

*Emphasis Upon
Excellence*



SOUTHWEST TEXAS STATE COLLEGE

1964

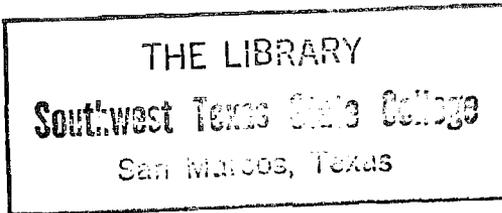
EMPHASIS UPON EXCELLENCE

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FOREWORD

At various times in the past the faculty and administrative staff of Southwest Texas State College have added to their regular duties the effort of taking stock of themselves and of the institution as a whole. One such inventory was the evaluation made in 1947 and published under the title *A COLLEGE LOOKS AT ITS PROGRAM*. The results of a similar and more comprehensive self-study in 1958 were published in a booklet titled *A COLLEGE RE-EXAMINES ITS PROGRAM*. There were several reasons for the latter project. The college had experienced a significant growth during the decade following the earlier study; the name of the institution had been changed to reflect a broader role and scope; and preparations were being made for simultaneous evaluations by the National Commission for Accreditation of Teacher Education, the Southern Association of Colleges and Secondary Schools, and the Texas Board of Examiners.

The study of 1958 was not filed and forgotten following the visitations by the three accrediting agencies. During the next year special committees and the faculty as a whole devoted their efforts to studying and carrying out the recommendations made both in the self-study and in the evaluation reports of the visiting teams. The booklet circulated widely among other colleges, particularly in the South, and served many of them as a model for similar self-studies.

Two considerations have motivated the present survey: the college has rounded out sixty years of service to the State of Texas in the field of higher education, and the approaching retirement of President John Garland Flowers will terminate his administration of twenty-two years. Again, it seems an appropriate time to take inventory, to attempt

some assessment of strengths and weaknesses, and to consider what may lie ahead.

This report represents the work of many persons on the faculty and administrative staff. It has the faults that are inherent in a collaboration. Inconsistencies in style are inevitable, as are repetitions and discrepancies. The latter will not always represent inaccuracies. Two writers may give different dates for the beginning of a new program, for instance, and both dates may be correct. One may be the year in which the program was authorized, and the other the year in which it was actually initiated. There may be other discrepancies and contradictions, of course, which cannot be so readily explained.

It will be noted that in the final chapter President Flowers discards the objective point of view, since this volume is in effect his report to the Board of Regents and to the general public on his stewardship during his term of office. Here he gives his personal evaluation of various phases and activities of the college and his hopes for its future.

CONTENTS

CHAPTER	PAGE
I HISTORY AND DEVELOPMENT	1
JOHN G. FLOWERS	
II THE FACULTY	15
LELAND E. DERRICK	
III THE CURRICULUM	22
JOE H. WILSON	
LELAND E. DERRICK	
IV THE LIBRARY	36
ERNEST B. JACKSON	
V TEACHER EDUCATION	43
J. LLOYD ROGERS	
VI THE STUDENT BODY	62
CLEM C. JONES	
VII THE DIVISION OF STUDENT PERSONNEL	74
WILLIAM F. BROWN	
MARTIN O. JUEL	
FLOYD L. MARTINE	
MARJORIE O. STEWART	
VIII DEVELOPMENT OF CAMPUS FACILITIES	97
JOHN G. FLOWERS	
IX THE DIVISION OF PUBLIC SERVICES .	107
PATRICK H. NORWOOD	
X ACHIEVEMENTS, NEEDS, AND THE FUTURE	120
JOHN G. FLOWERS	
APPENDIX	146

Chapter I

HISTORY AND DEVELOPMENT

“GREAT OAKS FROM LITTLE ACORNS GROW”

The academic year 1963-64 ends sixty-one years of history for Southwest Texas State College. From simple beginnings as a normal school—one building, 303 students, limited physical facilities, few teaching tools besides textbooks, and many other inadequacies, as measured by today's standards—this college was founded. But the college had great resources from the beginning that compensated for many of these inadequacies. There was a well-selected and dedicated faculty of seventeen members and a president who accepted with enthusiasm the responsibility placed upon them by the State Board of Education and the legislature.

From these modest beginnings, this college has grown in size and in educational stature, to be recognized as a fully accredited college with a faculty of 188 and a student enrollment of 3,852, offering quality undergraduate and master's degree programs of instruction. Perhaps the most important fact to remember, in reviewing the history of the college, is that it has turned into the stream of our society a host of better prepared men and women who have made signal contributions to the social, political, and economic development of our state and nation.

Of course, this story could be repeated for hundreds of colleges throughout the nation since the unique aspects of a democratic society allow for the initiative and enterprise of our people to operate freely. But the story needs to be told and re-told by those who have faith in our country and by those who love our colleges and universities. Only in

recent years has the public begun to realize the responsible role it must play in shaping the future destiny of the nation.

THREE SIGNIFICANT PHASES OF DEVELOPMENT

A study of catalogs, brochures, and other printed matter, including enactments of the legislature, reveals that there have been three distinct phases in the historical development of this college:

1. The normal school phase, 1903-1925
2. The teachers college phase, 1925-1959
3. The regional general college phase, 1959-

These three phases reflect the changes in the economic and social conditions of our state at different periods in our history. The state colleges, to a very large degree, reflect the conditions of the times and are affected by the number and quality of our public schools in each period. As an illustration, the movement to build "normal" schools across the nation resulted from the need for teachers qualified to instruct children in the fundamentals of elementary education; then, later, these schools became accredited teachers colleges and accepted the additional responsibility of preparing teachers for the high schools. It should be remembered that it was not until about 1910 that the "high school" movement really got under way in Texas, and that it was not until 1925 that sub-collegiate departments were eliminated from the college curriculum of most state colleges.

The early "normal" schools were, in fact, little more than high schools, offering from one to two years of college level instruction; but they served a real need. In fact, they more than any other type of college, helped to make public

elementary and secondary schools secure at a critical period in our history.

It is well to recall some of the facts concerning the normal school movement. The first three normals were established in Massachusetts: Lexington in 1839; Bridgewater in 1840; and Framingham in 1853. It is well to remember also some of the pioneers in the education of teachers: Cyrus Pierce, Henry Barnard, Horace Mann, Samuel R. Hall—all educators of stature. We should also note that these educators were strongly supported in Massachusetts by John Quincy Adams and by Daniel Webster, both political statesmen of distinction. Said Webster, "On the diffusion of education among the people rests the perpetuation of our free institutions."¹ Horace Mann, Commissioner of Education in Massachusetts, who, more than any other educator and statesman, helped to establish the principle of taxation for the support of public education, became the champion of the normal school movement.

A memorable quotation from Mann's address at the dedication of the normal school building at Bridgewater, in 1846, is appropriate: "I believe normal schools to be a new instrumentality in the advancement of the race. . . . neither the art of printing, nor the trial by jury, nor a free press, nor free suffrage can long exist, to any beneficial and salutary purpose, without schools for the training of teachers."² Teacher education in America originated with these men.

It is appropriate that we who are sometimes prone to criticize the normal school should remember the conditions which produced this new school—no public education, general illiteracy of the population, no interest in the support of public education by taxation, no interest by the college

¹Charles A. Harper, *A Century of Public Teacher Education*, National Education Association, 1939, p.11.

of that time in preparing teachers. Out of this simple beginning arose a movement that swept the nation. The Normal School at San Marcos, created by the Texas Legislature of 1899 and opened in the fall of 1903, was established under conditions similar to those in New England in the 1830's except that by 1899 most people in Texas had accepted the idea of support of the public schools by taxation.

In 1900 the quality of our elementary and secondary schools was, in general, poor. Most of the elementary teachers of that day had little education beyond the elementary school, and few degree teachers were employed in the public high schools. It should be remembered, moreover, that by 1900 high schools had been established in some county seat towns and the larger centers only; the majority of our population did not have access to a public school.

The movement to establish secondary schools grew at a tremendous rate; and by 1915 it was clearly obvious that the normal schools were on the wane and that full-fledged colleges must take their place. Thus, by 1923, the Texas Legislature had converted the seven normal schools in the state to four-year institutions and had changed their names officially to "teachers colleges," all offering the baccalaureate degree. The first degree was granted by this college in 1919. Yielding to the demand of teachers for a master's degree, the Board of Regents, in 1935, approved a curriculum leading to that degree; and the first such degree was conferred in 1937. The story of the rise of the teachers colleges in Texas, especially after 1925, to fully accredited and highly respected institutions is one of the exciting chapters of higher education in the state. It marks the beginning of an up-grading movement that was most dramatic. The first task was to

²*Ibid.*, p. 21.

recruit faculty members with master's and doctor's degrees; the second task was to build libraries and physical plants adequate for the new colleges.

The story of the development of the teachers colleges from 1925 to 1960 is marked by many trials and difficulties, for it will be remembered that the depression of the 1930's, followed by World II, occurred during this period. Yet, despite these hardships and inadequate appropriations, the teachers colleges managed to develop curricula, raise academic standards, expand campus and plant facilities, and improve the quality of their faculties. For instance, in 1922-23 only one member of this college faculty held the Ph.D. degree, whereas, in 1957, 48% of the faculty members possessed this degree; and appointments and promotions to the various professional ranks were dependent on advanced doctoral study. It is not uncommon now for faculty members to pursue post-doctoral studies.

In 1959 the legislature officially changed the name of this college to Southwest Texas State College in response to a trend in the state and nation to make state colleges regional in nature and to offer curricula that would serve the needs and interests of the clientele of the geographical area they serve.

The word "teachers" in the name "teachers colleges" had proved to be only temporary, for in 1956 less than 50% of the teachers colleges of the nation had retained this title. Dr. Karl Bigelow, Professor of Higher Education, Teachers College, Columbia University, concluded, in a survey of trends in teacher education in 1957, that "teachers colleges, as we knew them in the period of 1925 to 1955, were on their way to oblivion, that they would all become general colleges with teacher education as one of their major functions."³

³Karl W. Bigelow, "Moving Forward in Teacher Education," *American Association of Colleges for Teacher Education Yearbook*, 1957, pp. 13-25.

By 1962 only twenty-nine state-supported colleges in the nation carried the name "teachers college."

Our traditional role as a teacher education institution is still paramount, notwithstanding the fact that the role and scope of the curriculum have been modified. About the same number of graduates enter teaching as before the change in name, but it is believed that because of more stringent initial entrance requirements and the progressive selection of candidates for teacher education the quality of students pursuing teacher education has improved. Moreover, the refinements in the professional curriculum, coupled with intensive field experience, leads one to conclude that this new phase, entered in 1957, will give this college an enhanced image of excellence, especially in the field of teacher education.

The present phase takes into account the social, economic, and technological aspects of this era. Since the close of World War II the advance in technology has brought about tremendous changes in education at all levels. Moreover, the more exacting demands for excellence in scholarship in all disciplines are recognized. This means better prepared scholar-teachers, better libraries, better laboratories, more extensive provisions for teaching facilities, more attention to research, and certainly more efficient use of the physical plant.

Let it be said to the credit of past and present governors and members of the legislatures of the last decade that Texas has made great progress in its efforts to provide more adequate support for the state system of colleges. (In the decade 1952-1962, the per capita appropriation for higher education has increased by 91%.) This progress, with respect to excellence, is noteworthy. We have not yet, at this writing in 1963, provided a level of support that makes us comparable and competitive with states similar to ours, but

hopeful signs are on the horizon. We look, hopefully, to the findings and recommendations of the special committee appointed by the Governor to study Education Beyond the High School for new guide lines in the better development of our colleges in their quest for excellence.

ROLE AND SCOPE OF THIS COLLEGE AS ONE IN THE STATE SYSTEM OF COLLEGES AND UNIVERSITIES

The question is often raised by honest inquirers: What precisely is a general regional state college such as Southwest Texas State College? It is not a normal school or teachers college, although the staffs have striven to retain the valuable and constructive characteristics of each. It is not a liberal arts college, although the bases of the institutional requirements—56 semester hours in academic foundations—are normally classified as liberal arts. It is not a vocational college, although several areas such as home economics, industrial education, and business administration have characteristics of vocational training. It is not a strictly professional college; yet the teacher education programs on both the undergraduate and graduate levels have the characteristics in concept and content of professional colleges. It is not a university; yet it is multi-purpose in nature but limited to collegiate level.

A general regional college, such as Southwest Texas State, has some of the characteristics of all of the above categories since the geographical region it serves (an area larger than the State of Pennsylvania and a population service area of more than 2 million) has characteristic needs which should be served, some of which are common to all state regional colleges. It follows that this college must be sensitive to the needs of the area it serves and must provide

such curriculum offerings as will best meet the needs of college students of this geographical region at the most economical cost to the taxpayer.

Perhaps the best statement of the role and scope of this college is found in a report made to the Commission on Higher Education in June of 1956:

A. As a College Dedicated to the Preparation of Teachers

This college has adhered to its traditional purpose of preparing men and women for all of the varied types of teaching and administrative positions needed by the public school system. We have taken pride in this goal and objective and have striven to build an institution of the first class that is dedicated to the task of improving the quality of the teaching profession.

B. As a College Serving the General Welfare

1. This college provides basic general education to all students who enter its doors—regardless of their goals or purposes. This aspect of education is basically the foundation of our culture and is made up of studies in the sciences, the humanities, the natural sciences, aesthetics, or what is commonly known as the arts and sciences of a liberal education.
2. This college serves the specific needs of a region by providing, in addition to general education, certain courses that prepare for vocations, such as secretarial science, industrial training, homemaking, and agriculture.
3. This college has an additional goal, that of preparing men and women for the so-called higher professions. We provide pre-professional courses in law, medicine, engineering, dentistry, and nursing.

Two self-evaluations have taken place at this college since World War II. The first study, prepared by the faculty in 1948, is entitled "A College Looks at Its Program." This self-study described the institution as a teachers college within a general college organization; and the report emphasized that the college had already become regional and general in nature, serving objectives other than teacher education.

The second self-evaluation, entitled "A College Re-

Examines its Program,"⁴ 1958, was a sequel to the 1948 report. The chapter dealing with role, aims, and scope clearly defines the place this college occupies in the state system of higher education. In brief, it may be stated as follows: "Southwest Texas State College is a multi-purpose, general college, with teacher education as one of its major aims."⁵

GUIDING PRINCIPLES AND POLICIES

For more than 20 years this college has printed in its catalog what it regarded as its governing principles. These have been used as guide lines for the formulation of policy. These principles can be regarded as our basic philosophy, what we think the role of the college is, and what the administration and faculty regard as important.

The first principle affirms that "the college should have clearly defined objectives which should limit and control its offerings and activities." A review of the development of the college during these two decades will reveal that the emphasis in all departments, old as well as newly-established, has been on a fully demonstrated need, and always with consideration given to its clearly defined role and scope. It has been an accepted policy that no curriculum program, or extra-curricular activity, would be offered or attempted unless there were ample faculty and physical resources to support a program of excellence of whatever nature. It was held that a few things done superbly are to be preferred to many things done in mediocrity. The administration and faculty have taken this principle seriously.

⁴Prepared by administrative and instructional staffs as a self-survey for the Southern Association of Colleges and Secondary Schools and for the State Board of Education.

⁵Southwest Texas State College Catalog, 1963, pp. 49-51.

A second principle that has been followed steadfastly in the instructional program is stated as follows: "In order that students may gain a unified body of knowledge with breadth and depth of information, the ultimate goal, the curriculum and the extra-curricular activities of the college should be progressive, sequential, and integrated." This principle has unusual significance currently in view of the expanding knowledge and, of course, the resulting curriculum changes. It is our contention that whatever is included in the curriculum must contribute to the breadth and depth of scholarship since there is no substitute for the broadly educated man or woman. Moreover, the requirements should demand that the student have considerable depth of scholarship in one or more disciplines of his choice.

The third principle affirms that "in order that all students may possess the broad cultural background in what is regarded as the basic areas of knowledge, a program must be established to assure that the requirements of general education are met by all." Currently, the courses in academic foundations, which embrace approximately 56 semester hours of the 128 hours required for graduation, are a requirement of all degree patterns. It is believed that all persons, regardless of their goal, should be exposed to our basic intellectual and cultural heritage through courses chosen from the arts and sciences and including work in the humanities, the social studies, the natural sciences, communications, aesthetics, and health. This faculty may take genuine pride in the development and content of the required general education program that has evolved at Southwest Texas State College.

Principles four, five, six, and seven define the nature of the curriculum for the general students, as well as for teacher education candidates. In general, these four principles recognize that scholarship of the highest order is expected

and that institutional demands require that the student must demonstrate competence in the general background areas as well as in the area of specialization.

Teacher education has its roots in the arts and sciences, regardless of the grade level to which the teacher expects to devote his time; hence, more than four-fifths of the total program is in the arts and sciences. The professors of the strictly professional courses presuppose that the student's scholarship in his chosen field of specialization is adequate, and that their major responsibility is to plan courses designed to relate the theory of education to practical reality.

It is because of this belief that extensive use is made of what is termed "professional laboratory experiences," commonly known as observation, participation, and student teaching. This area of teacher education has been accepted by all leaders in higher education and by school administrators as the most important aspect of teacher education. It should be remembered that this concept originated in normal schools in the 1830's. It is true, of course, that the laboratory experiences of this day are quite different from what they were in 1836; but basically the notion that we must find ways to translate theory into practice is still valid.

Since an increasing number of students take pre-professional courses in preparation for schools of medicine, law, engineering, dentistry, and nursing and since many plan to do graduate work in their chosen disciplines without teacher preparation, it is obvious that curricula must be available to take care of this group whose objectives are different from those of students who plan to enter the profession of teaching.

Principle eight states that "In order that the democratic way of life may be realized, the college—through its administration, instructional, and personnel organizations—seeks

to exemplify this concept, in spirit and in act." Because of our belief in the individual and the conviction that the needs, interests, and abilities of each individual must be taken into account, great emphasis is placed on the adequate guidance of students to the end that each may attain his highest self-realization.

Included in the total student personnel program are the extra-class activities, the dormitory counseling program, the activities of the student center, the testing and guidance center, and a vast amount of counseling given by administrative officers and faculty members. The college has made notable progress during the past decade in marshalling all of these forces toward building a dynamic student personnel program of which more will be said in a separate chapter.

PURSUIT OF EXCELLENCE

"Excellent performance is a blend of talent and motive, of ability fused with zeal. Aptitude without aspiration is lifeless and inert."⁶ This quotation from the Rockefeller Foundation Annual Report, 1958, deals with many dimensions of excellence in all areas of education, public and private, and at all levels; it suggests the ingredients that must be present if schools and colleges are to achieve the excellence to which they aspire. There must first be highly talented individuals on the staffs, who are motivated to do superb teaching and research. Secondly, the staffs, both administrative and teaching, must be alive and endowed with a personal and professional zeal that is both intense and sustained.

Since the close of World War II the staffs of this college have been convinced that excellence in all aspects of the college must be a dominating goal. We became convinced that whatever we attempted in curriculum changes, in

⁶"The Pursuit of Excellence," p. 45.

effective teaching, in student personnel services, and in physical plant development should be done superbly well. That we have succeeded in some areas and failed to meet our expectations in others was to have been expected. This brochure reflects some of the successes and also some of the problem areas with which we are still deeply concerned and are now involved.

One observation that is pertinent in the matter of achieving excellence and which was early brought to our attention was that we would do well to limit our offerings to those areas in which we had competent, dedicated staff members supported by adequate physical facilities such as library, laboratories, and classrooms. Striving for *quality* as opposed to *quantity* is crucial. If a college administration, or controlling board, gets greater satisfaction in numbers, in size of physical facilities, and other factors denoting "bigness," rather than in high-quality education for college students, one can predict the kind of college that will evolve. Striving for better quality may mean a less pretentious and a smaller institution, but in terms of the contribution it makes to society in the long run it is our contention that the decision made should be for quality.

Translated in practical and simple terms, this concept of excellence means, among other things, that we must be concerned about class size, the best methods of instruction for a given area of subject matter, the most effective teaching tools available to the staff, the most desirable and attractive classroom environment, the most effective means of evaluating student achievement, and the most effective counseling system. In this report will be found descriptions of some of the efforts that have been made to achieve excellence.

Russell M. Cooper, of the University of Wisconsin,

wrote in 1955, "If you would know a culture, look at its schools. Every society has concern for its young, and schools measure the character of that concern. They measure also the people's hope for the future."⁷ Our concern has been, and continues to be, that this college dedicate itself to the achievement of excellence in every department, in all of the activities it supports, and in its efforts to achieve spiritual and cultural values.

⁷"Teacher Education for a Free People," *American Association of Colleges for Teacher Education Yearbook*, 1955, p. 1.

Chapter II

THE FACULTY

Southwest Texas State Normal School opened its doors on September 9, 1903, with a faculty composed of Principal Thomas G. Harris and sixteen teachers. Several of these were recruited by Mr. Harris from the Austin public schools, where he had served as superintendent for six years before coming to San Marcos. Four of the original faculty held master's degrees, three held bachelor's degrees, two were normal school graduates, and eight held neither degrees nor normal school certificates. Principal Harris explained that in selecting personnel he was more interested in teaching ability than in academic degrees.

This policy was amply justified by the results. These persons proved to be dedicated teachers and dynamic personalities who inspired and enlightened many generations of students. This team remained unchanged for four years, after which time replacements and additions came with increasing rapidity. At the end of the first decade, however, twelve of the original seventeen remained; in 1923, four; and in 1933, three. The last one retired in 1942, rounding out almost thirty years of service.

FACULTY GROWTH

As the school increased in size and expanded its curriculum, attaining senior-college status in 1918 and adding a year of graduate work in 1935, the faculty grew both numerically and professionally. The teaching staff numbered 26 in 1913, 42 in 1923, and 58 in 1933. Because of war conditions the number was only 68 in 1943; but by 1953

there were 99, and in 1963, 172. The first holder of a doctorate degree joined the staff in 1919, and by the late twenties a master's degree was considered minimum preparation for initial appointment. In 1935, when a graduate program was initiated, 17% of the faculty held the doctorate degree. In 1963 33% held the doctorate, and for initial appointment a minimum of one year of graduate work beyond the master's degree was normally required.

Preservation of the desired versatility of the faculty is a persistent problem. In 1963 about one fourth of the faculty held degrees from Southwest Texas State College, either bachelor's or master's or both; and about one fifth of the staff had received their highest degree from this institution. Because of the proximity of the college to Austin the University of Texas is the source of a disproportionate number of the doctorate degrees held by the faculty. A study of the sources of faculty degrees reveals, nevertheless, a considerable diversity of background and training. The present faculty holds doctorate degrees from twenty-two different institutions, master's degrees from fifty-four, and bachelor's degrees from seventy-three.

SELECTION OF FACULTY

The recruitment of faculty personnel is a continuing responsibility of department heads, deans, and the president. With enrollment increasing at an unprecedented rate and with colleges and universities throughout the nation competing for the short supply of qualified instructors, maintaining a staff becomes more and more difficult. The demands of industry, moreover, and the inducements it offers further limit the number of teachers available, particularly in the scientific fields. Two other factors compound the problem locally: inadequate salaries and a heavy teaching load. Texas

has improved salaries significantly during the last decade; but other states have made similar improvements, so that Texas institutions are in no better position today to compete for personnel that they have been in the past. A further deterrent to recruitment is a teaching load of fifteen contact hours per week, which is heavier than is now found in many similar institutions.

The college offers some inducements, however, which prove attractive to many highly competent persons seeking an institutional connection. Employment for at least half of the summer is usually available to those who desire it. Perquisites that the faculty enjoy are membership in the Teacher Retirement System of Texas, Old Age and Survivor Insurance coverage, and group health insurance. Membership in the latter is voluntary, and the entire cost is borne by the insured. More important than these, perhaps, is the "climate" of the college campus. The spirit of friendliness and good will which characterizes the faculty member's relationships with students, with the administration, and with other faculty members provides an atmosphere that is satisfying both personally and professionally.

In the selection of a teacher some qualifications are basic; others may vary with the specific type of position to be filled and the rank at which the person is to be employed. Keen intellectual interests, a broad cultural background, the ability to stimulate and inspire students, and skill in teaching are essentials. Equally important are academic preparation, degrees held, and the sources of those degrees. Although primary emphasis is on dynamic teaching, research and publications are also highly desirable. In some instances the area of specialization within a broader field is an important factor in selection.

Staff requirements for new personnel are determined

by the president in conjunction with the Instructional Council and individual department heads. After it has been established that a department has a need for additional personnel, the responsibility for finding suitable candidates usually rests upon the department head. His recommendation for appointment is considered by the deans and the president, and the latter submits nominations to the governing board for final approval.

It should be observed, incidentally, that the source of new faculty personnel has changed significantly during the last thirty years. At one time most of the staff came to the college by way of teaching in the public schools. Today the typical recruit comes directly from a university graduate school with little or no teaching experience beyond part-time employment as a graduate fellow. He is younger and better trained than his earlier counterpart, but because of his youth and inexperience he needs more supervision and guidance.

TENURE, RANK, AND PROMOTION

Although the State of Texas does not grant tenure and employment contracts are for one year only, the college recognizes customary tenure after three years of satisfactory service. Both the local administration and the governing board subscribe to acceptable standards in the appointment, retention, and dismissal of faculty members; and the institution has established by long tradition a favorable reputation for academic freedom.

It has been the policy of the administration to preserve a balance in academic ranks, so that the number of professors and associate professors will be approximately equal to the number of assistant professors and instructors. For the year 1963-64 the number in each rank, including those teaching part time, was as follows: professors, 41; associate professors,

35; assistant professors, 48; instructors, 48; and graduate fellows, 16. The larger numbers in the lower ranks have resulted from the unusually large number of new appointments which have been made in recent years because of a growing enrollment.

Promotion policies and minimum qualifications for the four academic ranks have been established and disseminated to the faculty. Promotion is granted not only on the basis of tenure and degrees held but also on teaching ability, evidence of professional growth, and present and potential usefulness to the college. Department heads normally initiate action for promotions, and the president recommends to the board those promotions which in his judgment are merited and feasible from an institutional point of view.

PROFESSIONAL GROWTH OF THE FACULTY

In recent years special emphasis and encouragement have been given to the professional growth of the faculty. New staff members are appointed with the understanding that they cannot expect permanent employment unless they complete, as a minimum, 30 semester hours of graduate work beyond the master's degree in the teaching and related fields. Those persons on the faculty who have not met this standard have been requested to file with the President of the College definite plans for further graduate study, and those who find it feasible to do so are urged to pursue work toward the doctorate degree. Every possible assistance is given to faculty members in obtaining grants and fellowships for graduate study; requests for leave for this purpose are uniformly given favorable consideration; and merit salary increases are given for the following:

1. Promotion in rank
2. Completion of the doctorate degree

3. Teaching excellence
4. Worth to the institution
5. Authorship of a book
6. Other research and publications
7. Advanced graduate study
8. Creativeness in the arts

The results of the stimulus thus given to professional growth have been both tangible and gratifying. Five members of the faculty received the doctorate in 1962-63, and a larger number are expected to take the degree during 1963-64. Those who do not find it feasible to aim for the degree acquire additional graduate credit periodically through summer study or by taking leave. A grant from the Danforth Foundation enabled 16 teachers to broaden their background by studying outside their field of specialization during the summers of 1961 to 1963.

The administration policy referred to above, together with modest appropriations by the Texas Legislature for organized research, has resulted in increased activity in this field. The faculty bibliography for 1962-63 included books from presses of national reputation and articles published in some of the leading professional journals. Grants have been received from the Department of Health, Education, and Welfare for the support of research projects now under way or to be initiated in September, 1964. It is anticipated that with more liberal appropriations and continued encouragement from the college administration research and publication by the faculty will increase.

Another means of encouraging professional growth is the provision of funds for faculty members to attend meetings of learned societies. The professional interest of the faculty can be gauged by the number of memberships which they hold in state, regional, and national organizations; by

the number of offices which they fill; and by their participation in the programs and other activities of these bodies. Through the years the faculty, from the president to young instructors, have assumed active, and in many instances leading, roles in a wide range of scholarly and professional groups.

A local organization of the teaching staff deserves mention. The Faculty Senate was established in 1958 "in order to provide for the organization and procedures which will enable the faculty to effect greater utilization of its resources in the conduct of affairs of the college." Composed of nine members elected by and from the voting members of the faculty, the Senate determines and gives expression to the consensus of the faculty on matters affecting the college, carries out projects assigned to it by the faculty, and serves as a liaison between the faculty and the administration, communicating faculty opinion to the administration and interpreting college policies to the faculty. The group has also accepted and carried out special assignments at the request of the administration.

In summary it may be said that the faculty is an aggregation of highly trained and highly skilled specialists. They have varied backgrounds, varied interests, and varied points of view. They have at least two qualities in common, however: a dedication to the quest for truth and a commitment to serve the youth of Texas through effective classroom teaching.

THE CURRICULUM

THE UNDERGRADUATE CURRICULUM

INTRODUCTION

The curriculum for undergraduates has undergone numerous changes over the sixty-year period, primarily for the purpose of keeping pace with the established purposes of the institution. Degrees have been added, deleted, and changed. Requirements and semester hours have varied, sometimes at the instigation of local administrations and faculty, and on other occasions through regulations established by accrediting agencies. Although the detailed story of curriculum development can not be fully described in this chapter, sufficient information will be given to permit the reader to understand the curriculum and its progress in relation to such matters as purposes, entrance requirements, economic conditions, and increase in student body.

THE EARLY CURRICULUM

As indicated in Chapter I, this college accepted students originally in 1903 as a normal school, with the purpose being to train teachers for public schools. Actually, the work taught was the equivalent of the last two years of high school and one year of post-high-school work. One decade later a second year of college work was added; in 1917-18, the third year; and in the spring of 1919 a bachelor's degree was awarded to the lone student who had completed all requirements. From the beginning, the curriculum included professional (teaching) courses, and certificates were granted to those students who completed one year or more

of the normal school curriculum as then constituted.¹

LATER DEVELOPMENTS

Two degrees were initially offered, those of Bachelor of Arts and Bachelor of Science. Both included required professional courses leading to certification to teach, the nature of the professional courses required being determined by the type of permanent certificate for which the student sought to qualify, namely, elementary or secondary. Otherwise the only distinction between the two degrees was the absence from the curriculum leading to the degree of Bachelor of Science of the course in foreign language required for graduation with the degree of Bachelor of Arts. Freshman and sophomore courses required of candidates for either degree were two years of English and one year each of social science, biological science, and physical science. Initially majors were offered in English and public speaking, Latin, French, German, Spanish, mathematical and physical science, mathematics, and social science; minors, in the same fields and in agriculture, art, business administration, music, and physical education. Majors in most fields were restricted to 24 semester hours (under the term plan 26 term hours); and two minors of 18 semester hours were required, the total graduation requirement being 120 semester hours (identified prior to 1933-34 as 180 term hours) plus two years in physical education.

Since the same majors and minors were available to candidates for either of the two degrees the result was that as the course offerings proliferated, both degrees became meaningless catch-alls. There was some justification for conferring the degree of Bachelor of Science upon a student

¹ See Southwest Texas State Teachers College, "A College Re-examines its Program," 1958, for various certificate requirements.

so long as his course of study included a major in education, regarded, at least inferentially, as a science. But the anomalous character of the degree of Bachelor of Science in particular became more and more marked as, with time, more and more students were permitted to graduate without inclusion of a major in education in the courses offered toward graduation with that degree, even though the major was in a field other than science.

RECENT DEGREE CHANGES

Since 1949-50 severe distinctions have been made in the available degrees. For example, the Bachelor of Science degree requires the student to major and minor in a natural science. The Bachelor of Arts degree is limited to certain fields, and special degrees have been introduced to accommodate interested students.

The Bachelor of Arts degree is available to the following majors: art, business administration, economics, English, French, geography, German, government, history, journalism, mathematics, music, health and physical education, sociology, Spanish, and speech. Aside from other requirements, this degree calls for two years in a foreign language and at least one year in each of two natural sciences.

Other degrees available to students are as follows:

Bachelor of Science in Education under the Curriculum for Elementary Teachers.

Bachelor of Science in Education under the Curriculum for Secondary Teachers.

Bachelor of Science in Education under the Curriculum for Speech Correctionists and Hearing Therapists.

Bachelor of Science in Education with Endorsement for Teaching Mentally Retarded or Physically Handi-

capped Children.

Bachelor of Business Administration.

Bachelor of Science in Agriculture.

Bachelor of Science in Commercial Art.

Bachelor of Science in Home Economics.

Bachelor of Science in Industrial Arts.

Bachelor of Music Education.

ACADEMIC FOUNDATION

(GENERAL EDUCATION) DEVELOPMENTS

Since the beginning of the institution the completion of courses in certain areas has been required for graduation. The terms applied to these requirements of institutional nature have varied considerably, although the purposes have been rather consistent. The 1947-48 catalog states that "all persons should be familiar with the nature of present-day society in order that they may be prepared to analyze and solve contemporary problems. A person, to be able to solve the recurring problems of everyday life, should have an appreciation and understanding of the broad fields of human knowledge which we usually classify as the humanities, of the social sciences, of the pure sciences, and of the arts. Approximately one-third of the courses pursued are taken in these four large areas."²

In 1955 the Texas Education Agency promulgated as General Education requirements a minimum of forty-five semester hours. Operating under the conviction that such education was necessary to college graduates, the college exceeded the requirement by making mandatory fifty-two semester hours of the one hundred and twenty-eight hours required for a degree. Again in 1962, following the stipulation

² Southwest Texas State Teachers College Catalog, 1947-48, page 56.

of the Texas Education Agency, the number of hours under Academic Foundations was increased to approximately one-half of the degree requirements.

One of the most recent developments in the General Education requirements has been the emphasis placed on the arts and their place in American culture. Through general appreciation courses in the arts, an interest in drama, music, folklore, and art has led to the development of a program which has raised considerably the artistic level of the student body. Exhibitions, performances, and many special occasions have attracted student and faculty attention throughout the school year.

Although the regulations of the Texas Education Agency referred to above pertained only to students earning a certificate, the requirements were translated by the college to include all students working toward a degree. As a result all students, regardless of their aim, completed the Academic Foundation requirements prior to receiving degrees.

PROMOTION OF ACADEMIC EXCELLENCE

Reference has been made to this topic in Chapter I with an indication that quality more than quantity has governed rules, regulations, policies, and practices. In early discussions of the matter, the conviction was present that where quality prevailed, quantity would follow. Growth in student body during the past decade proves the wisdom of the statement.

To improve quality, the college administration and faculty have worked and are still laboring diligently on the many problems involved in attaining a higher standard of achievement. Entrance requirements have been gradually raised over recent years (see explanation in later chapter),

eligibility conditions have been stiffened, grade distributions have been calculated annually, class sizes have been observed closely with some allowed to increase and others held to a definite maximum, laboratory facilities have been improved, student assistants have been employed to assist in student group instruction, and extra meetings of classes have occurred as a scheduled arrangement. In addition, an Honors Program has been in operation for some years, TV class instruction has been on the regular schedule for three years, the Awards Day Program to emphasize scholarship has been presented annually for eight years, advanced placement examinations have been scheduled for five years, research and publications have received greater emphasis from administration and faculty, and other peripheral actions have been taken which have yielded a higher degree of excellence within the institution.

The Honors Program, which up to the present time has been limited to the freshman and sophomore years, is currently under study, with a view to expansion. Examination of these programs in other schools, expenses of extension of the program, utilization of faculty members to best advantage, and the encouragement of superior high school students to enroll constitute portions of the program which are under consideration.

EXPANSION OF THE PRE-PROFESSIONAL AND OTHER CURRICULA

In recent years Southwest Texas State College has become more than a teachers college, as was pointed out in Chapter I. The change towards a regional institution with regard for other curricula has caused revision of some programs and introduction of new ones. The registration of students interested in business, general agricultural pursuits,

engineering, industrial technology, medicine, dentistry, pharmacy, nursing, medical technology, law, and other areas has resulted in an expansion of courses and programs. The combination degree has been adopted which, in effect, permits a student studying in the professions to secure an appropriate degree after transferring to the professional school.

For many years graduates of the college who have attended medical schools have set enviable records. Both dental and law schools regularly accept applicants who have completed preparatory programs at this institution. In recent years an upsurge has been noticed in the number of students aspiring to become engineers, medical technicians, and pharmacists. Those interested in these fields have followed curricula leading primarily to the Bachelor of Science and the Bachelor of Arts degrees, the traditional liberal arts degrees. Of necessity changes within the Bachelor of Science degree have occurred when students wish to prepare for admission to medical school, attendance in graduate school, employment in industry, or teaching. The Bachelor of Arts degree has accommodated those concerned with graduate school, legal work, foreign service, teaching, or a liberal education. In recent years students have indicated an interest in these curricula to the point that constant attention is now given to requirements in leading professions. To this extent the college has become a regional institution attracting young men and women pursuing various educational goals.

FUTURE CURRICULAR DEVELOPMENTS

Any consideration of curriculum development should include a look at possibilities for the future. It should be remembered, of course, that new programs must have the

approval not only of the governing board but also of the Texas Commission on Higher Education, and that the Texas Education Agency exercises control over matters involving teacher certification. Another principle of curriculum development is that what has proved successful should be retained. Continued emphasis should be placed, for example, on the Academic Foundations portion of the curriculum. The present limited program for superior students should be extended to the junior and senior years and should include more advanced-standing examinations and additional courses providing individual instruction. Studies should be initiated to determine the feasibility of adding programs or enlarging existing programs. Should more courses be offered, for instance, pertaining to the Far East? If American students are to be as well informed about the history and languages of Russia and other Asiatic countries as students of those countries are about the United States, revisions must be made in the present curriculum.

As the college expands its role as a regional institution and extends its services to more people, the demand for courses in adult education increases. There will be a requirement for more late-afternoon and evening classes in such areas as art, philosophy, history, literature, and crafts. Studies should be made to determine the feasibility of meeting these demands.

Other matters of curriculum interest which will probably involve faculty attention in the near future are expansion of the regular schedule to include later afternoon and evening hours, reduction of the teaching load, a closer look at controlling class sizes in some disciplines and enlarging enrollment in others, and the possibility of adding to the one hundred and twenty-eight semester hours now required as a minimum for all degrees.

THE GRADUATE SCHOOL

Authorization

At its meeting on June 15, 1935, the Texas Normal Board of Regents authorized the establishment of a Graduate School at Southwest Texas State Teachers College. As justification for offering graduate work at the college, President C. E. Evans, in a report to the board dated March 28, 1936, said that the State Department of Education was at that time demanding that superintendents and principals in first-class schools of the state complete at least 18 semester hours of graduate work; and he predicted that the master's degree would eventually become the minimum qualification for all secondary teachers in Texas. He pointed out, moreover, that between 1919 and 1936 the college had conferred more than 1,800 baccalaureate degrees and since the founding of the institution had awarded thousands of diplomas. It was believed that many of these former students would return to the college for graduate study and that a graduate enrollment of one hundred could reasonably be expected during the summer session of 1936.

Administration

In preparation for the inauguration of a graduate program the Graduate Council was created; and the college catalog for 1935-36 carried the statement that "The Administration of the Graduate School is intrusted to the Graduate Council appointed each year by the President, the President and the Dean of the Faculty being *ex officio* members of the Council." Students were admitted to the Graduate School by the registrar, and enrollment included "consultation by the student with his major advisor for the purpose of having his course of study outlined for presentation to the Dean of

the Faculty.” Applications for candidacy were also filed with the Dean of the Faculty, as were completed theses.

The importance that was attached to the initiation of the new program is seen in the fact that the President served for the first year as chairman of the Graduate Council. Other members, besides the Dean of the Faculty, were four department heads and a professor of education who was designated as secretary. The duties of the latter official were not indicated except that he informed the students as to regulations for the preparation of the thesis. The organization and function of the Graduate Council remained essentially unchanged until 1938, when the office of executive secretary was created. The designation of an executive secretary was a significant step. Hereafter the Council acted through him; and he approved applications for candidacy, assigned thesis committees, approved completed theses, and certified students to the Dean of the College—the title had changed by this time—for graduation. It is interesting to note, however, that the registrar continued to handle applications for admission to the Graduate School.

In 1942 the offices of Registrar and Executive Secretary of the Graduate Council were combined. In 1946 the title was changed to Registrar and Dean of Graduate Studies; in 1950, because of the increased enrollment in the Graduate School resulting from the Gilmer-Aikin Law, the offices were separated; and since that time the Graduate School has been administered by a full-time Dean of Graduate Studies. He also serves as chairman of the Graduate Council, which is composed of a representative from each department that offers a major graduate program, with the President of the College, the Dean of the College, and the Registrar as *ex officio* members.

CURRICULUM

In keeping with the primary purpose of preparing teachers, the first course of study required a major in education representing not less than 18 semester hours and one minor of not less than 6 nor more than 12 semester hours in an academic field or two minors of 6 hours each in two different academic fields. The thesis might be written in an academic field, "but always with respect to its professional application." Credit for the thesis was normally recorded as education.

The professional nature of the graduate program was further emphasized in the following statement in the college catalog for 1935-36:

Work leading to the Master of Arts with a major in Education will be offered effective with the Summer Session, 1936, with minors in the following departments: biology, business administration, chemistry, English, German, history, home economics, mathematics, and Spanish The course of study proposed for the Graduate School is built around a major in Education for the reason that it is in the professional field primarily that the College finds itself justified in offering a graduate program The College proposes in its program of graduate study to stress particularly advanced training for administration, supervision, and more effective classroom teaching.

The curriculum was expanded in 1938, when major programs were offered not only in education but also in social science, science and mathematics, and language and literature. Students were still required, however, to major or minor in education.

Elimination of the thesis requirement became a subject of discussion and study in the early 1940's, with the result that in 1945 research problems in biology, business administration, economics, education, English, government, history, or Spanish were accepted for 6 semester hours of credit in lieu of the thesis. This policy remained in effect until 1950, when the thesis became optional. In that year the Board of Regents authorized the college to grant the Master of Education degree in addition to the Master of Arts. The requirement for the new degree was 36 semester hours of course work, without the thesis, consisting of a major of 21 hours and a minor of 15 hours, or two minors of 9 and 6 hours respectively.

By 1958 major programs were offered in agricultural education, biology, business education, chemistry, education, English, health and physical education, history, home economics education, industrial arts, music education, and speech and hearing therapy. In 1963 a graduate major in mathematics was added. Areas of specialization in the field of education are elementary teacher, elementary principal, secondary principal, counseling and guidance, and special education (mental retardation). Secondary teachers major in their field of academic specialization.

ENROLLMENT TRENDS

The expectation of a graduate enrollment of 100 in the summer session of 1936 was realized when 118 graduate students enrolled for the first term and 77 for the second term. The total non-duplicated enrollment in degree programs for the summer was 98. This number increased steadily until the war years, when regular-session enrollment reached its lowest point in 1942-43 and summer enrollment in 1945. Two factors contributed to the large increase in

graduate study in the post-war years: the return of veterans to the campus and the enactment of the Gilmer-Aikin Law in 1948. Summer enrollment reached a peak of 876 in 1950, and regular-session enrollment hit an all-time high of 422 the next year. The gradual decline during the next decade can be attributed to several causes: exhaustion of the backlog created by the Gilmer-Aikin Law, a decline in veteran enrollment, limitations on course loads of full-time teachers, and more selective admission requirements. The downward trend seems to have been reversed in 1962. The summer enrollment of 439 in 1963 and the fall enrollment of 204 the same year represented substantial increases.

The number of master's degrees conferred has followed generally the trends in enrollment. The largest graduating classes prior to World War II were those of 1939-40, when 127 earned degrees. The post-war record was set in 1951-52, with 201 graduates. Since 1951, when the Master of Education degree was authorized, 1,423 degrees of this type have been conferred as against 457 Master of Arts degrees. From 1936 to 1963 inclusive 1,180 Master of Arts and 1,423 Master of Education degrees have been conferred for a total of 2,603.

IMPENDING CHANGES IN CURRICULUM

The Texas Legislature has delegated responsibility for teacher certification to certain state agencies which have established standards for the approval of certificate programs and of the institutions which conduct them. The State Board of Education approved on March 2, 1964, revised standards for graduate schools, for professional certificate programs, and for programs for school administrators. The new standards for graduate schools will become effective on September 1, 1965, and those for professional

certificates and administrative programs on September 1, 1966. The degree pattern for teachers will not be radically different from the present plan, but that for school administrators will entail significant changes. The latter group will follow a two-year graduate program, with the option of taking the master's degree at the end of the first year, and will complete not only professional courses but also an area of academic specialization and other prescribed courses to assure a broad cultural background.

Chapter IV

THE LIBRARY

LIBRARY QUARTERS

With the opening of the Southwest Texas State Normal School in 1903, a small library was established and housed in a large room on the first floor of the Main Building. All furniture and shelving were made of wood.

By 1910 the library had outgrown its crowded quarters in the Main Building, and a three-story library and classroom building was constructed. At first the library occupied only the second floor and a small part of the first floor. As the book collection grew, the whole of both the first and second floors was used for library purposes; and, as a temporary relief measure, two small stack rooms were added to the rear of the building. Early in the 1930's it was seen that a new library building was direly needed.

In 1936, through a grant from the Public Works Administration, a two-story Library Building was erected. During the next year a third floor was added by appropriated state funds. The building was 60 feet wide and 120 feet long, and the total cost of the three-story structure was \$155,000.00. Because of the inconvenience of administration, the third floor, except for a library science classroom, was never used for library purposes. It was, however, used to house the College Museum, which contained some archival material and was considered to be an affiliated library enterprise. In the new building, the main library, located on the ground floor, housed the major book collection, the reference and the periodical departments. It contained a reading room seating 125 readers. On the second floor the reserve library,

containing many books for special assignments, seated 144 readers. The second floor also contained the librarian's office, the cataloging department, and the book bindery.

The steady growth of the book collection and of the size of the student body made it necessary to enlarge the Library Building in 1950-1951. This three story addition, 40 feet wide and 85 feet long, was located on the west and perpendicular to the original structure. The remodeled building harmonized with the Spanish-colonial style of architecture which characterizes other newer buildings on the campus. The library section was the first building on the campus to be air-conditioned. The main reading room on the ground floor was enlarged substantially. On the second floor an attractive browsing room continued the experiment in open-shelf reading in an attractive environment. Carrels were provided in the main library behind the closed stacks, available to graduate students and faculty members.

Even the additional space provided in the 1950-1951 addition was soon crowded, and it was decided to build a new addition to the west the same size as the first section built in 1937. Because the college was also in dire need of classrooms, most of the second floor and all of the third floor were used to house the social science, English, and foreign language departments.

The architects and planners came up with the ingenious idea of installing a mezzanine floor over the whole of both ends of the building, leaving the high ceiling only in the central portion. By this plan the library floor space was almost doubled, and because of its compactness it is more usable. Almost all of the book collection is now shelved on open stacks. Reader space and stack space have been merged, eliminating conventional reading rooms and stack areas; and from the standpoint of library efficiency the new arrange-

ment is easier to administer. Both faculty and students have acclaimed the open-shelf system as a complete success.

In the present arrangement there are four large reading rooms, ground floor and mezzanine on each end, connected through the main entrance hallway on the ground-floor level. In addition to these four reading rooms, the cataloging and order departments and the librarian's office are located on the ground floor east, the D.A.R. Library on the ground floor west, and the Elliott Library on the mezzanine west. The main loan desk, the card catalog, the reserve library, and the periodical department are all in the entrance foyer. An objectionable feature of the new building is the confusion caused by the large number of students who pass through the foyer during the change of classes.

At the present the book bindery is the only department of the library located on the second floor; however, as growth necessitates, the east portion of that floor will be reclaimed for library purposes.

Accepted standards require that a college library shall have seating accommodations for 25% of the student body at one time. Thus for the enrollment of 3,850 in the fall semester of 1963 the library should have been able to seat 962 readers. Actually, in January 1964 the library had 635 chairs. As the enrollment increases, need for expansion of all facilities is obvious. Under the present rate of growth of the student body and of the book collection, the need for additional seating capacity will come at least a year before the need for more shelving room.

THE BOOK COLLECTION

Beginning with a few hundred books in 1903, the collection grew to 4,000 books by 1910, 12,000 by 1920,

30,000 by 1930, 50,00 by 1940, 74,000 by 1950, and more than 120,000 by 1963. As with many other college libraries, the rate of growth was at first slow. The amount of money spent for books and periodicals was not sufficient to increase the rate of growth. A small number of books was secured each year through gifts. Another source of books for the reserve library was the textbook fund, even though the textbook library was maintained separately and financed through fees. In addition to, or in lieu of, the regular textbook for a course, it was possible to purchase several copies of supplementary books to enrich the required or supplementary readings. The annual expenditure for books and periodicals in 1930 was about \$3,200.00; and in 1942, because of war conditions, it was almost the same, whereas in 1963 the book budget had grown to \$42,000.00.

Until the graduate program was begun in 1936, book selection was principally course-centered and curricular, with English professors and librarians selecting most of the books for recreational and pleasure reading. Since that time more attention has been paid to the acquisition of research materials.

Until 1936 there was no formal subdivision of the library budget by departments. Recently, however, the departmental allotment plan has been used and is popular with most of the faculty. This library has been fortunate in the quality of book selection done by the faculty, most of whom have been accomplished bibliographers in their special fields. The librarian holds the responsibility of coordinating selection in such a way as to fill gaps and omissions and to supply materials not represented in the curriculum.

In 1926, because of the interest of many people in Texana, a *Texas Collection* was begun. At first all books on

Texas and by Texans and all publications by the state and its institutions were included. After the collection grew to several thousand volumes, it was decided to delete most books by Texas authors when not on Texas subjects. Books of imaginative literature by Texans are still included.

In 1943 the Texas Society of the Daughters of the American Revolution donated to the library a representative collection of early textbooks used in the American schools from the beginning until the establishment of the free-text-book system. Some excellent items on the history of Texas and the Southwest were included. In addition to the more than 4,000 books, the society also gave shelving, a table and chairs, and a substantial gift of money in order that additional books might be purchased to fill in gaps. The goal set for the size of the collection was 10,000 books, but scarcity of the early textbooks and of shelf room has retarded its growth.

In 1960 Mrs. Claude Elliott gave, in memory of her husband, the late Dean Claude Elliott, a valuable collection of more than 500 rare books and pamphlets on Texana and Western Americana, and, in addition, the Dienst and Harwood manuscript collections.

ADMINISTRATION

A library is much more than a collection of books. Proper administration of the library program is fully as important. Besides the selection, ordering, and processing of books and other printed and microform materials, time must be spent in reader aid, supervision of personnel, and cooperation with the teaching staff. Since the beginning of the college, the following librarians have served:

Mrs. Lucy Burleson, 1903-1918
Miss Gladys Allison, 1918-1920
Miss May E. Foley, 1920-1922
Miss Blanche L. Hawks, 1922-1925
Mr. Ernest B. Jackson, 1925-date

The staff has increased with the growth of the library and student body. From one librarian in 1903; three professional librarians and twenty student assistants in 1920; and three professional librarians, one clerical assistant, and thirty student assistants in 1942, the staff has increased to eight professional librarians, five clerical assistants, and thirty-five student assistants in 1963. Salaries have increased from \$1,200 in 1903 to \$80,000 in 1963.

GROWTH OF FINANCIAL SUPPORT

Early financial support for the libraries of state institutions was meager. In 1904 the salary of the librarian of the University of Texas was \$1,200, and in the same year the total appropriation for the library at the Main University was less than \$7,000. At Southwest Texas State Normal School the total amount spent in 1903 for library salaries and books was less than \$5,000. In 1942 the expenditure was \$22,012; in 1957, \$35,500; in 1959, \$63,135; and in 1963, \$125,883. A principal reason for this noteworthy increase in support was a study sponsored by the Council of Presidents of State Institutions of Higher Learning. In 1957 this group, recognizing the need for more liberal appropriations for all state libraries, appointed a committee including librarians and members of the Texas Commission on Higher Education and chaired by President John G. Flowers of Southwest Texas State College. This committee developed a formula for determining library needs in state colleges and universities. The formula received the approval

of the state legislature, and since 1957 library appropriations have been based upon it.

Even with substantial increases in appropriations, however, Texas libraries have lagged behind the national average. In 1963 a revision in the formula was recommended which, if approved, will bring an increase of fifty per cent in funds for library purposes. Our libraries will then more nearly approach bibliographical respectability, and may even exceed the national average.

TEACHER EDUCATION

As indicated in the introductory section, teacher preparation has always been a primary mission of the college, and hence must loom large in any treatment of the institution as a whole. In fact, so closely are the two related that a discussion of teacher education as a separate topic is not easy.

Until 1933 the college catalogs carried this statement: "The entire machinery is organized in harmony with this purpose [preparing teachers for the public school]." As late as 1943 the catalog still reads: "The facilities of the institution are therefore organized in harmony with this purpose"; and the most recent catalog reads: "The preparation of teachers continues to be a primary objective of the college."

In the early days of the normal school, each student had to sign an agreement to teach as many years in public school as he attended sessions of the normal. In the first years of the teachers college, the only degrees offered were teaching degrees, and as late as 1933 all candidates for graduation were required to complete as much as 12 hours in professional education, even if they were not applicants for a teaching certificate. Even after 1957, when this became a general-purpose college, teaching continued to be the career choice of approximately three-fourths of all graduates.

A recent report of the Texas Education Agency, *Teacher Supply and Demand in Texas, 1962*, shows to what extent our graduates still were preparing for teach-

ing and, more important, what proportion of those prepared actually went into teaching. Table 1, with data derived from this source, shows how Southwest Texas State College compares in these respects with the other colleges in the so-called "State Teachers College System," and with all state colleges.

TABLE 1
NUMBER AND PERCENTAGE OF 1961 GRADUATES
QUALIFIED FOR TEACHING, AND
ACTUALLY TEACHING

	NUMBER			PER CENT		
	Total Graduates	Qualified to Teach	Teaching In 1962	Of Total Qualified	Of Qualified Teaching	Of Graduates Teaching
S.W.T.S.C.	486	344	297	71	86	61
Six Colleges in System	2,914	1,674	1,152	62	69	43
All State Colleges	11,814	4,511	3,056	38	68	26

It will be noted that both in the proportion of graduates certified to teach and in the percentage of those who actually went into teaching this college was outstanding. Even in the *number* of qualified teachers placed in the public schools that fall, it was second among state colleges only to North Texas State University, a school which had nearly three times as many students enrolled.

Another way of describing the same situation is to say that with only 4.1% of the total graduates of state colleges, this school furnished 9.7% of those who went into teaching. Of those within the teachers college system, it furnished 25.8% of the new supply of teachers although having only 16.7% of the graduates.

The placement of a large number of teachers in the public schools is not, of course, the ultimate measure of a college's success in this area. One must look at the quality of the preparation provided for prospective teachers to judge the effectiveness of this contribution. To understand the nature of the present program at Southwest Texas State College, therefore, one must look beyond these statistical compilations.

The teacher education program we have today did not come about purely by chance. Neither was it planned in orderly stages from the beginning. Nevertheless a unique pattern has emerged from a cluster of beliefs developed over the years; these beliefs have guided decisions and changes. Taken singly, probably no one of these beliefs is peculiar to this school. But when interpreted and applied as a whole, they have become interwoven into the existing pattern of teacher education, which does seem to present a unique expression of a school's philosophy.

Following, then, are some of the beliefs which have helped to shape our program, and some of the characteristic ways in which they have influenced its direction.

1. *Every teacher should be as broadly educated as possible and should meet the same requirements of general education in the basic areas of knowledge as do other students.*

Although this belief was one of the underlying reasons for the expansion from the two-year normal school to the four-year teachers college, it did not find immediate expression in practice with the establishment of the college. The concept of common foundation work for all curricula was first introduced formally into the catalog of 1948-49. While this first prescription required only 37 semester hours in general education, it was a beginning toward the

1955 pattern of 52 semester hours (more than the minimum of 45 first required for state certification in that year), and the 1962 pattern of approximately 60 semester hours.

2. Every teacher should have a strong background in the subject matter areas in which he will teach; the curricular offerings to provide this background should be organized in large part in terms of specific knowledge needed in the teaching situation.

This college has never considered "Education" as a major for secondary teachers, but rather has insisted on a strong major in the teaching field. The amount of work constituting a major has varied; but since the four-year certificate was first offered, 24 semester hours has been the minimum requirement for a major. Most departments felt that this minimum was not sufficient, and the 1958 self-study report showed only two small departments still accepting this as a requirement. The other majors varied from 26 to 42 hours, with 30 hours the median and also the most common. In the vocational fields of agriculture and home economics, in the technical fields such as industrial arts, and in special fields like art and music, the major has been much more intensive, and no minor has been possible.

For other fields, however, a teaching minor of 18 semester hours was also required; and, as in the case of the major, the teaching minor was selected in terms of the needs of the teaching situation, rather than being a typical academic minor. Recognizing that in small public schools the teacher must often teach in his minor as well as in his major field, several departments required 24 semester hours in this teaching minor long before 1962, when state agencies prescribed this amount for a second teaching field.

The college was somewhat a pioneer in requiring academic specialization for elementary teachers. In 1945 two academic minors of twelve hours each were required; in 1946 this was changed to one stronger and more prescriptive minor. In 1948 the terminology was changed from "a minor" to "a concentration," as being more descriptive of its function. From 1949 to 1955 this requirement was increased to two concentrations. In the latter year the increase in general education requirements made it difficult to include two separate fields; consequently one concentration again became the requirement. Little change, therefore, was necessary to meet the new program for academic specialization prescribed by the Texas Education Agency in 1962.

3. *There is a unique body of specialized professional knowledge which every teacher must possess, and certain competencies which he must develop.*

The search for this unique knowledge and the related competencies has been one of the most persistent concerns of the college, as has been the continuous experimentation to discover effective ways of organizing the essential content.

In the early normal school, much emphasis was put on methods, and on specific devices and techniques; and even many of the academic courses had a professional emphasis. It is difficult to tell, from an examination of early catalogs, the exact nature of professional courses. By 1922-23, when the school was labelled in the catalog as "The State Normal College" (although only 20 degrees were granted and 155 diplomas), 24 to 30 semester hours in education was required for the four-year permanent certification. Even those not desiring certification were required to take 18 hours in the field.

Ten years later, in 1932-33, a limit had been placed upon the amount of education permitted, a ceiling of 24 hours except with special approval of the Dean of the College; only 12 hours was now required when a certificate was not desired. In 1942-43 the pattern was essentially the same except that secondary teachers now began professional courses in the sophomore rather than the freshman year. Two years of college training was apparently still considered adequate for elementary teachers by nearly half the students, since 16 students took student teaching in the sophomore year and 28 in the senior year.

Another step was taken in 1947-48, when students not working for certification were restricted to 12 hours in certain general courses in education; and in 1952-53 such students were limited to 6 hours in education, the introductory sophomore courses described as "pre-professional." At the same time those pre-professional courses became a requirement in common for both elementary and secondary teachers, to serve as an aid to students in making their decision about teaching and in selecting the level of teaching.

Other improvements have been made in recent years in the nature and content of the professional courses. In both the 1948 and the 1958 self-evaluation studies — and constantly in the periods between — determined efforts have been made to eliminate any material that does not have demonstrable relevance to the teaching act, to eliminate any unnecessary repetition, and generally to improve the intellectual content of the courses.

For many years students were allowed electives within the amount of education required. While this policy theoretically allowed students to choose courses appropriate to their needs and useful in their particular teaching fields,

choice was more often made for scheduling convenience or to enable the student to meet a secondary goal (as for instance, prior to 1955, to obtain an administrative certificate). Election of courses did not seem to be consistent with the principle implied in requiring 24 hours that there is a certain minimum that every teacher should know; consequently courses were gradually revised until by 1960-61 a common pattern for all students was established.

Unfortunately, in 1962, by action of the State Board of Education, the requirement in professional education was reduced to 12 hours plus student teaching; and this action meant again a thorough revision of all courses, to attempt to combine into four courses the essential material that had been offered in six. This process is still going on.

4. Meaningful laboratory experiences should be an integral part of all aspects of professional preparation.

Perhaps no other feature characterizes our program so much as the insistence upon sound laboratory experiences. Considerable progress has been made in recent years, especially with that portion referred to first as "practice teaching," later as "directed teaching," and more recently as "student teaching."

Some provision was made for laboratory experiences from the early normal school days. The "Training School" was established in 1914, and the Education Building, intended in large part as a demonstration and laboratory school, was erected in 1918. In 1922-23 opportunities were provided for practice teaching in grades 1-9 in the training school and in a model three-teacher rural school. In 1932-33 the rural school had been discontinued; the demonstration school then consisted of kindergarten through the eleventh grade (in the training school and sub-college) and

of "a certain amount of practice teaching in the public schools of San Marcos and Kyle."

In 1933 the training school was abolished, and the first contractual arrangement was made with the San Marcos Independent School District to use public school classes for observation and for student teaching. This arrangement proved so satisfactory that it has been continued to this time with only minor changes. In 1939 the Auditorium-Laboratory School Building was completed by the college, and the public school grades 1-6 and kindergarten were housed there. A few years later the high school student body was moved to the Education Building, and for some ten years all the public school pupils were housed in college buildings. With the rapid growth of the city, these facilities became inadequate for the public schools' needs, and at the same time were needed by the college. The public schools, beginning a building program in the 1950's, have erected four new buildings, in addition to existing facilities, and will have moved all its students off the college campus by 1965.

The unique aspects of this arrangement and whatever success it has attained are due in large part to the underlying philosophy adopted by the college, a philosophy differing rather sharply from that of some institutions. In many colleges the college representative assumes almost total responsibility for each student teacher under his supervision: planning day-to-day activities, deciding what and when he is to teach, evaluating his progress. At Southwest Texas State College the tendency has been to place more of these responsibilities on the classroom teacher.

We believe that the best human relationship and the best learning atmosphere exist when the situation is truly cooperative—when every attempt is made to respect and

dignify the roles of the principal as administrative head of his school and of the classroom teacher as the person in complete charge of his classroom. It is further felt that any experiences planned for student teachers should be done within the framework of the accepted philosophy and practices of the school system and of the individual classroom teacher.

Assignment practices and the supervisory program have operated on the theory that these goals can best be accomplished when the classroom teacher is given considerable supervisory responsibility, when the college supervisor works with and through the cooperating teacher rather than directly with the student teacher. Such a program obviously requires a more fully prepared public school staff than do those where college supervisors assume major responsibility; and the college has recognized this fact by taking certain well-defined steps.

When the college demonstration school was discontinued, most of the supervising (or critic) teachers were employed by the San Marcos public schools, thus furnishing a nucleus of persons trained and experienced in supervising student teachers. Building on this original advantage, the public school administration has cooperated fully in preparing other teachers for this responsibility. Not only have they included this in their orientation and in-service studies for new teachers, but they have also cooperated in setting up periodic workshop types of meetings for new teachers to study with college representatives the problems involved in carrying out this function.

The most extensive and most profitable of such cooperative ventures was that undertaken in 1949, with the publication of *School and Community Laboratory Experiences in Teacher Education*. This was the work of an A.

A. C. T. E. committee of which President John G. Flowers was then chairman. The entire public school staff, together with those members of the college faculty most directly concerned with professional laboratory experiences (including all members of the Department of Education and representatives of each academic department), spent the year in a thorough study of all aspects of this problem. Many of the decisions made as a result of this study have had a lasting effect upon the philosophies and practices of all groups represented.

The close relationship and mutual respect generated through this experience have continued to function in many ways. Representatives of the public schools have assisted actively on committees preparing handbooks on laboratory experiences in 1955 and again in 1960, and in revising evaluation procedures and instruments. How seriously those public school teachers have taken their role is indicated by the strong interest they have taken in the Association for Student Teachers, an organization whose membership largely consists of college representatives. San Marcos has consistently held more memberships in this group than has any other public school in Texas; in one year San Marcos teachers held more than half such memberships in the state.

Some of the most significant improvements made in laboratory experience, especially in student teaching, have come in the decade following the 1949 study; increasing attention has been given to the quality as well as the quantity of laboratory experience.

In 1922-23 "practice teaching" consisted of a three-hour course, in the sophomore year, for elementary teachers; in the senior year for secondary teachers, generally for one class for a single period. This pattern persisted

for years. In 1942-43 a block of six hours of student teaching was permitted as elective, but only three hours were required. In 1945 the six-hour block was made a requirement for elementary majors, and in 1952-53 this half-day experience for a semester was made a requirement for secondary teachers as well. In 1956-57 the full-day experience for nine weeks was first presented as an alternative, although it had been in limited practice earlier, especially for teachers of vocational subjects.

During the early years, when numbers were smaller, and while public school teachers were still assuming almost the entire role of supervision, no college staff member other than the Director of Teacher Training was assigned directly to supervision. With the increase in enrollment, with the number of student teachers approximating 100, and with larger numbers of new public school teachers needing more assistance, it became necessary to release staff time for this purpose. In 1950, therefore, a part-time director of secondary student teaching was appointed, and in 1955-56 a corresponding position for elementary student teachers was created.

The first self-study had shown a need to increase participation of all academic departments in the preparation of teachers. This participation had been taken for granted in the early normal school and teachers college days, when nearly every faculty member had public school teaching experience and considered teacher preparation his chief duty. Now each academic department was asked to name a qualified person from its staff to allot part of his time to supervising the student teaching of departmental majors. The vocational departments had always supervised their own majors.

The Department of Industrial Arts was the first to

provide such supervision in 1956, followed by Women's Physical Education the following year, and by Business Administration, English, and Social Science in 1958. Other departments have joined in as the number of majors grew and as they obtained qualified persons, until by 1963 all but one small department were providing supervision of their own majors in student teaching.

5. Teacher education should be of campus-wide concern and should involve the cooperative efforts of all concerned, including public school personnel.

Some of the ways in which this principle has been implemented were discussed in the preceding section. The supervision of student teaching is not the only way in which all departments have been involved in teacher education. It should be pointed out that there has never existed on this campus the wide schism found at some schools between the academic and professional departments, a condition that may be in part due to their sharing actively in the offerings.

For example, for many years it has been the academic departments, not the Department of Education, which have offered the so-called "content" courses for elementary teachers. Thus, the Department of English has offered "Children's Literature"; the Department of Mathematics, "Arithmetic for Teachers"; and so on. Members of academic departments have also taught the courses in special methods for their respective disciplines. Where these courses were taught by the persons supervising student teachers, credit was allowed for a portion of the professional education required. In these cases the academic departments were responsible, not only for the academic major, but also for 9 of the 24 semester hours required in education, or three-eighths of the total.

6. *Some one central agency must, however, be given the authority and responsibility for teacher education.*

So long as teacher education was the sole objective of the college, and every department was fully involved in this purpose, there seemed to be no necessity for any machinery or organization other than that for the college in general, so that matters concerning teacher education were decided by the instructional council or the administrative council, whichever was appropriate. The chairman of the Department of Education was designated as Director of Teacher Training, to administer the details of the teacher education program. As the concept of teacher preparation broadened, this title was changed to Director of Teacher Education.

By the 1950's the growth of the college and the expansion of its role made these provisions less satisfactory, so that the Teacher Education Council was created. The Dean of the College is permanent chairman of this council, with the Graduate Dean and the Director of Teacher Education as permanent members. Seven other members are appointed by the president, with overlapping terms so that at any given time each division is represented; and membership is so rotated that each department has a representative in turn. This council sets policies and approves any changes in programs; the Director of Teacher Education is still charged with the responsibility of administration.

7. *Teaching should be a privilege, not a right; and only those who are qualified should prepare themselves for teaching.*

Although earlier catalogs spoke of interest only in students "qualified" for teaching, the idea was first spelled out specifically in the 1947-48 catalog. No definite steps toward implementing this policy were recorded, however,

until the 1952-53 catalog listed the six qualities on which applicants were to be judged: "scholarship, character, personality, physical and mental health, intelligence, and definite intent to teach."

The exact degree of scholarship necessary was not defined until 1960-61, when a "C" average was established as the minimum for admission to advanced education courses, and again to student teaching. This "C" average was further defined in the 1963-64 catalog as "C average or higher in Academic Foundation, in the major, and in over-all average." In 1963 the Teacher Education Council voted to require, effective in September, 1965, an average of 1.25 (C+) in the major field.

Some evidence of the effects of this selection process, although perhaps also in part the results of selective admission to the college, was brought to light in the statewide report mentioned in the introductory paragraphs. The analysis of the grade-point averages of all our graduates for 1961 showed that the mean grade-point average for those preparing for elementary teaching was 1.6, for those preparing for secondary teaching it was 1.58, and for those not following a teacher preparation curriculum it was only 1.52. Supporting evidence concerning the quality of candidates for teaching was the finding that 92% of the elementary candidates and 87% of the secondary had been in the upper half of their high school graduating class, and that 64% and 63% respectively had been in the upper quarter.

8. *The teacher education division should be differentiated and expanded in accordance with the aims and organizations of the public schools served by the college.*

In accordance with this policy the college has continued to develop new curricula as the demands and needs of the

public schools have changed. In keeping pace with the public schools, the college has expanded the total offerings from the original limited two-year curriculum for rural teachers to include at this time specific preparation at the baccalaureate level, with provisional certification, for elementary teachers, for teachers of sixteen academic and two vocational subjects in high school, for all-level teachers in four special fields, for teachers of the mentally retarded and of the neurologically impaired, and for speech and hearing therapists. At the graduate level, approved programs for professional certification are offered for these same fields, as well as for elementary and secondary school principals, for counselors, and for supervisors.

While the last two categories illustrate programs developed specifically for new types of positions created for public schools, it is in the field of special education that the college has been more of a pioneer. At the same session of the legislature which passed the first law respecting special education in the public schools in 1945, President Flowers was able to secure an appropriation for the first chair of special education in the state.

The first emphasis was on teachers for the orthopedically handicapped. Speech correction was added in 1949 and first offered as one optional major in the Department of Speech. In 1952-53 a curriculum was offered by which a student might be certified in both elementary teaching and in speech correction, a pattern which has been available since. In 1957-58 a plan was offered for double certification for speech therapy and for high school teaching. In 1958 this field was recognized as being more properly a part of special education, and the responsibility was transferred to the Department of Education. Meanwhile, after the passage in 1951 of the law adding mental retardation to the special education fields, courses and a curriculum were added to

prepare teachers of the mentally retarded, beginning in the summer of 1952.

In the late 1950's Dr. Empress Zedler, Director of the Speech and Hearing Clinic, began noticing certain youngsters whose handicaps did not fit into any of the standard categories. This was a group who were failing in school even though they were of better than average mental capacity, and for whom speech therapy was not the answer. In 1958 Dr. Zedler received a grant from the Lipton-Brown foundation to study this group.

The chief implications of this pilot study were that a significant number of such children had neurological dysfunction manifested primarily in specific language disorders. In the next three years, using appropriated funds, Dr. Zedler continued with an experimental study of more than two hundred such pupils, concerning herself with both methods of identifying such cases and with therapeutic procedures and methods of teaching them language. Student therapists who profited from participation in those procedures became pioneers in teaching individuals of this type in public schools of the state. Meanwhile, centers all over the country were having similar experiences, and it became evident that this was indeed a new type of disability and that its treatment needed special preparation. When, in recognition of this fact, the Texas Education Agency decided to establish a special certification program for this type of disability, this preliminary work by Dr. Zedler permitted this college to be among the first to be approved for such certification, in September of 1963, and to receive significant government grants for research in this field.

A LOOK AHEAD

It seems inevitable that with the rapid growth of the

college, its staff, and its facilities, some of the problems of providing a quality program of teacher preparation will become more complex. Indeed, it is quite possible that many of the characteristics which have been unique in this college—many of its strongest features—may be weakened, or even lost, unless some careful planning is done to guard against such loss.

The first and foremost area of concern is with the attitude assumed in the college of the future toward teacher education. It is probably unrealistic to expect of all members of the staff of a large, general-purpose college the same dedication to teacher education as was found in the smaller, single-purpose institution. However, three successive presidents dedicated to this purpose have devoted their energy to see their dream of a quality preparation realized, and it would be most regrettable if the gains that have been made over the years through their efforts were to be lost by default.

In addition to increase in size, there is another factor, not peculiar to this college, which further complicates this problem. The staff of the normal school, and that of the early teachers college had, almost without exception, experience in public school teaching and were genuinely interested in improving the preparation of teachers for these public schools. In contrast, because of the ease of obtaining financial grants and because of other factors, it is quite common for new staff members to have moved directly through graduate school without a break, and to come into the new college position without any teaching experience or any contact with public schools. Many as a result may likely show no appreciation of, or any concern for, the preparation of teachers for the public schools. It will be a challenge to future administrators to see that this function of teacher education retains a central position in the college program.

A related matter pertains to organization. This college

is approaching in enrollment the size at which many of its counterparts have felt it necessary, or desirable, to assume "university" status and to form the corresponding organization. In such instances separate colleges are established, the Department of Education becomes the School or College of Education, and its chairman becomes a dean. The unfortunate aspect of such changes is that sometimes other colleges, such as Arts and Sciences, then assume that the preparation of teachers becomes the sole responsibility of the College of Education, and occasionally become not only indifferent to this function, but actually antagonistic. It is devoutly to be hoped that if and when this change comes to Southwest Texas State College, some way can be found to guarantee the preservation of the concept of college-wide concern in, and involvement with, teacher education. For one thing, if this change occurs, the structure and functioning of the Teacher Education Council will need to be carefully re-examined to see what contribution it can make to this end.

In another area, that of providing suitable laboratory experience, the increase in enrollment brings new problems. For several years it has been necessary to place some secondary student teachers in school systems other than San Marcos, and now the saturation point has been reached in the local schools for elementary student teachers. There is no question that we must move farther afield for student teaching opportunities. Besides many obvious administrative problems created by this extension, careful planning must be done toward the selection of centers and the planned preparation of their staffs for this responsibility, if any portion of the assumed superiority of the present arrangement is to be preserved. This will be most difficult unless the public schools of the region can be persuaded to accept a share of the responsibility for the preparation of teachers, a movement which has the support of many national groups such

as T.E.P.S., and a plan for which is already in the blueprint stage for Texas. In the recent report by Dr. James B. Conant, *The Education of American Teachers*, this is one of the central recommendations.

THE STUDENT BODY

ADMISSION POLICIES

Any attempt to trace an evolutionary development of the admission policy of Southwest Texas State College is difficult since the role and purpose have changed so drastically since 1903. There has been a consistent emphasis, however, on inviting to the campus only those students who have the ability and motivation to pursue college-level work. Prior to 1957 the only requirement of the applicant was that he be a graduate of an accredited high school and present a specified number of units of credit distributed among the so-called college preparatory courses. The admission policies recorded in the 1956-57 college catalog are representative of the type of requirement placed upon applicants for the preceding thirty years or more:

Graduates of high schools who present fifteen units accredited by the Texas Education Agency may be admitted to the freshman class upon presentation of a transcript of work signed by proper authority. The fifteen units must include English 3; mathematics 2; social science 2, including at least one unit in history; electives sufficient to make 15.

During the mid-nineteen fifties the college administration and faculty became concerned with the high attrition of freshmen and undertook studies to determine the best way to cope with the problem. One of the most obvious areas to study was the relation between the high school preparation of the freshman and his performance during his first year in college. Studies conducted during the 1956-57 school year revealed a high correlation between high school preparation and first-year college performance, with the best *single* indicator being rank in the high school graduating class. In view of information gained from the

studies, and with approval of the Board of Regents, the following system of selective admission was adopted effective September, 1957.

- a. Students shall have graduated from an accredited high school with at least 15 units including 3 units of English, 2 in mathematics, and 2 in social science (including at least one unit in history), with electives sufficient to make 15.
- b. All applicants for admission who rank in academic achievement in the upper one half of their high-school graduating class and who have met the requirements outlined above will be accepted upon submission of their high-school credentials.
- c. All applicants who, in academic achievement, fall in the lower one half of their high-school graduating class must appear on the college campus in person with their high-school credentials prior to registration for an interview with an Admissions Committee to determine their qualifications for achieving a satisfactory college record. This committee may decide that, in the instance of a given student, a qualifying examination is necessary for admission.
- d. All students who, in academic achievement, fall in the lowest one fourth of their high-school graduating class are advised not to apply for admission; if they do wish to apply, they must satisfactorily pass an examination prescribed by the Admissions Committee and, if admitted, be placed on probation subject to conditions to be agreed upon.

This policy was in effect a voluntary restrictive admission program since students in the lower half of their high school graduating class who performed at or below the 25th centile on the Otis I.Q. Test and later the College Qualifica-

tion Test were advised not to seek admission. Each applicant ranked in the lower half of his high-school class was interviewed by a faculty committee but no applicant was denied admission when he insisted upon being admitted.

This policy was gradually strengthened by placing more and more hurdles before the poorly prepared applicant until September, 1960, when Board of Regents approval was received to deny admission to the applicant who ranked in the fourth quarter of his high school graduating class and scored below the 25th centile on the College Qualification Test.

Beginning in September, 1961, the American College Testing Program was adopted as the preferred entrance test with the College Entrance Examination Board, Scholastic Aptitude Test, accepted as a substitute. A score at or above the 25th centile on the ACT based on the national high school norms or an equivalent score on the CEEB was required of fourth-quarter students to gain admission. Beginning in September, 1962, the minimum entrance score was raised to a standard composite score of 9 for the first and second quarter, 13 for the third quarter and 15 for the fourth quarter. Effective September, 1963, all students must have taken the ACT prior to registration.

The admission policy of the college has been carefully planned and executed in gradual steps in order that the governing board, the faculty, the public school officials, the students and their parents, and the general public might be kept informed well in advance of any change in policy. In every instance the primary motivating factor has been the welfare of the student. The college has subscribed to the following principles stated in the Report of the Texas Commission on Higher Education: "The youth from any one section of the State who will seek admission to college will present a great diversity of interests, aptitudes, motives,

and abilities and will desire programs that would require the individual institution to extend their offerings if these desires are to be met. The Commission believes the best interest of the student, the State, and higher education in general are served where a clear differential of functions and assignments of responsibilities are made and followed."¹ The college realizes that the best interest of some students will be better served if they are channeled into other institutions which can better serve their particular abilities and aptitudes.

The strengthening of admission requirements for transfer students occurred in two steps. The first was in September, 1959, when the policy of accepting only "C" or better grades became effective. The second was in September, 1963, when the following entrance requirements for transfer students became effective:

1. Minimum requirements for admission of transfers
 - a. The applicant must be in good standing at his previous college or university and eligible to re-enroll for the semester or term for which admission is requested.
 - b. The applicant must, in addition to "a" above, present a record of work during the last two semesters which would make him eligible under the standard of work required of students in the same classification at this institution.

The consistent upgrading of the scholastic achievement of students, the general acceptance of the program by public school officials and the faculty, and the almost phenomenal growth of the institution since the program was instituted

¹ "Public Higher Education in Texas 1961-1971," Report of the Texas Commission on Higher Education to the Governor and the Legislature of the State of Texas, March 24, 1963.

(about 2200 in 1956 and 3850 in 1963) are some of the indications that our policy was and is a wise one.

CONSTITUENCY OF THE STUDENT BODY

1963-1964

The student body for the 1963-64 school year reflects the results of the admission policy which has been in effect since 1957. Total enrollments by classes; sources of students by geographic, economic, social, and racial origins; and comparisons, where possible, between the academic performance and potential of the 1957 and 1963 classes are indicative of the results of the present admission policy. No attempt will be made to go into great detail in the comparison but representative comparisons will be made to indicate the trend in the student body.

ENROLLMENT SUMMARY

The 3850 students enrolled in Southwest Texas State College during the fall semester 1963 were distributed as follows: freshmen 1181, sophomores 879, juniors 741, seniors 769, post-graduates 76, graduates 204. There were 2192 males and 1658 females enrolled.

Two thousand one hundred twenty-two (2122) students, 55% of the total enrollment, came from within a radius of fifty miles of the campus; 71% came from within a radius of one hundred miles; and 99% came from within the State of Texas. Eleven students listed states other than Texas as home, and seven came from foreign countries. Enrollment by counties is represented by Figure 1, which shows the counties from which most of the students come.

The student population comes primarily from the middle socio-economic class of parents, who are engaged in agricultural, business, professional and semi-professional,

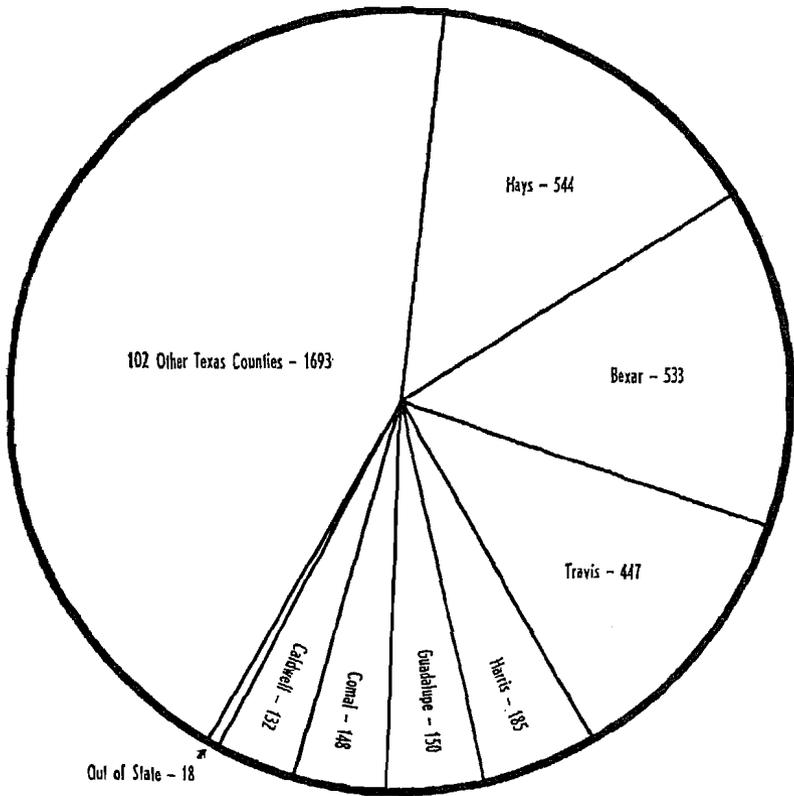


Figure 1

Origin by Counties of Southwest Texas
State College Students, 1963-64

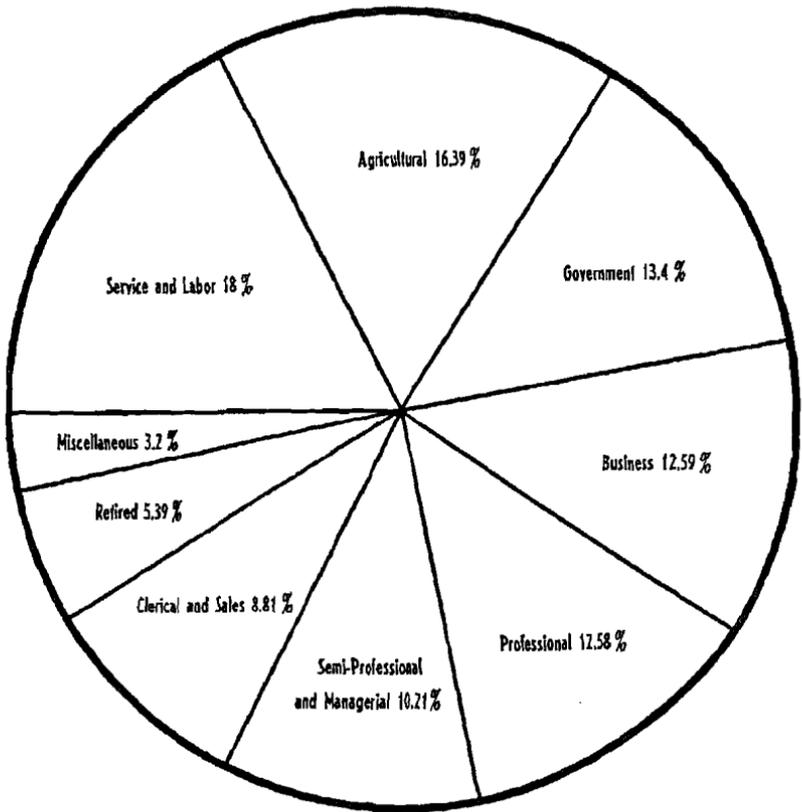


Figure 2

Parental Occupations of Southwest Texas
State College Students, 1963-64

governmental, and clerical and sales occupations. Figure 2 illustrates graphically the occupations of parents of 3282 of the students enrolled for the fall semester of 1963.

Two thousand one hundred seventy-eight (2178) students, 1035 males and 1143 female students, were housed in college-owned dormitories. Seventeen hundred seventy two (1772) students commuted, of which 1157 were male and 515 were female. Five hundred ten (510) of the male commuters were married, and 349 of the female commuters were married.

The majority of the student body is of Anglo-American background, with sub-groups of Polish, German, Czech, and Scandinavian ancestry. The second largest segment of the student population is of Latin-American ancestry. Since January 1963 the college has been fully integrated, and the student body presently includes students from most major racial groups.

ACADEMIC POTENTIAL AND PERFORMANCE

The testing program of the college was originally designed primarily as a guidance tool to be used in the academic and vocational counseling of students. With the use of tests as a factor in the admission of freshmen since 1957, it is apparent that a comparison of the test performance of the 1957 freshman class and the 1963 freshman class will yield an indication of the academic potential of the two groups. The School and College Ability Test is the only test in continuous use during this period of time, and Table 2 shows a comparison between the two years.

Table 2
 COMPARATIVE PERFORMANCE OF FALL 1957
 AND FALL 1963 FRESHMEN ON COLLEGE
 ABILITY TEST

Standard Score	Verbal Ability		Quantitative Ability		Total Ability		Standard Score
	1957	1963	1957	1963	1957	1963	
340							340
335							335
330				99			330
325		99	99	96		99	325
320	99	98	94	90	99	98	320
315	98	96	87	81	98	94	315
310	95	92	81	66	94	89	310
305	90	83	73	55	89	79	305
300	83	72	60	43	75	61	300
295	74	59	47	29	63	40	295
290	57	38	37	19	48	22	290
285	45	24	26	12	31	12	285
280	33	14	16	06	18	04	280
275	24	07	08	02	08	01	275
270	14	03	05	01	03		270
265	08	01	03		02		265
260	04		01		01		260
255	02						255
250	01						250

Table 2 may be used to illustrate the difference between the academic potential of the 1957 freshman class and the 1963 freshman class. If the standard score of 295 is taken as an example, it will be noted that in verbal ability only 26% of the 1957 class scored above 295, whereas 41% of the 1963 class scored above that point. In total ability 37% of the 1957 class scored above 295, whereas 60% of the 1963 class scored above 295. This comparison provides evidence that the academic potential of the entering freshmen has risen significantly since 1957.

Another question which requires consideration is how do Southwest Texas State College freshmen compare with other

college freshmen. The American College Test National College-Bound Norms and local norms, Table 3, illustrates this comparison. Under the 50 centile it will be noted that national norms exceed local norms by 1 score point in English, 1.5 in mathematics, 1.5 in social studies, 1.5 in natural science and 1 in the composite. It may be concluded from this table that the average performance of the 1963 Southwest Texas State College freshman class on the American College Tests is only slightly below the average performance of college-bound freshmen nationally.

Table 3

COMPARISON OF LOCAL AND NATIONAL NORMS
FOR AMERICAN COLLEGE TEST

TEST SCALE	NORMATIVE GROUP	PERCENTILE RANKS						
		05	10	25	50	75	90	95
ENGLISH	NATIONAL	11	13	17	20	23	26	27
	LOCAL	10-12	13-14	16	19	22	24-25	26
MATHEMATICS	NATIONAL	9	12	15	19-20	24	29	31
	LOCAL	10	11-12	14	18	21	24-25	26-27
SOCIAL STUDIES	NATIONAL	11-12	13	16	20	25	28	29-30
	LOCAL	11	12-13	15	18-19	23	26	27-28
NATURAL SCIENCE	NATIONAL	10	12	16	20-21	25	28	30
	LOCAL	11-12	13-14	16	19	23	26	27-28
COMPOSITE	NATIONAL	12	14	17	20	24	27	28-29
	LOCAL	13	14	16	19	22	24	25-26

The rank in high school graduating class of freshmen in the 1958 class and the 1963 class provides another comparison of the academic potential as revealed by high school performance.

HIGH SCHOOL QUARTER RANK

	1	2	3	4	Not Ranked
1958	32%	32%	20%	13%	3%
1963	33%	31%	25%	10%	1%

The above data show that the type of student body in each of the two years indicated is essentially the same except that some progress has been made in eliminating fourth-quarter, low performers, from the 1963 class.

Table 4 is a set of local norms for the American College Test based on 897 freshmen entering in the fall semester, 1963.

Table 4

LOCAL NORMS FOR AMERICAN COLLEGE TEST
(Sample: 897 Freshmen Entering in Fall, 1963)

CENTILE	English	Math	Social Studies	Natural Science	Composite	CENTILE
99	29-36	30-36	31-36	31-36	29-36	99
98	28	29	30	30	28	98
97	27	28	29	29	27	97
95	26	26-27	27-28	27-28	25-26	95
90	24-25	24-25	26	26	24	90
80	23	22-23	24-25	24-25	23	80
75	22	21	23	23	22	75
70	21	20	21-22	22	21	70
60	20	19	20	20-21	20	60
50	19	18	18-19	19	19	50
40	18	17	17	18	18	40
30	17	15-16	16	17	17	30
25	16	14	15	16	16	25
20	15	13	14	15	15	20
10	13-14	11-12	12-13	13-14	14	10
05	10-12	10	11	11-12	13	05
03	9	9	10	10	12	03
02	8	7-8	9	9	11	02
01	0-7	0-6	0-8	0-8	0-10	01

CONCLUSIONS

From the studies mentioned above and others not reported in this publication the following conclusions may be reached:

1. The academic potential of our entering freshmen has risen significantly over the past six years.
2. The average performance of our freshmen on the American College Tests is only slightly below the average of college-bound freshmen nationally.
3. The student population is predominantly from the middle socio-economic class, with the Anglo-American as the predominant racial group.
4. Southwest Texas State College is essentially a regional institution drawing nearly three-fourths of its students from a radius of 75 miles from the campus.
5. Test results indicate that the admissions policy has been successful in raising the academic potential of the student body to the extent that emphasis should be shifted from looking upon the freshman year as a screening period to eliminate the incompetent to a period when student potential should be developed and utilized to its maximum.

THE DIVISION OF STUDENT PERSONNEL

PHILOSOPHY AND PLAN OF ORGANIZATION

The Division of Student Personnel exists for one purpose only: to assist the student to achieve a well-rounded, high-quality education, the best that this college can provide. This is the fundamental purpose for which he comes to college. It is the function of personnel services to assist the student to realize to the fullest all of his capacities—intellectual, emotional, social, and physical—and to help him to adjust to all phases of college life. The division seeks to work closely with instructional personnel in the interest of the student; and it co-ordinates, in his interest, all of the college agencies which work for his welfare. It concerns itself with every aspect of a student's life on the campus and to a certain degree comes in touch with every phase of his activities.

In their earliest form, student personnel services were administered by a Director of Personnel, with assistance from other individuals as the need arose. The earliest directors were men, with other mature persons serving as Deans of Women and Men. In the late 1940's a specially trained woman, with a doctorate degree in student personnel work, assumed both the role of director and the duties of the Dean of Women. The Dean of Men continued in his same role.

In 1954, upon the retirement of the Dean of Men, the whole organization was revamped and a new concept was established—that of the Dean of Students. At the same time three associate deanships were created: one for women's

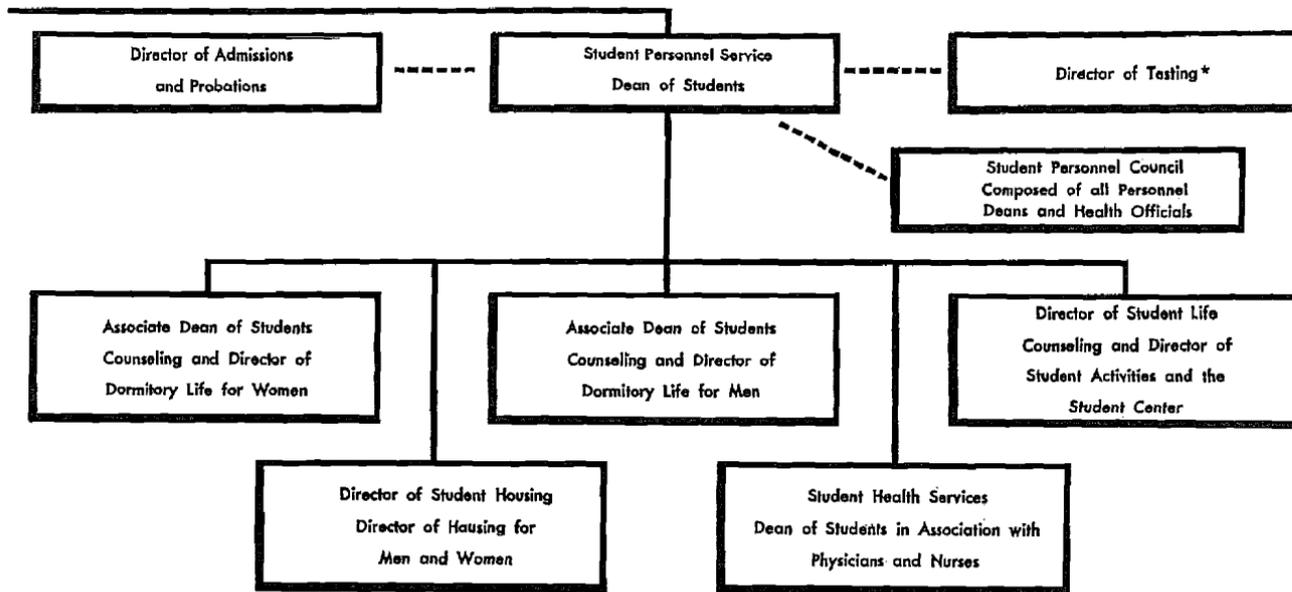
affairs, one for men's affairs, and one for the program of student life and activities. It has remained basically in this form with the addition of professional people as the enrollment has grown. Among these new positions are Director of Housing, Director of Testing and Guidance, and an Assistant for Student Loans and Information. (See Figure 3.)

PROGRAM OF STUDENT PERSONNEL SERVICES

The efforts of the personnel staff are always directed toward the maintenance of high-level academic achievement by the students. To this end many programs have been created within the personnel organization which are designed to give the student the best possible opportunity to succeed.

1. Student Housing

One of the most important programs is that of student housing. The changes that have occurred in this program have been tremendous. In the earliest days of the college most of the resident students stayed in private homes near the campus. Up until 1936 and 1937, when Sayers Hall for women and Harris Hall for men were built, the few buildings that were erected on the campus to house students were of frame structure. Some buildings of this type existed until the early 1950's. Today they are gone, having been replaced by modern dormitories housing approximately 65% of the student body.



* Some aspects of testing are directly under the Dean of Students, other aspects are related to Registrar's office, and in some respects the Deans of Instruction are involved.

Figure 3. Organizational Chart of the Division of Student Personnel

Table 5
COLLEGE DORMITORIES
CONSTRUCTED SINCE 1950

Year of Construction	Hall	Classification		Air-conditioned	Capacity
1951	Hornsby	Women's co-op	(U-F)	No	67
1952	Brogdon	Women	(F)	No	150
	Commons	Women	(U)	No	42
1954	Speck*	Men	(U)	No	196
1956	Laurel	Women	(U)	Yes	154
	Retama	Women	(F)	Yes	150
	Athletic Hall	Men	(F-U)	No	60
1957	Harris Annex	Men	(F)	Yes	29
1958	Burleson	Women's co-op	(F-U)	No	64
	Smith	Men	(U)	Yes	168
1962	Arnold	Men	(U)	Yes	232
	Thomas	Men	(U)	Yes	96
	Lantana	Women	(U)	Yes	250

* To house both freshmen and upperclass women during the 1964-65 school year.

F = Freshmen

U = Upperclassmen

F-U = Freshmen and Upperclassmen

Beginning in 1947 with the construction of Sallie Beretta Hall for women, a new era of dormitory construction got under way. (See Table 5.) In round figures, value of student housing facilities is now \$6,617,000.000. This includes Riverside Apartments, which have been erected for

married couples. These buildings have all been financed through loans and bond issues and are self-sustaining. The financial condition of the present housing program is very sound. There is an adequate reserve for emergencies, bonds are being retired, and all obligations have been met regularly. Housing is truly a big business on this campus.

At the close of World War II the college received title to a large number of barracks-type buildings which have been used to house married students. These buildings have served the college very well but are now being dismantled a few at a time. They have deteriorated to the point where further maintenance is impractical. Housing the married students is becoming more and more a problem as time goes on. The six masonry apartment buildings, each building having eight small efficiency apartments, will soon be inadequate to satisfy the growing needs. This will be one of our major housing problems in the immediate future.

Dormitory living has been considered a desirable educational experience for students. Therefore, the Board of Regents has committed the college to maintain full occupancy of its residence halls or as close to it as possible. Life in these residence halls makes an interesting story.

a. Women's Residences

All of the residence halls are under the supervision of the Division of Student Personnel and its staff. Mature women serve as head residents in the women's halls. They are selected by the Division of Student Personnel and the President of the College on the basis of training and experience.

In each of the nine women's halls the residents elect a house council, composed of president, vice-president, secretary, treasurer, wing representative, and any other members deemed desirable. The council assumes the responsibility for

planning and carrying out the social activities for the residence hall, and of handling such matters as pertain to the general operation and conduct of the hall, including minor discipline cases within the hall. The head residents are advisers to the house councils and to the halls as a whole.

The membership of the Association of Women Students is made up of all women students living in residence halls. The council of A.W.S. is made up of four officers, president, vice-president, secretary, and treasurer, elected by all residents, and in addition the president and vice-president of each residence hall and a freshman representative from each of the three freshman halls. This group meets twice each month for the purpose of co-ordinating activities in the residence halls. Its stated purpose is "to promote the well-being of our college and to develop the potentialities of the students, to set and maintain standards for women, to promote pleasant living conditions and to strengthen the spirit of unity and fellowship among the women, and to deepen the sense of individual responsibility and to stimulate the academic achievement of all students." The Associate Dean of Students in charge of women's affairs is the adviser of this group.

In the freshman halls and the cooperative houses there are upperclass girls who volunteer to assist first-semester freshman girls in becoming better adjusted to college life. These student counselors are selected on the basis of personality, leadership ability, and general scholastic achievement. Candidates are rated by their head resident and house council members, and final selection is made by the Dean of Students and the Associate Deans at the close of training sessions held in the spring. These counselors are not expected to deal with complex or technical problems but to serve as a means of referral to more skilled assistance. They do make a vital contribution to the life of the dormitory by serving

as friends, guides, and leaders. The counselors work closely with the head resident and under her supervision. They do not receive financial remuneration, but they usually feel that the training, experience, and prestige are rewarding.

An office staff is used in most of the residence halls, the selection being made by the head resident with the assistance, if needed, of the Associate Dean of Students. In the larger dormitories, two girls are usually designated as secretaries and live in the room adjoining the office. These two girls and the others who work in the office are responsible for answering the telephone, calling girls when they have guests, putting up mail, and performing other duties pertaining to the residence hall office. The head resident is adviser to the office staff.

b. Men's Residences

The men's residence halls, as a general rule, have married couples supervising dormitory activities. In addition, there are assistants in the upper-class dormitories to assist and to work with the head resident and his wife. These persons are selected by the Division of Student Personnel after they have gone through an intensive training period and have the necessary qualities for dealing with students. The functions of these persons have been described above in the section on women's housing.

Each dormitory has a house council that is concerned with the problems of the dormitory. The council is composed of dormitory assistants and elected members from the different wings of the dormitory. This group makes recommendations to the head resident concerning problems that arise in the dormitory.

The Associate Dean of Students in charge of men's affairs acts as coordinator of all the men's dormitories. He

has separate regular meetings with the office personnel, counselors, proctors, assistant dormitory directors, and dormitory directors. He also spends a large part of his time counseling individual students who have problems.

2. Testing and Guidance Center

The number of students enrolling at Southwest Texas State College is expected to double again within a decade. One consequence of this student "population explosion" has been to focus attention upon the testing and guidance area. Increased emphasis is being placed upon the selective admission and academic counseling of students. The objectives are to minimize the admission of students lacking academic potential and to maximize the likelihood of graduation by those who are admitted. The importance of the latter goal is underscored by the fact that, at present, only four out of ten entering freshmen eventually receive the bachelor's degree.

Scholastically speaking, college is likely to be a very confusing place to the newly-arrived freshman. There are new academic regulations to learn, new study procedures to master, new scholastic values to accept; in short, there is a whole new learning environment to adjust to. A freshman quickly finds that college instructional procedures and work requirements are considerably different from what he experienced in high school.

At most colleges the freshman must manage the required adjustment of study habits and attitudes on his own, for faculty members and personnel workers simply do not have the time to give individual attention to each new student. At Southwest Texas State College the needed assistance in adjusting to the academic demands of college is provided through a unique program of counseling services operated

by the Testing and Guidance Center. This guidance program is staffed by carefully selected, trained, and supervised student academic counselors, backed up by faculty advisors and professional guidance workers who provide appropriate follow-up counseling. The student academic counselors are supervised by the Director of Testing and Guidance, receive forty hours of systematic counselor training, and are paid 75 cents per hour for their services.

The program of freshmen guidance, as outlined in Table 6, (see pp. 95-96), consists of an organized series of systematic guidance activities, each with its own objectives, materials, and methods. Student counselors, faculty advisors, and personnel workers operate as a guidance team with student counselors handling the personal-social orientation and academic adjustment activities. Follow-up educational planning is handled jointly by professional counselors and faculty advisors, with vocational guidance being provided by the former and educational guidance being given by the latter.

An eight-step screening process is employed in selecting the student academic counselors. Scholastic ability, study orientation, academic history, peer acceptance, leadership experience, and conversational effectiveness are variables that are systematically evaluated during the selection process. The training of student academic counselors is accomplished through a forty-hour instructional program—approximately thirty hours of intensive training given during the spring plus another ten hours of review in the fall. The training program utilizes lectures, demonstration, discussion periods, and practice exercises, as appropriate, to assure the acquisition of requisite knowledges and skills. Lecture outlines, discussion guides, activity-sequence checklists, tape recordings, film strips, and other training aids have been developed to facilitate instruction. Whenever possible, the “buddy sys-

tem" is employed to permit experienced student counselors to assist in the training of selectees.

Systematic academic adjustment counseling by upperclassmen, which is the unique element of the freshman guidance effort, includes three sequential guidance activities—survival orientation meetings held at the Student Center, test interpretation sessions held at the Testing and Guidance Center, and study-skills guidance given in the freshman dormitories. All three counseling activities incorporate the following characteristics: (1) utilization of the *peer approach* in that the counseling is accomplished by carefully selected, trained, and supervised upperclassmen; (2) utilization of the *group approach* in that counseling is done in small discussion groups; (3) utilization of the *motivation approach* in that each freshman's study behavior and academic values are systematically surveyed; and, (4) utilization of the *prevention approach* in that emphasis is given to identifying potential academic problems and planning appropriate corrective actions.

The objectives of survival orientation are to survey the major factors contributing to scholastic success and satisfaction, to summarize the difference between high school and college academic demands, to stimulate interests in developing effective study skills, and to report where and how students may obtain help with their problems. Special guidance materials employed to promote achievement of these objectives include an *Effective Study Test* and *Effective Study Guide*—the first a true-false test designed to identify deficient study skills and the second a 44-page booklet designed to promote correction of identified study deficiencies.

The objectives of test interpretation are to report the results of previously administered scholastic ability and achievement tests, to examine potential academic difficul-

ties identified by the test results, to survey current study behavior and identify deficient study skills, to analyze present scholastic objectives and examine related motivational problems, and to provide the opportunity to obtain such follow-up guidance as is deemed desirable. Sub-scale scores on the *American College Test*, David Reading Test, and Brown-Holtzman *Survey of Study Habits and Attitudes* are employed to alert a counselee to potential scholastic difficulties stemming from an inadequate academic foundation, deficient study skills, or negative academic values.

The objectives of study-skills guidance are to identify a student's inefficient study procedures and to demonstrate effective study techniques. Specifically, the counseling session is concentrated on efficient methods for reading textbooks, taking lecture notes, writing themes and reports, and preparing for and taking examinations. Special guidance materials have been developed for the student counselor's use in demonstrating effective study procedures in each of these areas.

Uncertainty about future educational and vocational plans is characteristic of many college freshmen because they have not given sufficient thought to the factors that influence occupational success and satisfaction. Furthermore, most freshmen require help in planning an educational program which will both meet college requirements and fit their own individual needs. Although student counselors do not, themselves, give such guidance, their work stimulates freshmen to seek counseling on their educational and vocational plans. A systematic procedure for obtaining guidance on these problems is thus an essential follow-up to the student counselor's work. As stated previously, this follow-up educational and vocational guidance is provided, respectively, by faculty advisors and professional guidance workers.

Student participation in vocational guidance is entirely voluntary, with this step being by-passed automatically by all freshmen who have decided upon their major field of study. The objective of vocational guidance is to help each student formulate the wisest possible educational and vocational goals for himself. To accomplish this aim, the student is guided to an understanding of the world of work and to a determination of his own best potentialities. A psychometrics laboratory and an occupational information library provide needed information as the student plans his educational and vocational future.

Assignment to a faculty advisor is made on the basis of the student's major department. Students who do not have a major are assigned to faculty members selected to work with non-majors. The objectives of educational guidance by faculty advisors are to provide the student with competent assistance in planning his academic program, to assure that he will be properly informed about departmental programs and requirements, and to give him a responsive channel for seeking faculty assistance with subsequent academic problems.

The Testing and Guidance Center also operates a remedial laboratory. Using student instructors, the laboratory provides supervised training in effective reading skills. Improvement of both reading speed and reading comprehension is stressed. Special workbooks and reading pacers are provided for the use of students voluntarily enrolling for the reading improvement program.

3. The Program of Student Activities

Many activities are offered students to enrich their lives which are not of the formal classroom type. A wide program of so-called "extra-curricular" activities is provided which is broad enough in scope and varied enough to

meet the many needs of the students. The responsibility for the administration and supervision of this phase of the college program is shared by the Dean of Students, Associate Dean in charge of women's affairs, Associate Dean in charge of men's affairs, Director of Student Life, the various departments or agencies out of which the activities grow, the Student Senate, and the Student Center Council.

There are approximately eighty organizations or types of activities on campus which may be classified as extra-curricular in nature. Included are student government; organizations of an honorary, departmental, special-interest, social, and religious character; governing and advisory boards and councils; athletic, speech, and music activities, traditional annual college events, cultural and entertainment series; and student publications.

Although it is impossible to state one central or over-all purpose for these activities because of their great variety, it is hoped that participation in the various phases of the extra-curricular program will (1) provide opportunities for the development and expression of student leadership abilities; (2) contribute to the professional, social, and religious growth of the student; (3) stimulate greater academic achievement; (4) provide desirable recreational and social opportunities; and (5) increase loyalty to the college after graduation.

In order to be eligible for active membership in any of the organized clubs on campus, a student must maintain a "C" average. Academic requirements for participation in other phases of the extra-curricular program vary greatly and are determined by the individual organizations. All organizations and activities are allowed to open, restrict, or otherwise control participation or membership to serve their own purposes, provided that policies governing these matters meet with the approval of the institution.

The Student Center is the "plant" which serves many purposes on campus, housing the Lair Snack Bar, Book Store, Supply Store, Recreation Room, Ball Room, T.V. Lounge, Club Rooms, Club Offices, and Staff Office; the last of which provides general information, lost and found, ticket sales, telephone, activities calendar, rides exchange, bulletin boards, and other services for all members of the college community.

The college firmly believes in the principle that mature college students can and will assume much responsibility for the handling of their own affairs. Southwest Texas State College has sanctioned a program of student government that gives the students maximum freedom within the framework of institutional policy.

There are three branches to student government on campus: the executive branch, the legislative branch, and the judicial branch.

- a. The executive branch is composed of the president of the student body and his executive committee. It has specific duties and responsibilities delegated to it by the student body constitution.
- b. The legislative body is known as the Student Senate. This is the most important student organization on the campus and set up in such a way that every student of the college is represented. Its purposes are as follows:
 - (1) To assist in the supervision and coordination of all student activities.
 - (2) To promote harmonious relationships between the student body and all other parts of the college community.

- (3) To recommend and to refer to the proper authorities any matters which are pertinent to the welfare of the student body and the college community.
 - (4) To legislate and to place before the student body matters of such nature as to warrant discussion or a vote of approval by the student body.
 - (5) To conduct or supervise all elections called for in the Student Senate Constitution or called for by the senate itself.
- c. The judicial branch of student government is known as the Student Court. This group consists of a chief justice and several other justices. The functions of this group are to review organizational constitutions, to handle cases referred to it by the Student Senate, and to deal with some problems directed toward it by the Dean of Students.

In the fall of 1957 the "literary societies" adopted Greek names and became more conscious of their role as social organizations. There has been a growing desire to pattern themselves after the national sororities and fraternities and to work toward eventual affiliation with established national groups. Last year three of the four women's organizations and three of the four men's organizations continued their efforts to improve their groups so that national affiliation could become a reality. The other two groups, one women's and one men's group, indicated their desire to remain local.

A National Fraternities Committee was appointed by the President of the College to set policy and to establish the procedure through which possible national affiliation could be accomplished. At designated times in October and November, 1963, representatives of several sororities and

fraternities met with members and sponsors of the local groups desiring national affiliation.

Two of the women's groups have now been pledged by national groups, Chi Omega and Delta Zeta. The other sorority chose to remain local at this time, with the hope of affiliating with a national group in the near future. At the present time the three fraternities have not completed negotiations for affiliating with national organizations but expect to do so before the end of the spring semester, 1964.

4. The Maintenance of Sound Physical and Mental Health

No student can perform up to his capabilities if his physical and mental health are not up to normal. The college maintains a fine modern health service which ministers to the many health needs of the college students. For the physically ill, a beautiful, adequately staffed infirmary is available. All types of minor physical problems are handled here. The services rendered by this infirmary staff have so increased because of the rapidly growing student population that the staff needs have doubled since World War II, when there was one nurse and one part-time physician. Today the staff consists of two full-time nurses, two part-time physicians, and considerable student help. The case load during the same period has increased more than twice. When serious health problems are encountered, special arrangements have been made with the Hays County Memorial Hospital.

Close co-operation exists between the Testing and Guidance center and the College Health Service so that students with deep-seated emotional or psychiatric problems are referred to the college physicians, who in turn refer them to specialized medical help. Psychiatric care is not available through the college health service but is available at extra

cost to the student in either Austin or San Antonio.

5. *Financial-Assistance Programs*

The financial-assistance program has achieved considerable stature over the past years. At the present time there are three specific forms of aid available to students:

a. *Student Employment*

Most of the departments employ students in one capacity or another. These jobs range all the way from laboratory instructors in the science departments to clerical workers in many of the administrative and departmental offices to cafeteria, library, and maintenance workers. All work applications are filed in the Personnel Office, and students are placed in jobs from this file of students. Students must be maintaining at least a "C" average to hold a job, and their pay varies from 60 to 90 cents hourly, depending upon the type of work and the student's experience. The college provides part-time work for as many as a thousand students during a year, and many others find work off campus.

b. *Scholarships*

This is the most limited area of student aid because there is a distinct dearth of scholarship help available. A few scholarships (30 to 35) have been donated by local merchants and service clubs and have been awarded each year to superior freshmen students. In addition, the State of Texas offers to each high school valedictorian a tuition scholarship. The athletic and music departments offer many scholarships to outstanding performers. There are also a few small scholarships available in other departments.

There is a great need for improving and expanding this program. Top-notch advanced students find little scholarship help available. Ways must be found to remedy this weakness. Eligible students abound, but the scholarships are not available.

c. Student Loans

This program is by far the most extensive of the forms of financial assistance; in fact it is very difficult to ascertain just how many students avail themselves of this program. A fairly accurate estimate would probably be some 600 students obtaining loans of one type or another. In addition, in the past few years considerable funds have been added to those already available so that at this time there is approximately \$150,000.00 in the loan funds.

Policies concerning the proper use of this money have been set up by a Loan Committee consisting of five members. The increase in student-loan business has necessitated the employment of a half-time person who handles the details of the loan program. This task was formerly assigned to a faculty member whose teaching load was lightened to allow him time to carry out his duties in working with student loans.

Fundamentally, there are three types of loan funds available to students, with each type serving a particular purpose.

(1) Short-Term Loans

There are several loan funds available to students who need relatively small amounts of money for a short period of time. These funds have been set up as memorial funds, donations, etc. and at the present time amount to approximately \$20,000.00.

(2) *The Hogg and Collins Funds*

These funds were established under special indentures and are loaned to students for longer periods of time and in greater amounts. These two funds at the present time amount to approximately \$55,000.00.

(3) *The National Defense Education Act*

The federal government has made available to worthy students a considerable amount of money, with the funds administered by the college. This program has been a tremendous factor in helping good students receive an education. It provides a convenient repayment plan and a low rate of interest. Policies governing the use of these funds have, in general, been set up by the college. For the school year 1963-64 approximately \$65,000.00 has been available for loans.

6. *The Maintenance of High-Level Student Achievement*

Satisfactory academic achievement by students is a major concern to the Division of Student Personnel and the principal reason for its existence. The division plays an important role in providing for a wholesome environment conducive to good study conditions in college housing. Through the testing and guidance program great efforts are expended to better equip the student to handle his academic work. Much counseling is done in the dormitories and by many professional people to reduce the attrition rate and to improve the quality of work done by the students.

In addition, members of the personnel staff have key roles in the determination of policies regarding admissions and probations. Much of the implementation of the probations program particularly is assigned to personnel people.

Committee hearings for the scholastically delinquent and special interviews and counseling sessions with students in academic difficulties are important aspects of the total college program to insure greater achievement by its students.

For years, the responsibility for handling academic probations was assigned to the personnel office. It was reasoned that the student in academic trouble needed many of the services of the personnel division, such as counseling, remedial reading, and other aids in order to conquer his difficulty and remain in school. As a result of a self-study made in 1958, the whole area of academic probations was transferred to the jurisdiction of the Dean of the College, with the Registrar's office having the responsibility of identifying those on probation and the personnel office following up with the student's problem. This arrangement seems to be working satisfactorily.

A faculty-administration committee, under the joint chairmanship of the Registrar and Dean of Students, establishes policies regarding academic probation. These regulations have been considerably strengthened in line with a general upgrading throughout the entire college. The administration of these regulations has also been handled more firmly, and exceptions are made only when extenuating circumstances clearly exist.

THE FUTURE AND SOME PROBLEMS

As long as there are students, there will be problems. As long as there are student problems, there will be a need for student personnel services. This is another way of saying that there will be a real need for better and more complete personnel services for students if the college is to keep pace with the new developments in higher education. The enrollment of the college has expanded greatly. The growing

student population is causing considerable concern to all college officials. How to cope with the increased number with the automatic increase in problems is indeed a serious question.

Southwest Texas State College, with its strong admissions policy, improved standards, and tighter probation regulations, is experiencing a great change for the better in the type and quality of student it attracts. But the drop-out problem is still present. These two positions are difficult to reconcile. Why, if the quality of students is better, is the drop-out rate as high as it is? The answer to this question constitutes one of the major problems in personnel. The research necessary to understand this problem is so great that time and money are not available to do it. A way must be found to conduct such research and keep it current.

Another problem facing personnel is the lag between college housing and the rapid increase in enrollment. This lag, which ordinarily cannot be avoided, is actually limiting enrollment as well as adding to the supervision problems of the personnel staff. More and more students, particularly boys, must live in off-campus housing. The problems related to this condition are legion. Substandard living accommodations, conduct of students in off-campus housing, and communications are just a few. Under present conditions the college is moving as fast as it can to remedy this situation.

Earlier in this chapter mention was made of the need for enlarging our programs of financial assistance, particularly in the area of scholarships. The college is trying to remedy this deficiency by moving toward the employment of a "financial aids officer," a full-time person who can operate all aid programs from one central office. Ways need to be found to acquire funds to support scholarships for advanced students of outstanding ability. Perhaps a close

liaison needs to be maintained between the personnel office and the Director of Ex-Student Affairs to insure a thorough study of the needs in this area.

Table 6

GUIDANCE ACTIVITY SEQUENCE

Southwest Texas State College

Step 1: ENVIRONMENT ORIENTATION.

GOAL: To facilitate individual orientation to the college community.

A. Personal-Social Orientation by Student Counselors.

1. Explain social rules, regulations, and procedures.
2. Promote personal-social adjustment to college life.

Objective: To help each freshman adjust to the college environment.

B. Curriculum Orientation by Faculty Advisors.

1. Explain scholastic regulations and procedures.
2. Explain graduation requirements and college curricula.

Objective: To help each freshman understand the college's academic program.

Step 2: ACADEMIC ADJUSTMENT.

GOAL: To facilitate individual adjustment to scholastic requirements and procedures.

A. Survival Orientation by Student Counselors.

1. Survey academic adjustment problems.
2. Report student assistance resources.

Objective: To provide each freshman with academic-survival information.

B. Test Interpretation by Student Counselors.

1. Interpret standardized test results.
2. Survey study behavior and motivation.
3. Plan appropriate corrective measures.

Objectives: To help each freshman understand his academic strength and weaknesses.

C. Study-Skills Guidance by Student Counselors.

1. Advise on effective methods for reading textbooks.
2. Advise on effective methods for taking lecture notes.
3. Advise on effective methods for writing themes and reports.

Objective: To help each freshman develop an efficient study program.

Step 3: EDUCATIONAL PLANNING.

GOAL: To facilitate individual determination of educational and vocational reality.

A. Vocational Guidance by Vocational Counselors.

1. Survey occupational potentialities.
2. Survey the world of work.

Objective: To help each student make the wisest possible vocational choice.

B. Educational Guidance by Faculty Advisors.

1. Provide curriculum and course information.
2. Discuss occupational opportunities.
3. Assist with educational planning.

Objective: To provide each student with departmental information and assistance.

DEVELOPMENT OF CAMPUS FACILITIES

Some of the most compelling and urgent problems which the college administration faced during the two decades between 1942 and 1962 were the rehabilitation of the college plant and the provision for expansion of both lands and buildings. In the first place, it was recognized that upon the conclusion of World War II the college would be faced with an unprecedented enrollment and, in the second place, that within a short period of time there would be the urgent necessity to increase the number of buildings to take care of these expected increases.

In the face of these problems the following premises were taken into account:

1. The rehabilitation and modernization of the physical plant, which had been neglected because of the great depression and the war, was a most urgent matter.
2. The purchase of additional land on which to build an enlarged campus was one of the most compelling and sometimes baffling problems.
3. The need for accurate studies of the construction needed, along with the best utilization of land or space, was a primary concern.
4. All of the above demanded that a master plan, developed along modern lines, be prepared in order to meet the requirements that were sure to be placed upon the college because of an expanding campus.

Because of the numerous problems that were faced, the college administration requested the Board of Regents to authorize the employment of an architectural firm that would aid in immediate and long-range planning, in the determination of the type of architecture that would be used, and in the development of the service facilities needed.*

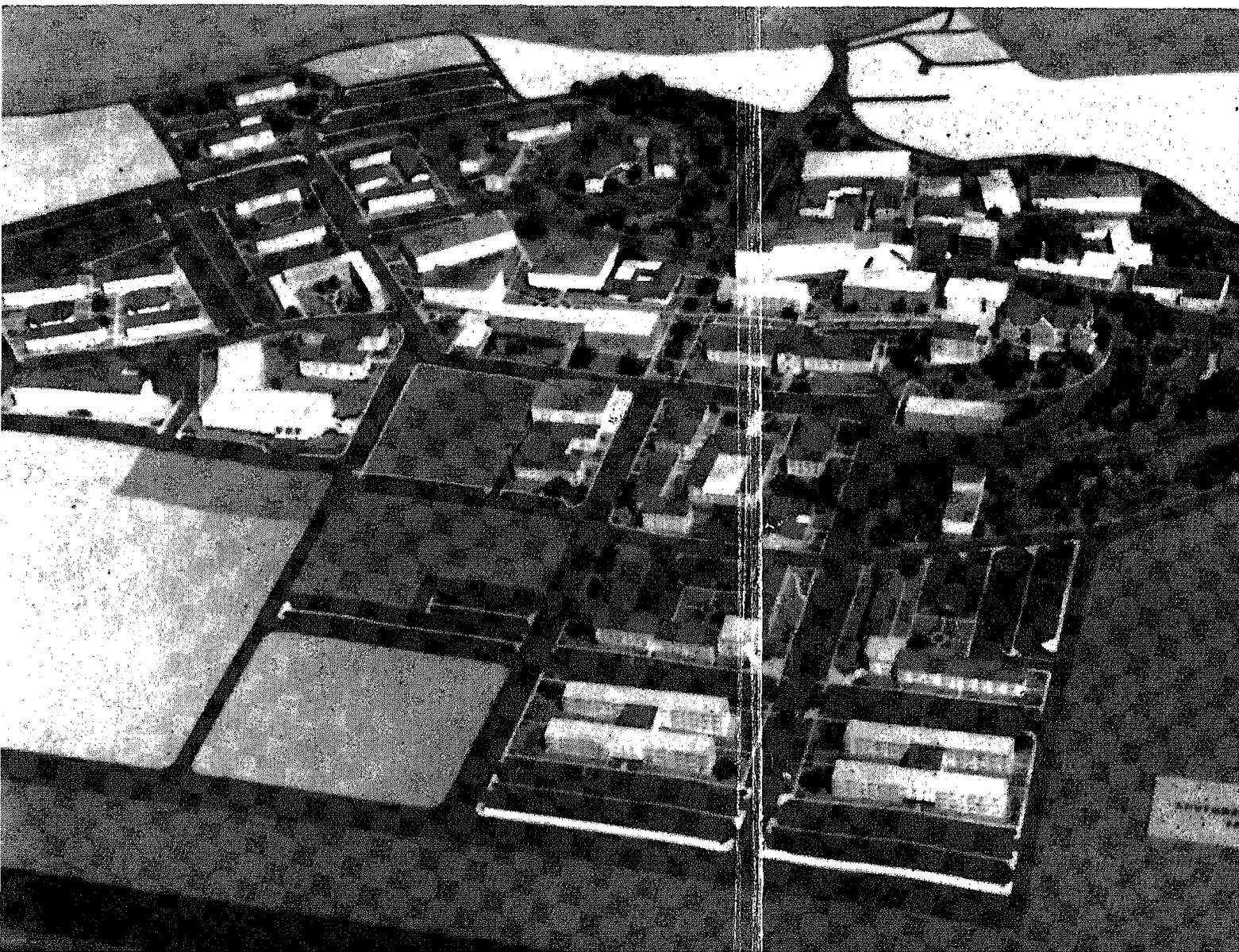
It can be said that the decision to make a master plan, which was subsequently drawn up in 1943, proved to be a wise one. A fortunate development during the war period was the procurement of the services of the State Highway Department in the preparation of a contour map of the campus. This valuable map has been most helpful in all the construction completed since that time.

REHABILITATION AND MODERNIZATION

The decade beginning in 1942 could be characterized as a period of modernization and rehabilitation of the plant. During that decade all of the major buildings were rehabilitated and, in some cases, completely modernized; and better space was allocated for all of the departments and for offices. Almost three-quarters of a million dollars, mainly from local funds, was spent during these years for that purpose. It should be remembered that some of the older buildings, planned and constructed in an earlier period at a bare minimum cost, were most difficult to modernize.

Many temporary buildings had been moved onto the campus to serve both instructional and auxiliary needs, and these had to be removed to make way for modern and permanent construction. Someone, in describing the campus of that decade, remarked that "it was a campus in constant eruption."

*Harvey P. Smith & Associates, San Antonio, Texas



MODEL OF THE CAMPUS—PRESENT AND PROJECTED THROUGH 1972

ACQUISITION OF LAND

When the college was established in 1902, there were only twelve acres in the campus. It was located on what was known as Chatauqua Hill. Not more than one-half of the twelve acres could be used for building construction; the remaining one-half was so hilly and so steep that it was not suitable for that purpose. Therefore, from the very beginning, but especially after the more rapid expansion period beginning about 1915, the president faced the very real problem of acquiring additional lands on which classrooms and living quarters could be built; and during the administration of President C. E. Evans of thirty-one years, he acquired forty-one properties adjacent to the original twelve acres. All of these properties were residential; and because of the need to find places for students to live, the residences were frequently moved and joined to others, thus providing living quarters for students. Until 1938 there were no dormitories of permanent masonry construction.

Since 1942 the college has purchased an additional fifty-two properties, mainly in the residential area near the campus. These fifty-two properties are exclusive of three properties acquired for other purposes, namely: an eighteen-acre area where apartments for married couples are now located; the college farm of 400 acres which was purchased from legislative appropriation; and the college camp of 125 acres, a gift of Mrs. Sallie Ward Beretta, of San Antonio, who was a member of the Board of Regents of the college for eighteen years.

Under the basic plan developed for the campus, it was determined that the center of the area would be dedicated to instructional uses, with auxiliary and recreational buildings located on the perimeter. The properties were purchased mainly, therefore, to serve as sites for auxiliary buildings,

reserving all of the space in the center of the campus for instructional buildings.

The following table gives information concerning the properties purchased during the period from 1912-1942 and from 1942 to 1963:

Land Acquisition and Cost		
1912-1942	41 parcels	\$167,140
1942-1963	55 parcels	\$558,326
Total		<u>\$725,466</u>

There is now in the process of development an urban renewal program which promises to be consummated at an early date and which provides for the purchase of sixty-three additional properties located on two sides of the campus adjacent to lands already owned. These lands will be used mainly for auxiliary purposes. Those acquisitions will give the college approximately eighteen additional acres for its orderly development. The master plan includes all this area, and plans and specifications for two and one-half million dollars of construction are now completed. These buildings will be erected in 1964-65.

ACCURATE STUDIES OF THE BEST UTILIZATION OF SPACE

Since the best utilization of space was of primary concern, the services of specialists were needed to assist in planning the campus development. In view of the fact that the land on which the campus is located is uneven, a fundamental decision had to be made as to what style of architecture was most suitable for this type of terrain. Secondly, the precise location of buildings with reference to the proper functioning of the college had to be considered. Questions

arose such as these: Is the library located centrally so that it can serve all instructional departments in an efficient way? Secondly, what must be done to provide additional space for growing departments? The latter question needed special consideration since all departments could be expected to double and triple in size in the course of the following twenty years. It was necessary also to consider how these departments could expand in the most economical way. For instance, if two or three departments were occupying a given building and expansion came, would the best solution be to add to the building then in use to provide for the increased enrollment, or would it be best to move some departments to other buildings? A third consideration that was taken into account was the possibility of making better use of modular construction of buildings with temporary partitioning so that as the function of a building changed the temporary partitions could be removed and better utilization made of the space. As an illustration, the present library is located on the first and the ground floors of the Library Building; the two top floors are dedicated temporarily to instructional uses. In the construction of these two top floors, all of the partitions were so arranged that they can be removed and the library expanded without undue expense.

A fourth consideration was the possibility of a change of aim and scope of the college. For instance, if the sciences were to advance at a greater rate than had been true in the past, a plan should be developed that would take care of such growth; or if a new curriculum should be approved, additional space would be required.

It is evident at this writing that in the planning during the first decade of 1942-1962 the potential growth of the college was underestimated. A college of 7,500 students or more by 1972 is now envisioned; prior to this time the esti-

mated enrollment a decade hence was only 5,000. As an illustration of what this extraordinary expansion means, two of the largest departments, the social sciences and English, will need to be moved into other structures, making place for an expanding library. Such a contingency was provided for in the original plan, but now must be made by 1968 instead of a decade later. Another example of what the growth factor means is found in the arts division. It became necessary to remove fine arts from the music department and give each department a separate building to take care of their orderly expansion. It can be seen now that these two buildings will probably be inadequate before the next ten-year period is concluded.

All these and other problems meant that the best possible use must be made of the lands purchased in order that the needs of the college could be realized in an orderly, economical way.

THE DEVELOPMENT OF A MASTER PLAN

In 1942 the Board of Regents approved the president's request to employ an architectural firm to make the necessary studies and to prepare a Master Plan in accordance with the latest procedures in campus planning.* In retrospect, it is amazing how nearly the campus has evolved as a result of the initial plan. There have been modifications, of course, as the campus has expanded outwardly from the central core, but essentially the basic principles have been followed throughout. Moreover, a conscious effort has been made to follow one type of architecture throughout, modifying it in some cases to meet specific requirements, and to add some

* Harvey P. Smith and Associates, San Antonio, Texas.

variety to the buildings; but in general, all of the new buildings have carried out the Spanish-colonial motif, with probably a leaning toward contemporary modern in some instances.

The present Master Plan is concerned with expansion of the campus to 1972; and a model has been prepared which includes the land areas on two sides of the campus to which it is felt, at this time, the campus will be extended. There are about forty acres in these three areas, which will provide sites for dormitories and for housing of married students and faculty members. It is believed that the proposed six major buildings, all multi-storied and located near the academic concourse, if properly planned, will provide for the instructional needs of an enrollment of 7,500 students. These six buildings, when augmented by the return to the college of the Campus Elementary School Building in 1965, will provide a compact and highly efficient campus plant.

The latest Master Plan takes into account a number of important factors, such as traffic and the parking of automobiles. For instance, traffic will be rerouted so that the campus will not be crossed at critical points. This change is particularly pertinent in the vicinity of the academic concourse where congestion is the greatest.

The Master Plan also provides for storm sewers to collect the rainfall at the source, emptying it into underground sewers and providing for the run-off underground. This construction, along with retaining walls, cover crop, shrubs, and trees to hold the soil, should reduce the rate of erosion, which is a constant problem. The services of a highly skilled horticulturist as a permanent member of the maintenance and grounds staff have now become a necessity.

BUILDING CONSTRUCTION COMPLETED AND PROPOSED

Building constructions are mainly of three types: instructional, auxiliary, and service. Since 1942 ten new instructional buildings and seven additions to existing structures have been erected at a total cost of \$3,177,339. The source of these funds was mainly the Constitutional Amendment Program which provides for college and university construction.

Since 1945 twenty-three dormitory and apartment buildings and six additions to dormitories have been constructed and will be constructed by September 1, 1965, at a total cost of \$9,874,251. Since there are no rooming or boarding houses in the City of San Marcos, the provision of facilities for housing and for feeding is a matter of necessity.

Service buildings include such construction as maintenance, utilities, and other related functions. The amount expended in this category was \$270,487, which came from appropriations and from auxiliary funds.

The graph on p. 105 gives, in cumulative form, the amount invested by the state in the college campus and plant to the fall of 1963. This information is derived from the Auditor's Reports and represents the amounts invested. If the replacement value could be determined, it is estimated that it would be at least one-third more than the amount invested.

In projecting the probable campus of the future, one must be guided by vital statistics and the prognostications of specialists. The best estimate indicates that the campus must be greatly expanded in all of its aspects—space, buildings, and service facilities. The Master Plan envisions that by 1972 seven additional classroom buildings must be provided and

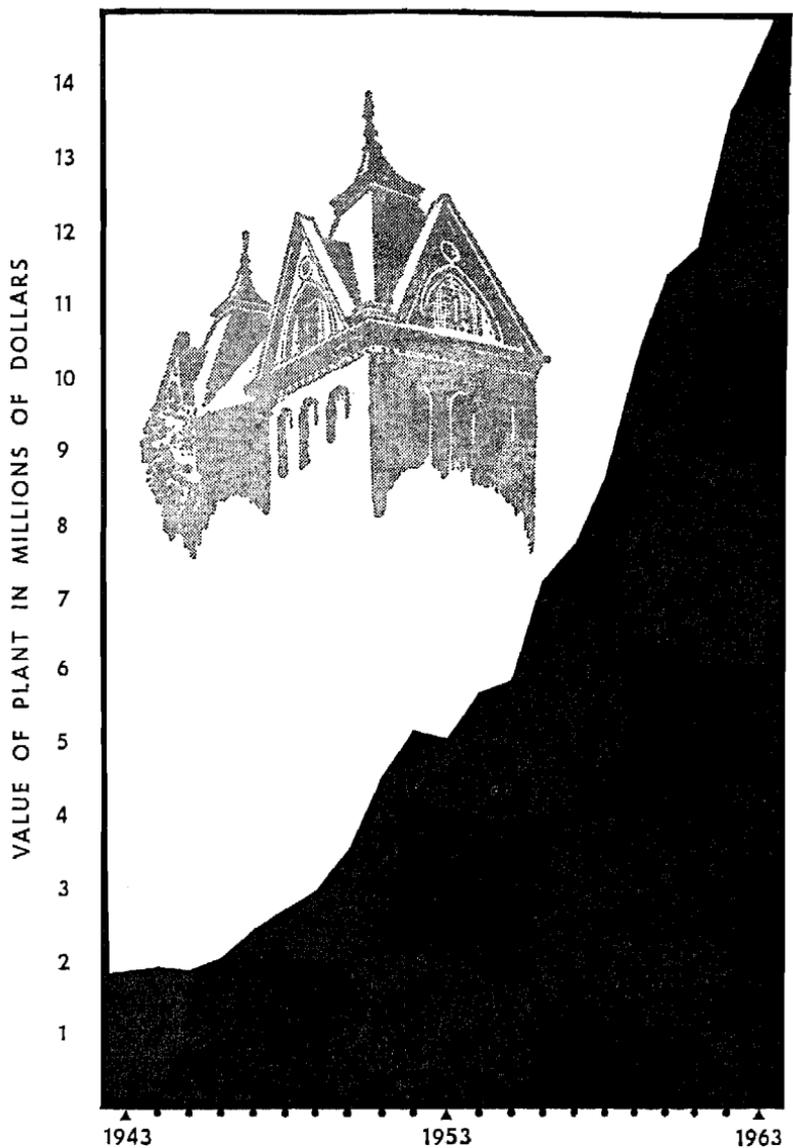


Figure 5

TOTAL INVESTMENT IN PLANT
 SOURCE OF DATA: STATE AUDITOR'S REPORTS
 1943-1962; 1963 Estimated

considerable monies expended for conversion of present buildings. Moreover, housing for another 1,500 students is envisioned. It is estimated that at least \$5,000,000 will be needed to provide for the construction of the necessary instructional buildings and at least \$6,000,000 for auxiliary buildings, all of this construction to be erected during the next decade.

Chapter IX

THE DIVISION OF PUBLIC SERVICES

In 1939 the Division of Public Services was created at Southwest Texas State College. This was one of the first such offices to be established in state-supported colleges in Texas. The same year Sam Houston State Teachers College in Huntsville organized a similar department. Almost from its opening in 1903, the college had rendered many services over and beyond the regular curriculum and instructional program on the campus. It had worked with alumni and caused alumni to work with the college. It had aided the job placement of graduates and ex-students. From time to time extension classes had been taught, and courses had been offered by correspondence. Many other special services had been rendered. But until 1939 each of these services was under the direction of a separate member of the faculty, and no attempt at coordination was made.

With the establishment of the Division of Public Services, all of these activities were placed in one office under the direction of one person who would have adequate secretarial and clerical assistance to implement and coordinate these activities. By this means much overlapping of duties, efforts, and responsibilities was eliminated and a more purposeful program was established.

The work of this division is two-fold. It renders services of a general nature, such as providing speakers for special occasions and judges for contests, acting as host to groups visiting the campus, placing graduates in jobs, and in general publicizing the college. On the other hand, it

is responsible for the education of students through extension classes and correspondence courses. These activities are summarized under various headings in the following pages.

ALUMNI AND EX-STUDENTS

In the November, 1911, issue of the Normal School Bulletin the following statement is found:

There has been organized the All Students Association of Southwest Texas State Normal, consisting of every student who has attended the Normal. . . . The first meeting, held at Abilene, December 30, 1910, was well attended and enthusiastic.

The meetings of the association were held at the time and place of the regular meetings of the Texas State Teachers Association.

In the same bulletin is found the report of the first homecoming activities:

The faculty, student body, and alumni association in cooperation inaugurated the movement for the first homecoming of the ex-students of the Southwest Texas State Normal during the commencement exercises, May, 1911. . . . Every class from 1903 to 1911 was represented on the program, and, in addition, Professor Thomas G. Harris delivered an address which was enthusiastically received.

From the time of this first meeting, at which the first president of the college spoke, until today, the presidents of this institution have exercised dynamic leadership with the ex-students and alumni.

Significant achievements in the past twenty years include raising funds for the installation of a pipe-organ in the auditorium which has served ex-students, students, faculty members, and community groups for years. More than three thousand dollars was raised for a chapel fund. Many scholarships have been established, and other contributions have combined to total more than \$50,000.

Ex-students have been most helpful over the years by encouraging superior students to attend Southwest Texas State College. They have contacted legislators, board members, and other friends in the interest of the college. They have been made aware of their great opportunity and responsibility for interpreting the college to the various publics with whom they come in contact.

Until two or three years ago, adequate personnel was lacking to develop the Ex-Students Association to its fullest. The college administration has recognized this need and has employed a man to take the lead in this work. Under his leadership the association has been revitalized. The paid membership has more than quadrupled, a regular Alumni Bulletin is published seven times each year, new active chapters for ex-students have been organized throughout the state, and new interest and enthusiasm have been generated among ex-students.

An organization was formed a few years ago which designated a faculty member to be consultant and official representative of the college to a specific county. Each year this faculty member was to visit every public school in that county at least once. There he would not only meet the administrators, but also contact key ex-students. Several alumni units were begun in this way.

A Century Club has been organized. Every person who contributes at least \$100 to the scholarship or loan fund of the association will have his name placed on a plaque which is displayed in the hall of the Main Building. A plan is under study to recognize outstanding ex-students who are rendering meritorious service to society. These honors will be awarded as a part of the annual homecoming program, which is another vital function of the association. The Ex-Students Association, in cooperation with the col-

lege, plans and administers the homecoming activities each year.

One of the most productive movements growing out of the activities of the Ex-Students Association is the CIVAC Organization (Civic and Academic Organization). A group of loyal ex-students enlisted the cooperation of the business and professional men of San Marcos and the surrounding area to help promote athletics at Southwest Texas State College. The leader was a most loyal alumnus. He saw, almost immediately, the possibility for service in other areas, and this group expanded in membership and is now organized into six commissions.

1. *The Commission on Legislation.* This commission works with the legislature and various state agencies regarding legislation affecting the college. The members work very closely with the President of the College and have rendered most valuable service.

2. *The Commission on Loans, Scholarships, Endowments, and Bequests.* This group hopes to increase the more than thirty annual freshman scholarships given by local organizations and individuals. Other scholarship funds and grants are to be sought annually to augment those already obtained.

3. *The Commission on Alumni Affairs.* This group aids the Secretary of the Ex-Students Association in organizing additional chapters. It works actively in promoting and publicizing the work of the association not only locally but also statewide.

4. *The Commission on Athletic Development.* This group sponsors the sale of season tickets to athletic events, brings newspaper and television reporters to the campus, and helps develop a high morale within the teams, the

coaches, the officials, and the fans. Honor banquets for the coaches and teams are sponsored by this group.

5. *The Commission on Band Organization Development.* Through the efforts of this group, the band organization of two hundred students was sent to Washington in 1961 to participate in the inaugural parade for the President and Vice-President of the United States. The Vice-President, an alumnus of the college, designated this as his official band. Similar, but less spectacular, appearances are made regularly by the band both on and off the campus.

6. *The Commission on Promotion of Arts.* Night courses in painting, in ceramics, and in other fields have been set up by this group. Its purpose is to promote the artistic development of those adults in this area who desire these opportunities. More than one hundred persons have been served during the past twelve months.

The work of CIVAC is most helpful to the college. The first secretary of this group was from the Public Services staff, and the present secretary of that organization is also the Secretary of the Ex-Students Association.

The Ex-Students Association has for two years cooperated with fifteen or twenty other colleges of the state in a College Loyalty and Support Program known as CLASP. Although the amount of the funds raised was disappointing, the publicity and correlative results were most heartening. Plans call for a continuation of the activity.

Southwest Texas State's Ex-Students Association is now a member of The American Alumni Council.

CORRESPONDENCE DIVISION

Since 1945 the college has offered courses by correspondence. The original aim in establishing this service was

limited. It was thought that only a few students would want or need such work. With this in mind, the offerings have been very limited.

Courses are offered only in agriculture, business administration, education, English, and the social sciences. The courses in each are few; yet this department has served annually from 300 to 500 students.

Each course is comparable to the same course offered on the campus. Usually a correspondence course is offered by the same instructor who teaches the course on the campus, thus insuring that the highest standards are maintained. The students who miss some of the personal contact provided in the residence situation often gain by having to read the assignments and references much more closely. Great care has been taken by the administration to make this type of teaching of high quality while serving the real needs of those enrolled. Since 1945 more than 4000 students have registered for correspondence work, and of this number approximately sixty-seven per cent have completed their courses.

EXTENSION CLASSES

When students cannot come to the campus, the college welcomes the opportunity to take education to them. Therefore, where there is sufficient demand within a reasonable distance from San Marcos, extension courses are taught in various centers. Regular college professors on the permanent staff teach this work.

In the last twenty-two years the annual registrations have varied from 200 to 800 students. Of those who used this service, most have been teachers in the public schools. They have been able, while on the job, to increase their knowledge, skill, and inspiration. During these years more than 7,000 persons have been served.

The division also rendered a vital service to the World War II effort. Just before the activation of the Gary Air Force Base in San Marcos, the commanding officer asked this department to train three hundred stenographers and typists. Extension classes were set up in neighboring towns, and within four months 325 stenographers and typists were prepared and ready to staff the offices when the base opened.

Through extension courses students have been able to earn up to thirty hours of credit toward the baccalaureate degree and six semester hours toward the master's degree. Many other persons have been able to earn credit toward certification or to satisfy local requirements for educational growth while on the job.

PLACEMENT BUREAU

The principal activity of the Placement Bureau has always been to assist graduates and former students to secure good teaching positions and to assist schools to secure good teachers. In recent years, however, more and more students and graduates are being placed in business and professions.

The first reference to a placement service at Southwest Texas State College was announced as a "Committee on Teachers:"

The Committee helps teachers to secure positions. We are trying, of course, to serve our students, but are not unmindful of the obligation we owe to the schools. Two things are kept in view: the needs of the position and the applicant's fitness for it. . . . So far, we have been unable to meet the demands that come to us almost daily for trained teachers.¹

Succeeding bulletins and catalogs have included references to a "Committee on Teachers" or to a "Placement Bureau." In 1922 the normal school bulletin reported that

¹The Normal School Bulletin (July, 1912), p. 48.

During the summer of 1921, owing to the unprecedented demand for Normal trained teachers, the committee could fill only 40% of the requests for teachers. The services of this committee are free of charge.²

As indicated previously in this chapter, in 1939 the Placement Office was combined with several other services under the Division of Public Services. Efforts have been made constantly to maintain and improve the high quality of the services rendered.

In recent years more and more graduates are being placed in business and industry, although the percentage of the entire graduating classes entering business and industry remains fairly constant. For example, in 1961 ninety-seven graduates entered business and industry. This was 20 per cent of the class. In 1963 one hundred and two entered business, but this was exactly 20.1 per cent of those receiving degrees.

Over the last twenty-two years the Placement Bureau has placed more than 95 per cent of the graduates who sought help in obtaining employment. More often than not the percentage has been nearly 100. The demands for teachers have far exceeded the supply, sometimes as much as eight to one. To show the effectiveness of the bureau, a total of 506 students graduated from the college in 1963. Of that number, 363 or 71.7 per cent were certified to teach. Of the 363 certified, 313 were placed in teaching positions in the fall of 1963. Of the other fifty, several have gone on to graduate study, several have married and established homes, and a few have entered the military services.

After a graduate's first year of teaching, the Placement Bureau sends a follow-up rating card to the employer, who is asked to rate every student of Southwest Texas State Col-

²The Normal School Bulletin (1922-23), p. 23.

lege who is teaching in the system for the first time. Teachers are evaluated on six items which have a material relationship to their success. Each item is rated on a five-point scale. Items rated are classroom efficiency, cooperation with administration, general daily appearance, community worth, extra-curricular activities, and knowledge of subject matter. The returns are compiled by departments so that each department head can see the success of the teachers trained in his area. Through this method not only are the first-year teachers evaluated, but also the quality of the educational program that developed these teachers is appraised. Through this self-study, high quality and excellence of teaching on the college level can be achieved.

It is superfluous to say that the bureau solicits and receives notices of hundreds of vacancies annually. It registers all prospective graduates who wish help, and it assists a large number of former graduates who desire professional advancement. Employers are notified of available candidates, candidates are told of job opportunities in their field, credentials are assembled for each candidate, interviews are scheduled between employers and prospective employees, conference rooms are provided for these interviews, and every kind of assistance that can reasonably be given is provided.

Great strides have been made in the last twenty years. The Placement Office facilities have been completely refurnished. Conference rooms have been built, new filing cabinets have been installed, and ample equipment and supplies have been provided, including electric typewriters. The office has been air-conditioned. A full-time secretary has been employed, who is assisted by student secretaries. This office is serving all the graduates of all the departments of the college.

SPECIAL SERVICES

The activities from which this department receives its name are many and varied. Everything thus far mentioned relates to a service. Additional activities on a college campus must be provided for and handled in a constructive manner. No listing has been made of all these services. Not all are performed every year, but this department is organized to perform effectively any special service within its means.

One special service has been a big event on the campus. The Region V Texas Interscholastic League Meet has been held annually at the college. From 1000 to 1200 high school students participate in forensic and athletic contests held here for two days. The meet is organized and directed by this office.

The North Alamo District of the Texas Association of School Boards holds a workshop each year for which the college plans the program in cooperation with the state office.

A speaker's bureau is provided in an informal manner. Requests from clubs, societies, and organizations of any type may result in assistance in securing quality presentations. In the spring many commencement speakers are provided for neighboring high schools. At least twenty high schools were served in this manner this past year.

Consultants are furnished for curriculum and instruction programs and workshops, staff members are obtained for public school evaluations and for programs, and judges for various activities are frequently provided. When public school groups want to visit the campus, they contact the Department of Public Services, which makes arrangements for the visit, including guide service.

Until last year, a Senior Day was sponsored on the campus. Three or four hundred high school seniors came to the college and attended a general assembly at which information of a specified and general nature was given. A further part of the program allowed each visitor to confer with at least two academic departments of his choice for advice on majors and minors. Tours of the campus, the buildings, and facilities were available.

Each year, the special services division sends representatives to the Career Day or College Day exercises planned by the high schools of the area. Admission requirements are explained; opportunity for majors are enumerated; costs of tuition, board, room, books, and supplies are given; and general information about the college is presented. Many questions are answered.

The division also operates a stenographic service for the faculty and staff members who do not otherwise have access to this type of assistance. Cutting stencils, writing letters, and assembling reports are regular services provided to faculty members.

WHAT OF THE FUTURE?

The Division of Public Services has grown steadily in the past twenty-two years in terms of services. In the near future several great opportunities for expansion of the program will be offered. The Ex-Students Association has just begun to grow. Until it gets a greater support from the alumni, it is going to need much support from the college administration, both financial and administrative. An executive secretary has been employed, an office has been furnished, and a full-time secretary is now available. With further help and encouragement, the possibilities here are most challenging.

The extension division could expand its services greatly. A study of the offerings in both extension classes and correspondence courses in other colleges shows a much broader selection than is provided by this institution. With the population explosion of recent years and with the need for retraining resulting from technological advancement, a vast new field has opened up. Numerous requests to this office from citizens for courses which are not available to them while on their jobs indicate this need is growing.

A great demand exists in the teaching profession for so-called "practical" courses in the various disciplines. Perhaps a better description would be to call these "professionalized" courses. The mathematics department has made available in recent years such a course in Mathematics 200 for elementary teachers. Two professors are qualified and available for assignment to teach this course and are now scheduled one year in advance for off-campus classes. Such a course has been requested frequently for teachers on the secondary level. But instructors are not now available for a high school mathematics course nor for professional courses in the other subject-matter areas. Here is a great opportunity to render service and leadership.

The entire field of in-service education comes within the scope of this department, and the fact that salary scales in the public schools are predicated on professional experience and training places a responsibility on colleges to provide this type of service. Problems are encountered, however, in making regular members of the faculty available for this purpose in addition to carrying a full teaching load on the campus. The prescriptive nature of certificate requirements and standards of accrediting agencies, particularly at the graduate level, permits little flexibility, moreover, in developing degree plans suited to the individual needs of students.

One possible area of expansion for the extension work has developed since the college was integrated in January, 1963. Up until that time, extension courses could not be offered on military bases because the classes could be open only to white students. This division has been approached recently by representatives of United States military bases in San Antonio and Austin regarding work at these installations. The authorities at Bergstrom Air Force Base in Austin are especially interested. Here is an opportunity to render outstanding service, not only to the military personnel but also to our state and nation. The University of Maryland has a very large extension program which seems to be working satisfactorily. Their program is world-wide. One for this college would be far less ambitious but could serve an area of heavy military concentration.

Financing of extension classes and correspondence courses present a real problem. More and more veterans are enrolling in these courses. Under the Hazelwood Act Texas veterans receive free tuition. The division has been compelled from the first to operate on a self-sustaining basis. When there is no income from a veteran, other registrations must provide a sufficient margin above the cost of each student to cover those registered free. There is no plan for reimbursement. It is conceivable that up to forty per cent of the registrations, under this plan, could be free—without income to the college. The instructors must be paid from other extension and correspondence fees. A heavy enrollment of veterans could bankrupt both extension and correspondence departments. A legislative appropriation to cover certain portions of the costs would be one alternative.

Expansion of placement services is taking place daily. The vision has been fine, and the staff members are working toward the goal of high quality and excellence in their services.

Chapter X

ACHIEVEMENTS, NEEDS, AND THE FUTURE

THE PAST AND PRESENT AS PROLOGUE

As my term of service as chief administrative officer of Southwest Texas State College draws to an end, it is my hope that a good foundation has been laid on which my successor and the administrative and teaching staffs may move vigorously into the future. With the burgeoning student population and with the need for a greater number of superlatively educated college graduates to be turned into the great stream of our social, political, and economic life, I am certain that there has never been a period in the history of the college when the challenges and opportunities of the present and future have been as great. The shortage of trained manpower in professions, business, industry, and vocations is unparalleled. Therefore, the call of the future seems to be loud and clear for this college to play a role of great significance in the development of our state, region, and nation.

A study of birth rates indicates that we may expect, on an average, an increase of from 7 to 10 per cent each year during the next decade. This means that the student body will be in the neighborhood of 7,200 by 1975 if all of the factors now operating extend themselves over the next ten years.

It is a matter of concern that we shall be able in this period of rapid expansion to maintain the traditional "friendly" college, but at the same time shall maintain increasingly high standards of excellence, an objective to which each of us is dedicated.

In the following pages will be found summaries of achievements and accomplishments and a statement of pressing needs. I hope sincerely that the reader will not look upon these statements as boasting. They are placed here merely to be helpful to my successor and the Board of Regents as they chart the course the college will follow in years to come. They have not been written in other than an humble spirit.

ADMINISTRATIVE AND TEACHING STAFF

I have regarded my most important single responsibility the employment of the right individuals for administrative positions and the best-prepared professors for the classrooms. Whatever successes the college has had have been the result of well-qualified men and women who make up the administrative and instructional staffs.

We take great pride in the amount of academic preparation the members of these staffs have received, in the dedication they possess toward excellent administration and teaching, and in the records many have achieved in research and publication.

1. It has been a constant policy to reward faculty and administrative members who have gone away for advanced study. Since we do not have Sabbatical leaves, which it is hoped will come within the next decade, a means of partially achieving this goal within the present framework has been followed. Salary increases based on merit have been a constant policy.
2. We have been most fortunate in securing fellowships and grants from foundations and universities in the up-grading process. Faculty members them-

selves have shown great initiative and resourcefulness in procuring the financial help needed. (Almost one third of the faculty is at present progressing toward the doctorate.)

3. There are certain "fringe" benefits which have been provided during the past two decades that have made teaching more attractive, namely: the establishment of the Social Security program, greater benefits under group hospital and health insurance, and the possibility of wise investments.
4. It is a source of great pride that this faculty has exercised a distinct leadership role in the profession in the state, the region, and the nation. A list of all the positions occupied and the roles played by members of this staff in various professional organizations and associations would be too lengthy for this report.
5. The faculty is cosmopolitan. It has been prepared in 101 different colleges and universities in 33 states.

THE CURRICULUM DEVELOPMENTS AND CHANGES

As is to be expected in a dynamic situation, numerous changes have taken place in the evolution of the curriculum of this college in the last two decades. Most of these changes have come about because of a desire on the part of the administration and faculty to serve the best interests of the students. There have been some curtailments and eliminations of programs because of a lack of demonstrated need.

1. We were called upon by the Special Schools Division of the state, in 1945, to prepare teachers

and personnel for the state schools. Coincidentally, the legislature authorized the development of special education programs in the public schools for atypical children; and this college was among the first to establish a department of special education, which now prepares teachers for the mentally retarded, the orthopedically handicapped, and those with speech and hearing deficiencies.

2. Among the important developments in the total curriculum was the adoption in 1951 of a well-balanced program of general education. This program evolved as a result of almost ten years of study, research, visits to other colleges where significant programs were well established, and the assistance of consultants of national reputation in this area. Basically, it involves up to 60 semester hours of credit and is required of all students. This body of curriculum material includes courses in the humanities, the natural sciences, the social sciences, mathematics, the arts, philosophy, and health. We were fortunate in securing a grant from the Danforth Foundation which facilitated this development.
3. In 1950 the State Board of Education approved programs in agriculture and home economics under the Smith-Hughes program of teacher education.
4. There has been a definite expansion in the Department of Industrial Arts because of the need for an institution in this geographical area to prepare teachers in all aspects of industrial arts education.
5. The ROTC program in Air Science was added in 1951.

6. A special curriculum for students in the commercial arts was approved by the Commission on Higher Education in 1960.
7. The Commission on Higher Education, in 1963, approved the enlargement of the program in French from a minor to a major on the undergraduate level.
8. The Commission, in 1963, also approved a graduate program in mathematics leading to a master's degree.
9. There have been the following reductions of programs on the master's level from majors to minors in these fields: Spanish, agriculture, home economics, business administration, and music.
10. It was decided in 1957 to eliminate all programs in the field of library science on the undergraduate level.

TEACHING AIDS

A vast amount of research and developmental work has been done in the area of teaching materials for all levels of instruction. During World War II the military services did much to give impetus to the development of efficient teaching devices, particularly audio-visual aids. Moreover, commercial companies, interested in the sale of teaching aids and teaching machines, have made important contributions.

1. A strong production laboratory and teaching-aids center has been established that can be used by any teacher, and machines and operators have been provided.
2. This college is engaged in closed circuit television teaching, and has offered as many as eight courses

through this medium. This is still an experimental program, but it has good possibilities.

3. Team teaching in the humanities programs of general education and in professional education has been accepted as standard practice and is highly effective.
4. An electronic laboratory has been installed for the teaching of Spanish, German, and French.

THE PROGRAM OF TEACHER EDUCATION

We have taken great pride in the teacher education program of this college, because we believe it to be sound, to be well-based academically, and to represent the best thought of experts in the teacher education field. Moreover, we have had the testimony over the years of superintendents and principals who have employed our students that our young graduates compare favorably with the best. We have been pleased with the records our students have made in graduate schools, that is, persons who have gone on for their master's and doctor's degrees here and elsewhere. These facts support our conviction that the quality of our product is unquestioned.

There are certain aspects of our teacher education program about which we may speak with pride. In the following statements will be found the basic philosophy that has determined the nature of our program:

1. The intellectual and psychological climate of an institution should be such that all departments and all administrative officers of the institution have a healthy respect for the preparation of teachers and are willing to give enthusiastic support to the programs in teacher education. We have striven hard to destroy the notion that teacher education is

a concern of the Department of Education solely. Since the academic or subject-matter departments are responsible for almost 85 % of the total program, it can be seen that all who teach in any academic field, either in general education or in the areas of specialization, have a vested interest in teacher education. This involves almost all of the faculty.

2. It is our belief that the foundations of our culture are based in the arts and sciences. Teacher education for all levels and in all of its aspects has its roots in the so-called arts and sciences. This is true for elementary and secondary curricula as well as for the so-called vocational subjects.
3. We have made certain that in all academic departments there is at least one outstanding professor who is, in the first place, a scholar in his own field but who, in addition thereto, is an expert in the field of public education. For instance, in all subjects in the arts and sciences a person who supervises the student teacher and who teaches whatever methods are needed is a competent scholar-educator in the field of specialization, such as mathematics, English, history, etc. The same policy is followed in the fields of elementary education and the vocational areas.
4. It is our belief that the most important aspect of the teacher education program is student teaching because this is a culmination of the combined efforts of the scholars in the academic and professional education fields and is the place where theory and practice culminate. The student, at this stage, shows the depth and breadth of his knowledge and demonstrates his skills as a beginning teacher.

Hence, in student teaching the young prospective teacher implements theory in a teaching situation.

5. We have in San Marcos a unique arrangement in which the entire city school system is a part of the total program. The teachers in the public schools are members of our staff, their names appearing in the catalog as important members of our teacher education staff. It has been our belief that the cooperating teachers in the public schools who are responsible for supervision should be highly regarded and highly competent and should receive compensation from the college for their services. We regard the entire staff of the public schools, including the principals and superintendents, who serve in their appropriate roles, as integral parts of our total program.

Increasingly, as we have grown in student population, we have found it necessary to go beyond the City of San Marcos to secure master teachers in the public schools to serve as supervisors of student teachers. They are given a stipend for their services.

THE LIBRARY

Several years were spent in an analysis of the usefulness of the library. It was decided, after much study, that what was needed was to change from the traditional closed stacks to the open-stack arrangement in order to encourage students to make better use of the resources of the library. As a consequence of this reorganization, we now have a more functional library.

1. A constant effort has been made to re-orient the library and the teaching staffs toward a more

functional use of the library. Some departments take students, especially on the freshman and sophomore levels, to the library for first-hand encounters and contact with the library index, the catalog, and the reference stacks. It is believed that this effort has proved to be effective.

2. In order to conserve space and to make better use of our resources, we are making more use of micro-film materials.
3. There has been notable progress in the involvement of faculty members from each department in building up more useful and up-to-date resources and references.

STUDENT PERSONNEL SERVICES

This is an extremely large area which cuts across not only the academic program, but also the student activities and life on the campus. It involves many individuals, all departments of the college, and almost all of the administrative offices. Therefore, in a discussion of student personnel services, it is necessary to consider this as a responsibility of all offices and certainly of all departments of instruction, although the coordination of these efforts is centered in the office of student personnel services.

1. More stringent admission policies have been established. These have been in effect for seven years and were designed to limit admission to only those students who are qualified to do satisfactory college work.
2. Orientation, testing, and guidance are accomplished by many individuals and by many offices but are centered in the student personnel office and in the

counseling center. These workers accomplish, through testing, through orientation at the beginning of the freshman year, and through individual and group counseling in the counseling center and in the dormitories, a most effective program of counseling. The guidance center has attracted the favorable interest of other colleges, and currently six colleges are joining with us in a cooperative research project.

3. Extra-class activities are the responsibility of the personnel officials, but with a special responsibility assigned to the Director of the Student Center. Here the numerous clubs, sororities, fraternities, and other activities are centered. A conscious effort is made to upgrade the quality of these activities.
4. There has been significant development in the field of health and health services. With the aid of medical, nursing, and health education specialists, there has evolved a program that is workable. Special attention is given to the coordination of the health services program and the required courses in health and physical education.
5. There is also located in the student personnel center an office dealing with student aid, scholarships, and employment. Generally, aid in some form is provided to approximately one-fourth of the student body.

THE PHYSICAL PLANT

The casual observer frequently judges the quality of an institution by the physical plant, and quite frequently ex-students appear to take the greatest pride in the growth of a campus in terms of buildings and facilities. Of course, this

is important, but it is not the most important consideration in weighing the merits of a college. The facts are that what takes place in the classrooms, in the library, in the laboratories, in the studios, and in the shops and what happens to individuals during the time they are pursuing their courses and participating in activities are what is important.

During the past two decades the college has made significant progress in the rehabilitation, the modernization, and expansion of all its physical resources.

1. All buildings have been rehabilitated, redecorated and modernized, and approximately 50% of all classrooms and offices are now air conditioned, with plans for air conditioning all classrooms and offices within the next decade.
2. There has been a complete reorganization in the library physical plant, changing it from closed stacks to open stacks with well-ventilated, well-lighted study space providing seating space for approximately 25% of the student enrollment; and the holdings have approximately doubled. (From 56,612 volumes in 1942 to 124,200 volumes in 1963.)
3. During these past twenty years, the physical plant has grown in value from approximately 1¾ million to about 16 million dollars.
4. In 1943 there was housing for approximately 500 students. There is housing now available for approximately 2,500 students, including about 100 apartments for married couples; plans for housing 4,500 students by 1972 are well advanced.
5. The college has acquired 115 properties in or around the campus, a college farm of 400 acres, and a 125-acre camp off-campus.

6. Notable progress has been made in campus beautification and landscaping. The gift of the statue by the Huntington family, valued at \$40,000, and the efforts made to control erosion by means of storm sewers and the erection of retaining walls and the use of cover plants have all contributed to the beauty of the campus. The fact that the campus lies on uneven ground is a decided asset in creating attractive landscaping effects.

FINANCIAL SUPPORT

One way of judging the quality of a college is by the measure of support it receives from public and private sources. There are exceptions, of course, but no administration or teaching staff is likely to achieve the quality it wishes unless there is a level of financial support commensurate with its aims and purposes. This college has made notable progress during the past two decades, as is revealed by the following charts and graphs.

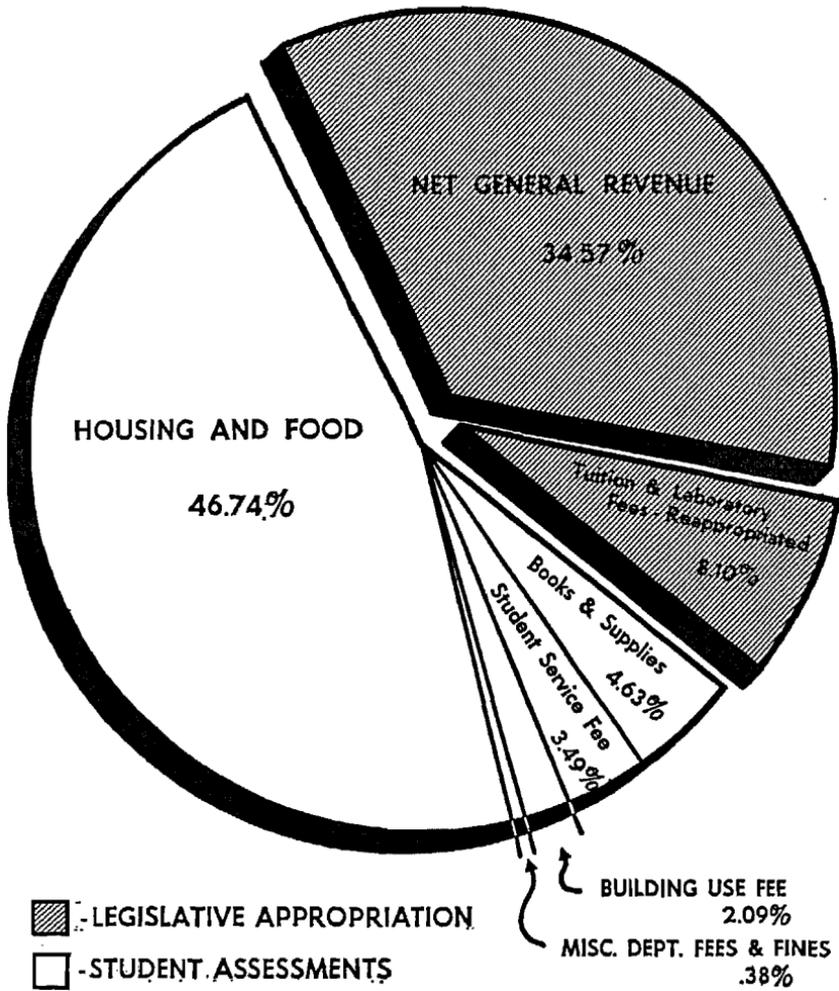


Figure 6

SOURCES OF OPERATING REVENUE

Note that for housing and food, books and supplies, and fees of all types the student contributes 65.43 of the cost of his college education.

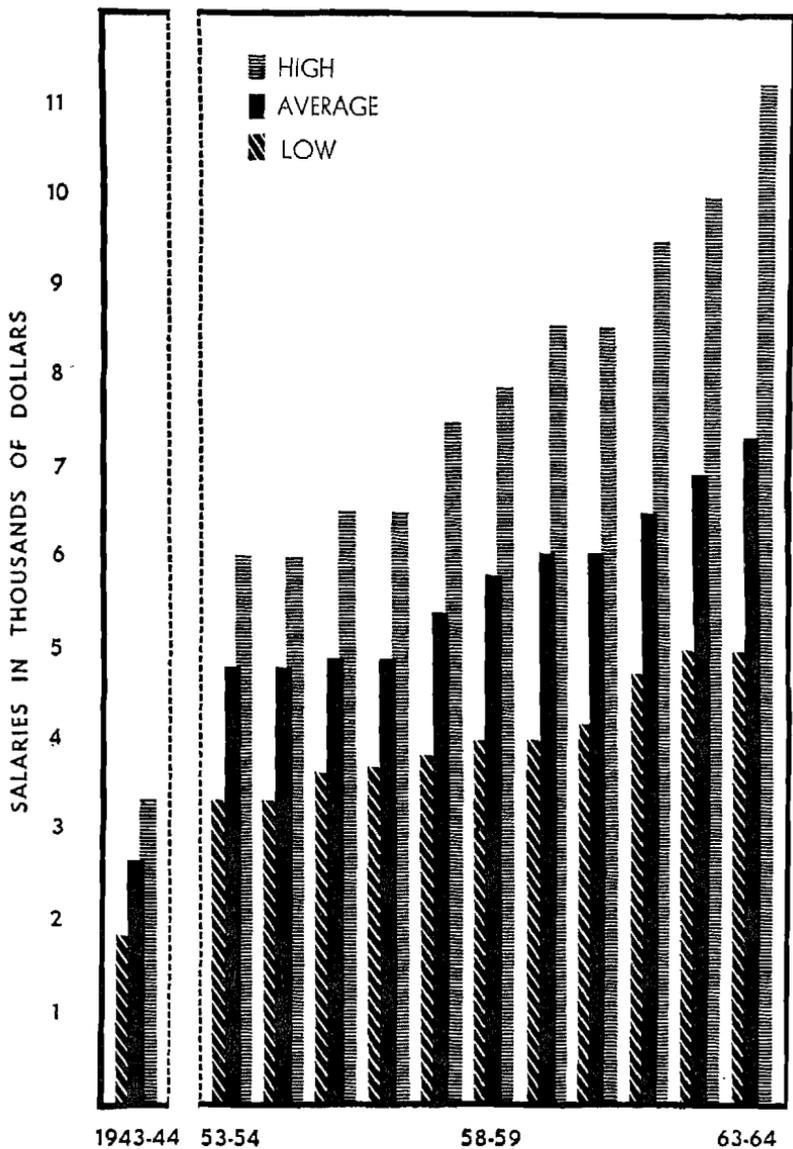


Figure 7

TRENDS IN TEACHING SALARIES,
1943 to 1964

PROCURING FUNDS FROM SOURCES OTHER THAN STATE APPROPRIATIONS AND STUDENT FEES

Public and private institutions must depend increasingly on private support for gifts and bequests in order to provide necessary funds for scholarships and loans. If enrichment of curricula and necessary experimental work are to be accomplished, these must be supported from private sources. It is unlikely that any college administration dependent exclusively upon state and tuition sources will be able to provide the enriched program that should be operative. Increased efforts should be made, therefore, to encourage consistent giving to many aspects of the college program, particularly those that cannot be legally financed by either state funds or student fees.

Because of the generosity of friends, this college has had some success during the past two decades in increasing its funds for loans and scholarships, for capital improvements, for research, and for program enrichment.

1. Gifts and bequests totaling \$275,000 for campus improvement, landscaping, and beautification have been made.
2. Universities, corporations, and foundations have made grants in excess of \$150,000 for scholarships and loans to faculty members for advanced graduate study.
3. Research funds of \$175,000 from state and federal governments and from foundations have been received.
4. Foundations have provided approximately \$75,000 for program enrichment and development.

5. Gifts for special causes from the ex-students of approximately \$50,000 have been made.
6. Gifts, grants, and bequests for scholarship and loan funds total more than \$250,000.

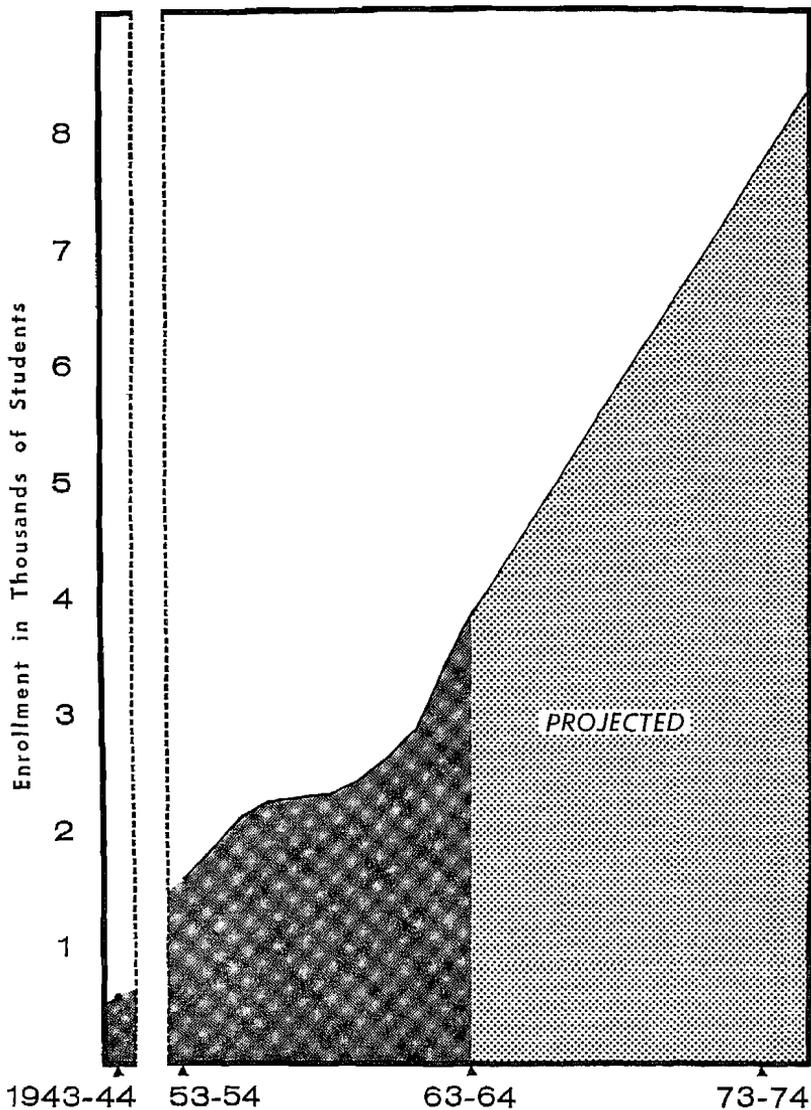
ENROLLMENT, PAST, PRESENT, AND PROJECTED

Too often the public image of a college is created by the size of its enrollment. In one sense, this reflects the confidence of the public in the excellence of the educational program, but in the real sense the success of a college should be measured mainly by the quality of education its graduates receive and by the record of achievement each makes after graduation. The college has enjoyed steady growth; moreover, the record of its graduates in professions and in business is one which we view with pride. The college has prepared a "Who's Who" of ex-students who have achieved doctor's degrees, but we are proud of the records made by countless thousands of others who have made and are making significant contributions to the life of the state and nation.

The following graph gives actual enrollment from 1953-54 through 1963-64 and projects the enrollment to 1973-74. These projected figures presuppose that the same forces or conditions will be operating during the next decade that have operated during the past decade and that the physical facilities of the college will be sufficiently expanded to take care of this growth.

PUBLIC SERVICES

Public services at this college are limited to five major areas and are co-ordinated by a Director of Public Services with appropriate secretarial staff.



Head-Count Enrollment, Actual and Projected,
1943 to 1974

1. This office co-ordinates courses offered by extension in various centers within traveling distance of the campus. A limited number of courses has been offered at these centers for more than a quarter of a century. These offerings are usually for teachers-in-service.
2. A limited number of correspondence courses is offered, mainly for individuals who are isolated or who are not able to attend classes on campus.
3. Consultative services, mainly from specialists in public education, are made available to the public school administrators upon request. Some of the areas in which consultants have been used are the following:
 - a. Evaluation of school systems.
 - b. Reading improvement programs.
 - c. Mathematical improvement programs in the elementary and secondary schools.
 - d. Improvement of counseling services.
 - e. Consultative work in the field of speech and hearing.
 - f. Improvement of science programs in the elementary and secondary schools.
 - g. Surveys in special education.
4. An effective placement office has been established to provide the necessary credentials and to serve as a point of contact between superintendents and principals and the college in the employment of teachers. Moreover, a conscious attempt has been made on the part of this office to follow up the graduates to determine points of weakness as well

as of strength. These data are helpful in curriculum and course changes.

5. Under the Director of Public Services is handled the office of the Ex-student Association and the Alumni Association. Here considerable work has been done in the last five years in particular in stimulating interest on the part of ex-students in the expansion of the college. Several programs designed to raise money for scholarships, loans, and fellowships have met with success.

THE DEVELOPMENT PROGRAM

This college was visited by a team from the Southern Association for accrediting purposes in 1958. The chief criticism, leveled mainly at the administration, was that we did not do enough in stimulating alumni to retain their interest in the college. Moreover, the team was critical of our lack of effort to give better publicity to certain activities they thought commendable about which the public should be informed. Because of these criticisms, a new program has been initiated to accomplish more in this direction. Some measurable results are now in evidence.

1. A separate office for alumni affairs has been organized. The cost of this operation is borne by non-appropriated funds.
2. A full-time worker has been employed who devotes the major portion of his time to the promotion of public services, including the raising of money for loans and scholarships and for their administration.
3. A local San Marcos citizens commission known as CIVAC (Civic and Academic Council) has been

organized which is made up of six commissions, namely:

Commission on Legislation.

Commission on Loans, Scholarships, Wills and Bequests.

Commission on Alumni Affairs.

Commission on Athletic Development.

Commission on Band Organization Development.

Commission on the Promotion of the Arts.

It is the purpose of this organization to focus on the orderly development of the expanding college by giving strong layman support, both moral and financial. It is planned to extend this organization to include leading ex-students from the service areas.

4. Active chapters of alumni are now located in Dallas, Houston, Austin, San Antonio, Corpus Christi, and Hays County. Other chapters are in the process of organization.
5. An Alumni Bulletin is now published and mailed seven times each year. This bulletin goes to all ex-students whose addresses are in our files (12,000 at this time).
6. We have increased our scholarship and loan funds by gifts and bequests. Recently, we received a bequest from a former faculty member of approximately \$11,500, and another contribution of \$5,000 from an ex-student.
7. We have actively participated in CLASP campaigns in a few centers.

NEEDS

Lest the reader of the preceding section of this report get the impression that all aspects of our program are at a satisfactory level, the report that follows indicates how far from the desired goal we are. When we compare our college with colleges of equal size, with similar academic programs and in states with economic levels equal to or below those of Texas, our record in many areas suffers by the comparison. Accurate data are available from the U.S. Office of Education and from regional accrediting associations to verify the fact that Texas lags behind in almost all the important areas, such as preparation of faculties, research, and libraries. These depend to a large degree on financial support, which has been inadequate.

In considering our present status and the inevitable expansion that lies ahead, one must ponder the following: First, what deficiencies must we remove and what is required to remove them? Second, what steps must be taken to keep up with the expected growth of the next decade? We propose, in this section, some courses of action that, to us, seem essential if we are to achieve the level of excellence about which much has been said.

1. No college or university will rise to levels of achievement and distinction unless it has chancellors, presidents, and deans whose educational leadership is unquestioned and who are regarded as "top administrators." The Boards of Regents cannot hope to recruit men and women of distinction to those important posts unless financial and other inducements are provided, because the competition for brains and demonstrated leadership applies here, and to the faculty just as to business. The level of support for administration must be raised.

2. Salaries in the professorial and associate professorial ranks need to be radically increased. During the next decade the state should provide appropriations sufficiently large to enable the Boards of Regents to offer salaries of \$12,000 to \$18,000 a year. This must come if the president is to recruit scholars of distinction. (In 1956, 48.7% of the faculty possessed the doctor's degree at SWTSC; in 1963, this percentage has dropped to 34%.)
3. It is not possible to build a college of eminence without adequate library facilities. The library now contains about 125,000 volumes and this represents a 100% growth in 20 years. A minimum of 250,000 volumes is essential. Translated into practical terms, this means the addition of about 12,500 volumes per year for the next ten years. There must be corresponding growth in library staff, reading space, and library services.
4. The physical plant has had phenomenal growth; but when it is remembered that the growth may be as great the next ten years as the last sixty, it can be seen that attention must be given, especially to increased funds for classrooms, laboratories, shops, studios, and auxiliary facilities. It is estimated that this college should receive an allocation of approximately \$3,000,000 from the Building Amendment Fund for classroom buildings in 1968; conservative estimates lead us to believe that not less than \$5,000,000 will be required. Fortunately, residence halls and auxiliary buildings will create no problem, since these may be erected by self-liquidating bonds.
5. Land acquisition has always been a perplexing problem for the college administration and the

regents. Temporary relief is promised by the immediate acquisition of about 65 properties adjacent to the campus. But before the next decade is over, this surplus will have been developed, and it will be essential that other lands be acquired for the growth expected. A master plan for the immediate future and the next quarter century has been developed.

6. Although the progress in procuring funds from ex-students, from foundations, from bequests, and from the Federal Government (mainly for research) has been nominal, this area needs to be expanded. Scholarship and loan funds, research projects, curriculum enrichment, inducements to young instructors to pursue graduate work—all these and many more require far more resources than now exist. A consistent and intensive drive should be instigated to assure the funds needed.
7. The legislature has been unwilling to allow any expenditure from appropriations for development purposes. This is a short-sighted policy that should be changed. It is my candid opinion that every dollar appropriated for this purpose could be returned ten-fold in the form of gifts, grants, fellowships, and research funds if the college establishes the necessary leadership. Our own experience in the use of the limited private funds of the college has demonstrated this fact. This means an accelerated drive for alumni interest and support in college development. Moreover, it means the enlistment of corporations, foundations, and the government in the expanded program.
8. Until 1958 no funds were appropriated to South-

west Texas State College for research, although we have been able to secure modest grants from foundations and from the Federal Government. The amount of the appropriation for research for the college should be increased to \$100,000 a year without delay. Aside from the contributions to scholarships, one of the best inducements in recruiting top scholars is the possibility of offering such candidates modest sums for continued research.

9. The college has never received any assistance from state appropriations for extension and public services. Under present arrangements, these activities must be self-sustaining. There are many areas, too numerous to mention in this brief report, where the college could render a distinct service to our constituency, but which we must now deny. It is my conviction that this area needs to be expanded and supported by direct appropriation during the next decade.
10. Although a policy has been initiated to reward the faculty and other employees for excellent performance, greater inducements should be provided in order to implement the present limited policy. "Nothing succeeds like success"; hence we need to reward the successful producers not only for the sake of the individual and because it is right, but also as a motivating influence for others. This is an important means of upgrading the quality of our faculty.
11. In a democratic society such as ours the Board of Regents occupies a position of great significance in the over-all development of the colleges. I am persuaded that the Board of Regents of the Teach-

ers College system having control of six (soon to be seven) colleges is sound and the best possible arrangement. When it is remembered that this system is responsible for annual expenditure of funds in excess of \$30,000,000, of a combined student body of more than 22,000, combined faculties of more than 1,000, and physical plants valued in excess of 150 million dollars, it can be seen that the board's responsibilities are great and will become even greater. A controlling board, having this great responsibility, needs a highly competent and expanded staff, preferably two or more individuals with educational and administrative experience. Moreover, the governors who appoint the Boards of Regents, which are approved by the Senate, should seek out the most outstanding citizens to serve on these boards. They should be men and women who represent many professions and varied businesses and vocations to the end that the best minds and the most dedicated persons may devote their leadership to the development of the colleges. I wish to record myself as sincerely believing that the current Board of Regents of the Teachers College System comes nearer meeting the above requirements than any I have ever known or served over a twenty-two year period.

TWENTY-TWO YEARS OF SERVICE

Southwest Texas State Teachers College, later to become Southwest Texas State College, has moved many milestones since 1942, when I first undertook the presidency. The college had gone through a period of depression and a World War with the result that lack of funds had brought about a

deterioration of the physical plant; and, of course, there was the abnormal psychological condition on the campus of wartimes. Moreover, the faculty was disorganized, and many of them in military service. But, thanks to a sympathetic Board of Regents, a loyal and dedicated faculty, better financial support from the governors and the legislatures, and a remarkably fine student body, progress has been made. Credit is due all of those who, in their separate and individual ways, have contributed to its success.

I leave my administrative post with many satisfactions, in great debt to countless thousands, and with unbounded enthusiasm and hope for the future of the college.

Appendix

PRESIDENTS OF SOUTHWEST TEXAS STATE COLLEGE

Principal Thomas G. Harris	1903-1911
Dr. Charles E. Evans	1911-1942
Dr. John G. Flowers	1942-1964

SAN MARCOS BOARD OF NORMAL TRUSTEES (1903 - 1912)

W. D. Wood	1901	San Marcos
S. V. Daniel	1901	San Marcos
Ed J. L. Green	1901	San Marcos
J. M. Hons	1906	San Marcos
Will G. Barber	1911	San Marcos

MEMBERS OF THE STATE BOARD OF REGENTS FOR THE TEACHERS COLLEGES OF TEXAS

F. M. Bralley	1912	Austin	President,	1912-14
Walter J. Crawford	1912	Beaumont		
W. H. Fuqua	1912	Amarillo		
A. C. Goeth	1912	Austin	Vice-president, President,	1914-17 1917-22
Peter J. Radford	1912	Fort Worth		
Sam Sparks	1914	1923	Austin	President, 1914-17
J. S. Kendall	1914	Dallas		
A. B. Martin	1915	1925	Plainview	
Robert J. Eckhardt	1915	Taylor	Vice-president,	1923-25
M. O. Flowers	1917	Lockhart	President,	1922-29
A. B. Watkins	1919	Athens	Vice-president,	1922-23
J. A. Elkins	1919	Houston		

John Marshall	1920	Sherman		
J. J. Bennett	1921	Stephenville		
Miss Margie Neal	1921	Carthage		
M. C. Parrish	1922	Austin		
Fred A. Martin	1923	Fort Worth	Vice-president,	1930-32
H. T. Musselman	1924	Dallas		
A. B. Mayhew	1925	Uvalde	Vice-president,	1928-29
			President,	1929-35
Henry Paulus	1925	Yoakum	Vice-president,	1932-36
			President,	1935-37
W. Z. Hayes	1927	Dallas		
J. O. Guleke	1928	Amarillo		
J. W. Fitzgerald	1929	Tyler		
W. H. Frey	1929	Stephenville		
E. H. Krohn	1929	El Paso		
T. H. Ball	1929	Houston	Vice-president,	1936-37
J. E. Hill	1930	Amarillo	Vice-president,	1939-42
			President,	1942-43
H. L. Kokernot	1930	Alpine		
W. C. Crane	1931	Franklin		
Webb Walker	1932	Fort Worth		
J. E. Josey	1933	Houston		
T. C. Andrews	1933	McKinney		
J. G. Ulmer	1933	Tyler	Vice-president	1937-39
			President,	1939-42
Ward Templeman	1933	Navasota		
Mrs. J. K. Beretta	1934	San Antonio	Vice-president,	1943-46
R. A. Stuart	1935	Fort Worth	President,	1937-39
J. D. Jackson	1935	Alpine		
V. A. Collins	1935	Livingston	President,	1946-47
W. B. Bates	1937	Houston		
A. H. Eubanks	1937	McKinney		
Mrs. Overa C. Hobby	1941	Houston		
R. L. Thomas	1941	Dallas	Vice-president,	1942-43
			President,	1943-45
M. C. Eidson	1941	Laredo		
R. T. Craig	1941	Athens		
H. L. Mills	1943	Houston	President,	1951-53
S. A. Kerr	1943	Jacksonville	Vice-president,	1946-47
N. S. Harrell	1943	Claude	Vice-president,	1947-49
			President,	1949-51

W. L. Kerr	1946	Midland	President,	1947-49
Walter F. Woodul	1946	Houston	Vice-president,	1949-50
Miss Emma Mae Brotze	1951	Marshall		
Charles P. McGaha	1951	Wichita Falls	Vice-president,	1951-53
			President,	1953-55
John C. Calhoun	1951	Corsicana	Vice-president,	1953-56
W. H. Frank Barnes	1953	Terrell		
Frank E. White	1953	Cleveland	Vice-president,	1956-57
			President,	1957-59
Jack S. Woodward	1953	Dallas	President,	1955-57
Elizabeth Koch	1955	San Antonio		
J. Henry Sears	1955	Hereford	Vice-president,	1957-59
			President,	1959-61
C. S. Ramsey	1957	San Augustine	Vice-president,	1959-61
Richard F. Stovall	1957	Floydada	President,	1961-63
William V. Brown	1957	Texarkana		
Mrs. E. Lockey	1959	Troup		
Newton Gresham	1959	Houston	Vice-president,	1961-63
			President,	1963-64
Ed. Gossett	1961	Dallas		
Emil C. Rassman	1961	Midland		
J. C. Kellam	1961	Austin	Vice-president,	1963-64
J. L. Huffhines	1962	Greenville		
Clayton Heare	1963	Amarillo		
Ottis Lock	1963	Lufkin		
Dr. Jose San Martin	1963	San Antonio		

SECRETARIES

T. H. Shelby	1912-14	Austin
H. A. Turner	1915-48	Austin
Claude Isbell	1948-58	Austin
Florence T. Cotten	1958-61	Austin
John S. Hovenga	1961-	Austin