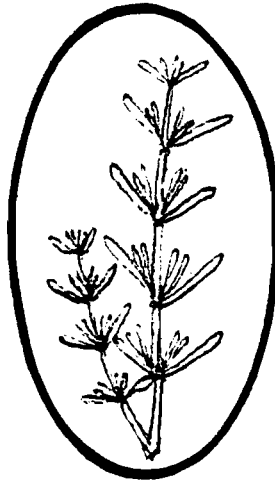


ROSEMARY FOR REMEMBRANCE:
A MEMOIR



Commemorating
THE DEPARTMENT OF ENGLISH
SOUTHWEST TEXAS STATE UNIVERSITY
In Its
75TH ANNIVERSARY YEAR
1978 - 1979

By RALPH H. HOUSTON

San Marcos, Texas

1979

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TO

Gates, Deacon, Derrick, and Sue,
who performed the initiation rites;

and to

Bob and Luan,
who made possible a timely liberation.

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FOREWORD

The conviction that the time is right has been adequate motivation for me to undertake this account of the Department of English, Southwest Texas State University. A 75th anniversary celebration should make the presentation of such a memoir more acceptable than it could ever be outside this context, and I have known for some time that one day I would write a manuscript combining data of record and my own responses to some of the people and events of the last four decades of this history.

I wish to thank Jack Gravitt who, as chairman of the Resource Assistance Committee, persuaded me to write an account at least something like this one as a departmental contribution to the anniversary celebration.

Thanks are also due to L.E. Derrick, Robert Walts, and Martha Luan Brunson for reading parts of the manuscript and helping me eliminate some inaccuracies in reporting. I offer a special order of thanks to Jack Rosenbalm for editing the manuscript and seeing it through reproduction and to Jean Johnson for some painstaking typing.

May, 1979

R.H.H.

EARLY YEARS: THE NORMAL SCHOOL DAYS

1903-1917

If the Southwest Texas State Normal School English faculty of 1903 were not as happy as a Brownie troop at Baskin-Robbins, it would be merely that the restless human heart is often slow to savor fully the blessings it can count.

The rights, privileges, and responsibilities acquired in attaining a baccalaureate degree had been duly honored in their appointments. The new building in which they would teach--now Old Main--afforded them working space comparable to the best then available in the area. The administrative structure would have had the approval of even the most severe critics of educational bureaucracy: Principal T.G. Harris was to have only a part-time secretary who would also serve as librarian and as assistant in English; he himself would teach "Professional Work," the education courses of the day. In the announcement of the first annual session beginning 9 September 1903, four of the seventeen faculty listed were assigned in English. Even if composition sections might be a little too large for the faculty to teach the best way they knew how, they must have felt that the staffing ratio was fair, and since most students would be enrolled in an English course each term they were in school, the curriculum was obviously sound. It may be there really were some good old days.

One may well assume that the English faculty did find opportunity and challenge in preparing students for certification as teachers in Texas public schools, for the faculty remained intact for several years. It was comprised of the following: J.E. Blair, Lillian Shaver, Kate E. White, and Lucy Burleson. All but Blair were listed as "assistant in English."

By 1913, when it had become fashionable to cite one's academic credentials in the institutional publications, Mr. Blair was credited with a B.S. degree from National Normal University. At that time, he was teaching only in the summer session, having somewhat earlier accepted appointment as Superintendent of Corsicana City Schools. Later he would join the faculty at North Texas State Teachers College in the Department of Education and become Director of Extension.

Kate White stayed at least through the summer session of 1912 when she was scheduled to teach a course in "The Literature of the Elementary Grades."

Lillian Shaver, acquiring an M.A. degree from Trinity University, became the first member of the English staff to hold a graduate degree. In 1916, she was no longer listed with the English faculty, apparently assuming duties as Dean of Women. At least she was in this work the last few years before Mary Catherine Brogden arrived to become the new dean in 1923.

Mrs. Burleson would remain on the staff as assistant librarian until 1941 and would teach English part-time through 1936.

In the beginning, course listings were limited to three: "Grammar," "Composition and Rhetoric," and "Literature." Perhaps this restricted offering was merely a phasing in of the instructional program in which students could earn diplomas after three years of study or 1st-and 2nd-grade certificates after briefer periods of preparation. Course proliferation was not a problem in the normal-school days. As late as the 1915-16 session, the catalog listed only six numbered courses--two in grammar and literature and four in composition and literature. It should be remembered that the highest level of instruction was then of junior college equivalency and that some instruction was given at sub-college level. Precursors of present course offerings may be seen in course titles listed: "English Literature from Shakespeare to Thomson," "English Literature from Thomson to Kipling," "Representative American Literature," "Advanced English Grammar," "Chaucer, Spenser, and Shakespeare," and "Advanced Expository and Argumentative Prose."

The statement of aim in that 1915 catalog has been echoed in subsequent numbers through the years until quite recent times:

The aim of the instruction in English will be to train the student to habits of accurate thought-getting and methods of effective thought presentation, and to give him some knowledge of the development of the literature and the language and a firsthand acquaintance with a good deal of the best in literature.

The statement of aims published in the 1903 "Announcement of the Annual Session . . . Beginning September 9, 1903 . . ."

had been more specific. The course in grammar was designed "to put the language work of the elementary schools upon a scientific basis by giving teachers a thorough knowledge of language structure and agreement," "to produce greater effectiveness in speech," and "to secure mental discipline."

Assurance was given that in the process much attention would be given to "correct orthography, pronunciation, forms of expression, sentence structure, and sentence arrangement, as well as to sentential analysis." Little in this description of the course which was to enable the student "to use the mother tongue with accuracy, cogency, and elegance" would prove exceptional to a teacher of composition and rhetoric in this 75th anniversary year if he could accept the policy of subordinating "the critical side" to "the creative side."

The expressed goals for the course in literature emphasized teaching about literary forms, arousing the critical faculty, and developing appreciation of the best literature. Procedures were said to be "recitation of selections, reading in class, private readings and study, with oral discussions and prepared themes . . . frequent paraphrases and critical papers."

For some interval, perhaps only a year, H.H.J. Fling replaced Blair. Gates Thomas came to the faculty for the 1909-10 session, leaving a position in the Galveston Public Schools to become Head of the Department of English. Though such titles were not assigned officially until well after the normal-school period

and though departmental organization must have been rather nebulous, the status was generally recognized. Legislative line-item appropriations established an order of precedence in a department, one which was reflected in the sequence in which the names of departmental members were listed in the catalog. Thomas had received a B.S. degree from Austin College in 1897 and the degree of B. of Lit. at the University of Texas in 1900. Probably indicative of the lack of a clearly-defined progression in post-baccalaureate studies at the time, he was not working toward an advanced degree when in 1902 he enrolled as a special student at the University of Chicago, or in 1903 when he was again at the University of Texas. It was not until 1922 that he took leave to study at the University of Missouri and earn an M.A. degree.

By 1913, R.C. Harrison and Thomas E. Ferguson, both holders of the B.A. degree from the University of Texas, had joined Thomas and Shaver to make up the staff in English. J.E. Burk, B.A., Southwestern University, replaced Lillian T. Shaver when she assumed new duties in 1916.

As the institution moved toward degree-granting and teachers-college status, members of the English faculty began to show more interest in graduate degrees. Mr. Harrison was apparently the first of a long line to continue studies at the University of Texas while he was teaching here. By 1916 he had completed his master's degree and Mr. Ferguson had earned one at Harvard.

Apparently Ferguson resigned in 1918. His replacement was R.A. Mills, B.A., The University of Texas. Both Mills and Harrison would leave in 1923 to join the faculty at the newly established Texas Technological College in Lubbock.

Gates Thomas continued in his appointment until his death in June, 1945. He it was who formed the arch linking the normal-school beginnings to the future of the department. If his spirit and style live on, it would not be by any effort on his part to shape a faculty to his mold. On occasions when the spirit of the department has asserted itself, I am moved to think that the ties with the past are closer than we know.

Once a farm boy, he lived close to the soil and loved growing things with the same ardor that he felt for language and literature. Though his literary taste was eclectic, he had unbounded enthusiasm for folklore and folk songs. He and his brother, W.H. Thomas, a member of the Texas A&M faculty, were active in the Texas Folklore Society in its early days. The friendship with Frank Dobie formed then continued through his life, and locally "that poet friend of Gates'" was heard occasionally when someone was reaching for the name of Carl Sandburg. He could be persuaded to recite "Casey at the Bat" and extended passages from John G. Neihardt's "The Song of Hugh Glass," not to mention his repertoire of ballads old and new.

But how language works was a subject of never-ending fascination for him, an interest many a student came to share. His

Getting and Communicating Thought, published in 1933 as a numbered college bulletin, did much to define for both students and teaching staff a substantial course in freshman English.

Long before I knew him, he had married Lillian Holms Johnson, a member of the faculty in art, ending a period of great speculation in the community about which of the young ladies in the faculty Gates would lead to the altar. He and Lillian built a dream home at 809 Belvin, the present home of Jerry and Nelwyn Moore. They started with selection of a spacious lot graced by a spreading oak just off the street and gave minute attention to all details in planning and building, even to collection of the rocks used in construction. In time the native trees and their own plantings gave the place such beauty that the imaginative visitor seeing it for the first time would be obliged to call up an association with Eden. The "lower forty," as Gates referred to a considerable garden space shut off from view, was tended meticulously for the growing of prize-winning dahlias. As age overtook him and it seemed more and more difficult to adjust the dosage of insulin he took for diabetes, he found greatest solace in working with his flowers.

I write now at the handsome, double-pedestal walnut desk which he once used in his study at home. Behind me is a rather roughly-wrought pine table with two rows of pigeon holes and three book shelves superimposed, once a valued piece in the Thomas family home in Fayette County. Before a fold-out leaf

disappeared, this table had doubled as the family writing desk.

When late in life Mrs. Thomas chose my wife Francys and me to care for these and a few other pieces of cherished household furnishings, she was undoubtedly providing the outward and visible sign of a much less tangible transfer which had been effected a bit at a time over the years we had been associated.

During the normal school years, instructional facilities had expanded rapidly, at least for the times. A science building added in 1908 on the site of the present Science Building was enlarged in 1915. The building presently called Lueders Hall was constructed in 1910 as The Library, and the basic structure of the present Art Building was completed in 1912 as the Manual Arts Building. The Bulletin for 1918-19 carried a somewhat prideful announcement that the Education Building was being constructed at a cost of \$85,000, including furniture and fixtures.

The school enrollment had increased from 356 in 1905-06* to 668 in 1916-17.

When the normal-school entered its period of transition toward becoming a state teachers college, it had already become well established in providing an educational service to the people of the region.

*This figure is the first report of enrollment published in a school catalog.

THE MIDDLE YEARS: TEACHERS COLLEGE

1917-1959

In 1917, a legislative act authorized the Board of Regents to add two years of college rank to the curriculum of Southwest Texas State Normal School, upon completion of which a student would qualify for the degree of Bachelor of Education. Transition to senior college status was rapid. A third year of college work was added in 1917-18 and a fourth year in the following session.

In the transition period the school recognized two divisions of instruction--junior college (normal-school) and senior college. Graduation under a four-year diploma course of a Texas state normal school or completion of two years of college rank, including the 15 standard college entrance units, would qualify a student for admission to the senior college programs. Distribution of the "60 college units" (senior college studies) was to be as follows: 15 in Education; 12-15 in an academic major; 9 in an academic minor; and 15-18 in free elective subjects.

From 1917, when degree granting authority was received, to 1923, when legislative enactment changed the name of the institution to Southwest Texas State Teachers College and authorized awarding of additional baccalaureate degrees, the Department of English experienced a rapid development in curriculum without increase in personnel.

Though several changes in staff occurred, most new appointees would have relatively short tenure. Burk left in 1920, possibly to accept appointment at North Texas State Normal. At least, I knew him there in 1928 when he was serving his last year as Dean of Men and as a part-time teacher in English. Earlier, he had been replaced here for one year by Pearl Mahan, who was replaced in turn by Hester Graves, B.A. and M.A. from Southern Methodist University. The bulletin for the 1922-23 session specifies public speaking as her specialty. After the 1923-24 session, she retired here, having married Henry King, a San Marcan. She died untimely a few years later.

When Dr. Alfred H. Nolle came to the faculty in 1919 to teach foreign language, enrollments in languages had dropped so low that he could teach both German and French and still take a part-time assignment in English. His association with the department lasted only two or three years. In 1923, when A.W. Birdwell, Dean of the College, left to become president of the newly-founded Stephen F. Austin State Teachers College, Dr. Nolle succeeded him as dean, a position he would hold until his retirement in 1959. Ironically, then, the first doctorate on the English faculty was held by one whose major interests were elsewhere. In later years, he would say that the opportunity to teach in English had been a very fortunate turn of events, giving him occasion to learn about the language well beyond what he had learned in former studies.

Miss Louisville Marshall, B.A., Baylor University, and M.A., Columbia University, was also a member of the faculty from 1922 to 1924, but over the first twenty years the faculty positions allotted to English never exceeded the four places established in the first faculty.

The bulletin for 1919-20 reflects the curricular development of the transitional period in the following listings: "Advanced Composition," "History of English Syntax-Old English," "History of English Syntax-Middle English," "The Drama Before Shakespeare," "Shakespeare," "Modern Drama," and "The Teaching of English."

If one finds himself surprised by this choice of advanced course offerings, it will probably be by the inclusion of courses in Old and Middle English in the relatively restricted program of studies. They were dropped after a year or two. That they were ever tried is probably attributable to the influence of the Old English scholar, Morgan Callaway, Jr., long-time chairman of the Department of English at The University of Texas. As late as 1930, under his influence, the policy still prevailed of requiring six semester hours in Old and Middle English for undergraduate English majors and for the graduate students who had not had comparable courses as under-graduates. Whether the explanation is justified or not, it is certainly true that a University of Texas precedent has often been influential in curriculum planning here, this influence being superceded only by judgments on occasion of what would be best preparation for

a teacher of English.

The course listings in the catalog for 1923-24, the first year of the teachers college status, reflect the beginning of departmental efforts to develop genre courses and to cover the literary periods from the time of Chaucer. Added were courses in the English novel, modern English poetry, American poetry of the 19th century, American poetry since 1900, the American short story, drama of the Restoration and eighteenth century, Milton, and English and the Bible. I cannot explain the relative emphasis on drama which prevailed for some time.

A few faculty appointments would be made for short tenure, but the faculty as I knew it first more than ten years later was gradually being assembled. Gail Sleeth, B.A., University of Oklahoma and M.A., Leland Stanford University, taught in the department from 1923 to 1926; Fannie Eales Hunewell, from 1926 to 1932; J.W. Dunn, from 1926 to 1930; and L.E. Gosser, who had just completed his doctorate at the University of Chicago, in 1927-28.

Dora G. Netterville came to the faculty in 1922 and continued in the appointment until her death in 1944. The widow of a clergyman, she was quite professional in her work. Relatively speaking, she had little association with her colleagues, being much engrossed in her family--a daughter who was studying toward a degree and two granddaughters. Her greying hair retained tints of red. She was tall and would have been stately in

carriage but for the fact that she was lame and walked with the assistance of a cane. It was known generally that she was not in the best of health, but her death as she sat at her desk in her office on March 9, 1944, was most unexpected.

Though Mary Catherine Brogden was Dean of Women when she came to the faculty in 1924, she would have some instructional duties in English for about twelve years. L.N. Wright and L.E. Derrick, added in 1925 and 1926 respectively, would stay to become most influential in shaping the department. The faculty as I knew it when I came in 1937 had been rounded out with the appointment of Sue Taylor in 1926 and D.A. Snellings in 1927. The intervening depression decade had brought the department the greatest stability in faculty it had known since 1912.

T.A. Nichols, who began his association with the college as secretary to the president, had part-time assignments in English for some years in the thirties. The position I came to fill had been established in part to give Nichols an opportunity to teach full-time in business administration.

Leonard Wright--the "Deacon" nickname was to come later--brought a vitality to the faculty that would prove an activating agent throughout the college and community. He had studied at Westminster College and the University of Missouri and had taught in Missouri schools before coming to this appointment. Afternoon courses and some summer school enrollments at the University of Texas would earn him a doctorate in 1939. He was the best

classical scholar on the English faculty and probably, with the exception of E.O. Tanner, the best on the faculty at large. But his strong intellectual interests were blended with a zest for life and commitment to a variety of activities. He sponsored the Harris Blair men's social club, The Star, and The Pedagog, wrote poetic scripts for the annual water pageant at Sewell Park and the presentation of Gaillardians ceremonies, broadcast football games, helped conduct track meets and the various other interscholastic league events occurring on campus each year, and lent full support to the College Players productions, which under the direction of Monroe Lippmann had become outstanding examples of a new level of excellence in college theater.

It was Lippmann who coined the nickname "Deacon" after an evangelist, in town for a religious revival, had taken occasion in a sermon to challenge the religious orthodoxy of Professor Wright and Professor Spurgeon Smith on the basis of their lectures, as reported to him by a student. The name stuck, and twenty years later people over a wide area who might have had difficulty identifying L.N. Wright knew the Deacon favorably.

In town Deacon sang in the Methodist choir--this probably an oblique commentary on the quality of music of the time at the Presbyterian Church, participated in a barber shop quartet which needed little persuasion to provide musical entertainment on any program, and in another quartet which Pennington's Funeral

Home called into service from time to time. First in the Kiwanis Club and then in the Lions, he participated in the service club projects. For a nine-year period he served on the Council and as Secretary of the Conference of College Teachers of English with only token help from a part-time student secretary for his work as Chairman of the Department of English, which office he assumed in 1945.

Even with his teaching, studies, and varied service roles, he and Mrs. Wright led an active social life, and he could always find time to hunt in deer season and to fish at Port Aransas, Rockport, or Port Lavaca on holidays. After he completed his doctorate, he became local correspondent for The Austin American, a role he enjoyed thoroughly both for the activities involved and for the opportunity to get the college and city better coverage in an area newspaper. In so many ways, he was our best example of a modern equivalent of the Renaissance man.

L.E. Derrick arrived fresh from his undergraduate studies at The University of Texas and initial teaching and administrative experiences in the public schools of Sherwood, near San Angelo. He had grown up in a ranch setting near Sweetwater, his family having come to Texas from Oklahoma while he was still young. Living in town in the home of a Sweetwater physician to complete his high school education, he had had the opportunity to observe and participate in varied aspects of community life in a setting

fairly typical of the American culture west of the Mississippi. He came to maturity disciplined, responsible, and knowledgeable in many skills not to be acquired by book-learning, as the folks back home might say.

From the first, the Derricks' relations with students were notably good, like those of the Wrights--the sort that made many of their one-time students become the most loyal and valued life-time friends. Picture, if you will, Lyndon B. Johnson, then the Vice President of the United States, changing the warm handclasp and occasional arm-around-the-shoulder greeting for people filing by for a moment's contact with greatness to whoops of joy and a bear-hug which lifted the smaller Derrick from the ground and swung him in a half-circle. But I refer principally to the couples who came through the years for week-end visits, the former students who would never come to town without paying a call, and the many who would continue to seek his counsel.

As time went on, his faculty committee assignments carrying greatest responsibility became ones requiring more than ordinary aptitude for business management--the Health Service, Athletic Council, and Allied Arts Committees. His contributions to community life included leadership roles in the Rotary Club, the Hospital Board, the Methodist Church, the American Legion, the Masonic Lodge, the Hays County Teachers Credit Union, and the First Federal Savings and Loan Association. He came to be an important link between the college and the business community.

In the classroom, he was to have major responsibility for courses in American literature and to teach Shakespeare with great regularity, particularly after 1940, when he completed his Ph.D. at the University of Texas with a considerable concentration of studies in the two fields.

With his appointment in 1954 to the chairmanship of the department, he began a seventeen-year period in which he carried an ever-increasing responsibility for policy decisions and management of institutional operations. In 1958 he became Dean of the Graduate School, an office he held until his retirement in 1971, though he assumed additional duties as Vice-President for College Affairs in 1965 and served most of 1968-69 as Acting President of the College. The major emphases of his leadership were always on a high standard of excellence in instruction and an equitable and responsible use of resources for achieving institutional objectives.

It was his fortune to exercise a strong, stabilizing influence in some crucial years. And what he did for the college as a whole he also did for me individually as colleague and friend. I shall never have a better opportunity to acknowledge publicly my gratitude for the support he has given me through the years. Helping me to develop a simple system of bookkeeping for personal business, he enabled me to make my first over-draft at a local bank also my last. And much later his and his wife Tommy's tireless efforts in support of my

family and me through the year in which I wrestled a horrendous depression gave ample testimony to the unqualified nature of their commitment and possibly the extra something necessary to enable me to pull things together again.

Like most other new faculty of the period, D.A. Snellings was employed before he had finished his doctoral studies. The appointment enabled him to continue his graduate work at the University of Texas and in 1935 to become the first Doctor of Philosophy in English in the department, save for Dr. Gosser's brief stay. He was a big man who moved and talked slowly and took his exercise in leisurely strolls about town. Cigar smoking seemed to be his only self-indulgence, and he enjoyed his smoking in peace until Alma Lueders came to the department and was assigned office space separated from his office only by a partition which did not reach to the ceiling. Afterwards, he merely enjoyed smoking, though perhaps not with the regularity characteristic of former days.

He loved his Chaucer and Shakespeare courses best. Students always responded to him favorably when, reading humorous passages from Chaucer or from Shakespeare comedy, he would break out into laughter and have to wait for the fit to subside and wipe his eyes before he could proceed. And most students were sympathetic with him as he exhibited the awkwardness of embarrassment in his maneuvering to skip bawdy passages in the text--even some not so bawdy, for his sense of propriety was

exacting. I am not sure just how he responded to Byron, but he taught the Romantic period with characteristic success.

Sue Taylor, a San Marcan, took her baccalaureate at Southwest Texas State and her master's at the University of Texas before joining the English faculty in 1926. Early she claimed children's literature as her province and achieved eminence in the field before many colleges gave it the attention it deserves, at times teaching others who would in turn become teachers of the subject. At a time when departmental library budgets were modest indeed, our collection of children's books, made under her direction, was a credit to the institution, and she invested freely in building a personal library to supplement library holdings. She, like her colleagues, was involved heavily in student affairs. For many years the Shakespeare Literary Society seemed her special project and fared well under her guidance.

Francys and I through a residence of some months in the Taylor home acquired some credentials as members of the family. This experience and, after the war, an extended period in which Sue and I shared an office provided ample opportunity for us to discuss departmental and college needs and initiate one proposal or another, all of which received respectful attention and some of which were tried with varying degrees of success.

I remember in particular two attempts we made to meet the institutional challenge to achieve a new order of excellence

in instruction. The first was designed to turn dormitory and dining room discussions to topics of more than ordinary importance. All beginning freshmen would read the same book. The book chosen would relate to a great issue and offer a challenge in the reading for most members of the class. After this assignment had generated the variety of responses that could be expected, we proposed to bring the author on campus to give the students a chance to continue the dialogue with him. James B. Conant's Modern Science and Modern Man, just then enjoying its greatest popularity, was the book chosen. Members of the faculty and students who would do well with whatever book they were assigned to read testified to having a rewarding reading experience, but for many students the reading proved too difficult, and in that year Conant was so much in demand that he could not consider an invitation to come to the Southwest. The project brought new life to a continuing debate among teachers of freshman English: is the best choice of reading materials those which cater to the predictable interests of the students or those which challenge them to develop more mature interests?

Another time abandoning great hopes for the masses, we decided to save the chosen. At our instigation, the department created special sections for second-semester freshman, putting the top one-fourth of the class in special classes and giving them an opportunity to study readings beyond the grasp of the average student. The plan was abandoned after two or three

years at the request of the students whom it was designed to serve. "Why should we work so hard to make a B," they asked, "when in three-fourths of the sections in the course we could make A's with comparative ease?"

It was not that Sue and I were committed wholly to elitism. We both volunteered to teach in the alternate General Education course in literature; but I doubt that we could claim credit for establishing it on the campus since, under the leadership of Joseph Jones at the University of Texas, the plan of offering alternate courses at the sophomore level was then sweeping the colleges of the area.

Sue's love for literature, music, art, and gardening had to be a humanizing influence for many in her forty years of teaching at the college. She retired in 1967 and now lives at 719 Belvin Street in San Marcos.

These constituted the faculty who gave a warm welcome to Dr. Kenneth F. Gantz and me when we arrived in 1937. Gantz had just completed his doctorate at the University of Chicago, and I had grown hungry in fifteen months of study beyond the master's at the University of Texas. The warmth of the reception can hardly be questioned when I report that even with this increase in staff some sections of freshman English would enroll as many as thirty-four students, and until the war, sophomore sections regularly took fifty students, the maximum we could seat in any available classroom.

Dr. Gantz, intent on becoming a professional scholar, left after one year for an appointment at the University of Texas and later, after a war-time tour in the Air Force in which he received assignments suited to his training, chose a military career over teaching. Enrollments were rising. From a total of 1,142 in 1936-37, the college reached a peak enrollment of 1,846 in 1941-42. New avenues had been opened in 1936 when the Board of Regents authorized programs leading to a master's degree. For a time all candidates for a graduate degree were required to major in Education, and only the departments of Biology, Chemistry, English, History, and Spanish were approved to offer minors. Though by 1938 majors were available in Education, Social Sciences, Science and Mathematics, and Language and Literature, it would still be fourteen years before candidates were able to select English specifically as a major.

Approval for graduate work had been given grudgingly to colleges in the teachers college group, and authorization for program development had to be acquired a step at a time. In the early years, much of the instruction was given on a "senior-graduate" level--"Chaucer," "Shakespeare," "Milton," and "Modern Biography," courses in which the graduate members of the class were to be held responsible for a higher standard of work, both in quantity and in quality. One could hardly ask for broader coverage than that given in the first three graduate courses offered: "Studies in American Literature," "Studies in English

Literature," and "Research Problems." By 1950 they were replaced by more specific listings: "Mark Twain," "Contemporary Novel," "Studies in Elizabethan Drama," "Byron," "Victorian Novel," and the thesis. As the titles might indicate, these courses had been chosen to fit the interest and preparation of the senior members of the staff. Later, a wider range of offerings again became possible through extensive use of the "Studies in . . ." pattern for course titles, covering genres and literary periods, and courses could be repeated with a different emphasis.

Simultaneous with developing a graduate school, the college was expanding undergraduate offerings in new instructional areas. The pattern has always been that the process begins with the introduction of a course or two in a related department, then addition of other courses sufficient for a minor concentration, and finally getting a staff and curriculum that would justify a request for departmental status and a major.

From early days, public speaking had been included in English course listings. Speech and Drama was the first subject area to effect a spin-off from the department for complete autonomy. With the employment of Walter Richter in 1940, journalism began the same process of evolution. The pattern was followed again much later in the development of the Department of Philosophy.

Beginning in 1940, the catalogs would identify instructional divisions as significant organizational units. My own observation

of the functioning of the Division of English, Journalism, and Speech would lead me to believe that, save perhaps at budget-making times, the division was largely a paper unit. As I knew the operation then and later through my tenure as chairman, a time when the divisions were not at all functional, personnel matters were largely decided in conference between the chairmen and the president. Of course, the dean and senior members of the department were consulted in varying degrees on one decision or another, but business was conducted between the chairman and the president. In most instances, the director of the division, always a department chairman, would probably have failed in his purpose had he tried to exercise administrative control over the other chairmen.

The war years were difficult ones in which the problem was to keep the instructional staff intact until normal times returned. In 1943-44 the on-campus enrollment dropped to 651 students. Finding work for everyone would have been impossible but for the fact that an Army Air Corps Training Detachment with 550 cadets was established at the college, and its instructional requirements served to round out teaching loads. It was not regarded as an unfortunate turn of events that Derrick and I were away at the time on active duty with the Army Air Corps.

An upward turn in departmental growth, which was continued until quite recent times at least, was under way when I returned to the campus in February, 1946, but it would be almost twenty

years before the rapidity of change would create grave concerns. Indeed, for some years the increase in the number of faculty was minuscule.* The department had a faculty of nine before the war. A tenth staff position was not added until 1949. No other positions would be authorized before 1955, and by 1959 the staff numbered only fifteen. The department's experience in employment in the thirteen years between 1946 and 1959 would give a little preview of what the future would be like: to increase the size of the staff by six, we gave at least one-year appointments to a total of nineteen persons. It was still a time in which both parties to the employment contract understood that commitments on both sides were tentative relative to any future beyond the terms of the contract. Though procedures were not formalized in published documents, we did recognize AAUP statements on procedures as our professional standards and accepted some responsibility for predicting what future a candidate could expect with us if he should come to desire a continuing appointment. At the time, we spoke much of "customary tenure" and cited our record; legal tenure was only in terms of the contract. Many of those who were here only briefly in this

*College catalog faculty lists for the 1940s can prove deceptive about the size of the teaching staff, for a practice was then in vogue of listing all San Marcos teachers of English approved for supervising student teachers as members of the departmental faculty. Confusing too was the failure of the catalog to differentiate those faculty members who taught in speech and journalism.

period had come for the avowed purpose of getting a year or two of experience while they looked for professional opportunities in some other type of institution or region of the United States. Others sought a brief period of full employment before continuing their graduate education. All of this group who left after short periods of service did so on their own initiative. We were certainly aware of what resources we were losing when George Hendrick and Donna Gerstenberger went to the University of Colorado. Subsequently, Donna accepted an appointment at the University of Washington and George at Illinois, first at Chicago Circle and then at Urbana, where for some years now he has been chairman of the department. Both have distinguished themselves in their areas of study. Our emotional involvement was even deeper when our own T.O. (Oliver) Mallory, a few years after completing his doctorate at the University of Illinois, chose to leave the nest and go to Highlands University, Las Vegas, New Mexico, where he continues in his appointment as Professor of English.

But perhaps it is hardly fitting to express regrets for unfulfilled hopes, for the new staff who stayed on for tenure brought abundant resources.

Eileen O'Meara, with an M.A. degree from Iowa, came to the faculty in 1946. This colleen had a play of imagination and a capacity for intense aesthetic response beyond the range of most of her colleagues. Her pleasure in puppets and puppies, in gardening and oriental poetry, with some variety of other interests,

enabled her to meet each day with anticipation. She found special joy in the outdoor life and in her work with the Newman Club. Paper grading must have proved an intolerable burden for her since it was her custom to make very thorough critiques based on multiple readings of the manuscripts, and new compositions were received much more rapidly than she could return the set on which she was working.

Those who knew Eileen's personal life found inspiration in her dedication to making a home for aged parents and an ill sister. She retired in 1974 and lives on Holland Street in San Marcos.

In 1947 Mary Louise Hightower came to the faculty after completing a tour as commissioned officer in the WAVES and teaching at Kilgore Junior College. Her bearing and beauty evoked once more the term "lady," and her warm and open personality made her accessible to colleagues and students alike--not that she ever gave over an element of dignity in personal relations. Indeed, it seemed that Mary Louise did not require the relaxed best-friends relations on which so many of us depend. She was what Samuel Johnson called "clubbable," both on campus and in the community. An avid reader, she was a most adept master of the book review for varied audiences.

For many years, it seemed that no chairman of a faculty committee felt that he had his committee together unless Mary Louise agreed to serve. I remember that in 1958, when Dr. A.A.

Grusendorf was making a study of committee assignments, he cited her membership on nine major committees as a prime example of overload.

Succeeding Sue Taylor in the sponsorship of the Shakespeares, she gave much time to the girls and their club affairs. But it was in the classroom and frequent student conferences that she made her greatest contributions. I have thought while sitting with committees discussing techniques for evaluating the professional service of the faculty that Mary Louise's worth in the institution did not require a measuring instrument and that any plan for a standard basis of evaluation that failed to mark her excellence was certain to yield poor results in other instances.

In retirement after 1970, Mary Louise shared a home with her sister Virginia, who had come to San Marcos after an interesting career in the U.S. Information Agency. Both sisters died a few months apart in 1978. The Department of English has received the bequest of an interesting collection of literary books from Mary Louise's estate, and a scholarship has been established in her memory.

Thomas L. Brasher and Ione D. Young came in 1956, just in time to give much needed help in advanced and graduate level courses. Joe Max Braffett also accepted an appointment that year, and Benjamin F. Archer in 1957, rounding out the staff additions in the teachers college.

Tom, Max, and Ben, still on the faculty, must await a later

historian to be memorialized. It is sufficient here to note that each has made his own distinctive contributions to the work of the department. In particular, Dr. Brasher became our exemplary scholar and teacher through his dedication to his Whitman studies and publications and his being the third member of the faculty of Southwest Texas State College to receive a Minnie Stevens Piper Award for excellence in teaching.

Dr. Young, B.A., Texas Tech, M.A. and Ph.D., University of Texas, taught many courses, but the 19th century, particularly the Romantics and the graduate course in Byron, soon came to be regarded as her specialties. She brought with her the initial work on a Byron concordance and continued to carry on the project as time permitted, patiently spending most of her professional hours here surrounded by stacked boxes of note cards. When the work was published in 1965, it bore testimony to the discipline of one of the last scholars who would have the courage to undertake and the stamina to complete such a laborious task without the assistance of a computer.

Her work with the Cheshyre Cheese Club over many years gave English a dynamic departmental organization open to all who had an interest. The group was marked by its esprit de corps. A number of volumes of The Script, a departmental literary magazine for student writers, were edited and published under the club sponsorship. After an affiliation was effected with the prototype for the club at San Antonio College, it became a very

important link to the San Antonio students and faculty.

Thoroughly professional, Dr. Young rather insisted that everyone in her classes make measurable progress toward literacy in the course of a semester. It was her conviction that ignorance and sloth were qualities of which one should be ashamed, and occasionally with a scathing comment, she sought to induce either a proper degree of humility or a resolve to new endeavor. One must say in truth that many chafed under her tutelage; but in fairness, one must add that her success with many others was marked, and many, if not all, of her colleagues were tempted to envy by the loyalty and respect accorded her, often by the very students from whom we would have regarded such response most highly.

Alma Lueders, who had come to the campus in 1926 as a member of the training school faculty, had subsequently taught in modern languages and mathematics at the college level, and for several years had served most successfully as Director of Teacher Placement, came to the Department of English in the forties, continuing with us until her retirement in 1957. Everything Alma undertook she did well. My wife, Francys, returned to San Marcos after the war in time to accept a temporary appointment in the department for the fall of 1945, holding open a staff position for me the following spring. Lillian E. Barclay was also a member of the faculty from 1947 to 1951, after many years of teaching in public schools and lower division courses at the University of Texas.

Serving on that post-war faculty was a stimulating experience. We had opportunities to enjoy a sense of progress in achieving institutional goals. Occasions arose now and again in which at least the most sanguine of us could indulge a pridefulness in the belief that we were coming to participate in the leadership group in teacher education. But this period also brought the most traumatic experience in the history of the department, quite possibly in the history of the college.

In the bitterly contested election campaign of 1954 when Ralph Yarborough was giving Governor Allan Shivers the greatest challenge of his political career, Deacon Wright inadvertently became the activator of the most explosive emotional flareup either town or gown had ever known.

Through the years, Deacon's light verse presentations of Gaillardians, expressing awed admiration for the beauty, wit, and charm of the winners--half tongue-in-cheek expressions of adulation for the queens of the evening--had been received with general acclaim. And on many a Valentine Day or birthday he had addressed acquaintances who seemed to enjoy his art and his spoofing, often signing his communication "Darner Hyde," a nom de plume appreciated as much as the poetry. Following an Austin party at which many ladies had an opportunity to meet Governor Shivers, Deacon was moved to memorialize the event in a "news-story that was never printed," which he mailed to several of his female friends who had been in attendance, twitting them for an

alleged bobby-sox crush on the handsome governor while he was greeting them.

It was clear that he had never considered the possibility that the recipients would fail to recognize it for what it was or, indeed, on a moment's reflection, from whom it came; but he had sent it anonymously. Even Darner Hyde did not claim this one.

In the August heat and political tension, the first few hours after the postal delivery of the day unleashed passions that were not to be checked by any call to reason. Few recipients had been able to sense its playful mood. Receiving indignant reports about the mailing, the Governor came to the Hays County Courthouse square for a campaign speech in which he cried "foul, foul," a slander on the good names of good women, an example of the depths to which his opponents would stoop--or words to that effect.

Thus, judgment was entered by highest state authority in a case which supposedly required no hearing, and Deacon's ready acknowledgement of authorship and apologies all around did little to quell the demons the incident had loosed. Virtually everyone in town became host to uncharitable thoughts about someone or other.

At first, most of us at the college who felt greatest concern thought that when the election was over the situation could be contained. Along with L.E. Derrick and James Taylor, I believed

then as I believe now that President Flowers was prepared to make every effort to see Deacon through the crisis, short of an act which would spell doom to his presidency. Even when he ordered Deacon's suspension without pay, pending a hearing before the Board of Regents, I was sure that he still had some hope of effecting an acceptable solution that would make a formal hearing unnecessary.

But events continued to force the resolution. No San Marcos person of any consequence politically chose to lead an attempt to redefine in moderate terms what had happened, the Governor won reelection, and the Board of Regents announced that it was designating its May meeting--eight months away--as the time at which it would hear such cases.

Whatever the possibilities for resolving the conflict may have been before, the future then promised nothing. Under the circumstances, Deacon chose to proceed without obligation to the college in planning his own future. He accepted appointment for the 1954-55 school year at Premont High School to complete thirty years in the Texas Teacher Retirement System and in the spring of 1955, abandoning plans for the hearing, chose to join the English faculty at Defiance College in Ohio. When an opportunity arose, he came south again, this time to Arkansas A&M, where in time he became chairman of the Department of English.

I recount the incident with a happy ending for Deacon, and despite the scars, he and his wife, Elizabeth, did succeed in

making it one. For his colleagues, friends, and former friends here, only some access of wisdom in a new appreciation of good humored tolerance as a restraint for naked passions seemed compensation for the experience.

It was under the circumstances created by this incident that Dr. Derrick assumed the chairmanship in one of the most difficult years a chairman of English would ever experience. He was obliged to do so without some of the support on which he normally could have counted. The fatigue of working through the day in an Air Force reserve training program at the Austin Reserve Headquarters and through most of the night back home with our departmental crisis precipitated a mental health problem for me which required a year for treatment and convalescence. And before the school year was out, Dr. Snellings had suffered a stroke which necessitated his retirement, leaving Derrick the only active professor in a department which a few months earlier had four.

Only time could bring the staff again to the productivity and sense of well-being it had known. Meanwhile, the problem of getting classes met was immediate and continuing. The following list of persons who taught part-time or for relatively brief periods between 1954 and 1959 should reflect some of the chairman's diligence and near desperation as he proceeded to fill the vacant faculty positions: George Hendrick (1954-1956); Deirdre Handy (1954-1955); Majorie McCorquodale (Spring, 1955);

Donna Gerstenberger (1955-1956); Walter C. Smith, Jr. (1955-1959); John Hakac (Spring, 1955); Julia Ann Reed (1956-1957); William Baker (1957-1958); Daniel Hodges McCalib (1957-1959); Helen Van Gundy (1956-1962). These were in addition to Brasher, Young, Braffett, and Archer, who have already been cited as having come to the faculty within that time period.

Though such a flow in personnel could hardly be recommended as a way of life for a department, it did bring some needed stimuli after a long period of relative stability. Under Derrick's guidance, school did keep. And, even if in an exaggerated form, it did give a preview of things to come as the teachers-college phase of the institutional development drew to a close.

STATE COLLEGE AND STATE UNIVERSITY

1959-1979

The teachers college administration had been relatively slow in seeking a change to state-college status, hoping for some years while other teachers colleges were making the change that the time would come soon when we would be the Texas State College of Education, with generous appropriations for the task we would shoulder alone. When it became clear that the newly designated state colleges would never deemphasize their role in teacher preparation, we too requested that the name be changed to Southwest Texas State College, which change was made by legislative action in 1959. Ten years later the name became Southwest Texas State University, again by legislative enactment. Each of these acts gave at least tacit legislative approval to a broadening of the institutional role and scope. The first was to have less effect on the Department of English than the second.

When Derrick became Dean of the Graduate School upon the death of Claude Elliott in the fall of 1958, I succeeded him as chairman in the department, a post I would hold until September, 1965. I now regard that period as a relatively quiet one in which the faculty had a better than usual opportunity to give appropriate attention to the full range of professional responsibilities, but the task of filling staff vacancies appropriately continued to be difficult. I would have occasion to bring twenty-

four faculty members into the department in order to get seven who would be with us for more than two or three years.

Derrick had been responsible for recommending three additions for the fall of 1958: Rolf Albert Goeth, Isaac Newton Walker, and Mamie E. Smith, but Goeth and Walker left at the end of the year. The following named were appointed on my recommendation between 1958 and 1965: Robert W. Walts (1959-); John Adams Walker (1959-1961); Doris Goodale (1960-1967); Charles M. Chamberlain (1960-1962); Star Huffstickler (1961-1964); Jenny Lind Porter (1961-1964); Kathleen (Burnett) Olive (1961-1962); Natalie Maines Petesch (1962-1963); William D. Norwood, Jr. (1962-1965); George Caldwell Miller (1962-1963); Lora Katherine Alexander (1962-1963); Rudolf Kirk (1963-1967); Gertrude Reese Hudson (1963-1970); Vernon E. Lynch (1963-); Norman C. Peterson (1963-); Frances E. Rodgers (1963-1964); Donald H. Rodgers (1964-1968); Elizabeth Gentry Hayes (1964-); Arnold Edmund Chandler (1964-1968); Don B. Graham (1964-1969); Martha Duvall Mench (1965-1966); William Thomas Pilkington (1965-1968); Stanley A. Read (1965-1967); and Judith Mary Thornton (1965-1967).

It was a great day for me when Mamie Smith signed on. Our friendship had begun when I was an undergraduate at North Texas State Teachers College where she was a vitalizing force on the English faculty and a master teacher. Virtually every student Mamie has ever taught knows the qualities Lorene Rogers, President of the University of Texas at Austin, was honoring when she

established the \$25,000 Mamie E. Smith Scholarship at the University of Texas recently and when she is pleased frequently to acknowledge her early studies with Mamie as a decisive shaping influence in her life.

With her artistic talents in music, sketching, and writing, Mamie had acquired a rich and varied experience--playing the organ at North Texas State Teachers College silent movies, writing an operetta, "El Tor," illustrating children's books, publishing anonymous fiction, and pleasing varied audiences with her light verse. An inveterate traveler, she had come to know many lands and peoples. She could speak with students of a world which the young Ph.D. candidates had had little time to savor.

She planned and presented our "Hours with Books" series the Department of English gave spring and fall for several years--a project that elicited some general support from students, faculty, and friends in the area. The presentations gave many an opportunity to become acquainted with some of our faculty they did not know, and always, it seemed to me, we were putting our best foot forward in demonstrating that living with literature is a pleasurable experience.

Though I do not remember ever hearing her speak disparagingly of the sort of literary studies which fill our journals, the power of literature to move the human spirit was always the heart of the matter in Mamie's classes.

Since her retirement in 1966, she continues to be very much a part of the faculty group.

Bob Walts would prove to be an equally valuable addition to the faculty for many reasons. I think here primarily of the fact that he was our first continuing staff member who had both grown up and received his education outside the Southwestern region, Bob coming from Indiana by way of Rutgers University for his three degrees and teaching appointments at the University of Missouri and Georgia State College. His presence on the faculty and reassurances to the inquiries of out-of-state candidates contributed much to a moderate success in bringing a greater diversity of experience to the faculty. Later the names of such universities as Brandeis, Boston, Harvard, Yale, Brown, North Carolina, Duke, Oberlin, Southern Illinois, Illinois, Iowa, Minnesota, Claremont, and California began to appear or to appear more frequently in the credentials of our faculty. He achieved a major coup in negotiating the plan that brought Rudolf and Clara Kirk to the campus and later to retirement in San Marcos.

Though our nepotism policies at the time kept us from getting Clara into the classroom except on released time, she was very much a part of the faculty group and gave us freely so much of what Vassar, Bryn Mawr, and Douglas College, Rutgers, once paid for.

The College created a title of Distinguished Professor of English for Rudolf Kirk in recognition of his fine career as

scholar and teacher. From the point of view of his students and colleagues, no less would have been suitable for his tenure here. Both he and Clara continued their research and publication after coming to San Marcos. Their examples and long experience as publishing scholars gave renewed impetus and practical help to members of the faculty in their studies. Rudolf jumped into teaching with a vigor and probably clocked more hours of individual instruction than any other colleague in upper level courses. I have thought that he has the best voice and diction for the reading of poetry that I have ever heard. We certainly prize the tape we have of the readings he grouped as "Love and Death in the Seventeenth Century."

In 1967 the Kirks left for a two-year period at the University of Illinois, Chicago Circle. There they helped establish a graduate program in English before returning to their many friends here.

The same sort of nepotism rules that prevented our offering employment to Clara Kirk made it possible for us to secure the services of Gertrude Reese Hudson for a seven-year period from 1963, since a change in the University of Texas policy on the matter some years earlier occasioned her resignation of a university appointment in deference to her husband, Wilson, a colleague in the Department of English. Gertrude had continued her Browning studies while teaching, periodically at least, in the University of Texas Division of Extension. She represented

the highest order of dedication and competence in the profession. When she resigned here, she left reluctantly.

I never felt in better spirits as a chairman than I did one day in the spring of 1965 when the department celebrated the publication date for Gertrude's Browning and His American Friends, released that day in London by the publishers, Bowes and Bowes. The occasion for celebration was even wider in scope. It was also an opportunity to offer felicitations to Robert Walts, whose Study Guide to "The Rise of Silas Lapham" had been out for some months; to Clara Kirk, whose W.D. Howells and the Art of His Time was momentarily expected off the Rutgers University Press; to Clara and Rudolf Kirk for their edition of Susanna Rowson's Charlotte Temple, published a few months earlier; and to Ione Young, whose Byron Concordance would be out in the fall.

Three of the new staff who came to stay--Vernon Lynch and Norman Peterson in 1963 and Elizabeth Gentry Hayes the following year--were recruited for the very substantial contribution each would make in special courses: Lynch in the teaching of English and student-teacher supervision; Peterson in creative writing; and Hayes in linguistics.

Within three months of the time I became chairman, the west wing of Flowers Hall was completed and the top floor of the building made available to the Department of English and Modern Languages, both moving from Lueders Hall. Nothing could have boosted our morale more, though I hardly expected to be believed

by my colleagues now when I say so. For the first time in living memory we had adequate space and some to spare. At that time I was visiting the campus of the University of Missouri with some frequency and was pleased to note that our teaching assistants had more spacious offices than some professors at Missouri. Everything was new or refurbished and clean--even restrooms, and the faculty had their own restrooms. The new Faculty Lounge was readily accessible and could pass for a club. It would be only after many years of frustration that we would come to realize that the plan for temperature controls on our floor would never function very well. At the time, even a poorly functioning system seemed good to a department moving from a building which had had no plan for cooling and in which, in the winter, some members of the faculty had been known to switch off the heating system for an hour so that they could be heard in the classroom.

The normal teaching load here continued to be fifteen hours well into a period in which some other types of colleges and universities had begun treating a twelve-semester-hour load as maximum. Since neither the legislature in its appropriations nor the Board of Regents would consider a reduction and since we had begun to feel the extent of our disadvantage in the employment market because of our work load, we were obliged to introduce an "experimental plan" whereby a teacher with one sophomore class of sixty students or more was given a twelve-hour teaching assignment

and an opportunity to seek for an answer to the question of how effective one might be in a class of this size in the course. After some years of this experimentation without definitive answers to the question, President McCrocklin was able to authorize a standard twelve-hour teaching load in any department which would not require an increase in staff for the change.

The budgeted item for secretarial help had remained modest indeed until Dr. Walts' term as chairman--"modest" here to be construed as enough to provide a student office-assistant for one-half time. Bob was the first to have a full-time secretary, and increased work-study funds did make it possible to employ other undergraduate students for a few hours' work each week within the department.

The 1959 change to state-college status, though occasioning some important developments in other disciplines, had little initial impact on English and the other liberal arts. But a new era for all of us was certainly identifiable by 1965. When in that year the College organized into schools, I left the department to become Dean of Liberal and Fine Arts, if one who continues to teach two classes can be said to be leaving a teaching assignment. Bob Walts succeeded me as chairman. The reorganization was to coincide with the beginning of a period of rapid growth. Bob began with a faculty of twenty-one and an enrollment of 3,492. When he resigned the chairmanship in 1972, he had fifty-four teaching in English for an FTE (full-time equivalent) of 42.75.

The student enrollment in the fall semester of 1971 had reached 6,419, the highest of record to the present time.

Perhaps other comparative figures will emphasize the rapidity of growth which was forcing change. In the sixty-two-year period from the beginnings to 1965, seventy-five persons had held faculty appointments in English. In the next thirteen years, ninety-two persons would receive faculty appointments.* The disparity in the figures would be even greater if teaching assistants were included. Before 1965, only 15 teaching assistants had worked in the department over the thirty-year period in which graduate students had been available. In the next 13 years, some 108 graduate students would be employed as teaching assistants.

The following forty-eight English faculty appointments were made on Dr. Walts' recommendation: Alvin Lowell Bennett (1966-1972); David Ranauld Stevens (1966-); Edgar Stockton Laird (1966-); Stephanie Chernikowski (1966-1968); Patricia Diane Green (1966-1969); Dalton Harvey Gross (1966-); Martha Luan Brunson (1967-); Floyd Chester Medford (1967-); Robert C. Braden (1967-1972); Dickie Maurice Heaberlin (1967-); Billy Glenn Moore (1967-1969; 1971-1974); George Michael Pisk (1967-1972); Betty Jones Starling (1967-); Mary Agnes Taylor (1967-); Helene Westbrook Harrison (1967-1970); Clyde Leroy Grimm (1968-1972); Lunelle Anderson (1968-1973); Nancy Jane

*Both figures include those of faculty rank who taught only part-time.

Grayson (1968-); James Terry Bratcher (1968-1969); Nolan Leon Wells (1968-1972); Walter Asa Winsett (1968-1971); Janice Karen Albrecht (1969-1972); Mary Jo Elenburg (1969-1970); Robert Eugene German (1969-1971); Denis Paul Kriewald (1969-1971); Robert Carrol Miller (1969-1973); Owen Henry Sears (1969-1971); Diane Parkin-Speer (1969-); Gordon David Cole (1970-1973); Bill Francis Fowler (1970-1973); Lois May Haney (1970-); Lynn Sue Phillips (1970-1973); Nathan Alexander Stedman (1970-); Robert Bryan Thompson (1970-); Evelyn Osman Tolbert (1970-); Anna Louise Weddell (1970-1975); Stephen Vincent Falcone (1971-1972); Garland Jack Gravitt (1971-); Delores Faye Hall (1971-1972); Judith Caldwell (Miller) Alexander (1971-); Claudia Johnson (1972-1973); Charles Rollin Olson (1972-1975); John O. Rosenbalm (1972-); Mabel Agnes Samon (1972-1974); Charles David Sinclair (1972-1975); Donald Lloyd Clarke (1972-1976); Jack Charles Meathenia (1972-); Clifford John Ronan (1972-);

"Harried" would become the word for the chairman in English from the mid-sixties on. Staff recruitment was to be a continuous, year-around process until the mid-seventies when suddenly a plethora of well-qualified candidates became available. Space, so plentiful for five or six years, came again to be an acute problem, to be resolved only temporarily when in 1970 parts of the mezzanine and first floor areas of Flowers Hall became available for departmental use. The problem of space had been

accentuated further when a division of philosophy had been established and attached to the Department of English. It began in 1965 with Dr. Robert A. Tampke the only faculty assigned. By 1971 the division had six faculty members.

It was Bob Walts' lot to take the impact of the sixties' influx of a somewhat militant "beat" generation, both in the student body and on the faculty. I would say in retrospect that our "beats" were by and large very fine young people and that the greatest problem they posed for us was one of public relations. But if one is inclined to regard such matters lightly, he cannot have seen the world through the eyes of a dedicated departmental chairman, who knows that his ability to serve the hopes, expectations, and--even--the deserts of those for whose professional well-being he has assumed some responsibility depends in no small measure on good departmental relations.

The turmoil of the times, accentuated by a recent crisis in top institutional administration, was almost certainly the background out of which the department was precipitated into a wearying and divisive experience when tenure was denied to three of our staff--Drs. Clyde Grimm, George Pisk, and Bill Fowler, all of whom had been recommended by the senior staff and chairman.*

What in other circumstances might have been regarded as a routine administrative action, however it might have been

*Dr. Fowler's services were terminated in 1973, one year after Drs. Grimm and Pisk had left the faculty.

evaluated, became a federal court case when Drs. Grimm and Fowler entered suit against the university. That the situation should reach such a pass, in my judgment, is understandable only in the light of some rapid changes then abroad. On the campus, departmental senior staffs had been officially involved in the recommending process for only four or five years, and the new president, Billy Mac Jones, had just defined a procedure under which departmental recommendations on tenure and promotion were not to be considered definitive: they were to be based entirely on a judgment concerning the candidate's competence as scholar and teacher. The usefulness of candidates to the institution would be judged by administrative officers. Shortly before, the American Association of University Professors had revised its statement of procedures concerning non-tenured faculty, asserting their right to have a statement of reasons in case their employment was to be terminated.

Undoubtedly Drs. Grimm and Fowler were moved to enter suit in part because they felt that the university was not acting in accord with its profession of accepting AAUP standards of procedure in terminating employment of faculty members.* Though I regretted the occasion for litigation, I never thought that the administrative officers acted outside the university's commitment to AAUP principles. The institution had its own

*The cases were not identical. Dr. Grimm's request for a statement of reasons was not granted; Dr. Fowler had been told a reason that could hardly have been the whole basis for the decision to deny him tenure.

statement of procedures which, when adopted, was believed to be in accord with the AAUP statement. Subscribing to a professional group's standards at a given time can hardly be construed as a commitment to assign institutional policy-making authority to the professional group for all time.

The court ruled for the university, but the case left its mark on the department. Later the procedure which had made the departmental endorsement of a candidate only a partial recommendation was abandoned.

Dr. Walts was able to achieve a great deal in curriculum development. With more students, greater staff resources, and possibly a little less restraint from higher administration, the department began to develop a pattern of course offerings more characteristic of larger, general-purpose institutions, filling some gaps in our coverage and reducing the scope of some courses by dividing the materials into two courses. During Bob's chairmanship, the number of undergraduate offerings was increased from thirty-three to forty-six and graduate offerings from ten to fifteen.

Bob's vitality saw him through periods in which by almost anyone's standards he was over-extended. The one-course reduction in teaching load authorized for all departmental chairmen represented a marked difference in the compensatory time adjustment for those heading the largest departments and those whose departments had fewer than ten faculty members, and for a

time he had to work under this policy. For many months in 1968-69, he served as Acting Dean of the Graduate School while continuing in his chairmanship. Even his obviously heavy assignments did not seem to reduce his committee activity, for people with work to be done were likely to want him as a committee chairman, and he was likely to accept the responsibility. Perhaps most to his credit is the fact that his administrative and committee work never caused him to slight his classroom teaching. His courses have been distinguished for the careful planning given to them. Though he is known as an exacting teacher, students seek him out in large numbers, and in the various student evaluation-of-faculty polls, he has consistently received highest ratings.

When Dr. Martha Luan Brunson succeeded Dr. Walts as chairman in the fall of 1972, no other woman in the history of the institution had had comparable responsibility in academic administration, previous women chairmen having been in markedly smaller departments--Geography, Modern Languages, and Special Education--and departments in which the staff was comprised entirely of women--Home Economics and Women's Physical Education. This fact did not escape the consciousness of the university as a whole, nor of English faculties in other colleges and universities of the region, and the quite considerable achievements she has known in her first seven years in office must make a positive contribution to the women's rights movement in higher education in

Texas. They have certainly brought the department well along toward a new self-image in accord with the present needs of the university.

Perhaps Dr. Brunson's major emphasis to date has been on seeking to adapt the department to the needs of special programs emerging in a multipurpose regional university. Through the 1978-79 school year, nine undergraduate and eleven graduate courses have been added to the offerings upon her recommendation. Some of the new graduate courses were designed in support of programs in the recently created School of Health Professions and various programs in the Department of Political Science, and the Schools of Business, Education, and Public Service, Adult, and Continuing Education. Four are for strengthening our degree of Master of Education in English.

Beginning in the summer of 1979, the Department of English participates in an interdisciplinary program of studies leading to a master of arts in managerial communications.

The department also participates with the Departments of Mathematics and Education in the work of the recently established Center for the Study of Basic Skills, which will provide leadership in further development of techniques for improving the performance in basic skills of students at pre-college levels in school. The center provides a new opportunity for our faculty to work with teachers in the field on problems of mutual concern.

In the traditional part of the curriculum she has done much

to increase the emphasis on composition in English studies--this change reflecting both her own judgment and her understanding of what our public wants of the department.

She has provided the necessary support for the Open University, an experimental program which, under the direction of Dr. Clifford Ronan, attempts to meet the instructional needs of students whose commitments would prevent their enrolling in the regularly scheduled offerings. In the summer of 1978, the department initiated a studies-abroad program for students in modern drama when Dr. Vernon E. Lynch took his class to London for the summer theatrical season and visits to museums and historic public sites. The department has also given strong support in the establishment and operation of the Student Learning Assistance Center, and such help as it could muster for Dr. Jack Meathenia's journal, Studies in American Humor.

Though it seems unlikely that an active department could ever have a travel budget that would satisfy all its expectations concerning reimbursement for the cost of attending professional meetings, this department has made successful efforts in recent years to have representation at the varied national meetings related to our discipline. The annual meeting of the Modern Language Association continues to be the place at which we transact some of our important business--a procedure in strong contrast to the practices of only twenty years ago when it was generally assumed that there was no occasion for a member of the English

faculty to travel out of state at the expense of the institution.

Dr. Brunson has done much to tidy up the departmental committee work. Many functions once performed by ad hoc committees named for some specific occasion as a need appeared now are the responsibility of one or another standing committee. Democratic procedures have been characteristic of departmental decision making and operations. There is no reason to believe that a current attempt to reduce committee assignments in the department will restrict the practice of delegating responsibility for various phases of the work.

The move toward greater tidiness had to stop short of the departmental office, however. When Elvira Dominguez, my guardian angel of a secretary, and I moved with two desks, a typing table, and a filing cabinet, the office could have been mistaken for that of a bank junior vice-president. Today, the association called up would more likely be a mail order section of a department store during the Christmas rush. The contrast in physical setting then and now reflects a comparable change in the volume of paper work over which the chairman presides and the number of staff conferences the job now requires. It is also most convincing evidence of the department's need for additional space.

As I have noted before, after the fall of 1971, enrollments in English have decreased a bit from the 6,419 of that semester to 6,078 in the fall of 1978. Though the trend from year to year has not been consistently downward, it does seem clear that the

growth of the department in the immediate future will not keep pace with the growth of the university as a whole. On this assumption, the Department of English, with some other departments in similar circumstances, began to make appointments with an explicit understanding that the holder of the appointment was not on a tenure track. Though new faculty employed on these terms could be changed to tenure track, the department has been reluctant to make the change. It is doubtful that the recent discontinuance of the three-year-and-out policy heralds any significant increase in tenure appointments. The rate of faculty turnover has also been accelerated for budgetary reasons when some positions have been designated for appointments of one-year-only to candidates whose training and experience qualify them for only a minimum salary as an instructor. These practices have obvious limitations. The department takes little comfort in the knowledge that the problems we address here are rather general in higher education, for no really satisfactory solutions seem to be in sight.

Between 1973 and the fall of 1978, some forty-four faculty appointments were made on Dr. Brunson's recommendation. They are as follows: Steven Marc Gerson (1973-1974; 1977-1978); Bertram Harry Fairchild, Jr. (1973-1976); Patricia Gonyea (1973-1976); Mary Evelyn Grant (1973-); Robert Samuel Gwynn (1973-1976); Helen Williams Hanicak (1973-1979); John Frank Jaster (1973-1976); Leon John Schultz (1973-1978); Carlotta

Lockmillier Wildhack (1973-1974); Norman L. McNeil (1974-1976); Robert Selwyn Huffaker (1974-); Kenneth Howard Allen (1974-1975); Patricia Ann Czichos (1970-1972; 1974-1975; 1978-1979); Larry Eugene Hert (1974-1977); Diane Moore (1974-1976); Ada Poirier Burke (1975-); William Sanborn Pfeiffer (1975-1977); Robert Russell Hughes (1975-); Barbara Jean Williams (1975-1976); Susan Day Hanson (1976-); Rose Mary Dreussi (1976-1977); Willis Earl Weeks (1976-1978); Friedemann Karl Bartsch (1976-); Paula Faye Chadwick (1976-); Patricia Ann Deduck (1976-); John William Ferstel (1976-1977); Carolyn Joyce Goss (1976-); Jo Ann Kubala (1976-1978); Julia Elaine Maguire (1976-1978); Daniel John Price (1976-1979); Catherine Turman Wildermuth (1976-); John S. Hill (1977-); Duncan Albert Carter (1977-1979); Mary Kristina Faber Irot (1977-); Cynthia Lee (1977-); Glen Ernst Lich (1977-1979); Robert Thomas McArthur (1977-1978); John Walter Scott (1977-); Claudia Johnson (1978-); John McDiarmid (1978-1979); Pamela Scott (1978-); Diane Bonds (1978-); Terrence Dalrymple (1978-1979); and Robert Ogle (1978-).

I have felt that in her first year Dr. Brunson was confronted with the greatest problem of her chairmanship when she had to react to a proposal to divide the department into upper and lower divisions with a vice-chairman in charge of instruction in all freshman and sophomore courses. The proposal had strong administrative support, but many of us believed that, with more than eighty percent of our

sections given to courses below the junior level, such an organizational pattern would weaken the chairman in the department and ultimately in the university. She was successful in delaying a decision until a change in circumstances would permit our view to prevail. A substitute plan for organizational change had full departmental support.

The position of Director of Freshman English was strengthened in 1973 to provide a coordinator of planning in the courses and a supervisor of teaching assistants. Dr. Nancy Grayson, serving in this office from 1973 to January, 1979, when she was succeeded by Dr. Dickie Heaberlin, provided an exemplary leadership which has justified fully the organizational change.

In another change to reduce the burden of the chairmanship and improve our services, Dr. David R. Stevens, appointed executive officer of the departmental Graduate Committee and Advisor to graduate students, has assumed first-line responsibility for most matters related to the graduate program.

It should be understandable if the Department of English today faces some problems of esprit de corps as faculty personnel continue to come and go in a period of relatively stable enrollments and some disciplines new to the university scene on this campus attract majors in numbers beyond any we had ever anticipated or hoped for. Without forcing comparisons in an unseemly manner, we have in the past been able to marshal evidence to sustain an assumption we liked to make that we were number one--or perhaps

more accurately, second to none. The sort of evidence on which this prideful judgment of our status rested has not always reassured us of late.

Fortunately, the seventies have brought a remarkable development on which we can fix our hopes for a renewal which would make the past seem but prelude: in the fall of 1977, Mrs. Louise Lindsey Merrick of Tyler, Texas, gave the university an endowment of \$500,000 to establish the Therese Kayser Lindsey Chair of Literature in memory of her mother. The benefaction is unique in this region. Coming as it did when English departments throughout the nation are experiencing some deflation in self esteem, it has placed this department in a favored position for realizing goals previously beyond our grasp.

In the spring of 1978, the chair was dedicated in a formal convocation addressed by Dr. John H. Fisher, longtime Executive Secretary of the Modern Language Association and editor of PMLA, a former president of MLA, and currently the John C. Hodges Professor of English at the University of Tennessee.

While a committee under the chairmanship of Dr. David R. Stevens conducted the search and screen process for recommending the first professor to occupy the chair, a committee of which Dr. Robert W. Walts was chairman presented, under the auspices of the Lindsey Chair, a lecture series that spoke well for things to come-- John Graves, Larry McMurtry, R.G. Vliet, and Lon Tinkle developing the theme of "The Southwest as a Cradle for Writers" and James

Dickey giving a stirring performance of the poet reading his own poetry. The selection process is now complete, and in September, 1979, Dr. Arlin Turner will become the first Therese Kayser Lindsey Professor of Literature. Dr. Turner is a distinguished scholar, editor of American Literature, and in recent years the James B. Duke Professor of English at Duke University.

The Lindsey Chair is a fitting topic with which to end a chronicle undertaken as part of the celebration of the 75th anniversary year for Southwest Texas State University. The occasion for establishing the Chair reaches back to the beginnings, and its potential rewards stimulate great hopes for the future.

Mrs. Merrick found the university the appropriate recipient of the endowment because her mother had been a member of the class of 1904 at the Southwest Texas State Normal School. Mrs. Lindsey, the mother, was writing competent verse in her student days and later would continue to write and publish poetry and to work most effectively for the development of the arts in Texas. Perhaps it is not too much to hope that the English faculty of 1904 had a key role in stimulating and directing this interest, or indeed, to hope that through Mrs. Merrick's support English faculties in years to come will have even greater opportunities to serve well the needs of those who study here.

APPENDIX A

THE GRADUATE MAJOR

For many years after the M.A. degree was first offered in the department, the typical student enrolled in the program was a teacher in the public schools who came to summer school and, if driving distances were not too great, enrolled in long session courses scheduled to meet on Saturday only. Though completion of the degree brought a modest salary increase under the State Minimum Foundation Salary Schedule, most of these students were motivated principally by a desire to improve their preparation for their work, having community ties that would almost certainly keep them from looking for employment in another school where the salary would be significantly better.

Why for about forty years the department offered to such students no choice except a very traditional master's degree program can be understood only in the context of the time. In planning our degree requirements, we were inclined to view the people we were serving as ones who had been obliged to sacrifice almost a whole year's work in arts and sciences in order to qualify for a teaching certificate.* We would, then, in addition to helping them acquire further skill in doing independent study, bring them to readings they had not been able to include in undergraduate courses.

*For much of that period twenty-four semester hours of Education were required for certification.

Perhaps of equal or greater importance in shaping the program was our resolve even with limited resources to offer a degree distinguished by its high quality, and it was in our own discipline that we sought the judges of such standards. We believed that the writing of a thesis was likely to be the most maturing experience a student would have in his first year of graduate work, and the evaluations of students who have completed the program have regularly supported this assumption.

But, at a time when the public is rather critical of our results in teaching composition at the lower levels, it is equally concerned that the undergraduate program in teacher education leaves the newly certified teacher without real sophistication in pedagogical matters. In 1977, our restructured program for a Master of Education degree in English placed the resources of the department more directly in the service of students who prefer to include in their preparation some study of techniques especially adapted for achieving the objectives in their discipline. It is clear already that this degree meets a demand.

A study made by Dr. David Stevens in 1975 provides the best information available to the department about what those who have taken a master's degree with us recently are likely to be doing now. On the basis of responses from 58 of the 110 persons who had earned a master's degree with us in the period between 1967 and 1975, he was able to categorize in four groups the types of employment our graduates enter and to show the relative frequency

with which each type is being chosen. Of the respondents, 26 had faculty-level appointments in colleges or universities, of whom 14 were in senior-level institutions; 17 were teaching in public schools, mainly high schools; 10 were enrolled in Ph.D. programs; and 5 had accepted jobs in government or industry.

Whatever its merits for teachers in secondary schools, the M.A. degree we continue to offer is well-adapted to the needs of students who will continue in graduate studies beyond the master's. Though relatively few of our graduates proceed directly to enroll in further graduate studies, many who have found employment in higher education in time will continue in studies leading to the doctorate.

APPENDIX B

THE TEACHING ASSISTANTS

Though a pattern for employing graduate students as teaching assistants was established soon after the authorization of master's degree work, for a period of almost thirty years the college would regard each of the few appointments made as exceptional instances. The drive for excellence in instruction in the forties and fifties occasioned rather strict adherence to a policy of requiring a master's degree as minimum educational preparation for one assigned classroom responsibility. From 1935 to 1959 the Department of English gave appointments to only four graduate students as teaching assistants, each at a time when needs for part-time staffing and availability of exceptionally able students converged in time.

Sydney Cox, among the first M.A. graduates with a concentration in English, was our first. He was a mature young man in whom Gates Thomas had awakened a love for the English language. Quite possibly it was in this teaching experience that Syd developed techniques that became his characteristic style in his long tenure at Texas A&M. Here, while others of us were using our afternoons to study Old English, Gothic, Swift and Pope, or Milton, Syd set up in Lueders Hall at 2:00 P.M. with great regularity to teach the intricacies of the English sentence to any interested persons, and he never lacked for students. On hot spring days, he removed his shirt and placed it over the back of a chair before he began the arduous work at the blackboard.

At least one assistant professor learned more about how to teach from this example and would hold his own tutorials in language until about 1962 when it became possible to establish an English laboratory for regularly scheduled individual help and the administration of make-up quizzes.

It was not until 1947 that the department made other teaching assistant appointments--this time to Thomas Oliver Mallory and Gordon Lee. I do not know what Lee's subsequent professional career was like. Oliver Mallory stayed on as an instructor, completed his doctorate at the University of Illinois, and returned to the faculty for a few years before he accepted an appointment at New Mexico Highlands University.

Alan Weber filled in for me briefly in 1951 when I had to leave before a semester was over for a twenty-one month tour of duty with the Air Force.

I do not think that either institutional or departmental policy on this matter had changed when, between 1959 and 1962, Star Huffstickler, Kathleen Olive, and Edgar Laird served as teaching assistants in English. All were exceptionally well qualified, and perhaps we were moved to make an extra effort to prepare them for college teaching. Certainly for a time no other graduate students followed them in appointments, and through the spring of 1964 the maximum number of teaching assistants employed in the whole college at any one time was only nine.

One episode comes to mind which elicited our pride in the

standard we maintained for minimum staff preparation. A San Marcos Merit Award winner who had chosen to take his scholarship at Rice University walked into his freshman English class to discover that his teacher would be a young San Marcos woman who had just completed her baccalaureate with us and enrolled for graduate work at Rice-- this in a year in which no member of our teaching staff had less than a master's degree.

But the problems of faculty recruitment in the sixties were soon to become formidable. Unexpectedly large increases in enrollment were occurring, and the difficulty in filling the positions available with fully qualified faculty increased year by year. It was easy to believe that we might serve our needs better with the most able people we had taught as undergraduates than we could with some of the candidates then being considered for faculty appointments.

Two considerations made possible a change in policy regarding teaching assistants. One was that new opportunities to place our best M.A. graduates in college teaching positions made a teaching assistant apprenticeship seem a most desirable part of the preparation of these candidates. The other was that both the department and the college administration had been quite well pleased with the performance of those who had previously worked as teaching assistants.

To my knowledge, the importance to the department of increased enrollment at the graduate level has never been a major factor in

shaping decisions to use teaching assistants or in determining the number of staff positions to be allocated to them. Indeed, I do not remember staff discussions of this factor until the seventies. Even then, it was kept in perspective.

After a two-year period without teaching assistants, the department employed three in 1963-64. Six were used each year from 1964 through the spring of 1967. In the fall of that year, sixteen were employed, and fourteen to sixteen each year following until 1974.

To meet the staffing needs in the years of large annual enrollment increases, the department had obviously gone further in the use of teaching assistants than it would have preferred to go. Further, as enrollments in higher education stabilized or declined, our role in preparing master's graduates for employment in junior colleges was not as clearly envisioned as it once had been. By 1975, when an abundance of well-qualified applicants had become available for faculty appointment, the number of teaching assistantships was reduced to nine. It has continued to decline, the present number being six. Simultaneously, the department began to intensify efforts to assure a high quality of instruction in sections taught by teaching assistants.

Nancy Grayson, as Director of Freshman English from 1973 to 1979, has done much to coordinate instructional planning and to supervise the teaching assistants. Appointments to these positions are now being made only to graduate students who have had previous

teaching experience or have already completed one year of graduate studies. Students lacking the requisite academic background may apply for a newly created staff level, that of instructional assistant. Those accepted work with an experienced teacher in a class of about fifty students, sharing both grading and teaching duties with the faculty member responsible for the class. Most of the teaching assistants now being employed have already spent a year as instructional assistants.

The Director of Freshman English has also stimulated professional growth in the faculty teaching freshman English through workshops and conferences at which attendance is open to all of the department and required for teaching assistants. These meetings have stimulated renewed discussions of pedagogy and the sharing of teaching materials.

Though chairmen can usually remember working with one or two teaching assistants who proved to have little aptitude for the job, the department has every reason to believe that the teaching-assistant program here has been well received and reasonably effective.

A list of those who have held appointments as teaching assistants follows. No attempt has been made to distinguish between those who held the appointment for one year and those who taught for two. The date under which each name appears is the date of first employment.

1938

Sydney Cox

1947

Gordon Lee
Thomas Oliver Mallory

1951

Alan Weber

1959

Star Huffstickler
Edgar Stockton Laird
Kathleen (Burnett) Olive

1963

Amelia I. (Huff) Beck
Garland Jack Gravitt
Linda (Selk) Underwood

1964

Louis Sherman Bolieu, Jr.
Frances Helen Campbell
Doris Frances Holmes
Majorie F. (Darnell) LaPresto
Patsy Gayle Reynolds

1965

Helen Schott Cheek
Binnie Charlotte Jeschke
Margaret Ann (Carpenter) Luedecke
Billy Glenn Moore

1966

Kay Crowell Calaway
Malinda Ruth (Crow) Ellwood
Sandra Joan Lynum
Patsy Diane Miller
Virginia Lois Sippel

1967

Lou L. Barker
Michael Joseph Benedict
Alexander Velez Bernal
Kenneth Ray Bindseil
Thomas Franklin Davis
Mary Ann (Romanek) DeArmond
Lois M. Haney
Diane Marie Hubbard
Sally Louise Jackson
Bonnie J. Northcutt
Melba Robbins

1968

Paul Eugene Castenada
Muriel Lavonne Dennis
Margaret Frances Gonder
Delores Richter Hall
Florence Hohlt
Margaret Ann Houghton
Dennis P. Kriewald
Faith Knaffle Mallory
Annette Nixon Milam
Bennee Gulinson Schwab

1969

Sally Ann Batchelor
Sandra Sue Bauder
Norma Grace Durbin
William Edward Ehrke
Claudia Johnson
Wanda Lucille Moody
Teresa Miller Ross
Kay Ellen Ruthedge
Roger Clinton Shustereit
H. Duff Thompson
Judith Ann Walden

1970

Carolyn Sword Bain
Virginia Ruth Frerking
Delbert Alvin Harris
Darcy Nell Hill

1970 (Continued)

Mary Alice Kiker
 Sharon Carter Rouse
 Patricia Kay West
 Linda Ann Whitworth
 Janet Gale Wood
 Mary Sharyn Woodruff

1971

Bonnie Sue Blackburn
 Patricia Ann Czichos
 Carole Winn Galbreath
 Richard Steven Hoot
 Jan Elizabeth Kilby
 Martha Katherine Polk
 Dorothy Lee Stone
 Eula Moon Strahan
 Daniel Roy Walther
 Andrea Kay Word

1972

Kenneth Howard Allen
 Judy Fay Carlisle
 Mark Curtis Dunn
 Steven Marc Gerson
 Robert Damon Gier
 Jo Ann Kubala
 Susan Lee Lankford
 Maryalice Lyster
 Mary Ann Myers
 Richard W. Oakey
 Alice Ann Strayer

1973

Linda Petrowich Bernardy
 Diana Fiesler Boyers
 Joyce Rosalia Carsner
 Gloria L. Cullar
 David L. Fleming
 Susan Kay Hanson
 Barbara Jean (Williams) McDonald
 Margaret Mallory
 Nancy J. Norman
 Phillip Harry Tisdell

1974

Carolyn J. Goss
 Lorraine Healy Haagen
 Norma Jean Karlsen
 Julia Bryant Maguire

1975

Paula Faye Chadwick
 David George Hardt
 Shelia C. Henderson
 Glenn Ernst Lich
 Robert Thomas McArthur
 Gary E. Merritt

1976

Cynthia A. Biesenbach
 Jo Ann Cotton
 Ronald Lewis Donaghe
 Catherine Hitomi Pickhover
 Linda Joyce (Weisel) Srubar

1977

Douglas G. Bentin
 Terence Andrew Dalrymple
 Alice Evangeline Kirkendall
 James B. Sanderson
 Margaret Louise Ward

1978

Rebecca Donegan
 Susan Dutton
 Debra Harper
 Peggy McLamore
 Leslie Miller
 Thomas Turpin

APPENDIX C

THE SECRETARIES

Perhaps in the end most writers of memoirs have an uneasy feeling that some topics of great moment have been omitted. The first two appendices have been included to add some account, however inadequate, of the students who have studied and taught with us. I am also obliged to acknowledge the departmental secretaries, who in turn have contributed so much to our sense of well being and to the work of the department.

The tenure of some secretaries was short, and the collective memory may not recall all their names or the sequence in which they served. My own memory places Sally Nicklas first in line, perhaps as early as 1953. She was a student and probably had less than half-time employment, but before she graduated and left for New York, where in time she was doing editorial work for a publisher, she had brought all the faculty to wonder how we had ever functioned efficiently without such departmental assistance. Other undergraduates followed: Dorothy Smith, Louise Clemmons, and Doris Shier (Warburton)--all before I became chairman. Two sisters, Elvira and Anna Marie Dominguez, from San Antonio, held the appointment in turn for the full time I was in the office and demonstrated most thoroughly that some girls just out of high school can be beyond criticism in their management of an office.

Though Bob Walts was to have full-time secretaries, they

proved to be much the same type of persons we had been employing, except that these were young women working while their husbands studied for a degree. Each time one left, Bob was inclined to think that the work could not continue, but always he was able to fill the position with someone who pleased him as well. First it was Sandra Deike, then Pat Coors, and finally Katie Nelson.

Since Bob's time as chairman, Eva Goodnight has been a source of strength for the staff in building up a resource center to provide timely support for the faculty.

Zelda Davis became departmental secretary shortly after Dr. Brunson came to the chairmanship. After four years, she was succeeded by Rebecca Harlow, who served an interim appointment until Dorothy Meredith came to the job. In September, 1978, Jean K. Johnson became secretary with a part-time clerk/typist working under her supervision.

It is in the nature of things and wholly as it should be that with great regularity the departmental secretary acquires a host of loyal friends on the faculty quite possibly more extensive than any member of the faculty can claim.

APPENDIX D

ADDENDA

The names of four people who also have served on the faculty of the Department of English have come to my attention since the completion of the manuscript.

In 1925 Robert L. Whitley taught in the fall quarter before being transferred to the Training School, where he was a member of the faculty through the session of 1928-29. Clayton A. Greer also was a member of the college faculty during part of 1927-28 and finished his time here on the Training School faculty.

Robert H. Wilson taught with us during the 1942-43 school year and subsequently joined the English faculty at the University of Texas.

Hargis Westerfield, Ph.D. from Indiana University and poet, taught two years, 1951-53, before leaving to accept an appointment at Whitman College.