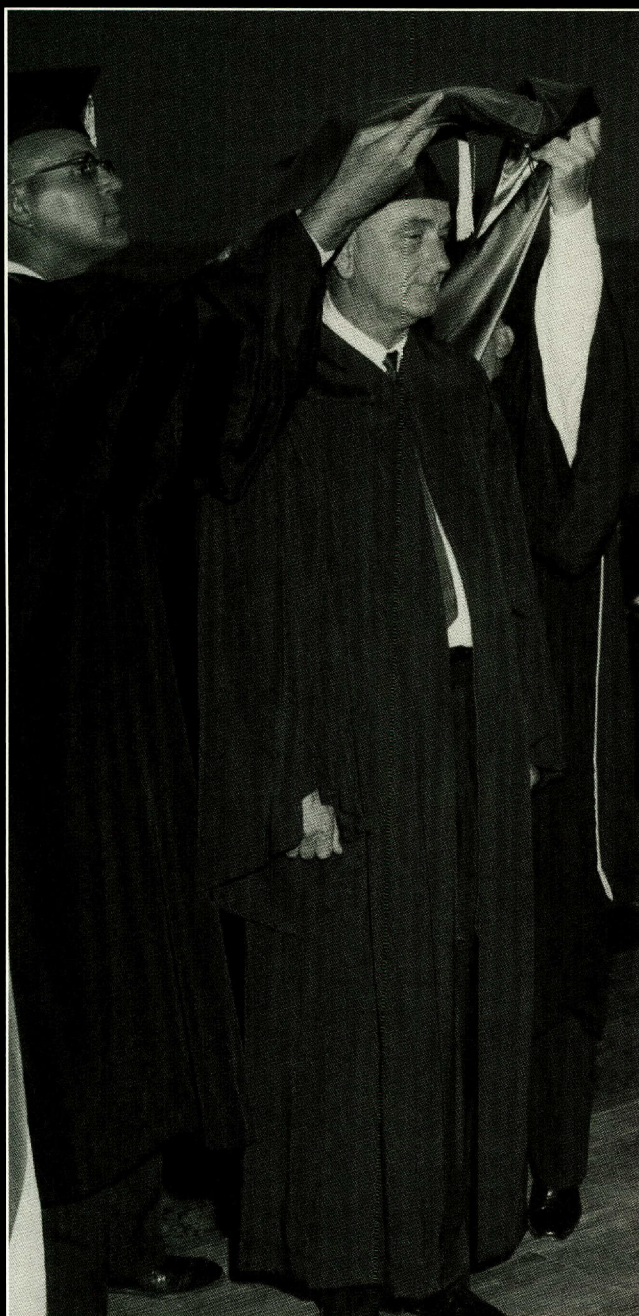




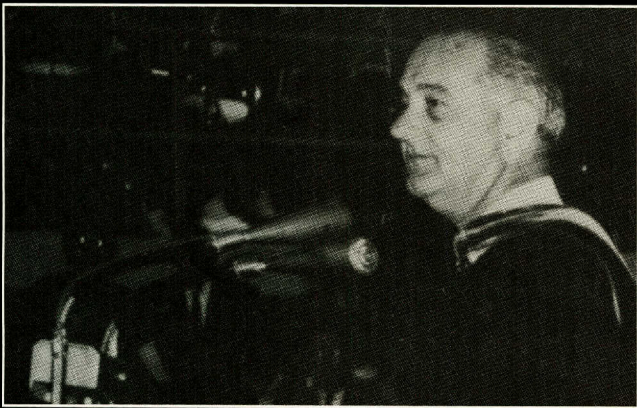
Below, Johnson brings his friend cowboy actor/singer Gene Autry to San Marcos in 1948 to help him campaign for the Senate. At left, Johnson seeks a vote in that campaign.

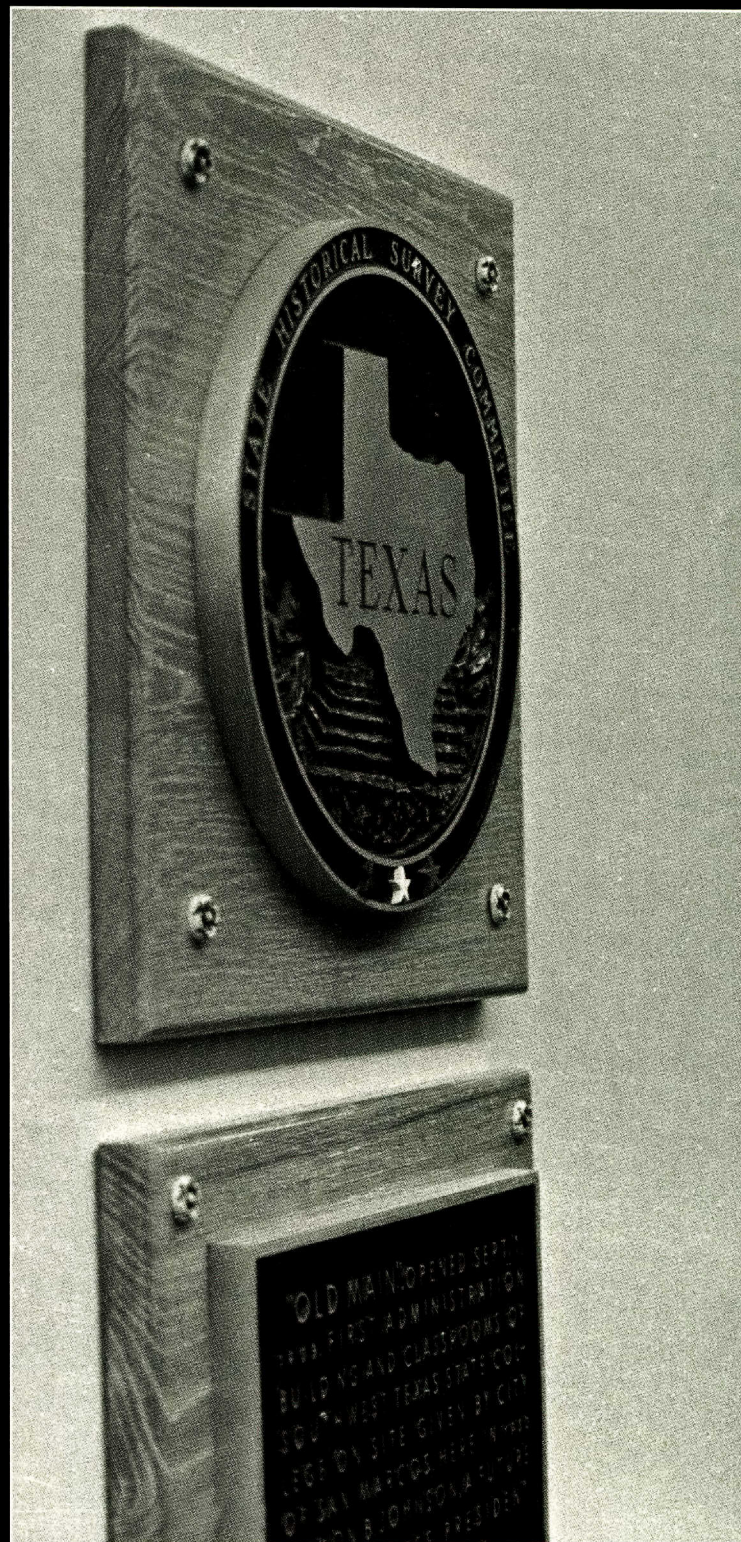
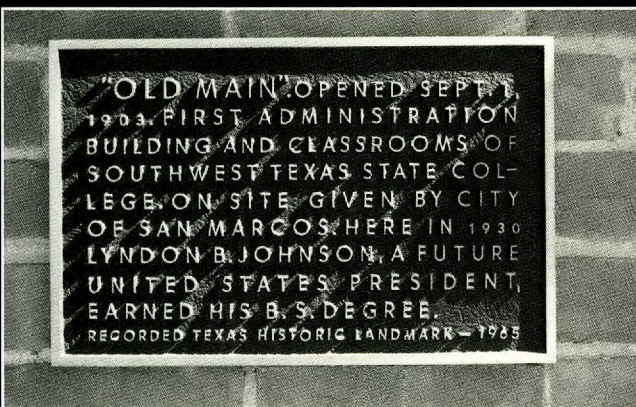
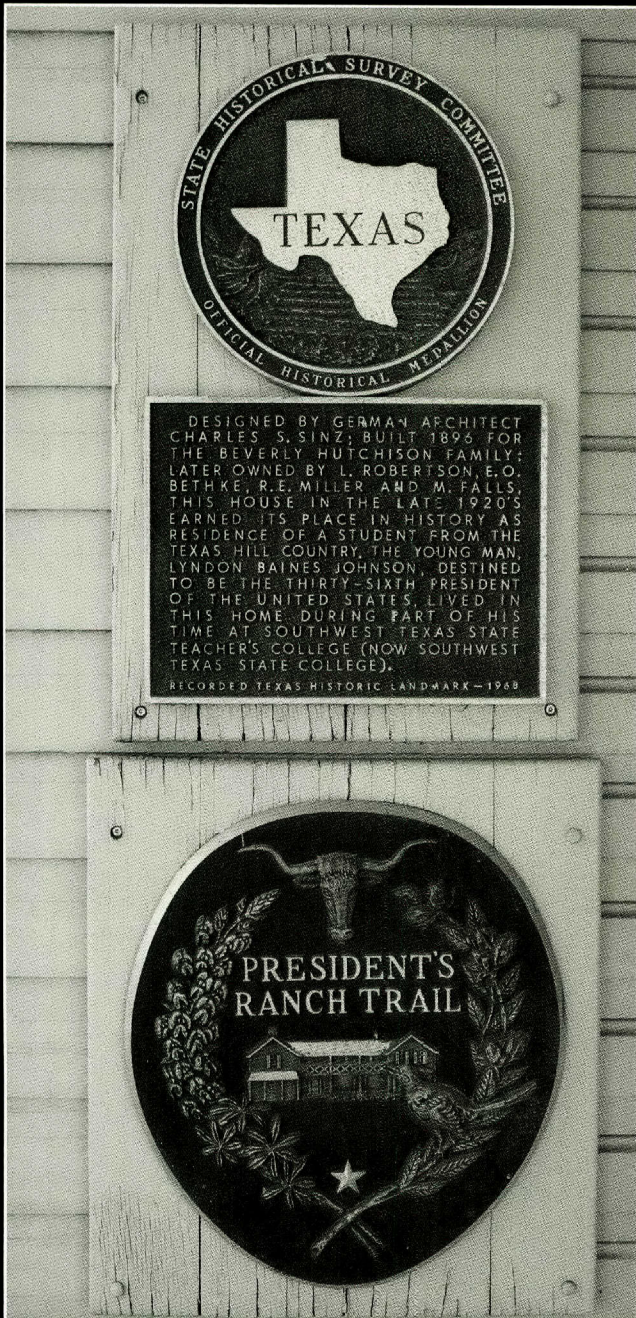


Below, Vice President Johnson receives his alma mater's first honorary degree on May 27, 1962. He returned to campus for commencements several times after his graduation, including once as president on August 24, 1968, in the photographs at right.



President Johnson returned to campus four times during his presidency. Below left, he gives the address at the inauguration of his friend James H. McCrocklin as the fourth president of the university in November 1964. He visits with students in 1966, when he stopped in at McCrocklin's office and the *Star* office, below right. And in the bottom photo, the president is presented with a recording of presidential marches during his visit in 1965 when he signed the Higher Education Act in Strahan Gymnasium. "The President Lyndon Baines Johnson March" on the record was performed by the university symphony. The record also includes a vocal rendering of the march.





Johnson brought major media attention to his Higher Education Act and to his alma mater when he brought the signing of the act to campus on November 8, 1965. He and Lady Bird take a moment to examine some plaques in Old Main on that visit. The plaque in the picture is now on the outside wall of Old Main's Quad side; a similar plaque is on the outside wall of the Alumni House.





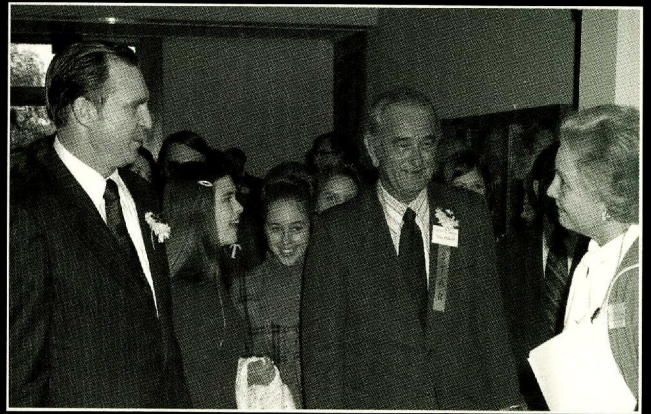
The president and Lady Bird are escorted to Strahan Gymnasium, where the signing of the Higher Education Act was moved when rain drenched the planned outdoor site in front of Old Main.



Below top, President Johnson delivered the commencement address and tours the Alumni House in a campus visit on August 24, 1968. Below bottom, Johnson presents the first J.C. Kellam Award to Jim Steinke from Johnson City at a Bobcat Club Luncheon November 27, 1972. University President Billy Mac Jones is at Johnson's left, and Kellam, who was on the Board of Regents, is in the foreground. The Kellam Award is given to the outstanding senior football player every year.



Johnson was honored for his service as an editor of the *College Star* at homecoming on November 4, 1972. Johnson was editor of the *Star* in the summers of 1928 and 1929, when the editorship was an elected position and the only student leadership position that paid a salary. During that visit he addresses a crowd in front of Old Main, opposite page below.

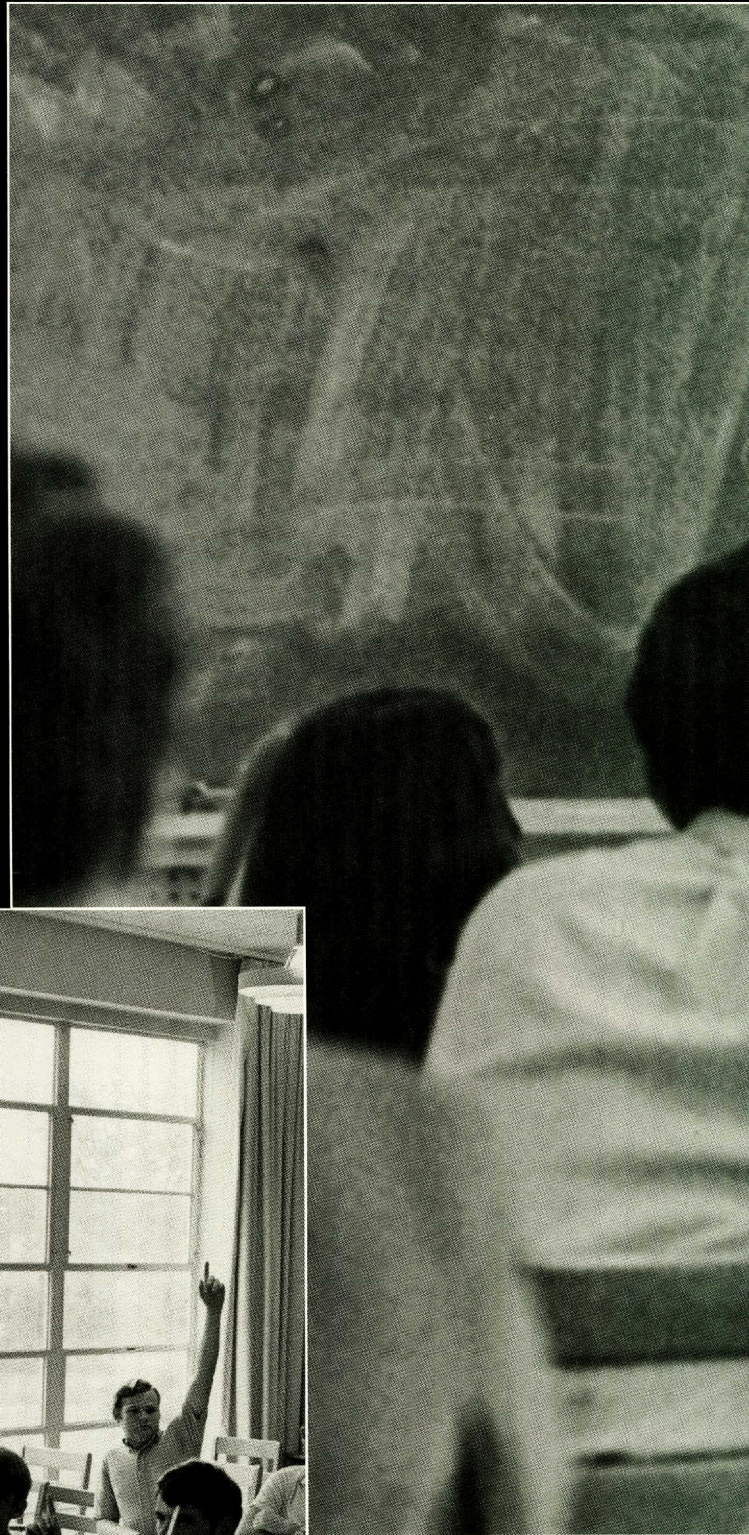




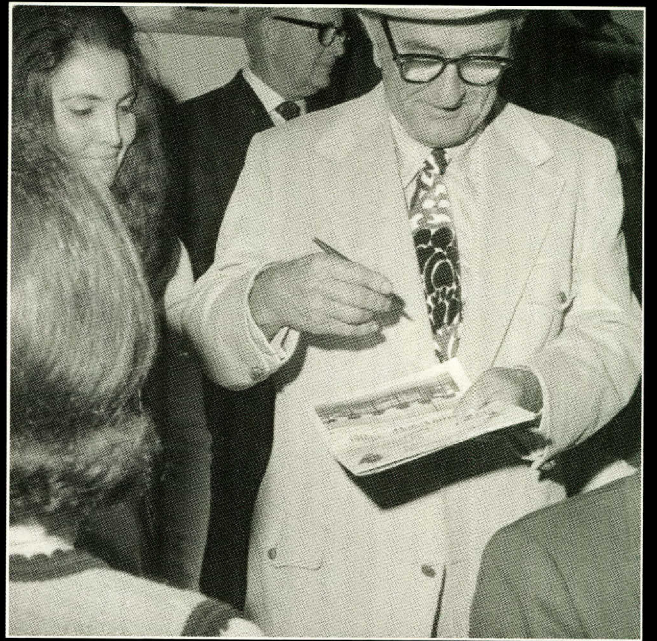
The former president speaks on November 8, 1971, at the dedication of the "LBJ at San Marcos" display in the Alumni House. Johnson lived in the house as a student, when it was a boarding house.



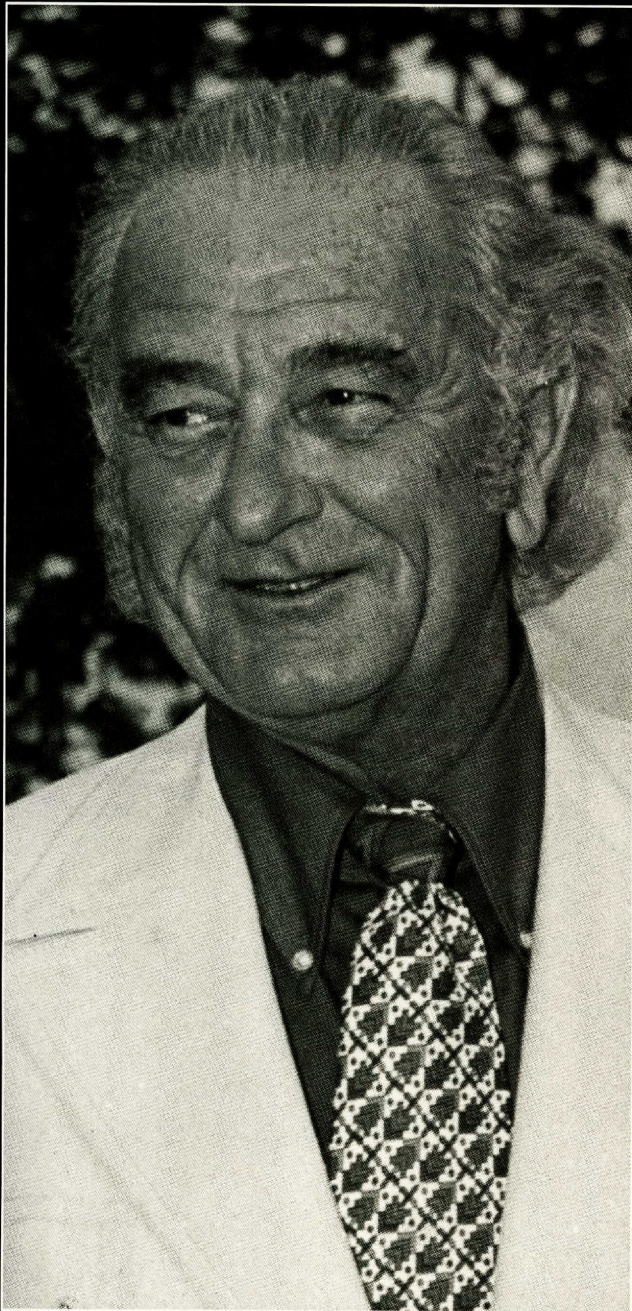
Johnson expected to return to campus often after he left office, and he visited at least eight times after 1969. Here he stops by a government class on April 27, 1970.



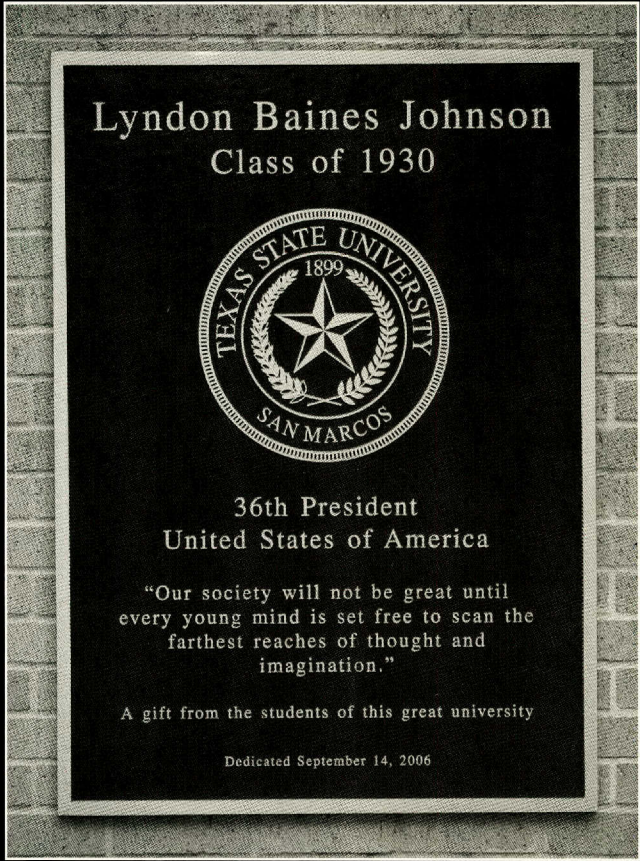




Opposite page, Johnson visits during a football game in November 1970. Below left, Johnson greets visitors to the LBJ Ranch July 22, 1972, for the Ebony Players' performance of *A Raisin in the Sun*. Below right, Johnson visits campus for the last time on January 16, 1973, when he brought his former economic adviser Walter Heller to campus to talk to students. Johnson died six days later on January 22.





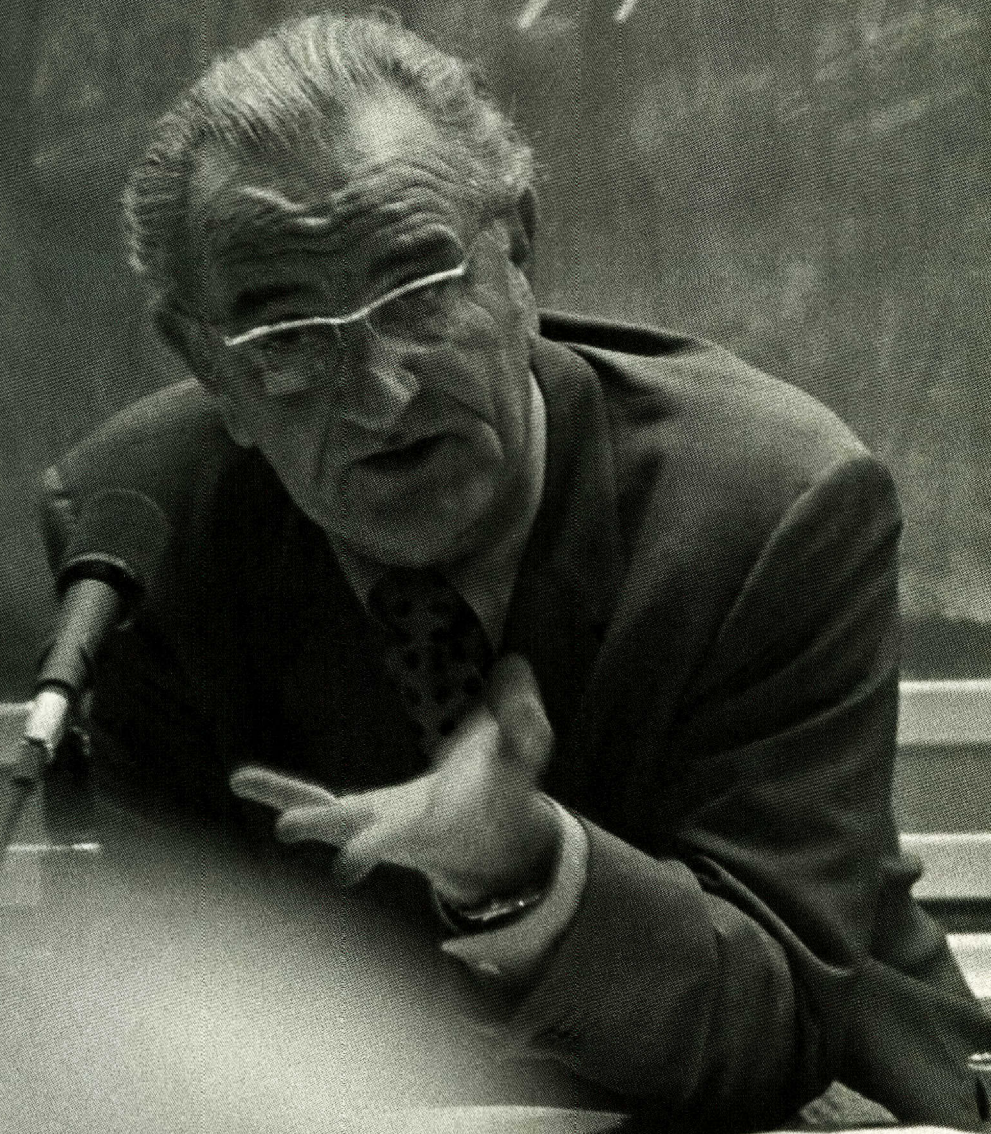


From left President Denise Trauth, Johnson daughter Luci Johnson, Johnson grandson and Texas State alumnus Lyndon Nugent '89, student regent Frank Bartley '07 and student body President Kyle Morris '08, helped to dedicate the statue of young Lyndon Johnson on the Quad on September 14, 2006. Students voted to pay for the statue with their student fees and insisted that it be Johnson as he might have looked as a student walking through the Quad. The statue is the work of the late Lawrence Ludtke.



TV 2310.0

meeting



boom2

LBJ Centennial Birthday Celebration

Honorary Committee

Lynda Johnson Robb	Paul Hilgers
Luci Baines Johnson	William P. Hobby
Lyndon Nugent	Shirley James
Brent & Nicole Nugent Covert	Tom Johnson
Ben F. Barnes	Vernon E. Jordan Jr.
Roy Butler	Lowell H. Lebermann Jr.
Joseph A. Califano Jr.	Harry McPherson
Liz Carpenter	Harry Middleton
JoAnne Christian	Susan Narvaiz
Eleanor Crook	Richard S. "Cactus" Pryor
Carolyn Kellam Curtis	Patrick Rose
Lloyd Doggett	Thomas F. Staley
Mary Margaret Farabee	James B. Steinberg
Don Flores	Patty Sullivan
Betty Sue Flowers	Cathy Supple
Juan Garza	Larry E. Temple
Robert L. Hardesty	Jeff Wentworth

