

THE ADMINISTRATION OF JOHN GARLAND FLOWERS:
THIRD PRESIDENT OF SOUTHWEST TEXAS STATE COLLEGE

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THESIS

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Southwest Texas State College
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By

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PREFACE

Motivation for the writing of this paper came from many sources: Dr. Cecil O. Hahn, chairman of the History Department suggested that a history of Southwest Texas State College, which had not been compiled since 1939, might be an appropriate topic; Dr. Leland E. Derrick, Dean of the Graduate School, advised that, while a complete history of the college would be beyond the limits of a master's thesis, a study of the Flowers' administration would be a valuable contribution. Since many of the outstanding events in the development of the college have transpired in the past twenty-five years, it seemed proper to bring the history of the institution up to date.

The purpose of the first two chapters is to survey the history of the college from its inception in 1903 to September 1, 1942, when John Garland Flowers became president, and to record biographical information about President Flowers. The remaining chapters deal with the growth of the college in two main areas: that of the curriculum and teacher education, and that of the college plant. The final chapter records some of the outstanding aspects of Dr. Flower's term of office. The paper is not intended to be an evaluation of President Flowers or of his tenure of office, but to record as accurately as possible some of the outstanding phases, events, and changes during the twenty-two year period. Information concerning these developments if not obtained now, might be unavailable at a later date, and verification of events

by those who participated in them or observed them, impossible.

One of the problems in writing contemporary history is access to primary materials. In this instance, some of the college records, such as minutes of the Board of Regents meetings, Auditor's Reports, Minutes of Faculty meetings, the President's report to the Board of Regents, and the like, have a great deal of information of a personal nature concerning many people still involved in the college, and such records, therefore, were not available. Another difficulty is that much of the material needed for a complete and thorough work is scattered in so many different places that it would involve a great deal of time on the part of too many college personnel to make the information available. Information was obtained, however, from some records on file in the Registrar's Office and the Office of Fiscal Affairs, and acknowledgement of such help is hereby expressed.

There are advantages, however, in this type of study: a great many people can recall certain events as they happened, and personal interviews have been a valuable source of information. Particular appreciation is extended to John G. Flowers, Jr., son of President Flowers; to Dr. Alfred H. Nolle, dean emeritus of Southwest Texas State College; and Bruce Roche, chairman of the Journalism Department and director of the college news service. One of the most valuable sources of information was a series of three one-hour tapes made by Dr. Flowers under the direction of Mr. Roche for use in an article about the president for the Austin American-Statesman upon his retirement in August, 1964. In the interviews Dr. Flowers gave his philosophy of education as well as much biographical information and historical material concerning

the college. The author made a transcription of these tapes to facilitate their use in the future. Another source of information was the book, Emphasis Upon Excellence authored by Dr. William F. Brown and various members of the administrative staff of the college, including President Flowers, who wrote three of the eleven chapters. The College Catalog, published yearly since 1903; The College Star, weekly publication of the college; and the local weekly newspaper, the San Marcos Record, were all most helpful sources.

Beginning in 1911, when the state created a single Board of Regents for all state normal schools of Texas, the reports of the various state colleges to the Regents were printed and copies of these are in the Southwest Texas College library. Some of these provide valuable and accurate data. Information used in Chapter I was obtained from the Minutes of the City Council of San Marcos housed in the City Hall and from the Hays County Courthouse in San Marcos, where copies of the deeds and deeds of trust are recorded. Also of great help were the news releases and biographical sketches in the college news service files.

Great thanks and appreciation go to Dr. Emmie Craddock who as chairman of the thesis committee, supervised this study; her consideration in the unusually long delay in completing this paper is gratefully acknowledged. To Professor Tom W. Nichols, who provided invaluable materials from the papers of Dr. Cecil Evans to which he has been given full access, and to Dr. William C. Pool, the third member of the thesis committee, appreciation is also expressed. The guidance and direction of Dr. Derrick, Dean of the Graduate School, is also deeply appreciated.

Although it is impossible to acknowledge everyone who furnished information to the author, special thanks are due Mrs. W. A. (Tula) Wyatt, who allowed free access to her papers; Mrs. Mary McGehee Donalson, who was one of the original students who attended the Normal School on the opening date September 9, 1903; and to Professor H. A. Nelson, who joined the college faculty in 1909, for their gracious interviews. Acknowledgements would be incomplete without great appreciation to Librarian Louis C. Maloney and his efficient staff, who made research in the library both pleasant and easy.

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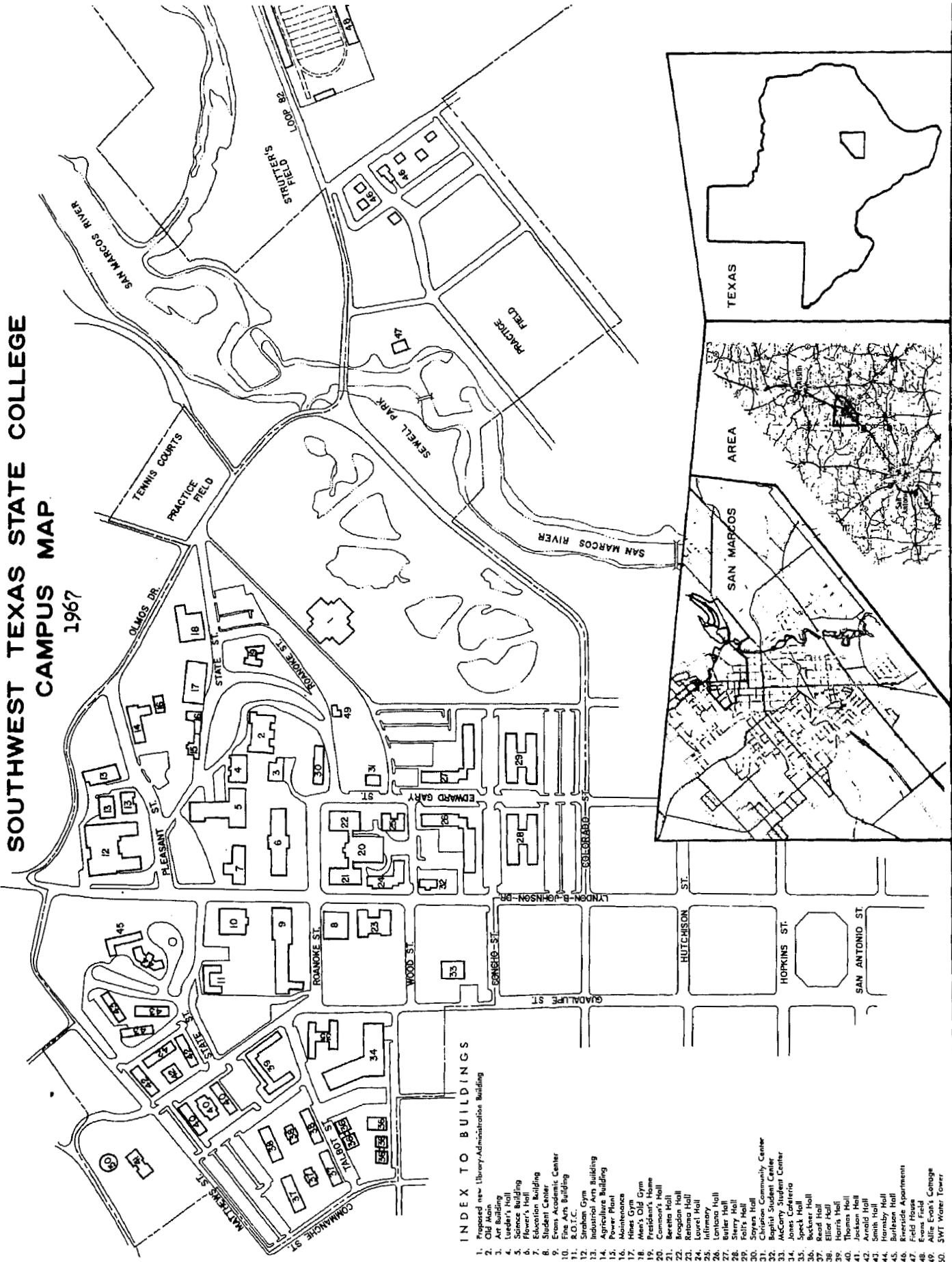


DR. JOHN GARLAND FLOWERS, PRESIDENT, SOUTHWEST TEXAS STATE COLLEGE, 1942-1964



AERIAL PHOTO OF SOUTHWEST TEXAS STATE COLLEGE CAMPUS: SPRING 1966

SOUTHWEST TEXAS STATE COLLEGE CAMPUS MAP 1967



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CHAPTER I

A BRIEF HISTORY OF THE COLLEGE PRIOR TO THE ADMINISTRATION OF JOHN GARLAND FLOWERS

In The Beginning

As early as 1861, Ferg Kyle,¹ for whom the town of Kyle was later named, is said to have envisaged a school on the spot where Southwest Texas State College now stands. The Civil War, Reconstruction, and other things intervened, however, and not until four decades later did Kyle, then Texas state representative from the ninety-eighth district, make a motion to take up Senate Bill 142, and thus help fulfill his dream of a school on Chautauqua Hill. This bill, establishing Southwest Texas State Normal School in San Marcos, passed the House on March 14, 1901, exactly forty years from the time young Ferg revealed his educational dream.²

¹Ferg was the third child and second son of Colonel Claiborne Kyle of Mississippi who, with his wife Lucy and eight children, settled near Kyle, Texas. They are listed in the August 26, 1850 census of Hays County. Ferg was commander [Captain] of Company D, Eighth Texas Cavalry, during the Civil War; four of his brothers served in his company. The town of Kyle is named in his honor (see T. F. Harwell, Confederate Biography [Kyle, Texas, By the author, 1923], p. 86. In Tula Townsend Wyatt papers).

²The Pedagogue, 1906, Third Yearbook of The Southwest Texas State Normal School, San Marcos, Texas, p. 4; C. E. Evans, "Establishment and Appropriations Southwest Texas State Teachers College" (Southwest Texas State Teachers College, San Marcos, Texas, 1943), p.1 (Mimeographed.) Hereafter cited as Evans, "Establishment and Appropriations Southwest Texas State Teachers College."

The Chautauqua

Sixteen years prior to the passage of this bill, in August, 1885, however, the first school, a Sunday School and Summer Institute, was established on "the hill." Although the school, known as The Chautauqua, lasted but a decade, the name "Chautauqua Hill" remained. The San Marcos institute was patterned after the New York establishment which was begun on August 4, 1874, as a summer school for teachers, "especially Sunday School teachers." The program, organized on Lake Chautauqua in New York, was primarily religious; none-the-less, the annual summer lectures and classes "were quickly expanded to embrace a wide range of literary, historical, sociological, and scientific subjects." Enjoying an amazing growth and attracting large crowds each summer, this eight-week pioneer course included directed home reading, regular correspondence courses, and university extension work.³

The Rev. Horace M. Dubose, youthful pastor of a Methodist Church in Houston, Texas, had attended the New York Chautauqua and was most eager to organize one in Texas. In the early part of June, 1885, he investigated the possibility of establishing such a group in San Marcos. A week later, he participated in the commencement exercises of Coronal Institute⁴ at

³ Arthur E. Bestor, Jr., "Chautauqua," The Encyclopedia Americana, ed. A. H. McDannald, VI (1948), pp. 367-368.

⁴ Coronal Institute was organized in 1866 as a private co-educational school with military training for boys. It became the property of the Methodist District Conference of San Marcos, Texas, in 1876 and was operated as a boarding and day school until 1918, when it ceased to function. It was said to have been the most popular Protestant educational institute in the Southwest during its existence (see San Marcos Record, December 9, 1932, p. 1).

which time he surveyed the scenic beauty of San Marcos from Woods Hill. The enthusiasm of Dubose was contagious and leading citizens soon initiated plans to purchase the hill from W. D. Wood, better known as Judge Wood.⁵

"The San Marcos Sunday School Assembly and Summer Institute (the Texas Chautauqua) was organized June 10, 1885," and received its charter from the State of Texas July 1, 1885, under the name of the San Marcos Real Estate Association. J. [John] E. Pritchett was elected president, and Judge Sterling Fisher secretary of the new corporation. The following men were chosen to serve as directors the first year: H. Hardy, S. V. Daniels, W. O. Hutchinson, N. K. Faris, and Ed. Northcraft. Shares of stock were sold at ten dollars (\$10.00) each, and one such share entitled a person to membership in the association and a right to vote. On July 3, 1885, Wood sold his hillsite and surrounding area to the San Marcos Real Estate Association for the sum of five thousand dollars (\$5,000); he received one thousand dollars (\$1,000) cash, five hundred dollars (\$500) stock in the Association, and a note for the balance of three thousand five hundred dollars (\$3,500).⁶ Almost immediately Woods Hill became known as Chautauqua Hill, and on February 14, 1890, the name of the San Marcos Real Estate Association was officially changed to the San Marcos Chautauqua.

The first Chautauqua meetings, conducted in August, 1885 under a long tent, were both religious and educational. The Sunday program included morning and evening services and attracted an audience of from

⁵Ruby Henderson, "A Source Book of the San Marcos Chautauqua, 1885-1895," (Unpublished research paper, University of Texas, 1938), pp. 1-2, 6, citing San Marcos Free Press, June 11, 1885; August 20, 1885. Hereafter cited as Henderson, "San Marcos Chautauqua."

⁶"The San Marcos Sunday School Assembly and Summer Institute (the Texas Chautauqua)," History of the Chautauqua printed on the back of photographs (Series of 12 by F. B. Bailey, Photographer, Palestine, Texas), No. 1. In Tula Townsend Wyatt papers. Hereafter cited The Texas Chautauqua Photos; Hays County, Texas, Deed Record, Vol. "T," pp. 407-409; Henderson, "San Marcos Chautauqua," pp. 2, 5-6.

one thousand to twelve hundred at each meeting. Organized during the first year, a Student's Union provided a course of home study in history, literature, science, art, and religion.⁷ By early 1892, the San Marcos Chautauqua seemed to be on the wane, for it still owed W. D. Wood the sum of four thousand one hundred fifty-five dollars and fifty-four cents (\$4,155.54), including interest, which was secured by two notes. The first note, dated February 18, 1890, in the amount of three thousand five hundred dollars (\$3,500) represented a mortgage on all the land which the Chautauqua originally purchased from him on July 3, 1885; the second note was secured by a lien on the personal property of the corporation. Unable to meet obligations, therefore, on February 19, 1892, the organization deeded back to Wood approximately twenty-five acres of the original tract of land purchased from him. The enterprise also paid him eight hundred dollars (\$800) cash, for which Wood gave the corporation a clear title to Chautauqua Hill, the improvements thereon, and the surrounding land enclosed by the Chautauqua fence.⁸ This property was estimated to include about eleven acres of land.

By 1895, the summer Chautauqua was suffering from "the pressure of other and more imperative matters," and there is no evidence that a program existed beyond that date. Although the Chautauqua Institute may have collapsed by 1895, the corporation known as the San Marcos Chautauqua continued to exist despite its precarious financial situation. On June

⁷ Henderson, "San Marcos Chautauqua," pp. 6-7, 16; Amended charter of the San Marcos Chautauqua in Tula Townsend Wyatt papers, San Marcos, Texas.

⁸ The Chautauqua had previously sold three lots to W. G. Bagley and one lot to Owen Ford from the aforementioned original tract of land; these lots were outside the area enclosed by the Chautauqua fence; therefore, the deed to Wood excluded these lots and secured them to the aforesaid purchasers. In Hays County, Texas, Deed Record, Vol. XXVIII, pp. 550-552.

17, 1895, for reasons not recorded, the organization owed Mrs. Lucy L. Burleson the sum of one thousand sixty-six dollars (\$1,066) and Ed Northcraft four hundred twenty dollars (\$420). To secure these notes, the San Marcos Chautauqua deeded the Chautauqua Hill property to W. O. Hutchison as trustee to sell in the event that the corporation defaulted on payment of the aforesaid notes.⁹ Two years later the company was still financially embarrassed as evidenced by a loan made to them on April 7, 1897, by the City of San Marcos. This fourteen hundred dollar (\$1,400) loan was secured by a legal instrument dated April 20, 1897, in which the Chautauqua again made W. O. Hutchison trustee, this deed of trust being subordinate to the aforementioned one dated June 17, 1895. By June 7, 1899, the City of San Marcos was the owner of the notes secured in both deeds of trust, since the insolvent San Marcos Chautauqua had failed to pay the said notes and interest when due. Whereupon, on June 7, 1899, Judge Wood presented a resolution to the City Council of the City of San Marcos requesting the City to instruct W. O. Hutchison, trustee, to foreclose the deeds and sell the Chautauqua property as specified in the deeds of trust. The resolution was adopted by the City Council and notice given to Hutchison.¹⁰

On July 5, 1899, in order to secure vested interests which the City of San Marcos had in the Chautauqua real estate, the City Council requested that the Mayor and the City Attorney attend the public sale of the property and bid on it for the City of San Marcos. After giving due notice to

⁹Hays County, Texas, Deed of Trust, Vol. "H," pp. 138-139; Vol. "I," pp. 310-314; Henderson, "San Marcos Chautauqua," p. 314.

¹⁰"Minutes of the City Council," San Marcos, Texas, April 7, 1897, Vol. II, p. 360; June 7, 1899, Vol. II, p. 413; Hays County, Texas, Deed of Trust, Vol. "J," pp. 268-271.

E. P. Reynolds, president of the San Marcos Chautauqua, and placing notices of the public sale in the proper places as specified by law, on August 1, 1899, at the door of the Hays County Court House, San Marcos, Texas, Hutchison sold the realty of the San Marcos Chautauqua. The City of San Marcos, the high bidder, paid two thousand three hundred seventy-five dollars (\$2,375) for the real property. As a result of the purchase, the City had a total investment, including interest, of about six thousand dollars (\$6,000) in the approximately eleven acres.¹¹ On August 2, 1899, the City Council of San Marcos authorized the Judiciary Committee to secure an abstract of the property and to execute a deed conveying the Chautauqua Hill property to the State of Texas for the express purpose of establishing a normal school thereon.¹²

The Normal School

After the first normal school in America was established in Lexington, Massachusetts, in 1839 by Horace Mann, similar institutions were soon organized in almost every state in the Union. The primary objective of these schools was to prepare teachers. The first normal school in Texas, established in 1879 at Huntsville, was named the Sam Houston Normal

¹¹On April 19, 1897, the original tract had been increased by the purchase of other properties, namely two and a half lots in the Coffield addition for which the Chautauqua paid three hundred thirty dollars (\$330). This property was included in the Deed of Trust to the city on April 20, 1897; Hays County, Texas, Deed Record, Vol. XXXVI, pp. 222-223; Hays County, Texas, Deed of Trust, Vol. "J," pp. 268-271.

¹²"Minutes of the City Council," San Marcos, Texas, July 5, 1899, Vol. II, p. 415; August 2, 1899, p. 418; Hays County, Texas, Deed Record, Vol. XXXVIII, pp. 313-314; 344-347.

Institute;¹³ by 1881, Prairie View Normal at Hempstead, Texas, was in progress for Negro students. In 1881, Governor O. M. Roberts, in his message to the Seventeenth Legislature, emphasized the need for two more such schools in the state, one in north Texas and another in the Southwest. Eleven years later, on December 7, 1892, teachers of the twenty-first Senatorial District who were attending a Teacher's Institute in San Marcos framed a resolution requesting the Texas Legislature to establish a State Normal School in the Southwest.¹⁴ Although the Twenty-third Legislature did not take steps to establish the institution, it did pass an enactment which provided that with the addition of certain courses to the curriculum of Coronal Institute¹⁵ at San Marcos, teachers who obtained diplomas therefrom might have the equivalent of permanent teaching certificates. The Institute failed to devise a course of study to meet the requirements specified by the State Board of Education, but the action by the legislature focused attention on San Marcos as an advantageous location for a state normal school.¹⁶ Six years later, on March 3, 1899, Fred Cocke, representative from the ninety-eighth district,¹⁷ proposed that

¹³ John Marvin Smith, "The History and Growth of the Southwest Texas State Teachers College," (unpublished Master's Thesis, University of Texas, Austin, Texas, 1930), pp. 2-3. Hereafter cited as Smith, "The History and Growth of the Southwest Texas State Teachers College."

¹⁴ Ruby Henderson, "Southwest Texas State Teachers College: A Documentary History, Vol. I" (unpublished research paper, University of Texas, Austin, Texas, 1939), pp. 17-18 citing Hays County Times, December 23, 1892; January 25, 1900.

¹⁵ See above, p. 2.

¹⁶ Announcement Southwest Texas State Normal School for the Annual Session Beginning September 9, 1903, and Ending May 17, 1904, San Marcos, Texas, First Catalog (Austin: Von Boeckmann-Jones Company, State Printers, 1903), p. 7. Hereafter cited as College Catalog with respective year.

¹⁷ The ninety-eighth district was composed of Blanco, Comal, Gillespie, and Hays Counties (See Evans, "Establishment and Appropriations Southwest Texas State Teachers College," p. 1).

such a school be built on Chautauqua Hill. Although the Education Committee in the House was inclined to favor Cocke's bill and so reported on March 7, 1899, the proposal died for lack of action.

Not to be deterred, Senator J. B. Dibrell of the twenty-first district,¹⁸ introduced in the Senate on March 15, 1899, a bill (Senate Bill 260) identical to that of Cocke, which passed the Senate on March 30 and the House on April 20. On May 10, 1899, Governor J. D. Sayers signed the bill to locate a State Normal School at San Marcos provided that the city donate the eleven acres of the Chautauqua property and any buildings or improvements thereon to the State of Texas. It was further stipulated that the City of San Marcos should "convey a good and perfect title" of the property to the State.¹⁹

On October 16, 1899, the City Council of San Marcos called a special session to "provide for the execution and tender of a deed of the Chautauqua Hill Property to the State of Texas." Mayor Hammett Hardy presided over the meeting; others present were City Secretary W. P. Donalson, Aldermen Faris, Wood, Ault, Taylor, and Johnson. Judge Wood's resolution to deed the aforesaid property to the State of Texas for the establishment of the Southwest Texas State Normal School was accepted and approved by the Council and the Mayor, and became a part of the deed known as Exhibit "A."²⁰ On the same day, October 16, 1899, the Mayor on

¹⁸Blanco, Caldwell, Comal, Gonzales, Guadalupe, and Hays Counties constituted the twenty-first Senatorial District (see Evans, "Establishment and Appropriations Southwest Texas State Teachers College," p. 1).

¹⁹Hays County, Texas, Deed Record, Vol. XXXIX, p. 198; Evans, "Establishment and Appropriations Southwest Texas State Teachers College," pp. 1, 4.

²⁰"Minutes of the City Council," San Marcos, Texas, October 16, 1899, Vol. II, pp. 425-427.

behalf of the city, "without charge or cost to the State of Texas," conveyed "good and perfect title" to all of the Chautauqua Hill property comprising approximately eleven acres within the City of San Marcos to the State of Texas.²¹

Again it was Senator Dibrell who introduced in the Twenty-seventh Legislature Senate Bill 142, which provided for the immediate erection of the Southwest Texas Normal School. The Senate approved the bill on February 21, 1901, and Ferg Kyle, representative of the ninety-eighth district made the motion to take up the bill in the House. The House ratified the act on March 14, 1901, and with the affixed signature of Governor J. D. Sayers on March 28, 1901, the enactment became a law. This bill also provided for the appropriation of thirty-five thousand dollars, twenty-five thousand of which was designated for the erection of facilities and ten thousand for operating expenses. The enactment further specified that the school be under the supervision and regulation of the State Board of Education which was to administer the school so far as was feasible according to the policies and regulations of Sam Houston Normal Institute. The State Board of Education was also authorized to appoint a local board of three San Marcos citizens to serve as trustees who would perform duties similar to the duties of trustees of Sam Houston.²² S. V. Daniel, Ed J. L. Green, and W. D. Wood were chosen and these men, with Wood as chairman, initiated the erection of the first building of the college on Chautauqua Hill. The Twenty-seventh Legislature again favored the school on October 2, 1901, when it appropriated another twenty thousand dollars to

²¹Hays County, Texas, Deed Record, Vol. XXXIX, pp. 198-202.

²²Evans, "Establishment and Appropriations Southwest Texas State Teachers College," pp. 1, 4-5.

finish and equip the building. The Southwest Texas State Normal School, with its one "magnificent brick building," was scheduled to open September 9, 1903.

Principal Thomas G. Harris and his faculty of sixteen²³ welcomed three hundred three students to the Southwest Texas State Normal School the first year.²⁴ An idea of the curriculum which was offered can be obtained by listing the faculty members, including Principal Harris, and their respective subjects:

Thomas G. Harris, Principal	Professional Work
J. E. Blair	English
J. S. Brown	Mathematics
Mrs. Lucy Burleson	Secretary, Librarian, and Assistant in English
Miss Mary Stuart Butler	Vocal Music
Mrs. Fitz-Hugh Foster	Assistant in History
Alfred Freshney	Physics and Chemistry
Miss Lula Hines	Primary Work, Reading, and Physical Culture
Miss Helen Hornsby	German
W. A. Palmer	History and Civics
Miss Annie Pearsall	Primary Work, Geography, and Drawing
John E. Pritchett	Latin
Miss Jessie A. Sayers	Assistant in Mathematics
Mrs. Lillie T. Shaver	Assistant in English
Miss Maud Shipe	Assistant in Professional Work
S. W. Stanfield	Biological Science and Penmanship
Miss Kate E. White	Assistant in English

Some of the above names are quite familiar to Southwest Texas State College students of 1966, for Harris Hall, (Boy's Dormitory), Hornsby, Sayers, and Burleson (Girl's Dormitories), and Lula Hines (Women's) Gymnasium, serve as lasting memorials to the dedicated teachers of the beginning years of the State Normal School.

The Normal School was founded for the sole purpose of teacher education. The first announcement was specific in stating that it was

²³College Catalog, 1903-1904, pp. 5-6,8.

²⁴College Catalog, 1904-1905, p. 5.

neither a college or university and that "only those desiring to prepare for the great work of the teacher should come to the Normal." In fact, those who attended in the early years had to sign an agreement to teach as many years in public school as they attended sessions of the Normal. Three years was required to finish a complete course. At the end of the freshman course, however, a second-grade certificate was given authorizing the owner to teach in the public schools of Texas for a three-year period without further training; at the completion of the junior year, a first-grade certificate was presented which was valid for six years' teaching without further examination. Upon completion of the third or senior year, a diploma was awarded which entitled the graduate to a permanent or lifetime certificate valid during good behavior.²⁵

When the first term of the Normal School ended on May 17, 1904, twenty-eight seniors were awarded diplomas; one hundred four first-grade certificates were presented to juniors, and eighty-two second-grade certificates were granted to those who completed the freshman course. Of the three hundred three students who attended the first session of the Normal, fifty-eight were boys and two hundred six were girls. The disproportionate number of women led the Local Board of Trustees under Chairman Wood to recommend to the State Board of Education that more men be recruited for the teaching profession.²⁶

The first president of the Southwest Texas State Normal School was Thomas Green Harris, a man of varied experience in the field of education. He was born May 27, 1854, in Sweetwater, Monroe County, Tennessee, and

²⁵College Catalog, 1903-1904, pp. 5-6, 9, 10, 19, 20, 24.

²⁶College Catalog, 1904-1905, p. 5.

educated in the rural schools of his place of birth. He received the Bachelor of Arts Degree in 1876 and the Master of Arts Degree in 1880, both from the Carson-Newman College of Jefferson City, Tennessee. His first teaching experience was in Elijah, Georgia, but in 1879 he came to Texas. From 1881-1883, he served as superintendent of schools at Weatherford, Texas; from 1883-1884, he was professor of mathematics at the Mansfield College, Mansfield, Texas; next he taught in Plano, Texas, where, on December 21, 1886, he married Miss Lou Oglesby. In 1887, he became principal of the only high school in Dallas, Texas, where he served until 1893, at which time he accepted the job of principal of the sole high school of which the city of Houston could boast.²⁷ After two years there, he became superintendent of the Austin Schools, where he remained until 1903, when he was elected chief executive of the newly-formed Southwest Texas State Normal School in San Marcos. He served as president of this institution until August, 1911, at which time he became the second president of the Baptist Academy in San Marcos, which post he filled until 1916. Later he taught mathematics at Sul Ross College in Alpine for six years and served as superintendent of schools in San Benito for some three years. He died January 26, 1934, in San Marcos.²⁸

President Harris was a strict disciplinarian and a stickler for punctuality. Among the first three hundred three students was Mary Davis McGehee (now Mrs. George Donalson) who enrolled in the Normal School

²⁷The first municipal high school in Texas was established in Brenham in 1875; the Houston High School was organized in 1878 and the one in Dallas in 1887 (see Frederick Eby, The Development of Education in Texas [New York: The MacMillan Company, 1925], pp. 243-253).

²⁸Albert Nelson Marquis (ed.), Who's Who In America, 1916-1917, Vol. IX (Chicago: A. N. Marquis and Co.), p. 1081; Who's Who In America, 1922-1923, Vol. XII, p. 1420; San Marcos Record, January 30, 1934, p.1.

on opening day, September 9, 1903, and completed the three-year course in May, 1906. She recalled that "the students were scared to death of Principal Harris; he was very positive and very strict; he had a twinkle in his eye and loved to make us cry, but he didn't really want to hurt us; we surely did like him though. I just thought so much of him."²⁹ H. A. Nelson, who came to the Normal School in the fall of 1908 as a senior student to obtain his permanent teaching certificate, enrolled in the agriculture course taught by President Harris. After two weeks, upon learning that Nelson had taken two years of agriculture at Texas Agricultural and Mechanical College, Harris turned the class over to him. After receiving his diploma in 1909, Nelson was hired to teach agriculture in the Normal School. He stated, "As far as I know, I was the first graduate of the Southwest Texas State Normal School to be employed as a member of the faculty." Nelson retired in August, 1945, having served on the staffs of the first three presidents of Southwest Texas State College. He taught John Garland Flowers and his wife (Lora Hogan), both of whom were attending the Normal in 1912 and whom he described as "good students." He also taught agriculture to the wife of president Cecil Eugene Evans. Nelson said that President Harris "was the most vigorous executive you could think of." He was a large man about five feet, eleven inches tall, and weighed about one hundred eighty pounds; his hair was grey, and he wore the customary mustache. Mr. Nelson described Harris as follows:

He was an administrator--an executive. . . . I can't remember but one teacher that I ever had that characterized executive ability and administrative ability like President Harris. The others were good men and fine in their line, but in these lines not quite

²⁹ Interview with Mrs. George Donalson, San Marcos, Texas, July 11, 1966.

as strong as he was; he was just a different type of personality. . . . a very strong personality. He didn't hesitate a minute to take on the Governor in a discussion.³⁰

Ironically, the election of O. B. Colquitt as Governor of Texas brought about the dismissal of President Harris from the college. While serving as principal of the Dallas High School, Harris became editor of The Texas School Journal, a notable school magazine; he continued to edit the periodical while he served as superintendent of the Austin public schools. On one occasion Senator Colquitt proclaimed to the Texas Senate that "school teachers were not tax-payers but tax-eaters;" whereupon, Harris wrote an article in The Texas School Journal disagreeing with him. Similar articles followed and soon Colquitt and Harris were adversaries. When Colquitt became governor, he discharged Harris as president of the college.³¹

The Governor's animosity toward President Harris was not shared by the college. In May, 1911, the first homecoming of the Normal School was held in connection with the commencement exercises. Representatives from every class since 1903 were present, and the message of President Harris was ardently received. On this occasion, the Alumni Association passed the following resolution: "Whereas, the man who so efficiently guided the interests of Southwest Texas State Normal since its organization, will no longer be connected with this institution, . . . be it resolved, that we the members of the Alumni Association, express our sincere appreciation for the services rendered this school by our beloved principal, Mr. Thomas G. Harris." Perhaps another indication of admiration and esteem for Harris

³⁰ Interview with H. A. Nelson, San Marcos, Texas, July 9, 1966.

³¹ Smith, "The History and Growth of the Southwest Texas State Teachers College," pp. 31-32.

was shown in the loyalty of his faculty. All but four of the original sixteen teachers were still with him during his last year at Southwest Texas State, 1910-1911. Alfred Freshney was one, who died while still on the staff on November 21, 1906; another was Mrs. Fitz-Hugh Foster, who married Dr. J. M. Hons of San Marcos, a member of the Board of Trustees of the Normal School.³² W. A. Palmer left in 1908 to take up the study of law, and in 1909, J. E. Blair resigned and later accepted a position in the Education Department of the North Texas State Teachers College, Denton, Texas, the only one who left to teach elsewhere.

Upon his retirement in August, 1911, the faculty members presented a loving cup to President Harris, at which time they made brief talks. A member of the original faculty, Mrs. Charles Crawford (nee Helen Hornsby), recalled that Principal Harris "was a very strong man, but he couldn't keep back the tears" on this occasion. Among his many accomplishments was the erection of a science building in 1906, the building of the president's home in 1908, and the completion of the new library during the summer of 1910, bringing the total of permanent instructional buildings to three by the time Harris completed his term of office in 1911.³³ Under his administration enrollment had doubled, from three hundred three in 1903 to six hundred nine in the summer of 1911, the faculty had increased from sixteen to twenty, and a total of one hundred

³²College Catalog, November, 1911, p. 6; The Pedagog, 1907, pp. 54-57.

³³Interview with H. A. Nelson, San Marcos, Texas, July 9, 1966; Henderson, "Southwest Texas State Teachers College: A Documentary History, Vol. I," p. 30; Joe B. Vogel (comp.), Fifty Years of Teacher Education: A Brief History of Southwest Texas State Teachers College (San Marcos, Texas, 1951), pp. 5-6. Hereafter cited as Vogel, Fifty Years of Teacher Education.

seventy-one diplomas had been awarded.³⁴

Cecil Eugene Evans

On March 27, 1911, the State Board of Education elected Cecil Eugene Evans to succeed Harris as president of the Southwest Texas Normal College. When he assumed his duties in August, 1911, he was the youngest of the state-college presidents. Evans was born in 1871 in Bowdoin, Georgia, the second child and eldest son of seven children born to Hiram Martin and Georgia (Striplin) Evans. In 1874, the family moved to Oaklone, Alabama, then in 1880 to Ashland, Clay County, Alabama, where Hiram Evans was Probate Judge for over fifteen years.³⁵ Hiram was a school teacher and a devoted Methodist who spent the last ten years of his life (1916-1926) as assistant pastor of the First Methodist Church in Temple, Texas. Cecil Eugene joined the church in 1883 at age twelve, and became "a great lay Methodist," according to his half-brother, Mark Evans, who lived with Dr. Evans in 1911 during his first year as president of Southwest Texas State Normal School.³⁶

Cecil Eugene received his B. A. at Oxford College Alabama in 1888, his M. A. at the University of Texas in 1906, and an LL.D. degree from the Southwestern University in Georgetown in 1923. Upon receipt of his Bachelor of Arts in 1888, the seventeen-year-old Cecil became clerk in

³⁴First Biennial Report of the State Normal School Board of Regents for the Years Ending August 31, 1911, and August 31, 1912 (Austin: Von-Boeckmann-Jones Co., 1913), pp. 9, 10-11; College Catalog, 1910-1911, p. 64; College Catalog, 1911-1912, p. 10.

³⁵College Star, August 20, 1942, pp. 1-2; College Catalog, November, 1911, p. 5; letter from Mrs. Erwin L. Soyars (nee Bernice Evans, only child of Cecil Eugene Evans), to Tom W. Nichols, February 9, 1961, in Nichols papers, San Marcos, Texas.

³⁶Letter from Mark A. Evans to Tom W. Nichols, March 2, 1961, in Nichols papers, San Marcos, Texas; College Star, August 20, 1942, p.1.

the Probate Office in Clay County, Ashland, Alabama, where his father was Probate Judge. From 1889 to 1893, he was principal and teacher in several public schools in Alabama, and in the summers of 1891 and 1892, he attended the State Normal College at Troy, Alabama. In 1893, the Hiram Evans family moved to Freestone, County, Texas, and part of that year Cecil taught with his father in the Fairfield, Texas, schools. Although Cecil went back to Thomasville, Alabama, and taught during the 1893-1894 school term, the fall of 1894 found him back in Texas, where he was to spend the rest of his life. In 1894-1895, he served the Mexia High School as assistant principal and in the fall of 1895 he went to Anson, Texas, as superintendent of the public schools. A never-to-be-forgotten experience at Anson came when a gentleman drove up in his buggy, called out to him, "perfessor, here's Tode," let his young daughter out, and drove away. "Tode" (Allie Maxwell) became the outstanding student of the young teacher and two years later graduated as valedictorian of the class.³⁷

Cecil and "Tode" were married on May 18, 1899, and their only child, Bernice, was born in 1901. The Evanses remained at Anson until 1902, when he was appointed superintendent of schools at Merkel, Texas, where he stayed for three years. In the summers of 1901 and 1906 and in the regular session of 1905-1906, he attended the University of Texas, receiving his Master of Arts in 1906 at the close of the summer session. In the fall of that year, he became superintendent of schools at Abilene, Texas, where he remained until 1908, when he resigned to accept the position

³⁷Valedictorian speech entitled "Gaining The Heights." Letter from Mrs. Erwin L. Soyars to Tom W. Nichols, February 9, 1961.

as general agent for the Conference of Education in Texas.³⁸ During his years in that office, he led campaigns for the advancement of education in Texas and was successful in securing needed amendments to the State Constitution.³⁹ On August 10, 1911, he became second president of the Southwest Texas State Normal School, San Marcos, Texas.⁴⁰

The thirty-one years, from August 10, 1911, to August 31, 1942, in which Evans was president, were indeed dynamic ones. During the same month that he took office the legislature in a called session directed the Governor to appoint a Board of Regents to govern all the Normal Schools, and one of the first actions of the new board was to request the establishment of training schools within the Normal Schools to provide students an opportunity for practice

³⁸ The association was organized in 1907 to promote improved school legislation. An executive board of seven members directed the conference and F. M. Bralley was appointed the first general agent to campaign for constitutional amendments. When Bralley resigned September 8, 1908, he was succeeded by C. E. Evans (see C. E. Evans, The Story of Texas Schools [Austin: The Steck Co., 1955], p. 115). Hereafter cited as Evans, The Story of Texas Schools.

³⁹ An amendment approved by voters in late 1908 and adopted by the legislature in January, 1909, provided for "raising the limit of district taxation from twenty cents to fifty cents on the one hundred dollars and substituting a majority vote for a two-thirds vote." Others provided for three and a half million dollars for school-district bonds and also approved the establishment of county-line school districts. Another provided for a school tax for "maintenance of public schools . . . and free textbooks." (see Evans, The Story of Texas Schools, pp. 115-118).

⁴⁰ Albert Nelson Marquis (ed.), Who's Who In America, 1914-1915, Vol. VII, p. 744; College Star, August 20, 1942, pp. 1-2; Letter from Mrs. Erwin L. Soyars to Tom Nichols, February 9, 1961.

teaching.⁴¹ In the fall of 1912, a course in practice teaching was listed in the Southwest Texas State catalog, and Misses Annie and Dove Covett supervised the program. By 1914, seven other teachers were recorded under the Training School Division, with W. I. Woodson as director. Practice teaching was more fully described in this catalog and a more efficient program of teacher training was implemented.

Another important change which the Board of Regents suggested in its historic first meeting was the adding of a fourth year, thus giving to the Normal Schools the status of junior colleges. Prior to this time, the Normals were the equivalent of the last two years of high school and one year of post-high school work, but with this innovation they became colleges. There was to be a gradual transition from the three-year to the four-year school with the plan fully implemented by 1914; however, the name college did not appear in the catalog until 1918.⁴² In October, 1916, the Board of Regents provided that the Normal Colleges be made four-year schools with degree granting programs;

⁴¹The training school included grades one through eleven; it was a complete school within the college organized to provide teaching experience for prospective teachers. The student teachers of the Normal taught the training school with the supervision of the college faculty. Pupils for the training school were solicited from the city; superintendence by college faculty compensated for the student teachers, and entrance into the Normal College was simplified for those who attended the training school. This system continued until 1933, when President Evans reached an agreement with the San Marcos Public School District whereby all their schools would become the Training School or Demonstration School of the College. Until 1951, all the public schools were located on the college campus, and not until 1965 did the last public school move from the campus. The public schools still permit student teachers to do practice teaching in their institutions (see Tom W. Nichols, "The Laboratory School," [unpublished thesis in Nichols papers, 1966], pp. 1, 6).

⁴²The Normal Star, February 9, 1912, p. 2; College Catalog, 1912-1913, pp. 7, 14; College Catalog, 1914-1915, pp. 6, 31; College Catalog, July 1, 1918, pp. 1, 22.

the first degrees offered at Southwest Texas were the Bachelor of Arts in Education and the Bachelor of Science in Education. Miss Mamie E. Brown received the first bachelor's degree from the college in 1919.⁴³

Another significant change occurred during the Evans' administration in 1923 when the Thirty-eighth Legislature changed the name of the institution from the Southwest Texas State Normal College to Southwest Texas State Teachers College. Ten years after this name change, President Evans was able to secure what seemed to him to be the "near ideal" practice-teaching arrangement. On June 12, 1933, culminating a long-time dream and years of labor on his part, Dr. Evans acquired the entire San Marcos Public School System as the Demonstration School for the college. The first eight grades, with approximately five hundred students and sixteen teachers, met in the Education building on the college campus, and the high school of about two hundred fifty students and ten teachers was within four blocks of the campus.⁴⁴ Two years later in June, 1935, the Board of Regents approved the addition of the graduate school to Southwest Texas, and in the summer of 1936 a program of work leading to the degree of Master of Arts with a major in education was proffered. The first degree of Master of Arts was conferred upon Margaret McClung Walker in 1937.⁴⁵

⁴³College Star, August 20, 1942, p. 2; College Catalog, 1919-1920, p. 103; College Catalog, 1921-1922, p. 9.

⁴⁴Tom W. Nichols, "The Laboratory School," (unpublished thesis in Nichols papers, 1966), pp. 1, 6. See above footnote number 41. College Catalog, 1924-1925, p. 12.

⁴⁵College Catalog, 1936-1937, p. 57; College Catalog, 1937-1938, p. 144.

The college enjoyed a considerable growth under the second president: the enrollment expanded from six hundred nine in the fall of 1911, to sixteen hundred twelve by August 31, 1940, but dropped back to fourteen hundred one in August 31, 1942.⁴⁶ The faculty grew from twenty to sixty-two, while the college plant expanded from four to forty buildings, twelve of which were instructional buildings, ten miscellaneous structures, and eighteen dormitories and apartments.⁴⁷ Although most of the living quarters were frame structures, steps toward modernization were taken to provide permanent fireproof dormitories by the erection of the Jessie A. Sayers Hall for women, completed in 1936, and Thomas G. Harris Hall for men, finished in 1937. Dr. Evans acquired forty-three pieces of land at a cost of one hundred sixty-six thousand, three hundred forty dollars and fifty-three cents (\$166,340.53), according to his report to the Board of Regents August 25, 1942, just prior to his retirement. These acquisitions included the college farm, purchased from E. J. Hofheinz in 1923, and the Riverside Property, acquired from the Federal Government in 1942.⁴⁸ The original eleven-acre site of Chautauqua Hill was thus increased to thirty-five acres, plus the forty-seven acre farm, and the several acres along the San Marcos River known as Riverside Recreation Park. The total plant investment as of September 1, 1942, was one million eight hundred eighteen thousand, two hundred twenty dollars and seven cents (\$1,818,220.07).

By August, 1942, when he retired, President Evans had become known as the Dean of College Educators in Texas. Among the responsible state

⁴⁶The effects of World War II were revealed in the enrollment by 1942.

⁴⁷See Appendix I.

⁴⁸C. E. Evans, Southwest Texas State Teachers College, A Report to the Board of Regents, Nacogdoches, Texas, August 25-26, 1942 (San Marcos: 1942), p. 12.

positions he had filled were secretary of the Council of Teachers College Presidents from 1911 to 1923; member of the State Textbook Board in 1912, and also a member of the State Textbook Nominating Committee; member of the board of trustees of Southwestern University in Georgetown from 1920 to 1936; representative of the teachers colleges on the Committee on Affiliation of High Schools from 1921 to 1942; and president of the Council of Teachers College Presidents from 1923 to 1942.⁴⁹ J. A. Hill, president emeritus of West Texas State College at Canyon and long-time colleague of Dr. Evans, commented on Evans' leadership in the state as follows:

Another outstanding quality of Dr. Evans was his well-known respect for facts. He would never undertake to solve a problem or meet an adversary without a full knowledge of pertinent data. He was a near genius at getting and keeping all relevant factual information. He was the acknowledged walking encyclopedia among the Teacher's College Presidents. This talent guaranteed him a place of leadership among his fellows.⁵⁰

Dr. Evans became well known for "little red books" in which he recorded facts and figures. He began keeping the little journals or diaries in 1896 and continued the practice until his death in 1958; one hundred forty-three of the little red chronicles are in the Evans' papers.⁵¹

⁴⁹ College Catalog, 1943-1944, p. 20; Sixteenth Biennial Report of the Board of Regents of the Texas State Teachers Colleges for the Years Ending August 31, 1941, and August 31, 1942 (Austin: no publisher, 1943), p. 17; College Star, August 20, 1942, p. 1.

⁵⁰ J. A. Hill, "Eulogy at Memorial Service in San Marcos, October 18, 1958, Honoring Dr. C. E. Evans, President Emeritus of Southwest Texas State Teachers College," (in Tom W. Nichols papers).

⁵¹ The Evans' papers are in the possession of Tom W. Nichols. Tom W. Nichols, "The Little Redbook Encyclopedia," (unpublished manuscript in Nichols papers; to be published soon under the title of Rugged Summit: The Biography of C. E. Evans). Interview with Tom W. Nichols, San Marcos, Texas, June 28, 1966; College Star, March 30, 1943, p. 5.

Upon the occasion of President Evans' retirement, the College Star, August, 1942, declared that Southwest Texas State Teachers College "has an envied place among the better, more successful colleges of the United States." Whether this statement could be substantiated or not, the college had become a member of the Association of Texas Colleges; the National Education Association of Teachers Colleges, a branch of the National Education Association by 1922; and in December, 1925, a member of the Southern Association of Colleges and Secondary Schools.⁵² When President Evans retired in August, 1942, a 1930 graduate of the college, Congressman Lyndon B. Johnson, who had worked in Dr. Evans' office during his years as a student, expressed his appreciation of Evans' achievements as follows:

In my boyish dreams, I had thought that the greater things in life were pleasure and power and wealth. I had not been in Dr. Evans' vicinity long before I began to learn that the supreme essential in life is service; making the world a better place to live in; bringing health, enlightenment and advancement to all our people; helping to make the democratic way of living the universal way.⁵³

Following his retirement, Dr. Evans continued to visit the college regularly and a great deal of time was spent working on his book The Story of Education in Texas, published by the Steck Company of Austin in 1955. The following comments were printed on the jacket cover of the book: "As an educator in Texas for half a century, he lived every page. . . . Few significant progressive movements in the educational field developed, prior to his retirement in 1942, which he did not foster or

⁵² College Star, August 20, 1942, pp. 1, 6; Smith, "The History and Growth of the Southwest Texas State Teachers College," pp. 99-100.

⁵³ College Star, August 20, 1942, pp. 1, 6.

actively support."⁵⁴ Dr. Evans resided in San Marcos until his death August 22, 1958, at which time Senator Johnson flew from Washington, D. C. to attend the funeral. A memorial service was held in Dr. Evans' honor at the Homecoming, October 18, 1958, and a memorial fund established.⁵⁵

When the Board of Regents selected a successor to President Evans on May 15, 1942, they chose a former student, Dr. John Garland Flowers, who was a native Texan already on the road to national prominence in the educational world.⁵⁶

⁵⁴College Star, November 19, 1955, p. 4.

⁵⁵Interview with Dr. Alfred H. Nolle, retired dean of Southwest Texas State College, San Marcos, Texas, December 1, 1966; College Star, September 19, 1958, p. 1.

⁵⁶College Star, May 20, 1942, p. 1.

CHAPTER TWO

THE BIOGRAPHY OF JOHN GARLAND FLOWERS

The story of Southwest Texas State College from August 31, 1942, to August 1, 1964, is in effect, the story of John Garland Flowers, the third president of the institution. His tenure of office has been referred to variously as "Dr. Flowers' Era," "Twenty-Two Years of Progress," "Stage III--The Most Productive Era of the College's History," and an administration with an Emphasis Upon Excellence.¹

John Garland Flowers was born October 17, 1895, in Karnes County, Texas, in the small rural community of Davy, which is no longer in existence. He was the youngest of six sons born to Richard Morton, a farmer-rancher, and Mary Frances (Butts) Flowers. The Richard Flowers family provided an intellectual atmosphere in the home by encouraging members of the family to read. Mrs. T. D. McCaughan, the daughter-in-law of a half-brother to Richard Flowers, who became acquainted with John when he was four years of age stated that he became interested in books and reading at that early age, partially due to the influence

¹College Star, August 21, 1964, p. 1; October 25, 1963, p. 1; February 26, 1965, p. 2; John G. Flowers, et al., Emphasis Upon Excellence (San Marcos: Southwest Texas State College Press, 1964), pp. iv-v. Hereafter cited as Flowers, et al., Emphasis Upon Excellence.

of the community school-teacher who lived in the Flowers' home.² At the age of five, John attended the Brushy School in the local community where he was born, and was taught by the teacher who resided in his home. Almost forty-three years later, on March 27, 1943, this teacher, Mrs. Ora Hines Bradford, was an honored guest at the ceremonies when Dr. John Garland Flowers was inaugurated as the third president of Southwest Texas State Teachers College. Dr. Alfred H. Nolle, Dean of the College, introduced Mrs. Bradford and presented her with a small book from Dr. Flowers with an appropriate inscription acknowledging her dedication to the teaching profession. A poem, honoring Mrs. Bradford, written by Dr. L. N. Wright of the College English Department, was read by Doris Muelker.³

Although his parents had received little formal education themselves because of the disturbances of the Civil War, they had a deep appreciation for education. Acknowledging the limitations of a two-teacher high school, the Flowers' supplemented the education of their six sons by encouraging them to read extensively. Dr. Flowers said, "One of the fondest memories I have of my parents and of my home life is the fact that we were taught to read--all members of our family--and for entertainment and for diversion, we read." Books by Victor Hugo, The Decline and Fall of the Roman Empire by Edward Gibbon, and similar books were provided by a bachelor uncle who lived in the Flowers' home and who was an enthusiastic

²Interview with John G. Flowers, Jr., Austin, Texas, March 25, 1966; Marquis (ed.), Who's Who In America, Vol. XXII (1942-1943), p. 822; interview with Mrs. T. D. McCaughan by a reporter of The College Star, San Marcos, Texas, May 20, 1942, pp. 1, 4.

³College Star, March 30, 1943, p. 5.

reader himself.⁴ This uncle, Adoniram Judson Flowers, older brother of Richard Morton, was a musician and taught short-term rapid reading music schools⁵ all over the Southwest. During his travels, "Uncle Donny" purchased books and brought them home to his nephews, thus giving them a "cultural headstart." He also imparted his musical knowledge to the six Flowers boys.

Indicative of John's early interest in young people, and of his desire to be of public service, was his association with the Boy Scouts of America soon after the organization was incorporated in 1910. Becoming a scoutmaster in 1911, while still in his teens, John was one of the first three scoutmasters in the state of Texas.⁶

On September 12, 1912, just prior to his seventeenth birthday, he enrolled as J. Garland Flowers in the Southwest Texas State Normal School in San Marcos, Texas. Dr. M. L. Arnold, of the history department, recalled that Garland, as he was then called, was particularly musical; he was a member of the mixed chorus and "had published one or more pieces of music by the time he was twenty-one." He remained in school through the summer of 1913 and returned again the summer of 1916. During this same time, Lora Hogan, the future Mrs. Flowers, was also a

⁴Interview (on tapes) with John Garland Flowers by Bruce Roche, San Marcos, Texas, March 16, 1964 (transcribed by Tommy Ruth Ball, March, 1966; tapes and transcription in Publicity File of Southwest Texas State College and duplicate copies in Tommy Ruth Ball papers), pp. 4-5. Hereafter cited as Flowers Tape.

⁵These schools were designed to teach people to "sight read," that is, read the notes and thereby sing without the aid of a musical instrument. They were normally from a week to ten days in length and were known as "singing schools."

⁶Interview with John G. Flowers, Jr., Austin, Texas, March 25, 1966.

student at the Normal, and in addition earned a degree in music at the Old Coronal Institute in San Marcos in 1913.⁷ John and Lora were married December 24, 1916, and a year later on December 20, 1917, their son, John Garland, Jr., was born in Premont, Texas near where John was employed as the principal of a small school. Nine years later, a daughter, Mary Frances, was born on April 1, 1926, in Commerce, Texas, and the first grandchild, John Garland, III, was born on the campus of Southwest Texas State College on January 19, 1943, while the child's father, John, Jr., was in the military service.⁸

John Flowers had quite a varied background of experience by 1921 when he accepted the principalship of the demonstration school at the East Texas State Teachers College in Commerce, Texas. From 1913 to 1917 and again from 1919 to 1921, he had served the public schools of Cooper, Texas as teacher, principal, and supervising principal; during the two years, 1918 to 1920, of World War I, he was an educational director in several army camps. While working at the college in Commerce, Flowers was able to continue his education and received his Bachelor of Arts Degree in 1924. Shortly thereafter, while visiting Randolph Binion, president of East Texas State, who was recuperating from an illness, Flowers was startled by Binion's recommendation that he go to Columbia University in New York and begin his graduate work. There were several

⁷College transcript of J. (John) Garland Flowers (1912-1913; 1916) on file with Office of the Registrar, Southwest Texas State College; The Pedagog, 1913, pp. 129-130; College Star, May 20, 1942, p. 1; College Catalog, July, 1913, p. 49. John's home address was Sandia, Jim Wells County, Texas. He roomed at the J. F. Alsop boarding house in 1912.

⁸Interview with John Flowers, Jr., Austin, Texas, March 23, 1966. John Garland III has a younger brother, Richard Morton, and Mary Frances (Mrs. Wayne Cole) has three children.

obstacles, however, not the least of which was the problem of finance, and Flowers began to protest, but Binion was insistent. Although up to this time, Columbia University had not admitted students from any of the teachers colleges in Texas into its graduate school, President Binion, without Flowers knowledge, had written Columbia and the University had agreed to admit him for one semester; if he did acceptable work, Columbia would recognize him as a full-fledged graduate student. Also Binion had made financial arrangements at a local bank to enable Flowers to go to school; in fact he suggested that Mrs. Flowers also enroll in the graduate school at the same time. Dr. Flowers described the summer afternoon visit with Randolph Binion as "one of the most valuable things that ever happened to me."⁹

In the fall of 1925, John and Lora Flowers were in New York, the first graduates from any of the State Teachers Colleges of Texas to be admitted to the Columbia graduate school. Flowers proved to be such an excellent student that early in the second semester he was advised to take the preliminary examination for a doctorate. He received his Master's Degree in 1925 and returned to East Texas State College in Commerce, Texas, where he became Director of Training and Professor of Secondary Education.

Three years later he was offered and accepted the position as Director of Integration and Professor of Education at the State Teachers College, Montclair, New Jersey. While at Montclair, he received his doctorate from Columbia University in 1932, and in the same ceremonies Mrs. Flowers was awarded her Master's Degree in Home Economics. Also

⁹Flowers Tape, March 16, 1964, p. 10; Biographical Information Sheet prepared at Lock Haven, Pennsylvania in Flower's File in the President's Office, Southwest Texas State College.

during the years at Montclair (1934-1938), he was visiting Professor in the School of Education at New York University and at Northwestern University in Evanston, Illinois. He left Montclair in 1937 and became president of the State Teachers College, Lock Haven, Pennsylvania, where he remained until 1942. In the summers of 1937 and 1938, he lectured at the University of Arkansas, and in the summer of 1941, he was again at Northwestern University as consultant to the National Commission on Teacher Education. In May, 1942, the Board of Regents of Southwest Texas State Teachers College, San Marcos, Texas, elected him president to succeed Cecil Eugene Evans. Thus on September 1, 1942, John Garland Flowers began his duties as president of the college where thirty years before (1912) he had enrolled as a student.¹⁰

The thirty years which intervened between the time that John Flowers became a student at Southwest Texas State College and when he became president of the same school were active years. To his teacher's certificates received in 1913 and in 1916 from the Southwest Texas State Normal School,¹¹ he had added the Bachelor of Arts Degree from

¹⁰ Biographical Information Sheet prepared at Lock Haven, Pennsylvania in Flowers' File in the President's Office, Southwest Texas State College; Marquis (ed.), Who's Who In America, Vol. XXII (1942-1943), p. 822; Flowers Tape, March 16, 1964, p. 10; College Star, September 16, 1942, pp. 1, 4; College Star, May 20, 1942, p. 1.

¹¹ In the summer of 1913, he received a second grade certificate at the high school level which enabled him to teach three years in Texas; in the summer of 1916, he returned and received a first grade certificate valid for six years without examination (see College transcripts, 1912-1913 and 1916 in the Office of the Registrar). Since he received both of his certificates at the close of the summer sessions, and there was not a separate listing of certificates awarded at the summer sessions, J. Garland Flowers name does not appear in the college catalogs as having received the respective certificates; however, the college transcripts clearly indicate that he did earn them at the Southwest Texas State Normal School.

East Texas State Teachers College, Commerce, Texas in 1924, and the Master of Arts Degree in 1925 from Columbia, New York. At the same time he had pioneered the way for the acceptance by Columbia of other students from the teachers colleges in Texas, and had done graduate work in 1927-1928 at Southern Methodist University, Dallas, Texas. He had crowned his education with a doctorate in philosophy from Columbia in 1932. In addition to his educational achievements and broad experience, he had been associated with an impressive number of professional and community organizations. He was a member of the National Education Association, editor of the National Yearbook Supervisors of Student Teaching from 1934 to 1937, chairman of a Research Committee of the American Association of Teacher's Colleges, a member of Rotary International, and a member of the Methodist Church. He had been listed in Who's Who in America, 1942, Who's Who in American Education, and Who's Who in International Education.¹² The positions in which he had served and the honors he had received indicate that he participated in a wide variety of activities. Dr. Flowers was the author of several books and of numerous articles, including Content of Student-Teaching Courses Designed for the Training of Secondary Teachers in State Teachers Colleges, An Integrated Survey Course, The Observation of Teaching, and Organization of Teacher Education Programs.¹³

A person closely associated with the Flowers family from John's

¹²For a complete list of professional and community organizations, see Appendix II.

¹³Biographical Sheet in Flowers' File in President's Office of Southwest Texas State College; College Star, March 30, 1943, pp. 1, 5. See Appendix III for a complete resume of publications by Dr. Flowers.

early childhood commented, "Dr. Flowers has always been an outstanding member of the family, and none of them have been particularly surprised at his achievements."¹⁴ His son said, "He really became the head of the family at an early age; by middle-age all the family looked to him for guidance and leadership," a rather remarkable circumstance since he was the youngest of six boys.¹⁵

When he returned to the campus of Southwest Texas State Teachers College in August, 1942, the new president gave the impression "of competence, energy, and vision." The College Star published a personal description of him at that time: "Aged forty-seven, brown-haired, sturdy of stature, average of height, affable, yet efficient and business-like, Dr. Flowers has a firm handclasp and a ready smile that inspires confidence. Obviously, Dr. Evans has seen to it that the reins were left in good hands."¹⁶ By the time of his official inauguration as president of the college on March 27, 1943, Dr. Flowers had already served seven months in that capacity. According to an editorial in The College Star, the new president had assumed a position of vigorous leadership not only in the college but in the community. He had spoken to almost every organization in San Marcos and to numerous groups in the surrounding towns and communities. "He has revealed himself as a man of varied abilities and aptitudes . . . he has helped sell bonds, he's boosted the Red Cross Drive, he's been an active church worker,

¹⁴College Star, May 20, 1942, p. 4.

¹⁵Interview with John Flowers, Jr., Austin, Texas, March 25, 1966.

¹⁶College Star, August 20, 1942, p. 6.

and so on and on, all in addition to heavy war-time duties as president of Southwest Texas State Teachers College."¹⁷ Writing of Dr. Flowers' first months of service to Southwest Texas State College, Otha Grisham, student editor of The College Star, stated, "So the new president of Southwest Texas State College was chosen; the fact that nobody stopped this side of Pennsylvania to get a man for the job proved that Dr. Flowers undoubtedly knew a great deal about running a school."¹⁸ Grisham further commented that if the first few months of service were representative of the administration to follow it would indeed be a successful one, for Dr. Flowers had already distinguished himself as a man of ability and action.¹⁹ Evidence of his capability and performance may be found in the positions of leadership which Dr. Flowers held through the succeeding years, in various organizations on the national, regional, state, and local levels, as well as in the various honors accorded him.

American Association of Colleges for Teacher Education

The American Association of Colleges for Teacher Education (AACTE), a department of the National Education Association, was organized in February, 1948, at the annual Convention of the parent association in Atlantic City, New Jersey. The AACTE was not a new organization, but a merger of the three leading national teacher groups representing some two hundred sixty colleges and universities in the United States: The

¹⁷College Star, March 30, 1943, p. 1.

¹⁸Ibid., p. 2.

¹⁹Ibid.

American Association of Teachers Colleges, The National Association of Colleges and Departments of Education, and The National Association of Teacher Education Institutions in Metropolitan Districts. Present at this organizational meeting as a delegate, Dr. Flowers was appointed chairman of the Committee on Studies and Standards in the newly-formed federation. He had been active in the American Association of Teachers Colleges for a number of years and had served as a member of the Committee on Standards and Surveys since 1944. This committee had made a detailed study of teachers colleges and their goals, the completed report being entitled "School and Community Laboratory Experiences in Teacher Education." This report was presented by Dr. Flowers to three separate groups at the 1948 convention and was published in book form in the summer of 1948 by the American Association of Teachers Colleges.²⁰ Continuing his work in the AACTE, Dr. Flowers was elected vice-president of the association at the St. Louis Convention in 1949;²¹ and in February, 1950, at the Atlantic City Convention, he was elected president. Enthusiastic about the organization's possibilities, he said, "I feel safe in saying that the American Association of Colleges for Teacher Education is rapidly becoming to the teaching profession what the American Medical Association is to doctors." He further declared, "We must build a teaching profession that is as jealous of its high standards as the medical profession." Ten national workshops

²⁰ The American Association of Colleges for Teacher Education, First Yearbook, 1948, pp. 3, 99; College Star, February 25, 1948, p. 4; The American Association of Teachers Colleges, Twenty-third Yearbook, 1944, p. 2.

²¹ The American Association of Colleges for Teacher Education, Second Yearbook, 1949, p. 3; College Star, March 9, 1949, p. 1.

were scheduled for the summer; the topic for study was "The Improvement of Professional Laboratory Experiences in the Education of Teachers." The surveys of teachers colleges by the Committee on Standards and Surveys which Dr. Flowers chaired for five years were utilized in the workshops.²²

Even after the conclusion of his term of office as president of the organization, Dr. Flowers continued to be active in it, and in 1953 was made chairman of the National Religious Education Committee. At a July meeting in Chicago, the committee approved the employment of a full-time coordinator to "visit institutions and serve as a consultant in religious matters." The primary object of the program, sponsored by the Danforth Foundation, was to develop and refine courses on the college level.²³ Serving as chairman of this group for four years, he met with his committee members in 1957 as they climaxed their efforts by preparing a report to be published in book form on the Danforth Foundation experimental program in fifteen colleges.²⁴ In 1965, Dr. Flowers concluded almost seventeen years of active participation in the AACTE when he attended the meeting in Chicago, at which time he and all the past presidents of the association were honored at a special dinner.²⁵

²² The American Association of Colleges for Teacher Education, Third Yearbook, 1950, p. 3; College Star, March 1, 1950, p. 1; March 8, 1950, p. 1; Joe B. Vogel, "Texas Educator Heads AACTE," The Texas Outlook, Vol. XXXIV (July, 1950), p. 19.

²³ College Star, July 17, 1953, p.1.

²⁴ San Marcos Record, November 15, 1957, p. 1.

²⁵ College Star, February 19, 1965, p. 1.

The Trip To Germany

In 1949, the United States Office of Military Government invited President Flowers "to serve during the summer months as a special consultant in higher education in setting up a teacher training program in Germany." Accordingly, he left San Marcos for Washington on May 15, and along with eleven other American educators was flown by military plane to the American zone in Germany. The workshop, conducted from May 15 to August 15 at Wurttemberg State Teachers College in Esslingen, was under the auspices of the Educational Branch of the American Military Government of Occupied Germany, and included five representatives from foreign countries in addition to the American educators. Dr. Flowers worked in the special areas of student teaching and in-service training.²⁶ In a letter dated May 27, 1949, to Dean Alfred A. Nolle, acting president of the college during his absence, Dr. Flowers wrote, "I shall ever be grateful to you for your helpfulness. This is an opportunity beyond expectations." Near the close of his special work in Germany, he wrote, "I am still greatly stimulated and pleased at the prospects of good results but am very busy--almost a night and day arrangement now."²⁷ The object of the three-months workshop with the Educational Branch of the American Military Government was to assist in the reorganization of the educational system in Germany. The results were later translated into French for use in the French schools as well.²⁸

²⁶College Star, May 11, 1949, p. 1.

²⁷Ibid., June 8, 1949, pp. 1, 2; August 10, 1949, p. 1.

²⁸Ibid.

John Flowers, Jr. referred to this trip abroad as a milestone in his father's experience.²⁹

President Flowers was quite modest about his leadership in education on the national scene. He remarked, "Now that was the accident of having been in a certain position on a certain committee at a certain time. . . . I've been fortunate in having these national contacts." He attributed his rise to national importance partly to his graduate study at Columbia, to his association with outstanding people in education in the East, and to his membership in national organizations and subsequent places of leadership in them. Dr. Flowers also stressed his having followed Dr. Binion's admonition to go to Columbia, a move which "started the wheels to rolling," led him to a position of national prominence in the educational world, and ultimately influenced his entire career.³⁰

Regional and State Committees

Dr. Flowers was not only active on the national level in education, but also served in various capacities on regional and state levels. In January, 1944, he served on the Regional Postwar Educational Committee, which consisted of one representative from each state within the area of the Southern Association of Colleges and Secondary Schools. Designated as chairman in his state, each representative on the regional committee appointed a state postwar educational committee to work in cooperation with the regional committee and the United States Office of Education.

²⁹Interview with John Flowers, Jr., Austin, Texas, March 25, 1966.

³⁰Flowers Tape, June 10, 1964, p. 9.

Both regional and state committees studied programs of education for returned military veterans and for civilians, both on a college and a pre-college level.³¹

Leadership on a State Level

Particularly active in the Texas Educational Association, Dr. Flowers served the various organizations in a number of capacities. At a work conference of the Texas Council of Teachers of Education in 1948, he acted as chairman of a group making a study entitled "Developing Laboratory Experiences in Teacher Preparation;" the next year he was chairman of the committee on Classification and Accreditation of Teacher Education Institutions. Presiding over one of the general sessions of the Mid-Winter Administrators' Conference in Austin in 1951, he led a discussion on "Professional Education for Teachers and Administrators."³² In 1952 he was appointed vice-chairman of the newly-organized State Board of Examiners for Teacher Education in Texas, a group with the primary purpose of studying the overall program of teacher education and certification in Texas, of formulating standards for the teacher education program, of advising the State Board of Education of its findings and recommendations, and of issuing teachers certificates. In 1955 Dr. Flowers served as president of the State

³¹College Star, January 12, 1944, pp. 1, 4.

³²Ibid., October 20, 1948, p. 1; February 9, 1949, p. 4; January 10, 1951, p. 1.

Board of Examiners for Teacher Education in Texas.³³

The Texas Society for Crippled Children

Dr. Flowers' activities were not limited to the field of education; he was a leader also in various other organizations. One was the Texas Society for Crippled Children, the oldest association in the United States organized solely to administer treatment to crippled children. First a member of the board of directors, he served as vice-president and then president of the organization.³⁴ Martin M. Ricker, executive secretary of the association, recalled that Dr. Flowers represented the Texas group on the professional advisory committee for the National Society for Crippled Children and Adults, and that he was at different times a member of various committees, including those on Constitutions and Bylaws, Legislative Budget, and Nominations. "Dr. Flowers was instrumental in establishing permanent headquarters for the Society," said Ricker,³⁵ and it was while he was serving the second time as vice-president that the Society surprised him with a cake honoring his sixty-fourth birthday.³⁶

³³San Marcos Record, November 21, 1952, p. 3; College Star, February 4, 1955, p. 2.

³⁴Dr. Flowers was president of the organization from October, 1949 to October, 1951.

³⁵Martin M. Ricker to Tommy Ruth Ball, March 14, 1966 (letter in Tommy Ruth Ball papers); College Star, October 19, 1949, p. 4.

³⁶The annual convention met in Abilene on October 17, 1959 (see College Star, October 23, 1959, p. 4).

Rotary International

Another organization in which Dr. John Flowers rose to leadership was the Rotary International, of which he became a member in 1938. Having served on various committees for fourteen years, he became president of the San Marcos Rotary Club in 1952; just five years later he was elected Governor of District 584 of Rotary International, becoming custodian for a year of thirty-seven Rotary Clubs with a composite membership of over eighteen hundred. During his term of office as District Governor, he made a personal visit to each of the thirty-seven chapters in his district.³⁷

Local Civic Affairs

Dr. Flowers participated in so many local civic affairs that consideration of all of them would fill numerous pages; a brief mention of his activities in two groups--the drive for a new hospital, and the campaign for a new hotel--will, however, serve as examples. It was in the fall of 1957 that residents of San Marcos began studying the need for improved hospital facilities. Dr. Flowers was a member of the steering committee for the new hospital when Dr. Dean F. Winn, hospital service director of the Texas Department of Health, addressed interested citizens at a meeting in Evans Auditorium in late November. Mr. Whit Phillips of Page, Southerland and Page Architectural Firm also spoke to the group, outlining a proposal for a forty-bed hospital at an approximate

³⁷News Releases in College Publicity Files, 1957, John Flowers; San Marcos Record, March 8, 1957, p. 1; June 5, 1958, p. 1.

cost of six hundred thousand dollars (\$600,000). Petitions asking the County Clerk to call a bond vote to raise the needed funds were circulated;³⁸ and the hospital bond vote was approved by a margin of forty-eight votes. Shortly thereafter Dean F. Winn of the State Department assured Hays County of a contribution of two hundred seventy-five thousand dollars (\$275,000) by the Federal government.³⁹ The hospital was erected by the J. C. Evans Construction Company with John Linn Scott as architect under the direction of the Commissioners Court of Hays County, and was officially opened on March 7, 1960. At that time the administration of the forty-two bed hospital was given to the Seventh Day Adventists.⁴⁰

In the fall of 1959, while the hospital was being constructed, San Marcos citizens launched a campaign for an eighty-room, modern hotel, and Dr. Flowers was named chairman of the thirty-eight member executive committee to direct the drive. By early December advance conditional sale of stock in the hotel had reached one hundred twenty-eight thousand five hundred dollars (\$128,500); however, technicalities in the selling of the stock, involving the purchase of licenses for all who would be securing pledges, resulted in a postponement of the sales campaign until January, 1960. After further delay in order to meet the

³⁸San Marcos Record, November 21, 1957, p. 1; November 28, 1957, p. 1.

³⁹Ibid., April 10, 1958, p. 1; June 12, 1958, p. 1. After approval of the bond issue, the steering committee was abolished as the County Commissioners Court supervised the construction of the hospital. Interview with Hazel Duncan, District Clerk, Hays County Courthouse, San Marcos, Texas, April 11, 1967.

⁴⁰Your Hospital, Booklet by Hays Memorial Hospital, San Marcos, Texas, 1965, p. 3 (Hospital Publications, Inc., Cleveland, Tennessee). Bronze plaque in lobby of Hays County Memorial Hospital, San Marcos.

requirements of the Securities Commission, in April Paul Rogers, owner of the Aquarena and Glass Bottom Boat Scenic Attractions, as well as a committeeman and an investor in the community hotel, stated that he wished to investigate the possibilities of privately financing a hotel at the head of the San Marcos River. The hotel committee agreed to give Rogers time to pursue his plans, and in September, 1960, the Executive Committee of the Community Hotel "authorized dissolution of the corporation," and "threw all the support of the group to Paul Rogers in the development of hotel plans."⁴¹ In an unexpected way, the wishes of Dr. Flowers and his committee thus became a reality.

The First Methodist Church

Dr. Flowers was an active member of the Methodist Church, and he served on The Official Board of the church almost all of the years he was a member of the First Methodist Church of San Marcos. At various times he talked to the congregation on such subjects as church finance, and he was often the speaker on laymen's Sunday. "He was a very strong, genuine church member," said Dr. A. A. Grusendorf, a fellow member of The Official Board. Professor Grusendorf, of the Sociology Department of Southwest Texas State, commented further, "As a friend and co-worker of Dr. Flowers, I think he tried to conduct himself at all times as a Christian gentlemen Methodism was proud of Dr. Flowers."⁴²

⁴¹San Marcos Record, December 10, 1959, p. 1; September 15, 1960, p. 1; September 22, 1960, p. 1.

⁴²Interview with Dr. A. A. Grusendorf, San Marcos, Texas, August 22, 1966.

The Reverend Raymond Wilson, a former minister of the First Methodist Church in San Marcos, and a long-time friend of Dr. Flowers, had this to say about him:

In personal fellowship, in community interest, even in crises, Dr. John Flowers revealed a consistency of character and purpose. He exhibited a willingness to listen; he revealed a careful directiveness to the experience of the moment. Dr. Flowers could rise in righteous indignation when dealing with situations where such an attitude was thought to be best for the moment. I always felt that Dr. Flowers tended to assume too much of the details of an operation, which often led him into appearing to be overly interested in the trivial, to the exclusion of the basic issue at hand. As a friend, Dr. Flowers was warm and considerate; he did not hesitate to take a friend to task over the way he was acting. Dr. Flowers was quite conscious of how he appeared; his image of himself was clear to all who knew him. He also had an idea of what others should look like in their roles of living. It is a memory of pleasantness to recall Dr. Flowers' friendship.⁴³

Heart Attack

About midnight on April 30, 1961, President Flowers suffered a heart attack and was critically ill when admitted to the hospital early Sunday morning. The interest in his condition was so keen both on the campus and in downtown San Marcos that a daily bulletin was issued by the college to keep people informed of his progress. By Wednesday, President Flowers had passed the first seventy-two hours that are always critical in such an illness, and his case was reported as "serious, but with hope."⁴⁴ By May 18, Dr. Flowers had passed the danger stage and was on the road to recovery. His most famous visitor while in the hospital was Vice-President Lyndon B. Johnson, a 1930 graduate of the

⁴³Statement by The Reverend Raymond Wilson, April 11, 1967. Mr. Wilson was pastor in San Marcos from June, 1957 to June, 1964.

⁴⁴San Marcos Record, May 4, 1961, p. 1.

college, who during his visit on May 28, showed Dr. Flowers his own membership card in the "Coronary Club." Dr. Flowers was released from the hospital in early June, and in later July, visited the administration offices of the college. By September 15, he was working four to five hours a day in his office, and by late October, he had returned to a "near full-time schedule."⁴⁵

Final Months with the College

The next two years, a period of unusual growth and expansion for Southwest Texas, were, of course, busy years for the school's president. Enrollment, having been at an all-time high of two thousand six hundred sixty (2,660) in the fall of 1960, reached three thousand eight hundred fifty (3,850) by the fall of 1963.⁴⁶ Just the year before, in 1962, application had been made for federal aid to assist both the city of San Marcos and Southwest State College in plans for expansion, and the people of San Marcos had voted overwhelmingly in favor of the General Neighborhood Renewal Plan, as it was called. San Marcos thus became the first city in Texas to use the open space land program⁴⁷ of the federal government. Known as the Chautauqua Hill

⁴⁵College Star, June 9, 1961, p. 1; September 15, 1961, p. 1; October 27, 1961, p. 6; San Marcos Record, May 18, 1961, July 27, 1961, p. 1.

⁴⁶San Marcos Record, October 3, 1963, p. 1.

⁴⁷The open space land or urban renewal program provided federal aid to a city for improvements on a three-to-one ratio. A city with a college received credit for the previous seven years college improvements; Southwest Texas had spent \$370,000 which made San Marcos eligible for \$1,110,000. The city used part of the money to purchase land surrounding the college, cleared the buildings, and sold the land to the college. The program saved the college about \$600,000, and provided money for San Marcos to make needed improvements.

Project, the college phase of the venture "encompassed a forty-two acre area around the college, and was to be used for expansion of the college proper."⁴⁸ As president of this fast growing educational institution, Dr. Flowers necessarily but uncomplainingly carried a burden that would have been arduous for a younger, healthier man.

Announcement of Retirement

Regardless of the personal satisfaction he must have felt in having a large part in the rapid expansion of Southwest State College, this unusual growth and the consequent heavy responsibilities must have been important factors in prompting Dr. Flowers to retire a year earlier than he had planned. It was on September 9, 1963, at the first general faculty meeting, that President Flowers announced his intention of retiring at the end of that school year. He said, "Southwest Texas State needs a younger, more vigorous person to guide it during this critical period of growth, expansion, and development." He observed further that his retirement a year earlier than was required would enable him and Mrs. Flowers to fulfill such personal plans as spending a year in Europe.⁴⁹

The last year as chief administrator of Southwest Texas State College was filled with occasions of honor and tribute for the respected president. In October, 1963, the Homecoming theme, "Twenty-two Years of Progress," featured the highlights of his administration, at which time three prominent alumni eulogized the retiring president during a special assembly at the school. Texas Senator Walter Richter, a 1938 graduate and former faculty member, spoke of the high esteem

⁴⁸College Star, July 27, 1962, p. 1; September 14, 1962, p. 1; September 21, 1962, p. 1; San Marcos Record, February 7, 1963, p. 1.

⁴⁹College Star, September 13, 1964, p. 1; San Marcos Record, September 12, 1963, p. 1.

which state officials had for Dr. Flowers. Declaring that he had heard nothing but praise for President Flowers in Austin, Senator Richter described him as a "fighter with finesse;" then he spoke directly to President Flowers when he said, "The folks in Austin admire you for your candor, your loyal opposition, and your tenacious support of anything that helps higher education." Mrs. Sadie Ray Powell, a 1943 graduate of the college, and a past president of Texas State Teachers Association, was complimentary of the school's fine teacher training program, crediting Dr. Flowers with staying "ahead of the needs of teacher education." Mr. J. C. Kellam, a 1923 graduate and currently vice-president of the Board of Regents of the college, affirmed that the regents held Dr. Flowers "in the highest esteem." In addition to making his own observations, Mr. Kellam read a letter from another famous student, United States Vice-President Lyndon B. Johnson. Addressed to Dr. Flowers, the letter concluded, "You have become such a part of Southwest Texas State College that you can never really leave."⁵⁰

In response to the many words of acclaim, President Flowers stated simply, "My predecessors and I have done the best we know how to build this institution. However, all that has happened is prologue to what will happen in the future." The retiring chief administrator predicted that the college would double in enrollment and plant facilities in the next ten years. "The dedicated scholars at this college have been the reason for its greatness," said Dr. Flowers. He also proclaimed that the teachers and the students were the key people in the college and that the teaching and learning activities in the classrooms, laboratories,

⁵⁰San Marcos Record, October 24, 1963, p. 1; October 31, 1963, p. 8.

and shops were the most important phases of the college program.⁵¹

Another event that highlighted the Homecoming was the recognition of the golden anniversary of Dr. Flowers' class at Southwest Texas, at which twenty-five graduates of the 1913 class were present. The climax of the Homecoming ceremonies was the presentation of the Gaillardians, six women and six men students who had been elected as campus favorites during the week, but whose identity was kept secret until the Saturday night dance. Dr. and Mrs. Flowers were chosen as honor Gaillardians and were "presented before the crowd with the traditional bouquet of roses and a key chain." This was the first time such an event had ever occurred, and a photograph of Dr. and Mrs. Flowers, taken at the time of announcement of the Gaillardians, merited a full page in the school annual, The Pedagog.⁵²

On March 7, 1964, the faculty of Southwest Texas State College gave a banquet honoring Dr. Flowers for his twenty-two years of meritorious service to the college. Dr. Joe H. Wilson, dean of the college, was Master of Ceremonies; the Rev. Glenn Norris, director of the Baptist Student Center, gave the invocation; and Dr. Buford Williams, president of the Faculty Senate, introduced the guests. Again sending his congratulations was Lyndon B. Johnson, a 1930 graduate of Southwest Texas State College who was now President of the United States. President Johnson's telegram conveyed this message: "Our warm friendship over the years has given me much satisfaction. Southwest Texas State

⁵¹San Marcos Record, October 31, 1963, p. 8.

⁵²Ibid.; The Pedagog, 1964, p. 23.

College owes you a debt of gratitude for your more than two decades of devoted service. You have left an enduring mark in San Marcos. I am personally grateful for your fine example of courageous, dedicated service to education."⁵³ Dr. Harry Ransom, Chancellor of the University of Texas, and principal speaker for the occasion, lauded Dr. Flowers for his "steady influence for the general advancement of education. . . . He has helped make the distance between San Marcos and Austin the shortest thirty miles in the educational geography of the United States." Chancellor Ransom spoke on behalf of the University when he stated, "We all feel the nearness of his friendship."⁵⁴

Among the some five hundred present at the banquet was Jhoon Goo Rhee,⁵⁵ a young Korean who was a 1960 graduate of the college. He came from his home in Washington, D. C., to present a plaque to his "American parents" and to express his personal gratitude and the appreciation of the student body of Southwest Texas. Dr. Emmie Craddock, professor of history, gave a survey of the growth and progress of Southwest Texas State during the twenty-two year administration of President Flowers. On behalf of the faculty, Dr. Craddock presented gifts of passport cases and money to Dr. and Mrs. Flowers, who had tentatively planned a trip to Europe after his retirement. The following

⁵³College Star, March 13, 1964, p. 4.

⁵⁴Ibid.

⁵⁵Rhee had been informally "adopted into" the Flowers' family. John G. Flowers, Jr. referred to him as his "step-brother." Interview with John Flowers, Jr., Austin, Texas, March 25, 1966.

is an excerpt from the program of the banquet:

THE FLOWERS DINNER is given by the faculty of Southwest Texas State College in honor of President John Garland Flowers and in recognition of his twenty-two years of distinguished service to the college and his lifetime devotion to the cause of education throughout the nation.

The faculty and staff take this means of expressing to Dr. Flowers their appreciation of him as a man, as a leader, and as a friend, and to both him and Mrs. Flowers best wishes for health and happiness during their retirement years.⁵⁶

Another appreciation dinner, sponsored by the Kyle, Texas Lions Club, was given Dr. Flowers on March 12, 1964. Following Dr. Flowers' talk about his retirement and the future growth of Southwest Texas State College, he was presented a trophy of appreciation for his contributions to the field of education and for his services "rendered to the Central Texas area."⁵⁷

On May 2, Dr. and Mrs. Flowers were feted at a Community Appreciation Dinner sponsored by local civic and professional clubs and held in the dining hall at the San Marcos Baptist Academy. Master of Ceremonies for the occasion was Ernest Morgan, United States District Attorney, and the invocation was given by the Reverend Raymond Wilson, pastor of the First Methodist Church. For the two hundred fifty friends who were present, Dr. William H. Crook, President of the Academy, expressed gratitude for the achievements of Dr. Flowers, and District Attorney Morgan presented a gift which he said he hoped would "add to the pleasure

⁵⁶Program of "Banquet Honoring President John Garland Flowers," Southwest Texas State College, San Marcos, Texas, March 7, 1964, in Publicity Files of the College; College Star, March 13, 1964, p. 4; San Marcos Record, March 12, 1964, p. 6.

⁵⁷San Marcos Record, March 19, 1964, p. 3.

of your European tour next year."⁵⁸

On May 24, Dr. Flowers gave the commencement address at East Texas State College in Commerce where, four decades before, he had received his Bachelor of Arts Degree. The following evening, May 25, 1964, he spoke at the graduation exercises of the San Marcos High School; and on May 31, he gave the commencement address for Southwest Texas State College. It is not surprising that The College Star selected Dr. Flowers as the top newsmaker of the year. Editors of the publication declared that the 1963-1964 school year had been "one of the newsiest years in college history," and that the college's president had been chosen chief newsmaker by the staff because of "the consistency with which Dr. Flowers has appeared in the news throughout the year."⁵⁹

Dr. Flowers was the recipient of yet another honor on May 29 when the San Marcos Baptist Academy, in its commencement ceremonies, recognized him for his "contribution to Christian education as well as secular education." Dr. Alfred Nolle, Dean Emeritus of Southwest Texas State College, made the presentation.⁶⁰

On July 15, 1964, Dr. Flowers was saddened by the death of his wife, who died after a long and gallant fight against cancer. A scholarship in honor of John and Lora Flowers was established immediately by their children, Mrs. Wayne Cole and John, Jr. Such a fund had been contemplated and discussed by the 1912-1913 class of Southwest Texas,

⁵⁸San Marcos Record, April 30, 1964, p. 1; May 7, 1964, p. 4.

⁵⁹College Star, May 15, 1964, p. 1.

⁶⁰San Marcos Record, June 4, 1964, p. 1.

of which Dr. Flowers had been a member, on the occasion of their golden anniversary in October, 1963, and members of the class began to respond immediately with contributions to the fund.⁶¹

In his official capacity as president of Southwest Texas State College, Dr. Flowers presented degrees to graduates for the last time on Wednesday, August 26, 1964, in the Men's Gymnasium. Dr. Edmund Heinsohn, minister emeritus of the University Methodist Church in Austin, delivered the commencement address, at which time he said, "A monument for Dr. Flowers is present all about the college--in its physical plant and in graduates functioning within the American way of life."⁶²

At the stroke of midnight, August 31, 1964, the twenty-two year administration of Dr. John Garland Flowers, third president of Southwest Texas State College, came to an official end. Succeeding him as president of the college was Dr. James Henry McCrocklin, professor of government and head of the department at Texas College of Arts and Industries, Kingsville, Texas,⁶³ who was inaugurated as the fourth president of Southwest Texas State College on Friday, November 20, 1964, in Strahan Gymnasium, San Marcos, Texas. As president emeritus of Southwest Texas, Dr. Flowers introduced the inaugural speaker, an illustrious graduate of the college, Lyndon Baines Johnson, President

⁶¹College Star, July 24, 1964, p. 1.

⁶²San Marcos Record, September 3, 1964, p. 6.

⁶³College Star, August 21, 1964, p. 1.

of the United States.⁶⁴

Dr. Flowers was to enjoy only six months of retirement, however, for unexpectedly, on Tuesday night, February 23, 1965, he suffered another heart attack and died in Harlingen, Texas. His funeral was held in the First Methodist Church in San Marcos on Friday, February 26, at 3:00 p.m. In his honor, classes at Southwest Texas State College were dismissed at 2:00 p.m. on that date.⁶⁵ Conducting his funeral were the Reverend Leroy Russell, pastor of the First Methodist Church, San Marcos, and the Reverend Troy Hickman, pastor of the First Methodist Church in Corpus Christi. With the exception of State Senator Walter Richter, the pallbearers were all members of the administration and faculty of Southwest Texas State College: Joe H. Wilson, Leland E. Derrick, Martin O. Juel, Pat H. Norwood, and Buford W. Williams. The honorary pallbearers were also all members of the faculty or employees of the college with the exception of Dr. Flowers' long time friend, co-owner and publisher of the San Marcos Record, Walter Buckner. The Reverend Troy Hickman said that Southwest Texas State "is a monument to his vision and ideals." Also he stated, "the influence of John Garland Flowers will live on this campus and in the Southwest and in his field of education and in the lives of the students who drank of the spring of knowledge when he was president of the college."⁶⁶

⁶⁴Program of "The Inauguration of James Henry McCrocklin as Fourth President of Southwest Texas State College." San Marcos, Texas, November 20, 1964, p. 4, in Publicity Files of the colleges.

⁶⁵See Appendix IV.

⁶⁶"References to Dr. John Garland Flowers During His Funeral Service," Notes by Bruce Roche, Publicity Department of Southwest Texas State College, February 26, 1965, in Publicity Files of the college.

In March, 1965, the library building, the middle and west wing having been built during his administration, was renamed John Garland Flowers Hall.⁶⁷ At the formal ceremony November 21, 1965, Dr. McCrocklin, fourth president of the college, said, "We're pleased that the building has been named in Dr. Flowers' honor. His major role in the development of Southwest Texas State left a fitting and ever-present memorial to him."⁶⁸

Although many tributes were awarded John Garland Flowers, an ardent and dedicated educator for half a century, the commendations of three people who knew him well will exemplify other testimonials which must go unrecorded. One came from Miss Clara E. Taylor, secretary to Dr. Flowers for fourteen years. Commenting upon his unusual ability to encourage and inspire others, she said, "He made people feel that they were real personalities and that they had important places to fill." Miss Taylor noted that she had never heard Dr. Flowers utter one unkind or ungentlemanly remark, and that "he never asked for a raise or anything for himself, but was always concerned about others."⁶⁹ Another tribute was paid by Dr. Flowers' son, John who, in discussing the outstanding goals and ambitions of his father, stated:

I would have to search my memory from now on to find a goal or ambition that my father had for himself personally. . . . His

⁶⁷The Ex-Students Association had recommended in September, 1964 that this building be renamed for Dr. Flowers; however, the action had to be approved by the Board of Regents who only met quarterly, thus the delay. San Marcos Record, September 24, 1964, p. 3.

⁶⁸San Marcos Record, November 25, 1965, p. 9; News Release, March 9, 1965 in Flowers Publicity Files of Southwest Texas State College.

⁶⁹Interview with Miss Clara E. Taylor, San Marcos, Texas, February 25, 1966.

greatest achievements were what he did for individual people; he helped direct and motivate others; he made them achievers, and in the process, he became a hero himself.⁷⁰

A third testimonial was given by Dr. Alfred H. Nolle who came to Southwest Texas State in 1919 and became dean of the college in 1922:

It was my rare privilege during the last seventeen years of my tenure as Dean of the College of Southwest Texas State College to be closely associated with Dr. John Garland Flowers in his capacity of President of the College. Dr. Flowers was teacher, scholar, administrator, and withal a Christian gentleman.

Southwest Texas State College was founded to promote the advancement of the profession of teaching. From its inception it was dedicated to the cause of better schools and devoted to the welfare of children and youth.

Dr. Flowers during his long tenure as President never lost sight of the fundamental purpose of the institution as thus espoused. His influence for the improvement of education went far beyond the confines of his own campus. As sometime President of the American Association of Colleges for Teacher Education, he earned the confidence and respect of educational leaders throughout the state and nation, winning favorable recognition both of himself and of the institution which he served.

Dr. Flowers believed that prospective teachers should receive the best general, specialized and professional education possible. In his role of Chairman of Teacher Education and Religion Project Committee of the American Association of Colleges for Teacher Education he was insistent that the faculty and administration must accept the idea that it is the proper function of colleges and universities preparing teachers, to afford them also an intelligent understanding of the role of religion in human affairs.

Dr. Flowers' works do follow him. His influence abides.⁷¹

The significant changes which took place in the curriculum of Southwest Texas State College during the administration of President Flowers will be discussed in the following chapter.

⁷⁰Interview with John Flowers, Jr., Austin, Texas, March 25, 1966.

⁷¹Letter from Alfred H. Nolle to Tommy Ruth Ball, April 13, 1967.
Interview with Alfred H. Nolle, San Marcos, Texas, April 14, 1967.

CHAPTER III

THE COLLEGE CURRICULA

The specific purpose of the Southwest Texas State Normal School, which opened in the fall of 1903, was "to fit young men and young women for the profession of teaching"; however, the school was not a college or university. The three-year Normal School was, in essence, a high school with added professional training to enable the student to teach in the public schools. It was exclusively for teachers,¹ and each person signed a pledge that he would teach one month in a public school for each month spent at the Normal School. Required subjects were these: English; mathematics; the social sciences--history, civics, and geography; the sciences prescribed by statute for public schools--physiology, physics, and chemistry; and professional work.² The following were electives: Latin; German; and the sciences not prescribed by statute for public schools--botany, physiography, and zoology. The complete school program included three years of nine scholastic months or thirty-six weeks each; the years were designated freshman, junior, and senior. Granted at the end of the freshman course or year was a

¹College Catalog, 1903-1904, pp. 9, 10, 22-24; College Catalog, July 1, 1917, pp. 18-19.

²Professional work gave students "practical knowledge of matters relating to the profession of teaching." (see College Catalog, 1903-1904, p. 16).

second-grade certificate, which enabled the person to teach in the public schools of Texas for three years without further examination: upon completion of the junior course, a first-grade certificate valid for six years was given; and upon completion of the senior year course a diploma equivalent to a state certificate "valid for life or during good behavior" was awarded.³ The senior year was considered to be post-high school work.⁴ In February, 1912, the Board of Regents added a fourth year which was to be implemented in the fall of that year, but the change would not become fully effective until 1914. This addition actually gave the normal schools the status of a junior college. In October, 1916, the Board of Regents authorized the addition of two more years, thus making it a full-fledged senior college. The junior year of college was added in the fall of 1917, and the senior year in 1918.⁵ On June 2, 1919, Miss Mamie E. Brown received the first degree, a Bachelor of Science in Education, from the Southwest Texas State Normal College. The original diploma is in the Alumni Office of the College; it was signed by the president of the college, C. E. Evans, and president of the Board of Regents, A. C. Goeth.⁶

³College Catalog, 1903-1904, pp. 10, 19, 20.

⁴Administrative and Instructional Staffs, Southwest Texas State Teachers College, A College Re-Examines Its Program, A Sequel to A Self-Examination Made in 1948 (San Marcos: Southwest Texas State Teachers College), p. 15. Hereafter cited as College Staff, A College Re-Examines Its Program.

⁵The Normal Star, February 9, 1912, p. 2; College Star, August 20, 1942, p. 2; College Catalog, July 1, 1917, pp. 18-19.

⁶College Catalog, 1919-1920, p. 103. Mamie Brown was the daughter of J. S. Brown, Professor of Mathematics, one of the original seventeen faculty members of the Normal School.

The Bachelor of Arts in Education and the Bachelor of Science in Education were the two degrees first offered; the only difference in the two offerings was that the Bachelor of Arts required a foreign language. In 1921, the "in Education" was deleted from both degrees.⁷ Other than the required professional courses, candidates for both degrees were required to take two years of English, one year of social science, one year of biological science, and one year of physical science. Available majors were English and public speaking, French, German, Latin, Spanish, mathematics, mathematical and physical science, and social science. Minors were offered in the same fields as well as in agriculture, art, business administration, music, and physical education.⁸

As late as 1938, the catalog stated that the main purpose of the college was to "prepare teachers for the public schools of the State. The entire machinery of the institution is organized in harmony with this purpose." However, in 1939 a field of training and emphasis other than teacher training was recognized:

The primary purpose of the Southwest Texas State Teachers College continues to be that of preparing teachers for the public schools of Texas. In view of recent trends, however, it has become advisable to enable students who do not expect to qualify for the profession of teaching to complete at this institution such work for the Bachelor's degree as will be in line with major interests, without requiring such students to complete courses in Education.... This college is adequately equipped to meet the requirements of students who expect to earn degrees in the Arts and Sciences, or Business Administration, or who later expect to enter professional schools such as Law or Medicine.⁹

⁷College Catalog, July 1, 1917, pp. 18-19; College Catalog, July 1, 1918, p. 22; College Catalog, 1921-1922, pp. 9, 10, 27.

⁸Flowers, et al., Emphasis Upon Excellence, p. 23.

⁹College Catalog, 1938-1939, p. 15; College Catalog, 1939-1940, pp. 35, 40-41; College Catalog, 1942-1943, pp. 16, 44-45.

The Bachelor of Business Administration was added to the other two degrees at the same time, and the mandatory courses in education were eliminated from the degrees of students who wished to major in the Arts and Sciences, or who wished to do pre-professional work in law or medicine. The purposes and objectives of the college, as well as the degree offerings, were still the same when President Flowers assumed leadership on September 1, 1942.¹⁰ Thus by the time Dr. Flowers became president, Southwest Texas State Teachers College had moved through the normal school stage, the junior college stage, and for all practical purposes, through the status of a college dedicated to the training of teachers. Indicative of the changes through which the college had passed were efforts to change the name of the institution, efforts initiated as early as 1941 when a bill to effect the change was introduced in the Texas legislature. This bill did not pass, however, at it was to be almost two decades before the word "Teacher" would be deleted from the college title.¹¹

In the first few months of his administration, Dr. Flowers pointed to the necessity for growth and change of the curriculum. He anticipated a two-year program in the near future in the field of agriculture, commerce, industry, and a number of other vocations. The first annual catalog of the Flowers administration, the 1943-1944 issue, stated that the curriculum included "three major areas of concentrated

¹⁰College Catalog, 1939-1940, pp. 35, 40-41; College Catalog, 1942-1943, pp. 16, 44-45.

¹¹College Star, January 26, 1949, p. 1; The Austin American, March 5, 1959, p. 11.

study: the professional curriculum for the preparation of teachers; the pre-professional curriculum in dentistry, engineering, law, medicine, and nursing; and a two-year general curriculum for such vocations as agriculture, commerce, homemaking, and industry." ¹² In January, 1944, President Flowers was appointed to the Regional Postwar Educational Committee, which consisted of one member from each state within the territory of the Southern Association of Colleges and Secondary Schools. Each member of the regional committee was designated to serve as chairman in his respective state and to organize a state committee to work with the regional group "in cooperation with the United States Office of Education." The committees were to study the needs of returning war veterans and to propose vocational training on a college level as well as on a sub-college level. The re-organization of higher education for civilian needs was also to be studied by the state and regional committees.

As a result of these studies, in the late summer of 1944, President Flowers submitted to the Veterans Administration in Washington a brochure in which he proposed a comprehensive curricula of vocational training geared to meet the needs of the returning veterans of World War II. The curriculum of vocational education was designed to include "all types of students." It would not only embrace those who were interested in a Bachelor's or a Master's Degree or those preparing for such pre-professional training as dentistry, engineering, law, medicine, and nursing, or those interested in a two-year program of training, but

¹²College Star, February 24, 1943, p. 1; College Catalog, 1943-1944, p. 26.

it would provide also for those wishing to take a short, concentrated course in a special vocation. The new program started as a result of Dr. Flowers recommendation at Southwest Texas State was under the direction of Dr. Victor L. Bowers of the Industrial Arts department.¹³

Special Education, a Pioneer Program

In the summer of 1944, the administration of Southwest Texas announced long-range plans "to train teachers for exceptional children, which would include those for the mentally and physically handicapped and the socially maladjusted boy and girl,"¹⁴ and in 1945, the Texas legislature authorized for the first time a program of special education in the state.¹⁴ In January, 1946, Dr. Margaret B. Barker, who had served as director of special education at the State Teachers College in Oneonta, New York, came to Southwest Texas as the first professor of this distinct area. Five courses in special education plus a summer workshop were offered that year, and in 1947, Dr. Elton Abernathy, Chairman of the Speech Department, and Dr. Leland S. Burgum, Professor of Special Education, established a "Demonstration Speech Correction Clinic to be used as a laboratory school for student instruction," and which would provide service to South Texas children with speech defects. Mrs. Geneva Thomson Foster, a member of the American Speech Correction

¹³College Star, January 12, 1944, pp. 1-4; August 23, 1944, p. 1. Most of the veterans of World War II who attended Southwest Texas were not interested in a short vocational course; therefore, the program was never effective.

¹⁴College Star, August 23, 1944, p. 7; Flowers, et al., Emphasis Upon Excellence, p. 57.

Association and speech teacher at Edgewood High School in San Antonio, supervised the summer program. In June of 1948, it was announced that the Speech Clinic Course would become a regular offering. Dr. Burgum stated that the audiometer tests and the vision test devised by the Massachusetts State Board of Health were to be given to screen the children rather than to diagnose their problems and that the tests were to be available to anyone who wished to take them. The clinic was one of three offerings provided by the Special Education department for the summer.¹⁵

In 1951, the Texas State Legislature passed a law to include studies of mental retardation in the special education program, and in the summer of 1952, pertinent courses were added to the curriculum at Southwest Texas State College. In the same year, the United States Office of Education conducted a national study on the "Qualification and Preparation of Teachers of Exceptional Children." Dr. Leland S. Burgum was appointed chairman of the national committee in the phase of the study in the area of the crippled child. A grant of four hundred twenty-five thousand five hundred dollars (\$425,500) from the Association for the Aid of Crippled Children made the national study possible.¹⁶

At this time it was estimated that there were five million school children in the nation who needed special training which would require over one hundred thousand (100,000) special education teachers. Dr. Burgum emphasized that there was also a great demand in Texas for

¹⁵College Star, February 10, 1946, p. 4; June 18, 1947, p. 1; June 16, 1948, p. 1; College Catalog, 1946-1947, p. 11.

¹⁶Flowers, et al., Emphasis Upon Excellence, pp. 57-58; College Star, August 8, 1952, p. 1; interview with Dr. Leland S. Burgum, San Marcos, Texas, April 12, 1967.

teachers in this field, and Southwest Texas State became the first Texas college to offer a Master's Degree in this area. The following summer, in 1953, an achievement center program, sponsored by the Department of Education at Southwest Texas, was designed for "educationally and/or mentally retarded children between the ages of six and eighteen years and their parents." Dr. Burgum directed this program, which continued to be an annual affair through the summer of 1964, when Dr. Flowers retired. During the twelve years of summer training, over two hundred children and their parents had benefited from the program. This venture also served as a training program for the teachers of special education. The six-weeks program included psychological and achievement tests given at various intervals during the program, and a written report to the parent of each child, as well as to the cooperating school. In 1964, teachers from fifteen public schools from the San Marcos area were enrolled in the program. The primary objective was to encourage an understanding of and an appreciation for the special education program in each school. The ultimate goal of special education, and the program for the handicapped was to graduate these students from high school as employable individuals and persons "capable of becoming self-supporting and self-sustaining members of society."¹⁷

The Speech and Hearing Clinic

In the fall of 1948, Empress Young Zedler came to Southwest Texas State to establish a speech clinic under the supervision of Dr. Elton

¹⁷College Star, August 8, 1952, p. 1; San Marcos Record, May 28, 1964, p. 6; interview with Dr. Leland S. Burgum, San Marcos, Texas, April 12, 1967.

Abernathy, Chairman of the Speech Department. Courses titled Speech Clinic I and Speech Clinic II were added to the speech curriculum and first appeared in the regular College Catalog in 1949.¹⁸ In 1953, the same year that Mrs. Zedler received her doctorate from the University of Texas, she was awarded a "Certificate of Clinical Competence in Speech Pathology" by the American Speech and Hearing Association, the organization for speech and hearing therapists which is the equivalent to the American Medical Association for medical doctors. This outstanding recognition, awarded to the director in only one other Texas college prior to 1953, assured Southwest Texas State College trainees of receiving the highest level of training in speech and hearing therapy. The year following the receipt of this honor, Dr. Zedler presented to the American Speech and Hearing Association Convention material from Listening for Speech Sounds, her book which contains stories to aid elementary school teachers and speech clinic therapists in teaching children to spell.¹⁹

In 1956, the speech clinic at Southwest Texas was listed in a bulletin from the Office of the President of the United States and designated as one of the one hundred fifteen institutions in the United States qualified to train speech therapists and to grant basic certification in the American Speech and Hearing Association. In 1956, Professor Zedler also served twice a week as consultant in speech therapy

¹⁸ Interview with Empress Young Zedler, San Marcos, Texas, July 9, 1966; College Catalog, 1949-1950, p. 100.

¹⁹ The book was published by Harper-Rowe of New York in 1955; Biographical Sketch of Empress Young Zedler, April, 1966, Publicity File of Southwest Texas State College; College Star, November 7, 1953, p. 8; November 5, 1954, p. 5.

for the patients at the Gonzales Warm Springs Foundation.²⁰ By 1958, her work had become nationally recognized. In November, 1958, while in New York City for the annual American Speech and Hearing Association Convention, she appeared on Dave Garroway's "Today" television program. Garroway's interview included questions about "aphasia, a language disorder caused by damage to the central nervous system." While in New York, she presented a paper to the American Speech and Hearing Convention on "Current Research in Aphasia." Later in the same year, the administrators of Southwest Texas State decided that Dr. Zedler's work was more pertinent to special education than to speech; she was, therefore, reassigned to the Education Department.²¹

Between 1955 and 1958, Dr. Zedler had been able to secure grants from the Hogg Foundation for Mental Health to assist in her research activities dealing with speech disorders in children. In 1958, the T. J. Brown and C. A. Lupton Foundation, Incorporated, made a personal grant of two thousand five hundred dollars (\$2,500) to Dr. Zedler; she in turn donated this grant to Southwest Texas State College to start the Special Education Foundation at the college. From 1959 to 1963, grants from the state of Texas to the college enabled Professor Zedler to continue research in her field. In 1963, the United States Department of Health, Education, and Welfare, Public Health Service, Division of Chronic Diseases, made a grant of thirty-eight thousand nine hundred sixteen

²⁰ The Pedagog, 1956, p. 154; College Star, October 18, 1956, p. 4.

²¹ College Star, November 21, 1958, p. 4; Flowers, et al., Emphasis Upon Excellence, p. 57; in the fall of 1966, Dr. Zedler became chairman of the special education department at Southwest Texas State College.

dollars (\$38,916) to the college which Dr. Zedler used to make the study called "An Investigation of Relations between Wechsler Intelligence Scale for Children: Results and Neurological Findings in Underachievers." A medical team of seventeen doctors assisted her in the study.²²

The following year in June, 1964, the Speech and Hearing Clinic of the college received another grant, this one for one hundred fifty-eight thousand four hundred seventy-seven dollars (\$158,477), from the United States Department of Health, Education, and Welfare; but this time the money came from the Cooperative Research Branch of the United States Office of Education. Dr. Zedler explained that the first grant was to be used to discover students who had specific language disorders; the second was to assist in the discovery of ways of teaching these students. The first study was conducted in cooperation with medical doctors; the second, entitled "Educational Programming for Pupils With Neurologically Based Language Disorders," involved cooperation with people in the educational field. For some five years Professor Zedler had been making for the San Marcos Schools pilot studies of children with neurologically-based language disorders. The 1964 federal grant enabled her to make a more intensified study of such pupils under different teaching circumstances to determine which methods were best suited to their needs. One important factor of the enterprise was that it allowed for the training of therapists and teachers.²³

²²Biographical Sketch of Empress Young Zedler in Publicity File of the college; College Star, September 27, 1963, p. 1.

²³College Star, June 12, 1964, p. 1; Biographical Sketch of Empress Young Zedler in Publicity File of the college.

President Flowers had great praise for Dr. Zedler and her achievements:

I am extremely proud of what she's done; she has done a pioneer job, and here we have a person who is recognized throughout the nation now; she's not just a local figure or even a state figure, but her writings and her research are known now by the leaders throughout this nation She is called upon to appear before all . . . kinds of groups where medical men only are present and where she gives her interpretation of what she finds in regard to this speciality that she has developed in the neurologically damaged child.

Pleased with the two grants from the Department of Health, Education, and Welfare, Dr. Flowers anticipated successful results.²⁴

Additional Degrees and Programs

In 1918, the requirements for the Bachelor of Arts in Education and the Bachelor of Science in Education Degrees²⁵ were identical with the exception that a foreign language was required for the Bachelor of Arts. As time went on and course offerings increased, these degrees "became meaningless catchalls;" this was especially true after 1939, when the courses in education were no longer mandatory for graduation. The Bachelor of Science Degree was particularly anomalous, for it was often awarded in fields other than science. When the first self-survey of the college was made in 1947 by the administrative and instructional staffs, the dean of the college, Dr. Alfred H. Nolle, suggested that a Bachelor of Science in Education Degree be awarded to those students who elected to follow the curriculum for elementary or secondary education leading

²⁴Flowers Tape, March 24, 1964, p. 8.

²⁵In 1921, the "in Education" was deleted from both degrees. The phrase was reinstated in 1949 to designate the degree which included teacher certification to distinguish it from the traditional Bachelor of Science Degree.

to teacher certification. In the fall of 1949, the Bachelor of Science in Education Degree was introduced and was awarded to students who followed the curriculum for elementary teachers or to those who followed the curriculum for high school teachers. Three other degrees were also added: A Bachelor of Science in Home Economics, a Bachelor of Science in Industrial Arts, and a Bachelor of Science in Vocational Agriculture.²⁶

On November 16, 1949, the Agriculture Department of the college received final approval from the State Board of Vocational Education "to train and certify teachers," and in July, 1950, such graduates were "certified under the Smith-Hughes Federal Agriculture Act." Under the Gilmer-Aiken Law, certification was mandatory for graduates who proposed to teach in the public schools of Texas. Prior to this development, many of the advanced students in agriculture found it necessary to transfer from Southwest Texas State College to colleges certified by the federal government. Dr. Flowers said of this development:

We got Smith-Hughes Approval when it required so much effort on our part to get people to support it. And this was a hard fought battle all the way from Austin to Washington. I might say that it was the only time in twenty-two years that I have been here that I had to turn to the political leaders to sustain us, and they did, a hundred percent, and we got what we felt we were entitled to--that was a . . . thrilling moment.²⁷

²⁶ College Staff, A College Re-Examines Its Program, pp. 15-16; Administrative and Instructional Staffs, Southwest Texas State Teachers College, A College Looks At Its Program (San Marcos: Southwest Texas State Teachers College, 1947), p. 41. Hereafter cited as College Staff, A College Looks At Its Program; College Catalog, 1949-1950, pp. 48-49.

²⁷ College Star, November 30, 1949, pp. 1, 4; July 19, 1950, p. 1; Flowers Tape, March 24, 1964, p. 9.

Early in 1951, negotiations for an Air Force Reserve Officers Training Corps (ROTC) were under way. On February 23, a two-man team inspected the college, and on April 20 school authorities were informed that Southwest Texas State was qualified to be a training center. The unit was activated on July 1, and training began September 17. Each phase of the ROTC program, basic and advanced, comprised a two-year study. Upon completion of the two-year basic course, a student was qualified to apply to enter advanced training; however, if accepted, he would be bound by contract to finish the course and be commissioned upon graduation as a second lieutenant either in the Air Force Reserve or in the regular Air Force. Lieutenant Colonel Earl W. Lewis was the commander of the first ROTC unit.

In 1957, a new degree was added, "Curriculum for Speech Therapists Leading to the Degree of Bachelor of Science in Education with Provisional Certification in Speech Therapy and in Elementary Education." It was described the next year as "Curriculum for Speech Correctionists and Hearing Therapists Leading to the Degree of Bachelor of Science in Education with Provisional Certification in These Areas of Special Education," and another degree was added, "Curriculum for Elementary Teachers Leading to the Degree of Bachelor of Science in Education with Endorsement for Teaching Mentally Retarded or Physically Handicapped Children."²⁸

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College Star, May 2, 1951, p. 1; September 19, 1951, p. 1; College Catalog, 1951-1952, p. 2a; College Catalog, 1957-1958, pp. 3, 18-19; College Catalog, 1958-1959, pp. 76-77.

An Honors Program was instituted at Southwest Texas State in the fall of 1958, when twenty freshmen were chosen to attend special classes in English and Speech. More advanced work was done in these special classes than in the regular offerings to challenge the superior students. On January 8, 1959, the Faculty Instructional Council approved a second phase of the Honors Program, permitting students to take advanced standing examinations and thus by-pass certain courses. Not more than six semester hours in any one department could be obtained through the advanced tests, and the maximum total was fifteen semester hours in all departments. Each department was to determine whether or not advanced standing examinations would be permitted, in which courses these would be offered, and which students would be eligible to take the examinations. The Mathematics Department was the first to schedule advanced standing examinations, which were offered in the sophomore mathematics courses. A prerequisite was at least a "B" in freshman mathematics. If a student passed the advanced examination in the courses offered, he would receive full academic credit for the course. This phase of the honors program permitted superior students to graduate in less time than was usually required.²⁹

Television has had an effect upon the course of study at Southwest Texas. In the fall of 1961, the San Marcos college joined eleven other Texas colleges and universities in offering some courses by way of closed-circuit television. In fact, seven of the eight courses available through the educational television system were utilized by the

²⁹College Star, January 16, 1959, p. 1; College Catalog, 1959-1960, p. 78.

college. The primary objective of education via television was to enable students to become acquainted with outstanding professors in various fields. Two years later, Dr. Flowers stated that educational television was "still an experimental program, but it has good possibilities."³⁰

General Education Requirements

When Dr. Flowers became president, certain basic courses, known as "cultural background" courses "designed to give a correct understanding of the problems of contemporary life," were required of all students. Constituting approximately one-third of the total courses requisite for graduation, these offerings were in the following "broad fields of human knowledge:" the humanities, the social sciences, the pure sciences, and the arts. The required subjects included twelve hours in English, six hours in American history, six hours in biology or chemistry or physics, and four one-semester hour courses in physical education. For a Bachelor of Arts degree, the following courses were added to those listed above: six hours in mathematics and at least twelve hours of foreign language. By 1954, the basic requirements had changed but little. They involved twelve hours of English, twelve hours of social science, six hours of science, three hours of speech, and three hours of orientation.³¹

³⁰ College Star, February 23, 1962, p. 2; Flowers, et al., Emphasis Upon Excellence, p. 125.

³¹ College Catalog, 1943-1944, pp. 40, 48; College Catalog, 1954-1955, p. 41.

Dr. Alfred H. Nolle, Dean of Southwest Texas State College from 1922 until his retirement in 1959, stated that the big change in curriculum during Dr. Flowers' administration occurred in the area of general education. Beginning in 1955, every graduate of the college was required to take fifty-two semester hours "in general education courses affording common backgrounds and foundations of our social and cultural heritage."³² The courses were distributed as follows:

Social Sciences, 12 hours: 6 hours history; 6 hours government
 Humanities, 10 hours: 6 hours English Literature; 2 hours Arts
 (Humanities); 2 hours Philosophy or Religion or Bible
 Science and Mathematics, 9 hours: 6 hours Science, 3 hours
 mathematics
 Communications, 9 hours: 6 hours English (reading and writing);
 3 hours speech
 Health and Physical Well-Being, 4 semester hours
 Other Courses, to make the required total of 52 hours to be
 chosen from either Humanities Courses, religion, Bible,
 Foreign Language (8 hours) or a second laboratory science.

According to Dr. Nolle, Dr. Flowers was particularly pleased with the addition of required subjects in the humanities and in religion or Bible,³³ and the president also commented that, "In general we are extremely proud of this little program in what we call the arts and the humanities."³⁴ He further stated that "a great many colleges" had studied the general education program at Southwest Texas State and that some of them had utilized various facets of it. He did not know, however, if the project had been influential in causing the Board of

³²Interview with Dr. Alfred H. Nolle, San Marcos, Texas, August 6, 1966; College Catalog, 1955-1956, pp. 4-6.

³³Ibid.

³⁴Flowers Tape, March 24, 1964, pp. 1-2.

Regents to require all Texas colleges and universities to set up similar programs. Also, he gave the faculty of the college a great deal of credit for its success.³⁵ In 1962, the name of the program was changed to that of Academic Foundations, and the requirements for all students extended to "approximately two years of work."³⁶

The Graduate School

Authorization and Administration

On June 15, 1935, the Board of Regents for the State Teachers Colleges sanctioned the organization of a Graduate School at Southwest Texas State College, and graduate courses leading to the Master of Arts degree with a major in education were first made available in the summer of 1936.

The Graduate Council was responsible for management of the school; members of the first Council were as follows: C. E. Evans, President of the College, Chairman; A. H. Nolle, Dean of the Faculty; E. O. Wiley, Director of Teaching Training; David Votaw, Professor of Education, Secretary; C. S. Smith, Professor of Biology; Gates Thomas, Professor of English; and M. L. Arnold, Professor of History. Members of the Council were appointed each year by the President of the College, and the Dean served as ex officio member and chairman of the Council after the first year. Other members remained the same except that

³⁵Flowers Tape, March 24, 1964, pp. 1-2.

³⁶College Catalog, 1962-1963, pp. 81-82.

Dr. Herschel Hopson replaced Dr. David Votaw as secretary the second year.³⁷

Students were admitted to the Graduate School, however, by the registrar; the major advisor of a student outlined his course of study to be presented to the Dean of the Faculty. Applications for candidacy for the Master's Degree and also the completed theses were filed with the Dean of the Faculty. The Secretary of the Graduate Council briefed the students as to the requirements for the preparation of the thesis. In 1938, an executive secretary was appointed to approve applications for candidacy, to assign thesis committees, to approve theses when finished, and to recommend students to the Dean of the College for graduation from the Graduate School; however, admission was still handled by the registrar. The two offices of Registrar and Executive Secretary of the Graduate School merged in 1942, and in 1946, the officer became known as Registrar and Dean of Graduate Studies. By 1950, the Graduate School merited a full-time Dean of Graduate Studies, and Dr. Claude Elliott was named to the position. The Graduate Council had expanded to include a delegate from each department that offered a major graduate program, and the Dean of the Graduate Studies was chairman of the Council. The President, the Dean of the College, and the Registrar all served as ex officio members of the Council. Following the death of Dean Elliott, Dr. Leland E. Derrick, Chairman of the English Department, became the Dean of Graduate Studies on November 1, 1958.³⁸

³⁷College Catalog, 1935-1936, pp. 49, 58; College Catalog, 1936-1937, p. 57.

³⁸Flowers, et al., Emphasis Upon Excellence, pp. 30-31; College Star, October 24, 1958, p. 1.

Graduate Curriculum

When the graduate program was first implemented in 1936, the only major offered was in education; however, since all graduates of the college were required to take education courses, "advanced training for administration, supervision, and more effective classroom teaching"³⁹ were especially emphasized in the graduate program of study. Eighteen of the thirty hours required for the Master of Arts degree were taken in education as the major, and the minor consisted of either twelve hours in one field or six hours each in two different fields. Minors were offered in biology, chemistry, English, history, and Spanish, and, "within limits," courses were also available in economics, German, government, home economics, mathematics, physics, sociology, and speech. Although the thesis was usually recorded as education, it could be written in an academic field, "but always with respect to its professional application."⁴⁰ In 1938, majors for the advanced degree were available in social science, science and mathematics, and language and literature, provided that the student minored in education.

By 1945, a student might do thirty hours of course work and six hours in research problems courses in lieu of a thesis for the Master of Arts degree. The research problems could be done in the major, or three semester hours might be presented in both the major and the minor fields. In November, 1949, the Board of Regents decreed that the thesis was no longer mandatory for a Master's Degree; however, a student was

³⁹College Catalog, 1936-1937, p. 57.

⁴⁰Ibid.

required to do thirty-six semester hours of work without a thesis, and the degree was to be designated as a Master of Education rather than a Master of Arts. Under the thirty-six hour plan without a thesis, a major thus consisted of twenty-one semester hours and a minor of fifteen semester hours, or two minors of six and nine hours respectively. This change was effective immediately and appeared in the summer school bulletin for 1950.⁴¹

In 1954, majors were offered in the following fields: agriculture, education, business administration, education, home economics, industrial arts, health and physical education, the social sciences, the sciences, English, and music. The 1959 Catalog indicated that majors were available in the following areas of subject matter: education, agricultural education, biology, business education, chemistry, English, health and physical education, history, home economics education, industrial arts, music education, and speech and hearing therapy. There was no change in the list of majors offered until 1963 when a major in mathematics was added to the list. The graduate program was further strengthened when, in the fall of 1948, graduate assistantships were granted for the first time. A two hundred fifty dollar (\$250) allotment was made available to either teachers or prospective teachers who in return would give "limited assistance in their major departments." From the inception of the graduate school in 1936 through the summer term of August, 1964, a total of two thousand seven hundred sixty-one Master's Degrees had been conferred by the graduate school; twelve hundred were

⁴¹College Catalog, 1949-1950, p. 74; College Catalog, 1950-1951, pp. 74-75; College Star, December 7, 1949, p. 1; Flowers, et al., Emphasis Upon Excellence, pp. 31-33.

Master of Arts degrees and fifteen hundred fifteen were Master of Education degrees.⁴²

Teacher Education

Southwest Texas State Normal School was established in 1903 for the sole purpose of training teachers, and the 1938 College Catalog still verified that the "entire machinery of the institution is organized in harmony with this purpose." Although it was in 1939 that students were permitted to graduate from Southwest Texas State College without courses in education, the catalog still indicated that "the primary purpose of the Southwest Texas State Teachers College continues to be that of preparing teachers for the public schools of Texas." Twenty-five years later, at the close of the Flowers' administration, the 1964-1965 Catalog read, ". . . while the preparation of teachers continues to be a primary objective of the college, new emphasis has been given to those academic areas which contribute to general liberal education."⁴³

As late as 1958, the Southwest Texas catalog pointed to the fact that "usually about ninety percent of our graduates have completed requirements for teaching or special services in the public schools, and about eighty-four percent of those who graduate enter the profession immediately."⁴⁴ In 1961, seventy-one percent of the four hundred

⁴²College Catalog, 1954-1955, p. 81; College Catalog, 1959-1960, p. 95; College Catalog, 1964-1965, p. 113; College Catalog, 1965-1966, pp. 261, 265, 268-269; Flowers, et al., Emphasis Upon Excellence, pp. 33-34; College Star, June 16, 1948, p. 9.

⁴³College Catalog, 1938-1939, p. 15; College Catalog, 1939-1940, p. 40; College Catalog, 1964-1965, p. 50.

⁴⁴College Catalog, 1958-1959, p. 40.

eighty-six graduates were qualified to teach, and eighty-six percent of them did teach the following year.

When Dr. Flowers became president in 1942, the public schools of the San Marcos Independent School District were used as the laboratory schools for the college; that is, student teachers were able to observe and also to do their practice teaching, as it was then called, in the public schools. The superintendent, principals, and teachers of the public schools were listed in the various editions of the college catalog as officers and teachers of the college laboratory schools. Also in 1942, all of the public schools were housed in college buildings on the campus of Southwest Texas State. The kindergarten and elementary grades one through six met in the Auditorium Laboratory Building, and the higher grades used the Education Building. Because of the expansion of the city of San Marcos, as well as the growth of the college, the public school system in the early 1950's erected a building for grades seven through twelve and vacated the Education Building. Subsequently, as new buildings were needed for the public schools, they were built by the Independent School System; and eventually because of growth of the college, in 1963, plans were made to remove the last segment of the public schools, the Campus Elementary School, from the college campus.⁴⁵ The convenient and workable arrangement between the public schools and the college for the training of student teachers has, however, continued to exist.⁴⁶

⁴⁵The Elementary School vacated the college premises in 1965.

⁴⁶College Catalog, 1964-1965, p. 50; Flowers, et al., Emphasis Upon Excellence, pp. 44, 50; College Star, May 10, 1963, p. 1.

A very significant change was made in the area of student teaching under the administration of President Flowers. In 1942, practice teaching had consisted of one hour a day in the public schools housed on the college campus. Beginning in 1942-1943, three semester hours in practice teaching was required, but as much as six hours was permitted, and by 1945, all elementary majors were required to do practice teaching a half day for one semester, for which they were given six semester hours of credit. This same half-day requirement for practice teaching--or directed teaching, as it was by now called, became mandatory for secondary majors in 1952. This arrangement gave a student actual teaching experience under ideal circumstances; in a public school and under the supervision of the cooperating public school teacher. The increase of student teaching from one hour a day to a full half-day marked a great step forward and was, in the opinion of Dr. Flowers, "the difference in depth and concentration."⁴⁷

Another change in the teacher-education program that developed under President Flowers was the provision of a college supervisor from the department in which the student teacher was majoring rather than from the Education Department. He said, " . . . in all of our departments we've got a specialist in every subject matter department who is not only a scholar in his own right, and in his own field, but he is also a scholar in his own right because of experience and because of study as a teacher-educator in his subject matter field. This is unique, I think."⁴⁸ Also, in the preparation of elementary teachers,

⁴⁷Flowers Tapes, June 10, 1964, p. 8; Flowers, et al., Emphasis Upon Excellence, pp. 52-53.

⁴⁸Flowers Tapes, March 24, 1964, pp. 1-4.

various subject-matter departments provided instruction for certain specific courses: a course in children's literature was taught by the English department; methods of teaching mathematics to elementary pupils were taught by the mathematics department; the same was true of art, music, and various other subjects as well. This procedure did not minimize the tremendous foundation work done by the Education Department in preparing teachers, for the courses in education contributed the essential "whole area of educational philosophy, and the whole learning process, the management of the school in our democracy and in our society," the President declared.⁴⁹

The teacher education program at Southwest Texas benefited greatly from the report made by the American Association of Colleges for Teacher Education (AACTE) which was published in 1949 under the title School and Community Laboratory Experiences in Teacher Education. Dr. Flowers was chairman of the AACTE committee at the time this report was made and was, as he said, "up to his neck" in the project which was an intensive study of "the best practices in teacher education in this country."⁵⁰ Beginning in 1949, the college, including various members of the faculty who were most vitally connected with the teacher-training program--the entire department of Education, representatives of each academic department, and the complete public school staff--joined in a year's study of the AACTE report. This comprehensive study proved to be mutually beneficial to the public schools and to the college,

⁴⁹Flowers Tape, March 24, 1964, pp. 1-4.

⁵⁰Ibid., June 10, 1964, p. 9.

and many of the important changes made in the teacher-education program since 1950 are a result of this survey.⁵¹

In the early years of the teacher-education program, the Chairman of the Education Department directed it and administered the details. Following the expansion of the college in the 1950's, a Teacher Education Council was formed to establish policies and to approve changes in the program. The Dean of the College became the permanent chairman, and the Graduate Dean of the College, and the Director of Teacher Education were assigned as permanent members. The President appointed the other seven council members to serve alternating terms in order to give adequate representation from all areas of the college. Membership on the council was also rotated so that representation might be given each department over a period of time; however, the Director of Education continued to administer the details of the program. In 1950, a part-time Director of Secondary Education was appointed to assist the public school teacher in supervising secondary student teachers, and in 1955, a similar director of elementary student teaching was designated. In evaluating the student-teaching program, President Flowers said that he did not "know of anything quite like it in the country." He emphasized that his administration had taken some ideas that Dr. Evans had and had expanded and perhaps improved them. He stated "I think that we have taken some ideas that he had and some that I had and combined them, and we've come up with [something] that's

⁵¹Flowers, et al., Emphasis Upon Excellence, pp. 51-52.

very dynamic, and not only do the public schools like it, but we like it here at the college."⁵²

The increased curriculum offerings and the enlarged student body demanded an increase in plant facilities. The beautification of the campus and a systematic building program, which will be discussed in the next chapter, were major accomplishments of President Flowers' administration.

⁵²Flowers Tape, June 10, 1964, p. 8; John G. Flowers, et al., Emphasis Upon Excellence, pp. 52-55.

CHAPTER IV

THE PHYSICAL PLANT

Near the close of his administration as president of Southwest Texas State College, Dr. Flowers acknowledged:

I think one of the most discouraging things that hit me when I came to this campus in 1942 was the rather deplorable condition of our physical plant. We had come through a depression . . . and the legislature had not given us any money for improvements, and very little for repairs. . . . The college was just in a terrible condition, run-down buildings, and leaky roofs. I was simply dismayed when I got into it.¹

Dr. Flowers did not censure his predecessor for the dismal condition of the overall physical plant; in fact, he praised Dr. Evans for what had been accomplished through difficulty. Although the Texas legislature had not appropriated any money for new buildings since the erection of the science building in 1925 at a cost of one hundred fifty thousand dollars (\$150,000), President Evans had secured some nine hundred thousand dollars (\$900,000) for college buildings through a bonding program and through Federal assistance. Again in 1964, just prior to his retirement, President Flowers had these words of praise for Dr. Evans:

He had a very rich philosophy, and a very rich background of experience. I respected him profoundly because he came here at a college that was poor and poorly supported, and as a matter of fact, here was a man that had to struggle for everything

¹Flowers Tape, March 24, 1964, p. 12.

in the world the college ever got; in other words, the college was literally starved to death during the depression; then the war came on, and the man didn't have a chance. . . .²

When Dr. Flowers became president of Southwest Texas in 1942, the total value of the physical plant was one million eight hundred eighteen thousand two hundred twenty dollars (\$1,818,220); twenty-two years later at the close of his administration, the total investment, including buildings already under construction, was fifteen million one hundred forty thousand two hundred ninety-seven dollars (\$15,140,297). A comparison of campus property in September, 1942, and in September, 1964, is given below:

	September, 1942	September, 1964
Campus proper	35 acres	65 acres
College farm	47 acres	443 acres
College campsite		125 acres
Total Buildings	40 (including at least 26 wooden frame residential buildings of temporary nature)	107 (the majority permanent-type masonry fire-proof structures) ³

Land Procurement

During his thirty-one year administration of the college, President Evans purchased forty-one pieces of property adjoining the campus proper, thus tripling the acreage of the original campus of "about eleven acres."

² Flowers Tape, June 10, 1964, p. 4; College Star, July 10, 1946, p. 1; March 26, 1947, p. 1.

³ Sixteenth Biennial Report of the Texas State Teachers Colleges Board of Regents for the Years Ending August 31, 1941, and August 31, 1942 (Austin: Von Boeckmann-Jones Co., 1942), p. 17; Flowers, et al. Emphasis Upon Excellence, p. 104; College Catalog, 1943-1944, p. 20; College Catalog, 1964-1965, p. 41.

In addition to these parcels of land, he acquired also two other pieces of property: the college farm of some forty-seven acres, located about a mile from the college and east of Evans field; and the Riverside Property paralleling the San Marcos River which the college had heretofore leased from the Federal Government and which, on July 31, 1942, just one month prior to his retirement, had been sold to the college by the government for the sum of one thousand dollars (\$1,000). The total amount of investment in land as reported by Dr. Evans to the Board of Regents upon his retirement was one hundred sixty-six thousand three hundred forty dollars (\$166,340); however, figures given by Dr. Flowers credit him with one hundred sixty-seven thousand one hundred forty dollars (\$167,140).⁴

From 1942 to 1963, President Flowers purchased fifty-two pieces of land adjacent to the campus, and three other property acquisitions brought the total number to fifty-five. The three additional pieces of property were the college farm of almost four hundred acres, made possible through legislative appropriation; eighteen acres of land where Riverside Homes and Apartments are located; and a college campsite of one hundred twenty-five acres donated by Mrs. J. K. Beretta of San Antonio.⁵ The total cost of these fifty-five pieces of land was five hundred fifty-eight thousand, three hundred twenty-six dollars (\$558,326). In addition to the fifty-five properties purchased through

⁴ On page 100 of Emphasis Upon Excellence, only forty-one pieces of property are listed as purchased during the Evans' administration; there were only forty-one pieces of property adjacent to the campus (p.99); however, this did not include the college farm or the Riverside Property, yet the total investment cost on page 100 did include the latter two parcels of land.

⁵ Mrs. Beretta served eighteen years as a member of the Board of Regents for the college. Sallie Ward Beretta Hall is named in her honor.

1963, another sixty-three parcels of land adjoining the campus proper were scheduled to become available to the college through cooperation with the city of San Marcos and the Federal Renewal Program, known as the General Neighborhood Renewal Program. This project, designated as the Chautauqua Hill Project, added another eighteen acres to the campus proper.⁶

Development of a Master Plan

Almost immediately after assuming office in September, 1942, President Flowers requested the Board of Regents to authorize him to retain an architectural firm to assist in developing a master plan for the campus of Southwest Texas College. Harvey P. Smith and Associates of San Antonio were secured, and the master plan was drawn up in 1943. At the end of his first year as president of the college, Dr. Flowers requested that Harvey P. Smith be appointed as consulting architect for the school in planning a postwar building program, stipulating that Smith was to receive the contracts when the building program was implemented. This agreement proving to be satisfactory, Smith became the college architect. The master plan, projected over a period of twenty-five years, provided for orderly expansion of all phases of campus development; it specified that the center of the campus be reserved for instructional buildings and that the outer edge be designated for dormitories and other auxiliary buildings. The style selected was

⁶Flowers, et al., Emphasis Upon Excellence, pp. 99-100; "President's Report to the Board of Regents, State Teachers Colleges," (Nacogdoches, Texas, August 25-26, 1942), p. 12; College Star, August 20, 1942, p. 2; July 31, 1942, p. 1; July 27, 1962, p. 1; June 7, 1963, p. 1.

a Spanish Colonial architecture for new buildings, a type more appropriate to the rugged, hilly terrain of the campus. All new construction was to be a permanent masonry; most of the first buildings were of white limestone with red tile roofs and arched pilaster facades. The sixteen buildings specified by the master plan are listed below:

	<u>Buildings</u>
Dormitories for Women (Accommodations for 402)	3
Dormitories for Men (Accommodations for 280)	2
Dining Hall and Apartments (Dining Hall accommodating 650; 32 apartments)	
Cooperative Houses (Accommodations for 256)	5
Fine Arts Building	1
Classroom Building	1
Library Addition	1
Industrial Arts Addition	1
Museum	<u>1</u>
TOTAL	16

Older buildings, when renovated, would be made to harmonize with the Spanish Colonial pattern of architecture. In 1946, for example, a red tile roof was added to the main building to make it blend with the new structures. Although some of the older buildings were quite difficult to remodel, all of them--instructional, auxiliary, and service,--were modernized and redecorated, and about half of the offices and classrooms were air-conditioned during the Flowers administration.⁷

⁷Flowers, et al., Emphasis Upon Excellence, pp. 98, 102; John G. Flowers, Southwest Texas State Teachers College, San Marcos, Texas, President's Report to the Board of Regents, State Teachers Colleges (Dallas, Texas, August 5, 1943), p. 12; College Star, March 20, 1946, p. 1; October 23, 1946, p. 1; College Staff, A College Looks At Its Program (San Marcos, Texas, 1947), pp. 78-79.

As he approached retirement in 1964, the President said, "In retrospect, it is amazing how nearly the campus has evolved as a result of the initial plan."⁸ In February of 1958, a second master plan for the Southwest Texas State campus, which was designed to provide facilities until 1980, was approved by the Board of Regents. The first plan of 1943 had been scheduled for completion in 1968; because of the rapid growth of the college, however, the plan had to be revised after only fifteen years.⁹

In the fall of 1942, eight hundred seventy-eight (878) students were enrolled at Southwest Texas College; housing facilities were available for about five hundred. In the fall of 1963, the enrollment was three thousand eight hundred fifty (3,850), approximately two thousand five hundred (2,500) of whom were accommodated in campus residence halls and apartments.¹⁰ It is interesting to note the projected enrollment at Southwest Texas as given in 1958:

<u>Year</u>	<u>Number of Students</u>
1960	2800
1962	3000
1965	3500
1968	3800
1970	4000

The three thousand eight hundred fifty (3,850) Southwest Texas State College students enrolled in 1963 exceeded by fifty, therefore, the

⁸ Flowers, et al., Emphasis Upon Excellence, p. 102.

⁹ College Star, March 7, 1958, p. 1.

¹⁰ Registrar's Report for 1942-1943 and 1963-1964 (Office of the Registrar, Southwest Texas State College), p. 1; Flowers, et al., Emphasis Upon Excellence, pp. 98, 104, 130; College Catalog, 1964-1965, pp. 56-57, 61.

predicted number for 1968; and the enrollment has continued to run ahead of predictions.¹¹

Instructional Buildings

The 1964-1965 College Catalog listed fifteen classroom buildings. Although perhaps only one-third of these were entirely new structures erected under President Flowers administration, some additions and remodeling of buildings already standing were so extensive as to make them in effect new edifices.¹² Unfortunately much of the information about these buildings is sparse and scattered; therefore the history of each is necessarily brief.

Main Building.--The castle-like main building of permanent brick was erected in 1902. Ed Northcraft was the architect and Francis Fisher and R. C. Lambie were the contractors. The Twenty-seventh Texas legislature on March 28, 1901 appropriated twenty-five thousand dollars (\$25,000) for the erection of the first building; On October 2, 1901, the same legislature appropriated an additional twenty thousand dollars (\$20,000) to finish and furnish the structure, the actual cost amounting to thirty-four thousand two hundred twenty-six dollars (\$34,226).

¹¹In 1966, the fall enrollment was 6,850 which was approximately the estimate for 1970-1971; San Marcos Record, October 6, 1966, p. 1; College Staff, A College Re-Examines Its Program, p. 128; Flowers, et al., Emphasis Upon Excellence, p. 126.

¹²Flowers, et al., Emphasis Upon Excellence, pp. 104, 130; College Catalog, 1964-1965, p. 41. The student union building, although listed under instructional buildings, should be more properly listed under service buildings, according to the Vice President of Fiscal Affairs for the college.

In 1946, the old roof was replaced and the auditorium on the second floor was converted into a little theater, into laboratories for the speech-arts department, and into classrooms and offices for the social science department. In 1959 complete remodeling of the first floor, as well as air conditioning of the offices, was completed at a cost of sixteen thousand dollars (\$16,000). These renovations, along with minor improvements through the years, brought the "carrying cost," or investment cost, according to the Office of the Vice-President of Fiscal Affairs for the college, to fifty seven thousand seven hundred forty-three dollars (\$57,743); however, when President Flowers retired August 31, 1964, the replacement value of the main building was assessed at three hundred fifty-eight thousand three hundred six dollars (\$358,306). On May 23, 1963, "Old Main," as this building had come to be known, was designated by the Texas State Historical Commission as a historical site. The oldest landmark on the campus is a "symbol of higher education in Texas," said Walter Buckner, co-owner and publisher of the San Marcos Record, as he spoke at the ceremony of presentation. Mrs. W. A. Wyatt, Sr., of the Hays County Historical Society, presented the cast medallion to Sidney Hughes, president of the Alumni Association of the college, and Hughes in turn presented the plaque to Dr. Flowers.¹³

¹³Information on cornerstone of building; Announcement Southwest Texas State Normal School for the Annual Session Beginning September 9, 1903, and Ending May 17, 1904, p. 78; San Marcos Record, August 30, 1946, p. 1; May 30, 1963, p. 6; Pedagog, 1963, p. 44; "Request for Legislative Appropriations for Fiscal Years Ending 1968-1969 of Southwest Texas State College, December, 1966," pp. 68ff. in Office of Vice President for Fiscal Affairs of the college.

Language Arts Building (Lueders Hall).--This building was erected in 1909 at a cost of fifteen thousand dollars (\$15,000), according to President Evans. In 1941-1942, another thirty-two thousand four hundred forty-one dollars (\$32,441) was spent on the building,¹⁴ and again in 1947 the building underwent a complete renovation for a cost of seventeen thousand two hundred dollars (\$17,200). It has been a building of many uses during its fifty-six years. It housed the library of the college until the new library was erected in 1938; the English department was already occupying the building in 1938, and it became known as the Classroom Building when the library moved out; in 1943, it was renamed the Language Arts Building. Following the remodeling in 1947, the Home Economics Department occupied the first floor. At one time it housed the Social Science Department, and when this department moved to the new library in the fall of 1959, the College Museum occupied the second floor. In 1967, the Home Economics Department still occupied the first floor, and the offices of two academic deans, the Journalism Department, the Ex-Student Association Office, and the offices for The Pedagog also utilized the structure. In August, 1964, the "carrying cost" was sixty-two thousand six hundred

¹⁴After the 1941-1942 renovation, the building contained fifty classrooms plus three assembly rooms for larger gatherings. The 1942-1943 College Catalog (pp. 16,17) reported that forty-two thousand dollars (\$42,000) had been expended remodeling the building; however, the Office of Fiscal Affairs had a total cost figure of forty-five thousand four hundred ninety-two dollars; no record of remodeling in 1941 was given. Most likely at some previous time, the figures were lumped together, or the forty-two thousand dollar (\$42,000) figure could have included some furnishings.

ninety-two dollars (\$62,692) and the replacement value was four hundred thousand dollars (\$400,000).¹⁵

Art Building.--Originally known as the Manual Arts Building, this edifice was constructed in 1912. Behles and Boelhauwe were the architects, and A. A. Mundt was the contractor for the twenty-five thousand dollar (\$25,000) building. An additional fifteen thousand dollars (\$15,000) was spent on the building in 1931. By 1942, it was known as the Home Economics Building and contained suitable facilities for that department; at the time, the college dining hall was also located in the building. The old Art Building was the first structure to be renovated completely during the Flowers administration. On November 23, 1945, the Board of Regents approved a bonding program of three hundred thousand dollars (\$300,000) for a new dormitory for girls and for the conversion of the Home Economics Building into a student union building. In addition to the fifty thousand dollar (\$50,000) bond issue for this building, the Ex-Student Association raised twenty-three thousand dollars (\$23,000) to equip it; and the total cost of the renovated Spanish Colonial style building in 1947 was eighty-four thousand, eight hundred fifty-eight dollars (\$84,858). At one time, the College Exchange, which came to be known as The Lair, occupied the lower part of the building. When the new Student Union Building was completed in the fall of 1962, the Art Department moved into the building. By 1964, the building cost was

¹⁵Evans, "Establishment and Appropriations Southwest Texas State Teachers College," pp. 14, 19; College Catalog, 1942-1943, pp. 16-17; College Catalog, 1943-1944, p. 20; College Star, March 6, 1947, p. 1; August 7, 1959, p. 1; "Request for Legislative Appropriations for Fiscal Years Ending 1968-1969," pp. 68ff.

one hundred fifty thousand seven hundred seventy-one dollars (\$150,771); the replacement cost seven hundred twenty-five thousand seven hundred forty-nine dollars (\$725,749).¹⁶

Education Building.--The Education Building was erected in 1918. Jake Wattinger and Son were the contractors; W. R. Hendrickson was the superintendent of masonry, and C. H. Page and Brothers were the architects. This eighty-five thousand dollar (\$85,000) building was rehabilitated at a cost of twenty thousand dollars (\$20,000) in 1929 and again in 1938 at a cost of twenty-five thousand dollars (\$25,000). In 1942, it contained twenty-five classrooms, an auditorium, ten offices for teachers, store rooms for textbooks, and a reference library. Until 1952, grades seven through twelve of the public schools were housed in it and it was utilized as the laboratory or training school for the college. In 1952, the San Marcos Independent School District built a new public school, and the rooms formerly used by the high school grades were utilized by the Education and Business Administration Departments. Although its carrying cost was only one hundred twenty-two thousand four hundred fifty-nine dollars (\$122,459) in August, 1964, the replacement cost on this building was estimated to be four hundred ninety-six thousand nine hundred eleven dollars (\$496,911).¹⁷

¹⁶Information from cornerstone of building; "Request from Legislative Appropriations for Fiscal Years Ending 1968-1969," pp. 68ff. Evans, "Establishment and Appropriations Southwest Texas State Teachers College," p. 14; College Catalog, 1942-1943, p. 17; College Star, March 26, 1947, p. 1; January 16, 1946, p. 1; June 8, 1962, p. 1; San Marcos Record, August 30, 1946, p.1.

¹⁷Information from cornerstone of building; College Catalog, 1942-1943, p. 17; "Request for Legislative Appropriations for Fiscal Years Ending 1968-1969," pp. 68ff.

Allie Evans Cottage.--This demonstration house for home economics majors was a frame structure built in 1921 at a cost of five thousand dollars (\$5,000). It was designed to give students first-hand experience in buying, planning, and serving meals. The replacement value at Dr. Flowers' retirement was twenty thousand four hundred fifty dollars (\$20,450).

Science Building.--The science building was designed in 1925 by Page Brothers architects; Dielmann Construction Company were the contractors. The four-story fire-proof building cost one hundred fifty thousand dollars (\$150,000), and in 1927 an additional twenty thousand dollars (\$20,000) was invested in the edifice. In 1942, it housed not only the Physics, Chemistry, and Biology Departments, but also the Department of Business Administration and the College Exchange or store. In 1958, a four-story north wing was added when the building was completely remodeled at a cost of five hundred one thousand five hundred sixty dollars (\$501,560), and the Mathematics Department was moved into it. The building, which had been constructed at a cost of six hundred sixty-five thousand four hundred eighty-three dollars (\$665,483), had a replacement value of one million two hundred twenty-two thousand four hundred seventy dollars (\$1,222,470) in 1964. Before his retirement President Flowers had projected another addition at a cost of seven hundred sixty-eight thousand four hundred nine (\$768,409) to give a total investment value when completed of one million four hundred thirty-three thousand eight hundred ninety-two dollars (\$1,433,892).¹⁸

¹⁸ Cornerstone information; College Catalog, 1942-1943, pp. 17-18; "Request for Legislative Appropriations for Fiscal Years Ending 1968-1969," pp. 68ff.

Lula Hines Building.--(Women's Gymnasium) This building, named for one of the original faculty members, Miss Lula Hines, was built in 1938 for the sum of sixty-two thousand thirty-eight dollars (\$62,038). At that time, and until 1942, it was considered to be a modern and "adequately equipped two-story structure;" however, it was extensively remodeled with an east wing addition in 1959 at an additional cost of two hundred fifty-six thousand four hundred ninety dollars (\$256,490). Minor repairs in 1961 brought the total cost to three hundred nineteen thousand four hundred thirty-eight dollars (\$319,438) in 1964, with a replacement value of five hundred eighty-two thousand six hundred seventy-three dollars (\$582,673).

Library Building.--The east wing of the library was started in 1937 by Hill and Combs contractors; Wirtz and Calhoun were the architects of the one hundred nineteen thousand two hundred thirty-four dollar (\$119,234) structure completed in 1938. In 1950-1951, the building was altered considerably and a two hundred eight thousand eight hundred sixty-six dollar (\$208,866) central addition made. Again in 1958-1959, the building was enlarged when a five hundred fifty-six thousand two hundred eighty-seven dollar (\$556,287) west wing was added.¹⁹ After the last addition most of the second floor and all of the third floor were utilized for classrooms for the English, Foreign Language, and Social Science Departments. The total investment in the building

¹⁹An outstanding feature of this wing was the four-story mural designed and sculpted by J. B. (Buck) Winn of Wimberley, nationally known muralist. The one hundred thirty-eight concrete blocks weighing twenty-two and one half tons, portray the college student in divers areas of campus activity such as art, music, theater, industrial arts, the sciences, and includes a visionary dream of the future. College Star, February 20, 1959, p. 3.

was eight hundred eighty-four thousand three hundred eighty-seven dollars (\$884,387), with the replacement value one million five hundred forty-two thousand seven hundred sixty-eight dollars (\$1,542,768). The structure was renamed Flowers Hall in 1965 in honor of Dr. John G. Flowers, third president of the college.²⁰

Evans Auditorium-Laboratory School.--This edifice, completed in 1939 at a cost of one hundred forty-five thousand four hundred fifty-four dollars (\$145,454), contained an auditorium with a seating capacity of sixteen hundred, and ten college classrooms. In 1942, the elementary grades of the public schools, as well as the Textbook Library, were housed in this building. It was known at first merely as the Auditorium-Laboratory School. In 1947, it was remodeled at a cost of thirty-one thousand dollars (\$31,000) and indirect lighting, a new ceiling, new drapes, a projection booth, and an orchestra pit were added. At the dedication on January 27, 1948, the auditorium was officially named Evans Auditorium in honor of President Emeritus, Dr. C. E. Evans, at which time President Flowers remarked: "We are gathered here today to pay tribute to a great person, one who has done more than anyone else in making the college what it is today."²¹ In 1957, an addition was

²⁰Information from cornerstone of building; "Request for Legislative Appropriations for Fiscal Years Ending 1968-1969," pp. 68ff; College Catalog, 1942-1943, pp. 16, 17; College Star, May 20, 1942, p.1; Flowers et al., Emphasis Upon Excellence, p. 37; News Release, March 9, 1965, in Publicity File of Southwest Texas State College.

²¹College Star, January 28, 1948, p.1; College Catalog, 1942-1943, p. 17; "Request for Legislative Appropriations for Fiscal Years Ending 1968-1969," pp. 68ff.

made to the laboratory school area of the building at a cost of seventy-five thousand six hundred thirty dollars (\$75,630), bringing the total investment cost in the building in August, 1964, to two hundred sixty-six thousand seven hundred thirty-eight dollars (\$266,738). Projected plans to remodel the building at a cost of two hundred three thousand four hundred four dollars (\$203,404) were already under way when Dr. Flowers retired.²²

Agricultural Farm Shop Building.--This structure, built in 1948 for the sum of thirty-one thousand three hundred nineteen dollars (\$31,319), had a replacement value of forty-six thousand two hundred four dollars (\$46,204) at the close of the Flowers' administration. This building served as a shop for equipment for the farm used by the agriculture department.

Air Science Building.--This structure is a composite of former United States Army buildings acquired in 1949 at a cost of ten thousand three hundred ninety-nine dollars (\$10,399) to house the Reserved Officer Training Corps established on the campus. As of August, 1964, the replacement cost was estimated to be fifteen thousand eight hundred six dollars (\$15,806).

Fine Arts Building.--This was the first entirely new instructional building of any size constructed during the Flowers' administration; it was erected in 1950 at a cost of two hundred eight-nine thousand nine

²²Following the renovation of the building in 1965, the replacement value was one million seventy thousand one hundred seventy one dollars (\$1,070,171). The building was renamed Evans Academic Center in the summer of 1966 when the Departments of History, Government, Economics, Sociology, and Geography moved into it.

hundred eighty-six dollars (\$289,986), and improvements in 1952 ran the cost to two hundred ninety-one thousand one hundred nine dollars (\$291,109). The replacement cost in August, 1964, was four hundred eighty-six thousand seventy four dollars (\$486,074); S. O. Yarbrough was the contractor, and Harvey P. Smith of San Antonio was the architect. A small auditorium for recitals was included in this building which housed both the music and art departments.²³

Men's Gymnasium (Strahan Gymnasium)²⁴--Built in 1955 for five hundred fifty-seven thousand seven hundred forty-six dollars (\$557,746), this structure provided adequate space for such events as graduation exercises and other large gatherings, as well as for instructional facilities for physical education. The dormitory section of the building cost one hundred seventeen thousand seven hundred ninety-two dollars (\$117,792); the replacement value of the entire building when President Flowers retired was seven hundred seventy-five thousand two hundred sixty-seven dollars (\$775,267).

Industrial Arts Building.--In September, 1959, the three-unit industrial arts building was finished for a total sum of three hundred seventy-five thousand thirty-seven dollars (\$375,037). Utilizing equipment and tools received from the federal government following World War II, facilities were valued at almost a million dollars. The cost of the building replacement in the fall of 1964 was four hundred

²³"Request for Legislative Appropriations for Fiscal Years Ending 1968-1969," pp. 68ff; College Star, June 7, 1950, p. 1; August 16, 1950, p. 1; interview with Jerome C. Cates, San Marcos, Texas, December 8, 1966.

²⁴Following President Flowers' retirement the building was named Strahan Gymnasium for Oscar Strahan, former Chairman of the Physical Education Department, now retired.

sixty-one thousand two hundred ninety-five dollars (\$461,295).

Student Union Building.--William Matera of San Antonio was the contractor for the three hundred ninety-seven thousand eight hundred sixty-three dollar (\$397,863)edifice, which was considered to be the outstanding structure on the campus when it was completed in the fall of 1962. The three-story building contained a gym-sized ballroom, six rooms for various club meetings, and offices for the student center personnel, as well as a college snack shop, bookstore, and recreation area.²⁵

Auxiliary Buildings

Although there were some eighteen buildings used as dormitories and apartments when President Flowers took over the reins of Southwest Texas in the fall of 1942, there were only two modern fire-proof dormitories: Sayers Hall for women, and Harris Hall for men. The others were chiefly residences acquired along with land secured for expansion purposes, and were utilized as living quarters for students. Almost ten million dollars worth of residence halls and apartments²⁶ were erected during his twenty-two year administration, seventeen of which were modern masonry structures designed in keeping with the

²⁵"Request for Legislative Appropriations for Fiscal Years Ending 1968-1969," pp. 68ff; College Star, December 18, 1959, p. 3; July 29, 1960, p. 1; June 8, 1962, p. 1.

²⁶Dormitories for women were Beretta, Brogdon, Commons, Lantana, Laurel, Retama, Speck, Burleson, Hornsby, and already scheduled was Butler. Men's Dormitories were Arnold, Elliott, Harris Annex, Smith, Thomas, Athletic (Men's Gymnasium), and scheduled were another unit of Thomas and Read Hall.

Spanish Colonial type architecture of the other campus buildings.

There were six additions to dormitories during these years; housing in permanent fire-proof dormitories was thus provided in 1942 for a total of two hundred eighty-three(283) men and women. In the fall of 1964 dormitory space was available for two thousand three hundred sixty-one (2,361) students with three other residence halls under construction to house another five hundred thirty-eight (538), bringing the total to two thousand eight hundred ninety-nine (2,899) single students who could be lodged.

During World War II, the college leased its Riverside area to the government for a federal housing project built by the United States Army Air Corps for Camp Gary Air Force Base located at the edge of San Marcos. At the end of the war, the college purchased these barrack-type buildings from the government at a cost of sixty-four thousand dollars (\$64,000), thus providing adequate housing facilities for married students, particularly veterans. As a matter of fact, on January 1, 1946, Southwest Texas was the only state college in Texas which had such facilities. At that time twenty-two veterans and their families were living in the Riverside Homes. As these buildings began to deteriorate and as the number of married students increased, the college constructed six units of eight apartments each in 1957. These residences, named Riverside Apartments and located across from the football stadium, were built with a loan from the Federal Housing Authority, the first loan obtained from the Federal Government for building purposes since 1936 when Sayers and Harris dormitories had been erected under the government's Workers Project Administration program. A total of

three hundred fifteen thousand four hundred four dollars (\$315,404) was spent constructing the permanent brick apartments. Some of Riverside Homes that were beyond repair were demolished; at least half of them, however, were being utilized in 1967. It was planned that all of these would eventually be replaced with permanent, concrete, fire-proof, modern apartments to provide for the ever-increasing number of married students. In 1964, sixty-one dormitories and apartments were in use on the campus of Southwest Texas.²⁷

Service Buildings

In addition to the seventy-six instructional and auxiliary buildings, the college plant embodied in the fall of 1964 thirty-one other buildings, ranging from the president's home to the various buildings on the college farm and on the college campsite. Included are the athletic field house, the bath house, the Commons Cafeteria, the Infirmary, and the power plant, as well as other service and maintenance facilities. The three buildings which are outstanding in college usefulness and which were built during President Flowers' term of office are the Infirmary, the Commons cafeteria, and the president's home.

The Infirmary.--This building was erected in 1950 on the corner of Edward Gary and Wood streets at a cost of one hundred fifty-four

²⁷"Request for Legislative Appropriations for Fiscal Years Ending 1968-1969," pp. 68ff; College Catalog, 1943-1944, p. 20; College Catalog, 1964-1965, pp. 14, 41, 56-57; Flowers, et al., Emphasis Upon Excellence, pp. 99, 104; College Star, October 25, 1957, p. 2; October 9, 1959, p.4; San Marcos Record, January 4, 1946, p. 1.

thousand one hundred eighty-five dollars (\$154,185) to accommodate twenty patients.

The Commons Cafeteria.--Construction on the cafeteria began in the spring of 1950 and was completed in September, 1951; at that time, the large dining room on the third floor had a seating capacity of five hundred eighty-eight (588). In addition, there was a special banquet room designed to accommodate one hundred twenty (120). The cafeteria was expanded in the summer of 1960 at a cost of two hundred thirty-nine thousand dollars (\$239,000). Commons, located between two girls dormitories, Beretta and Brogdon Halls, faces Roanoke Street and the Library (Flowers Hall).²⁸ It also included dormitory space for forty-two girls.

The President's Home.--This edifice was erected in 1956 for eighty-four thousand eight hundred thirty-eight dollars (\$84,838). Just before Christmas, President and Mrs. Flowers moved into the home which was designed to serve also as a guest home for outstanding visitors to the campus, as well as a place for some of the large receptions given each year by the college. On January 11, 1957, the seniors of the mid-winter graduating class, along with the faculty members, were the first to be honored at a reception in the new home. The following week, members of the staff of the College Star were given a special tour of the beautiful new structure. When President Flowers relinquished it to his successor in August, 1964, its

²⁸"Request for Legislative Appropriations for Fiscal Years Ending 1968-1969," pp. 68ff; College Catalog, 1964-1965, p. 41; College Star, May 11, 1949, p. 1; November 30, 1949, p. 1; June 7, 1950, p. 1; August 16, 1950, p. 1; September 19, 1951, p. 1.

estimated value was one hundred seventeen thousand nine hundred twenty-five dollars (\$117,925).²⁹

The College Farm

In addition to the sixty-five acres on the campus proper and the recreational area located on the San Marcos River,³⁰ the college owns two other large pieces of property, one of which is the college farm. To supplement the forty-seven acre farm which was purchased during the Evans administration, which is located one mile from the college and which adjoins the football stadium (Evans Field) on the east, the college bought another three hundred eighty-eight (388) acres from Mr. Charles Fehlis in February 1948 for experimental and practical use by the Agriculture Department. Located on the Old Hunter Road about three miles south of San Marcos, almost one-third of the farm is of the hill country ranching land; a portion of better than two hundred (200) acres is black land suitable for cultivation. Both President Flowers and T. R. Buie, Chairman of the Agriculture Department, praised Fehlis for his generosity and cooperation in selling the farm to the college. The purchase price was twenty-one thousand one hundred eighty-six dollars

²⁹"Request for Legislative Appropriations for Fiscal Years Ending 1968-1969," pp. 68ff; College Catalog, 1964-1965, p. 41; College Star, December 20, 1956, p. 2; January 17, 1957, p. 1; May 13, 1960, p. 2.

³⁰The college owns several acres along the San Marcos River known as Sewell Park; the river is utilized as a swimming pool and picnic tables are also provided for the recreation area.

and seventy-five cents (\$21,186.75), but the established value at that time was twenty-five thousand nine hundred twenty-three dollars and seventy-five cents (\$25,923.75); the value of the land in the fall of 1964 was estimated to be fifty-seven thousand dollars (\$57,000).³¹

The College Campsite

The other large piece of property owned by the college is the college campsite. On January 10, 1951, Mrs. J. K. Beretta of San Antonio, an eighteen-year member of the Board of Regents for Texas State Colleges, donated a campsite of one hundred twenty-five (125) acres to Southwest Texas State Teachers College. The camp, located on the Blanco River six miles southeast of Wimberley, is only eight miles from San Marcos by way of the old Wimberley highway; however, the distance is nineteen miles through Wimberley proper. The camp, across the river from the Nance ranch, was at one time the Zapalec property but had been acquired by Jim Crews, a San Marcos businessman, years before. Mrs. Beretta had purchased the property from Crews and the same day deeded it to the college. A ranch house and several other ranch buildings were included in the twenty-five thousand dollar (\$25,000) campsite. Oscar Strahan, Chairman of the Physical Education Department of the college at the time commented that the camp was "one of the most scenic places along the Blanco River and one of the most ideal campsites in this area," and he was enthusiastic about the many

³¹College Star, February 18, 1948, p. 1; College Catalog, 1942-1943, p. 18; College Catalog, 1943-1944, p. 20; interview with Jerome C. Cates, Vice President of Fiscal Affairs, Southwest Texas State College, San Marcos, Texas, December 8, 1966.

possible uses of the camp.³²

Landscaping

In addition to the building improvements, Dr. Flowers initiated a landscaping program early in his term of office as president. Mrs. Gates Thomas was chairman of the landscaping committee which included soil erosion control. Mrs. Flowers also took an active part in the campus beautification in the nineteen forties; through her efforts, trees, bushes, and flowers were either planted or left intact even during the building programs. At that time the custom was to remove all shrubbery and greenery when building construction was under development. Not only was Mrs. Flowers instrumental in seeing that certain trees and shrubbery were left intact, but she also managed to implement a program to plant greenery and thus not only retain original beauty, but to enhance the landscaping program while construction was in progress. Shortly before Dr. Flowers' retirement, his wife said "It was wonderful to watch the transformation of the campus. Beauty developed as walks and plantings were added. This has given us as much satisfaction as anything I know of."³³

The Huntington Statue

One of the greatest contributions to campus beautification came in the fall of 1951 with the donation of the Huntington statue, entitled

³² Interview with Jerome C. Cates, San Marcos, Texas, December 8, 1966; College Star, January 17, 1951, pp. 1, 4.

³³ College Star, March 17, 1948, p. 1; April 10, 1964, p. 4.

"Fight of the Stallions." The seventeen-foot cast aluminum statue is the work of Mrs. Anna Hyatt Huntington, and was a gift from the noted American sculptress and her philanthropist husband, Archer Huntington.

Along with President Flowers, artist Buck Winn of Wimberley was enthusiastic about the statue. He said, "This gift is one of the most wonderful things that has ever come to Texas. . . . As a work of art it is priceless." Winn donated his services in helping to choose the location and designing a suitable mounting for the statue. San Marcos civic leaders were also enthusiastic about the gift and raised several thousand dollars to provide for the construction of the oval-shaped base composed of native stone and "surrounded by a grass moat planted in low shrubs and protected around the outer rim by a low stone wall."³⁴ President Flowers was particularly pleased with the the stallions, later valued at forty thousand dollars (\$40,000), and remarked, "We feel greatly honored to be picked out of all the colleges in the country to receive this wonderful gift. It will be cherished forever, a thing of beauty We can never give adequate thanks to Mr. and Mrs. Huntington."³⁵ The statue is down the mall from Old Main, located between the Evans Academic Center and the Fine Arts Building.

Under President Flowers the campus almost doubled in size, and the purchase of a four hundred forty-three acre farm, the acquisition of a one hundred twenty-five acre campsite, and the erection or

³⁴College Star, October 10, 1951, p. 1.

³⁵Ibid., p. 2.

remodeling of the one hundred seven buildings owned by the college was achieved. The orderly, systematic arrangement of the white masonry, red-topped buildings of the Southwest Texas State College are a striking achievement of the Flowers administration, during which many notable events transpired, some of which will be considered in the chapter which follows.

CHAPTER V

SOME NOTABLE ASPECTS OF PRESIDENT FLOWERS' ADMINISTRATION

When Dr. Flowers became president of Southwest Texas State College in 1942, the fall enrollment was eight hundred seventy-eight (878); it was three thousand eight hundred fifty (3,850) in 1963. The faculty numbered sixty-one (61) in 1942; it was one hundred seventy-two (172) in 1963. The plant investment was one million eight hundred eighteen thousand two hundred twenty dollars (\$1,818,220) in the fall of 1942; it was fifteen million one hundred forty thousand two hundred ninety-seven dollars (\$15,140,297) when president Flowers retired in 1964. Since the replacement value was very conservatively estimated to be at least one-third of the investment cost, the total plant value exceeded twenty million dollars. The 1941-1942 budget of the college was three hundred sixty thousand four hundred sixty-four dollars (\$360,464); in 1963-1964 it was four million seven hundred thirty-six thousand five hundred thirty-two dollars (\$4,736,532), and if the building budget of four hundred eleven thousand six hundred sixteen dollars (\$411,616) is added to this, the total figure is five million one hundred forty-eight thousand one hundred forty-eight dollars (\$5,148,148). The 1964-1965 budget projected by Dr. Flowers is even more impressive, totaling eight million two hundred ninety-nine thousand six hundred two dollars (\$8,299,602), including three million three hundred eleven thousand

six hundred eighty-five dollars (\$3,311,685) for buildings. These figures represent tremendous growth, but President Flowers desired that his administration be characterized by quality rather than quantity. Excellence was a goal which he set not only for himself, but for the college he directed for a little over two decades.¹ His administration embraced some notable activities and events.

Self-Studies and Evaluations

Playing a significant part in the development and growth of Southwest Texas State College were the self-studies made by the administration and faculty, and the evaluations made by outside organizations. During his administration, President Flowers initiated three self-evaluations. The first, conducted in 1947, was entitled A College Looks at Its Program; the second, in 1958, was named A College Re-Examines Its Program; and the third, conducted in 1964 and published under the title Emphasis Upon Excellence, included a report of Dr. Flowers' years of service as college president. There were also two evaluations or surveys made by outside agencies: in January, 1951, the American Association of Colleges for Teacher Education (AACTE) began a series of studies of various member colleges, and Southwest Texas was

¹Sixteenth Biennial Report of the Texas State Teachers Colleges Board of Regents for the Years Ending August 31, 1941, and August 31, 1942 (Austin: Von Boeckmann-Jones Co., 1942), p. 17; Flowers, et al. Emphasis Upon Excellence, p. 104; Evans, "Establishment and Appropriations, Southwest Texas State Teachers College," p. 13; Austin American Statesman, August 30, 1964, pp. 1, 6; Registrar's Report, 1942-1943; 1963-1964, in Registrar's Office of Southwest Texas State College; interview with Jerome C. Cates, Vice-President of Fiscal Affairs for Southwest Texas State College, San Marcos, Texas, December 1, 1966.

one of the first four to be evaluated. In February, 1959, combining to study various phases of the program at Southwest Texas were three organizations: the National Commission for Accreditation of Teacher Education, the Southern Association of Colleges and Secondary Schools, and the Texas Board of Examiners.²

A College Looks at Its Program.--This study, made in 1947 by the college staff, listed the following goals:

- (1) To clarify, for ourselves, the objectives of the college.
- (2) To analyze and evaluate the procedures followed by the administrative and instructional staffs.
- (3) To discover institutional needs and to recommend means for improvement.
- (4) To serve as a professional stimulus to the staff.

This self-evaluation of the college disclosed a great many assets and resources; however, it also revealed areas in which improvement should be made. Many of the suggestions and recommendations of this study were subsequently implemented.³

AACTE Evaluation in 1951.--The Southwest Texas State College was one of four member colleges chosen by the AACTE, the official accrediting agency for the teaching profession, to begin an investigation which would later be conducted in some twelve hundred colleges throughout the nation. The purpose of the evaluation was to study each department of the college and to determine if it was adequately preparing teachers for the public schools. The following professors led the investigation: Dr. E. J. Ashbaugh, Dean Emeritus, School of Education, Miami University,

²Flowers, et al., Emphasis Upon Excellence, pp. iii-iv; College Star, January 10, 1951, p. 1; February 20, 1959, p. 1.

³College Staff, A College Looks at Its Program, pp. iii-iv.

Oxford, Ohio; Dr. E. S. Evenden, Professor Emeritus, Teachers College, Columbia University, New York; Dr. Charles W. Hunt, President, State Teachers College, Oneonta, New York;⁴ and Dr. W. W. Wright, Dean, School of Education, Indiana University, Bloomington, Indiana. Nineteen other educators assisted in the three-day investigation in January. The group lauded the spirit of unanimity between the students and the faculty, the cordial relationship between the college and the city, and the services by the college personnel; they also commended the curriculum, the laboratory experiences, and faculty preparation. There were, however, several recommendations for improvement which the evaluation team suggested. The faculty should have sabbatical leaves to spend in one of the following ways: academic study, writing, research, or travel. The faculty load of at least fifteen hours of classroom teaching was immoderate, especially since there were such other time-consuming responsibilities as committee assignments and counseling. This inordinate load was particularly burdensome on faculty members assigned to graduate teaching. The team also suggested that the general education requirements might be increased to as much as forty percent, or about forty-five to fifty semester hours, of the total academic program. These requirements should embrace a rather broad field to include the arts, music, speech, and a well-rounded general program

⁴Dr. E. S. Evenden supervised Dr. Flowers' dissertation at Columbia; Dr. Hunt served as executive secretary of the AACTE and was closely associated with President Flowers during his years of activity in the organization. Dr. Flowers stated that both of these men had a profound influence on his philosophy of education and that they were two of the most influential persons in his life. Flowers Tape, June 10, 1964, pp. 1-4.

for those entering the field of teaching. The evaluation committee recommended further that the policy of supplying textbooks through the textbook fund be eliminated, that students should purchase their own books and thus begin their own libraries. They recommended increased use of the library and suggested that faculty members request the librarian to order more books.⁵ Many of these suggestions were later implemented.

A College Re-Examines Its Program.--This self-study in 1958 was "A Sequel to a Self-Examination Made in 1948 [1947]." The reasons for this evaluation are given below:

Growth in student body, faculty, and physical plant; new developments in educational philosophies and procedures; and changing demands upon the institution by the people it serves necessitate changes in objectives, revision of curricula, refinement of methods, and broader concepts and longer range in planning.⁶

In January, 1957, President Flowers appointed Dean Nolle and Librarian Ernest Jackson chairmen of a committee of nine members to re-examine the overall program of the college. The committee was stimulated to make this investigation when it became aware of the evaluation of the college by three outside agencies, and the results of its study were published under the title A College Re-Examines Its Program.

Outside Evaluation in 1959.--In late February, 1959, three outside agencies, including the National Commission for Accreditation of Teacher Education, the Southern Association of Colleges and Secondary

⁵College Star, January 10, 1951, p. 1; January 17, 1951, p. 1; February 7, 1951, pp. 1, 4.

⁶College Staff, A College Re-Examines Its Program, p. v.

Schools, and the Texas Board of Examiners, made a joint evaluation of the college. Theirs was an unprecedented effort, for these three associations had never previously conducted a joint study. President Flowers stated that its purpose was "to discover institutional needs and recommend means of improvement." The evaluating teams forecast a great era of growth for the college. The educators were generous in their praise of virtually all programs at Southwest Texas State College. Specifically, they lauded the student teaching program; the general education program which was "very effectively" blended with the teacher education program; the "well prepared and capable" faculty; the physical plant; the concern of faculty and administration for student welfare; the student guidance program; the "absence of a separate set of standards for athletes;" and, notably, the administrative leadership of both President Flowers and Dean Nolle. The only phase of the college program which the evaluators suggested should be further developed was the graduate program. Dean E. B. Robert of the College of Education of Louisiana State University, representing the National Council for Accreditation of Teacher Education, stated that the graduate program would "be your biggest problem in the next twenty years."⁷

Emphasis Upon Excellence.--Near the end of 1963, the staff and administrators of the college undertook a third self-evaluation. This study was prompted by the conclusion of threescore years of history by Southwest Texas State College, over one-third (twenty-two years) of

⁷College Star, February 20, 1959, p. 1; March 6, 1959, p. 1.

which had embraced the administration of retiring President John G. Flowers. The usual goals of appraising resources and weaknesses and ascertaining future possibilities motivated the survey. The study was published in 1964 under the title Emphasis Upon Excellence, and the book is considered to be the special creation of Dr. Flowers. He authored three chapters, the last of which, according to Dr. Leland Derrick, Graduate Dean, was a personal report on "his stewardship during his term of office."⁸ The book also embodied seven other chapters written by members of the administrative and instructional staffs of the college, some of which provide an excellent history of the college.

The Faculty

Dr. Flowers stated that his most important single role as president was to recruit capable and efficient faculty members whose first obligation was as follows:

To create an atmosphere in your classroom that is conducive to good teaching and where the learning process can take place; and everything else is of secondary importance to that, because it is in the classroom, and what takes place in the classroom, that is important on the campus As I've seen my role over all these years, it was to facilitate that one thing above everything else.⁹

There were only sixty-one faculty members when President Flowers came to Southwest Texas in 1942, but by the fall of 1963, there were one hundred seventy-two faculty members and sixteen graduate instructors.

⁸ Flowers, et al., Emphasis Upon Excellence, pp. iii-iv.

⁹ Ibid., p. 121; Flowers Tape, March 24, 1964, p. 11.

In 1942, approximately one-third (twenty-one of the sixty-one) held doctorates;¹⁰ by 1947, the number of Doctor's Degrees had increased to thirty-five percent, and an additional twenty-three percent of the faculty had sixty hours of graduate work beyond the bachelor's degree. At that time, in a survey of the one hundred eighty teachers colleges and universities in the United States, the faculty ranked in the upper fifteen percent in academic preparation. In 1956, the number of doctoral degrees held by the faculty was almost forty-nine percent; this number had declined to thirty-four percent by 1963, however, as a result of the rapid growth of Southwest Texas and the need for additional professors. The limited salaries which the state provided were also a major factor in the school's inability to secure more faculty with doctor's degrees.¹¹ Nonetheless, President Flowers secured excellent and experienced faculty members to staff the college.

The faculty has manifested outstanding leadership in various professional organizations in the state, in the region, and in the nation. The 1963 Pedagog for example, cited six professors for outstanding honors in the 1962-1963 school year: Dr. Thomas L. Brasher, English professor who edited The Early Writings of Whitman, one volume in a series of Whitman's complete works published by the

¹⁰ Austin-American Statesman, August 30, 1964, Sec. A, p. 1; C. E. Evans, Southwest Texas State Teachers College, A Report to the Board of Regents, Nacogdoches, Texas, August 25-26, 1942, p. 3.

¹¹ College Staff, A College Looks at Its Program, pp. 14-15; Flowers, et al., Emphasis Upon Excellence, p. 141.

New York University Press;¹² Dr. Emmie Craddock,¹³ professor of history who received the Minnie Stevens Piper Professor¹⁴ award of one thousand dollars (\$1,000); Dan Farlow, government instructor, who was one of the two professors in Texas to receive the Danforth Foundation Teachers' Study Grant; Milton Jowers, head football coach and athletic director, who was named to the National Association of Inter-Collegiate Athletics' Basketball Hall of Fame for twenty-eight years of outstanding coaching with two hundred eighty-five (285) basketball wins and one hundred five (105) losses; Dr. William C. Pool, history professor, co-author with the late Dr. Claude Elliott¹⁵ of the history text, Texas: Wilderness to Space Age, who was honored by having his book recommended by the State Textbook Committee for use in the public schools; and Dr. Jenny Lind Porter, assistant professor of English, who was selected Poet Laureate of Texas.¹⁶

¹²This is the first complete edition of Whitman's works since 1902 when they were published by his literary executors. This new series will be a definitive work; interview with Dr. Thomas L. Brasher, San Marcos, Texas, April 24, 1967.

¹³Dr. Craddock was elected president of the Texas Association of College Teachers March 14, 1964, the second woman to lead the organization since its inception in 1948; San Marcos Record, March 19, 1964, p. 1.

¹⁴The Minnie Stevens Piper Foundation, incorporated in 1950 in the State of Texas, was organized "to support charitable, literary, scientific or educational undertakings," one of the main purposes being to provide loans for worthy students to attend college. Named for Minnie Stevens Piper and her husband, Randall Gordon Piper, principal donors, the Piper Professor Awards for Superior Teaching, granted to ten outstanding teachers in colleges and universities each year, are unrestricted awards of one thousand dollars each. The Piper Professors are nominated by the administrators, faculty, and students of the colleges from which they are selected; The Minnie Stevens Piper Foundation, Biennial Report, January 1, 1964, to December 31, 1965 (San Antonio, Texas, 1965), pp. 6, 27.

¹⁵Dr. Elliott served as Dean of the Graduate School until his death in 1958.

¹⁶The Pedagog, 1963, pp. 109, 241.

A Pioneer Counseling Program

An outstanding program developed at the college with Dr. Flowers' full support was the counseling program under the direction of Dr. William Frank Brown. Dr. Brown, who came to Southwest Texas State College as Associate Professor in Education in the fall of 1958, "found that the testing program was excellent, but the guidance program was definitely lacking." As funds were not available for professional counselors, Dr. Brown began to train student counselors to assist in guiding freshmen so that they might make a better adjustment to college life. The program was implemented in the spring of 1959, and one hundred twelve freshmen were chosen for the experiment. They were given the standardized test, "Survey of Study Habits and Attitudes," which Dr. Brown and Dr. Wayne H. Holtzman of the University of Texas had designed in 1953. Half of the students were counseled by student counselors and results of freshmen tests on academic aptitude were discussed, as well as attitudes, achievement, and adjustment to college. The other students were not counseled. Further tests and surveys of grades indicated conclusive differences in the counseled and non-counseled group of freshmen. Again in the fall of 1959, some freshmen were counseled, and others were not; a November follow-up test denoted that the counseled freshmen had an average gain of twenty-four points over the non-counseled group. Dr. Brown stated that although most professional counselors believe that a person must have at least a master's degree in counseling to do a meaningful job, "we have demonstrated here that first-level routine test interpretation

counseling can be efficiently done by students."¹⁷

In the fall of 1960, a grant from the Hogg Foundation for Mental Health made possible another study in line with Dr. Brown's unique student counseling program. The student counselors were selected on the basis of scholastic ability, peer acceptance, academic history, study, orientation, leadership experience, and conversational effectiveness. They received forty hours of training; approximately thirty hours of thorough training were given in the spring, and ten hours of review were given in the fall. The instructional program for the student counselors included lectures, discussion periods, practice exercises, and demonstrations. These student counselors were supervised and supported by thirty-three faculty advisors and three professional counselors. In 1960, two groups of two hundred sixteen freshmen students were chosen, equally divided between men and women. The non-counseled, or control, group was carefully matched with the counseled, or experimental, group as to sex, size of high school attended, high school rank, scholastic ability, and study orientation. The unique component of the program was the "systematic adjustment counseling by upperclassmen," said Professor Brown, which enabled the beginning students to make better adjustment to college routine than those who were not counseled. The following characteristics were used in the student-counseling program:

- (1) utilization of the peer approach in that the counseling is accomplished by carefully selected, trained, and supervised upper classmen;
- (2) utilization of the group approach in that

¹⁷College Star, November 15, 1958, p. 4; December 11, 1959, p. 2; interview with Dr. William F. Brown, San Marcos, Texas, July 7, 1966.

the counseling is done in small discussion groups; (3) utilization of the motivation approach in that each freshman's study behavior and academic values are systematically surveyed; and (4) utilization of the prevention approach in that emphasis is given to identifying potential academic problems and planning appropriate corrective actions.¹⁸

Dr. Brown emphasized further that the uniqueness of his counseling program was in the combination of these four factors. The program consisted of three successive meetings of two hours each. The first meeting, conducted in the freshman residence halls, was a "survival orientation meeting;" the second gathering was at the Testing and Guidance Center where tests were interpreted and discussed by the student counselors and their counselees; the third session, again held in the dormitories, consisted of guidance in study skills. Both groups of two hundred sixteen students were tested in September and again in December. The counseled group of freshmen men gained an average of 31.3 points on one test, whereas the uncounseled men lost an average of 3.2 points during the same period. A gain of 28.2 points was made by the freshmen women who were counseled, but their uncounseled colleagues lost an average of 2.5 points. The tests revealed also that the experimental group of men earned an average of .4 letter grades higher and 6.4 quality points higher for the semester than did the men who were not counseled. The counseled women rated even better, with an average of .6 letter grade and 10.3 quality points higher than the control or uncounseled group of freshmen women. The

¹⁸William F. Brown, "Student-to-Student Counseling for Academic Adjustment," The Personnel and Guidance Journal, Vol. XLIII (April, 1965), pp. 811-817; interview with Dr. William Brown, San Marcos, Texas, July 7, 1966.

success of the student counselor was due in part to the fact that the freshmen were aware that the counselor "speaks the same language and shares the same problems."¹⁹

President Flowers had great praise for Dr. Brown and his counseling program which, by 1964, was being studied by seven other colleges.²⁰

The interest in the program manifested by educators in numerous states brought nation-wide recognition to Dr. Brown as well as to the college. By July, 1966, there were eighteen colleges in and out of the state which were using Dr. Brown's student-to-student counseling program. At least fifty other colleges had obtained his material and were utilizing it in different ways.²¹

The Danforth Foundation Grant

During his twenty-two years of administration, President Flowers was instrumental in obtaining for the college over a million dollars in the form of grants, gifts, and bequests. This money was, of course, in addition to the state appropriations and student fees for upkeep, improvement, and maintenance of the college. These funds were procured from foundations, universities, corporations, individuals, and state

¹⁹William F. Brown, "Student-to-Student Counseling for Academic Adjustment," The Personnel and Guidance Journal, Vol. XLIII (April, 1965), pp. 811-817; interview with Dr. William Brown, San Marcos, Texas, July 7, 1966.

²⁰Flowers Tape, March 24, 1964, p. 12; interview with Dr. William Brown, San Marcos, Texas, July 7, 1966; the seven colleges were Texas Lutheran, Seguin; Huston Tillotson Negro College, Austin; Stephen F. Austin, Nacogdoches; Arlington State, Arlington; West Texas State, Canyon; and Abilene Christian, Abilene; all of Texas.

²¹Interview with Dr. William F. Brown, San Marcos, Texas, July 7, 1966.

and federal governments. Prominent among the foundations were grants from the Hogg Foundation and the Danforth Foundation, both of which Dr. Flowers praised very highly. The fifteen thousand dollar (\$15,000) grant from the Danforth Foundation in the spring of 1956 is particularly noteworthy. This Foundation was formed by the late W. H. Danforth, founder of the Purina Corporation, a stock feeds and rations company of St. Louis, Missouri. President Flowers, having known the philanthropist personally, stated that Danforth was quite interested in the program of the teacher colleges, believing that "they came nearer representing the grass roots of American culture than any other kind of institution." Southwest Texas was one of thirty teachers colleges in the United States asked in early 1956 to present to the trustees of the Danforth Foundation "ideas for projects which might develop better citizens for the country," and it was among nine other colleges to receive grants of fifteen thousand dollars (\$15,000) to be used to implement civic, social, and spiritual values at the colleges. The grant to Southwest Texas, to be utilized over a three-year period, covered five approved projects: Great Issues Lectures and Seminars, Student Problems in Family Living, Improvement of the Humanities Program, Improvement of Dormitory Living, and Development of Student Leadership.²² Dr. Ralph Houston of the English Department was chairman of the Great Issues Lectures; Dr. Elton Abernathy, chairman of the speech department, planned and conducted the seminars held in

²²Flowers Tape, March 24, 1964, pp. 6-7, 9, 10; College Star, July 19, 1956, p. 1; July 17, 1959, p. 1; The Pedagog, 1957, p. 9; Flowers, et al., Emphasis Upon Excellence, pp. 134-135.

conjunction with the lectures. The speakers for the Great Issues Lectures for the 1956-1957 school year were Dr. W. Norwood Brigance, Mrs. Eleanor Roosevelt, Mr. Norman Cousins, and Dr. Henry S. Commager; speakers for the 1957-1958 terms were Dr. Everett R. Clinchy, Professor John Ciardi, Mr. Robert Florsheim, Professor Roger J. Williams, and Mr. Willey Ley; for the 1958-1959 semesters, the speakers included Dr. David R. Mace, Professor Walter Starkie, Professor R. H. Montgomery, and Dr. R. G. Gustavson. Dr. Houston stated that although the college had endeavored to bring such renowned persons to the campus in the past, they were "never able to bring so many in so short a period of time."²³

Perhaps the best known person to appear in the Great Issues Program was Eleanor Roosevelt, who was "first lady of the land" for thirteen years. By 1957, she had been designated "first lady of the world," "the most admired woman living today in any part of the world," and "the most popular living American of either sex." A great deal of her fame came after the death of her husband, President Franklin Delano Roosevelt. She served as the United States delegate to the General Assembly of the United Nations in 1945, and was elected chairman of the Commission on Human Rights of the United Nations Economic and Social Council (UNESCO) in April, 1946. The editor of the 1957 Pedagog said, "One of the most distinguished persons ever to visit the SWT campus, Mrs. Franklin D. Roosevelt spoke on 'World Concepts of Communism' in February before a capacity crowd in Evans Auditorium." Mrs. Roosevelt emphasized education in her speech, declaring, "The threat to our educational system

²³College Star, November 22, 1956, p. 1.

is the greatest threat to the democracy of our time." She pointed out that the most extraordinary challenge in the field of education came from the Communist leaders of the Soviet Union who educated Russian youth to their highest capacity. The United States, on the other hand, permitted "many talented young people to miss out on an education altogether." The seventy-three year old world traveler accentuated the fact that democratic education is the greatest enemy of ideological Communism.

In the course of her talk she warned that although Japan had been given a constitution, they did not not necessarily have a democracy. She stated that the Communistic ideas of equality for all men and the sharing of their food with the starving were particularly appealing to India. She stressed the significance of commercial exchange and trade between the United States and Communist countries, and she concluded that a stronger belief in the people and in the democratic concept is our greatest hope. "You don't put a stop to Communism by a single act. You learn to live with it, if you want to keep civilization together." Following her one hour and a half lecture, Eleanor Roosevelt answered questions from the audience. The immediate response to the questions revealed the depth and breadth of her knowledge. President Flowers referred to her visit as one of the outstanding events of his administration.²⁴

Miss Marjorie Stewart, Associate Dean of Students and Director of Women's Housing, was chairman of the Committee on Improvements of

²⁴College Star, February 14, 1957, p. 1; February 28, 1957, p.4; The Pedagog, 1957, p. 11; Flowers Tape, March 24, 1964, p. 10.

Dormitory Living which included "the improvement of the counseling service, the improvement of physical facilities, and the improvement of the administration of the dormitories." The ways in which those goals were accomplished were these: the committee conducted a nationwide survey of counseling practices in dormitories of other colleges; the training program for student counselors was evaluated and improved; all of the dormitory head residents took a graduate course in counseling techniques; manuals were prepared for the head residents; a handbook was developed for student counselors; and a personnel folder was arranged for use in the dormitories.

The Committee on Developing Student Leaders actually broadened its study to include the whole area of extracurricular activities. A complete survey of every organization on the campus was made; this study included purposes, goals, accomplishments, and future plans. As a result of this project, some organizations made specific changes and some groups were even dispersed because they did not meet acceptable standards. The Student-Faculty Administrative Board was organized to serve as a channel of communication among students, faculty, and administrators; a study was made of the number of students who participated in extracurricular activities for two successive years, and a card was developed for each regular student to record his participation in the extra functions. The student senate conducted several leadership retreats and seminars; the senate itself was increased from nineteen to thirty-three members to allow for the participation of more students; and the senate developed a "point system" to allow more students to take part in leadership on the

campus and to prohibit a few students from being in too many leadership positions. Also a college calendar was published and kept up-to-date by the students. This survey and the emendations that followed increased the number of students collaborating in the various extra-curricular activities.²⁵

The Committee on the Improvement of the Humanities Program was headed by Professor Ira Renay Bowles of the Music department, Charles J. Suckle, assistant professor of arts, and James G. Barton, associate professor of speech. Prior to the Danforth Foundation grant in 1956, a survey had revealed a weakness in the emphasis of the humanities in the general education program of the college, and steps had been taken to correct this deficiency; however, the Danforth grant strengthened and improved the humanities program by providing a higher quality of extra-curricular activities, including the Fine Arts Festival, visiting lecturers, emphasis upon the modern dance, and the Little Theatre productions. A greater degree of cooperation among the Music, Art, and Speech Departments, and the Women's Division of Health and Physical Education Departments, was effected; better and more efficient visual aids were obtained for teaching the humanities; a greater degree of student participation in the field of the humanities was procured. The splendid results were particularly evident in the inauguration of an annual Fine Arts Festival, which emphasized all phases of the arts in an eight-day convocation.

The Committee on the Improvement of Family Living was led by Dr. A. A. Grusendorf, head of the Sociology department. In 1956, about

²⁵College Star, July 17, 1959, p. 1; July 24, 1959, p. 1; July 31, 1959, p. 2.

twenty percent of the Southwest Texas State College students were married, and the trend was toward earlier marriages. This committee sponsored programs in marriage counseling, lectures by outstanding authorities on marriage and the family, and specific training sessions in group and individual counseling for both faculty members and students who worked in this area. As a result, there was an increased interest in the courses on the family and marriage which were offered in the curriculum, and books and magazines on these topics were placed in dormitories for easier accessibility.

All in all, the total three-year program in the five separate areas of college life made possible by the fifteen thousand dollar (\$15,000) Danforth Foundation grant was most successful. Approximately two hundred fifty students and fifty faculty members participated in some manner during the three-year period of campus enrichment provided by the Danforth gift. President Flowers said, "For the students and members of the faculty who participated in planning and presenting the lectures and the seminars, there has been a growth in experience which will remain as an asset in developing similar educational plans."²⁶

Lyndon Baines Johnson

In one sense, the fact that a graduate of Southwest Texas State College became the thirty-sixth President of the United States was a climax to the administration of President John G. Flowers. The tragic slaying of President John Fitzgerald Kennedy on November 22, 1963,

²⁶College Star, July 17, 1959, p. 1; August 7, 1959, p. 2; August 14, 1959, p. 4.

in Dallas, Texas, placed Lyndon Baines Johnson, a 1930 graduate of Southwest Texas, in the White House. Ironically, the thirty-sixth president of the nation was sworn into office on the soil of his native state. At 2:38 p.m., aboard the presidential plane in Dallas, with his hand on the Bible, Lyndon B. Johnson took the oath which elevated him to the highest office of the land. The ascension of Johnson to the Presidency focused the eyes of the nation upon Southwest Texas College which joined the ranks of the fifteen colleges which can boast of having had one of their graduates become President of the United States.²⁷

Young Lyndon, aged eighteen, enrolled at Southwest Texas State Teachers College as a freshman on March 20, 1927, after having spent six weeks (From February 8 to March 19) in the sub-college to prove a portion of his high school work. He worked steadily toward his degree, summer and winter, until graduation on August 19, 1930, when he received a Bachelor of Science Degree and a permanent secondary teaching certificate. While still an undergraduate, he taught in Cotulla during the 1928-1929 school year in order to have funds to continue his college education; he was at that time enrolled in the extension division of the college. Mr. Johnson's academic record reflected a "B" average with top grades in his major of social science and minor of English. He was also very active in extracurricular activities, and was a member of the Harris Blairs Society (later Pi Sigma Chi and more

²⁷ San Marcos Record, November 28, 1963, p. 1; College Star, December 6, 1963, p. 2; William C. Pool, Emmie Craddock, and David E. Conrad, Lyndon Baines Johnson The Formative Years (San Marcos: 1965), p. 68. Hereafter cited Pool, et al., Lyndon Baines Johnson.

recently Pi Kappa Alpha), Pi Gamma Mu (social science honorary society), the Press Club, and the student council, and he served on the staff of The College Star. He was also secretary of the Schoolmaster's Club, an organization composed of men students and faculty members, and was a member of a most successful varsity debate team coached by his government professor, H. M. Green. In the 1920's, the debate team achieved almost as much prestige on the campus as the athletic teams.

President Johnson "worked his way through college." This was not particularly unusual, however, as over half the boys at Southwest Texas had jobs of some type. His jobs ranged from being a member of the college "custodial staff" to serving as "executive secretary" to President Evans.²⁸ Johnson himself described his duties as "having been former janitor and worker out on the rocks on the campus and part-time secretary with Tom Nichols in the president's office . . ."²⁹ Nichols served as secretary to President Evans for better than ten years; during this period, Johnson was a student, and, according to Dean Nolle, began his work in Dr. Evans' office as a "messenger boy" who, in the absence of inter-departmental telephones, relayed messages from the president to various departments. As a result of his courtesy and friendliness, Johnson became well-known among college personnel. Because of their mutual interest in politics, Johnson and Evans became

²⁸ Pool, et al., Lyndon Baines Johnson, pp. 79, 101; "Lyndon Johnson's Student Days at Southwest Texas State College," (News release in College News Service Files, 1965), pp. 1-4; College transcript of Lyndon B. Johnson in Office of the Registrar, Southwest Texas State College. College Star, September 29, 1955, p. 1; December 6, 1963, p. 2.

²⁹ Lyndon B. Johnson, "The Inaugural Address," Proceedings of the Inauguration of James Henry McCrocklin as Fourth President of Southwest Texas State College (San Marcos, Texas, Friday, November 20, 1964) p. 11.

close friends. Evans kept contact with Johnson after his graduation, and Johnson was a frequent visitor to the campus; several times on such occasions Dr. Evans introduced Mr. Johnson as his former "executive secretary."³⁰ When President Evans retired in 1942, Congressman Johnson was the principal speaker for the August Commencement exercises at which time he praised Dr. Evans highly and spoke of his influence in his own life:

Dr. Evans and the teachers around him have not placed their investments in apartment hotels, in flowing oil wells or productive real estate, but instead the modest salaries they have received for their work have been invested in men and women--the men and women who today must match the leadership of the Nazi and Fascist challenge to the world.

Johnson in some ways prophesied his own future as he stated: "You were educated for peace, and you are graduating into war, and never did a graduating class emerge into a world that needed it more and about whose destiny it could have more to say."³¹

Following his graduation from Southwest Texas in 1930, Johnson taught at Pearsall and then in the old Sam Houston High School in Houston. In 1932, Congressman Richard M. Kleberg invited Johnson to become his secretary and while serving in this capacity in Washington, D. C., the energetic young Texas made an impression on President Franklin Roosevelt, who appointed him director of the National Youth Administration in Texas in 1935. It was on the campus of his alma

³⁰Interview with Dr. Alfred H. Nolle, retired dean of Southwest Texas State College, San Marcos, Texas, December 1, 1966; "Lyndon Johnson's Student Days at Southwest Texas State College," (News release in College News Service Files, 1965), pp. 1-4.

³¹College Star, August 20, 1942, pp. 1,5.

mater that Johnson, just two years later, made his first announcement to run for Congress. When James Buchanan of Brenham died in 1937, Johnson was elected to fulfill his unexpired term in the United States House of Representatives. He was elected to the Senate in 1948, became chairman of the Senate Armed Services Preparedness Committee in 1950, was minority leader of the Democratic party in 1952; and when the Democratic Party regained control of the Senate in 1955, he was elected majority leader at the age of forty-five, the youngest Senate floor leader ever elected by a major party.³²

On Monday, September 25, 1955, President Flowers and President Emeritus C. E. Evans visited Senator Johnson at his Johnson City ranch and extended an invitation to him to speak at the November homecoming at the college. Although the Senate Majority Leader was still recuperating from a heart attack suffered in the early part of the year, he agreed to attend, and the event was named "Lyndon Johnson Day" in his honor.³³ On November 19, Johnson was introduced by President Flowers as "Southwest Texas' most illustrious graduate." In his speech to the two thousand students, alumni, and friends, Johnson said that most congressmen and the majority of the American people were now able to view the international situation and foreign crises in a non-partisan manner. Among his remarks were the following:

The American people have passed the stage where foreign policy is a 'politicking' issue. There are still individuals who see partisan advantage from that kind of politics. They have

³²College Star, December 6, 1963, p. 2.

³³Ibid., September 29, 1955, p. 1; November 3, 1955, p. 1.

harrassed every President for 20 years, but on every decisive test, they have been rejected.³⁴

A life-sized color photograph of Senator Johnson was presented to the college at this time. President Flowers later stated that "Lyndon Johnson Day turned out to be one of the finest in our history. . . . I have never seen finer, more whole-hearted cooperation between faculty, students, ex-students, and friends than we saw on that day."³⁵

In 1956, Senator Johnson was the "favorite son" candidate of Texas for the presidential nomination at the Democratic Party Convention in Chicago. After his bid for the presidency failed³⁶ and a spirited contest for the vice-presidency developed between Senator John F. Kennedy and Senator Estes Kefauver, Johnson threw his support to Kennedy.³⁷

Another person whom the future President greatly admired during his college days and to whom he expressed appreciation through the years was Dr. Alfred H. Nolle, who came to Southwest Texas in 1919 as the first professor with a doctor's degree, a distinction which went unchallenged for nine years.³⁸ He was the first Professor of Modern

³⁴College Star, December 1, 1955, p. 1.

³⁵Ibid.

³⁶Adlai Stevenson was nominated on the first ballot receiving 405½ of the 1,372 votes cast; the other votes were distributed as follows: Averell Harriman 210, Stuart Symington 45½, Lyndon Johnson 80, and other candidates received a total of 131. New York Times, August 17, 1956, pp. 1, 6.

³⁷New York Times, August 18, 1956, pp. 1, 6.

³⁸In 1923, President Evans was awarded an honorary doctorate from Southwestern University in Georgetown, Texas.

Languages, and in the fall of 1922 he succeeded Professor A. W. Birdwell as dean of the college. When Dean Nolle was awarded an honorary doctorate from East Texas Baptist College in the spring of 1957, Senate Majority Leader Lyndon Johnson wrote a letter of congratulation:

Looking back over the years, my warmest and most strengthening memories center around San Marcos. It was there that you and the rest of the faculty took a raw Hill country boy and tried to make an educated man of me.

To the extent that I have succeeded in life, I can claim that you were successful. But this was because no one could go through the school without absorbing some of your character and high standards of integrity.³⁹

Upon Dean Nolle's retirement in 1959, Johnson, then Majority Leader of the Senate, gave the following tribute in the Senate Chamber:

Mr. President, after 40 years of service, Dr. Alfred H. Nolle is retiring this fall as dean of Southwest Texas State College at San Marcos, Texas.

This school, Mr. President, is my alma mater.

To me, as he has been to thousands, Dean Nolle was a guide, a counselor, a friend and great inspiration.

Announcement of this good man's approaching retirement was carried August 16, 1959 in the Austin (Texas) American Statesman, in an article entitled "Southwest Texas Dean Nolle Retiring," and I ask unanimous consent, Mr. President that it be printed in the appendix of the Record.

There being no objection, the full story was placed in the Congressional Record of the Eighty-sixth Congress.⁴⁰

³⁹Lyndon Johnson to Alfred H. Nolle, April 10, 1957 (in Nolle papers and College Star, June 7, 1957, p. 2); interview with Dr. Alfred H. Nolle, San Marcos, Texas, December 1, 1966.

⁴⁰U. S. Congress, Congressional Record, 86th Congress, 1st Session, August 20, 1959, pp. A7191-A7192.

Again in 1960, Senator Johnson was considered as a possible presidential candidate of the Democratic party, but John F. Kennedy received the nomination and in turn persuaded Johnson to run as his vice-president. The Kennedy-Johnson team won the election on November 8, 1960; and on January 20, 1961, John Fitzgerald Kennedy became President and Lyndon Baines Johnson Vice-President of the United States. Always loyal to his alma mater, Vice-President-elect Johnson invited the Southwest Texas State band to march in the inaugural parade. He made arrangements for transportation of eighty persons aboard a Continental Airlines plane; he likewise secured lodging for the students. The airlines contributed two thousand five hundred dollars (\$2,500) toward other expenses involved in getting the band to Washington, and citizens of San Marcos, students and faculty of the college, and ex-students all assisted in making it possible for both the band and the Strutters, a precision dance group, to march in the inaugural parade on January 20, 1961, to see Southwest Texas "most illustrious graduate" sworn in as Vice-President of the United States.⁴¹

Although Johnson had spoken for the commencement exercises as recently as May, 1959, he returned on May 28, 1961 as the nation's vice-president and again addressed the spring graduates of Southwest Texas. It was at this time that he visited Dr. Flowers, who was still in the Hays County Hospital recuperating from a coronary attack of May 1.⁴² The following year, on May 27, the first honorary Doctor of

⁴¹College Star, December 16, 1960, p. 1; February 3, 1961, p. 1; December 6, 1963, p. 2; The Pedagog, 1961, pp. 110-111.

⁴²College Star, May 22, 1959, p. 1; June 9, 1961, p. 1.

Laws degree ever awarded by the college was conferred upon the Vice-President. A song by Theron Kirk entitled "Now Let Us Praise Famous Men," and written especially for the occasion was presented by the college choir and band directed by Ira Bowles, chairman of the music department. President Flowers conferred the degree; Dr. Leland E. Derrick, Dean of Graduate Studies and Dr. Archie Parks, chairman of the chemistry department, draped the Doctor of Laws hood about Vice-President Johnson's shoulders; and Dean Joe H. Wilson read the following citation:

. . . [He has] raised his office to a level of service and prestige unprecedented in the history of the nation. As ambassador to the world, he has warmed the hearts of people everywhere as he has carried a message of hope and friendship and goodwill.⁴³

Dr. and Mrs. Flowers were among the guests who awaited the presidential party for the noon luncheon in Dallas on November 22, 1963. The assassin's bullet which fatally wounded President Kennedy, the sad and tragic announcement to a shocked nation of the young President's death, the quick and sudden oath of office taken by Lyndon Johnson as he ascended to the Presidency all weighed heavily upon the man who was president of the college that had produced the thirty-sixth President of the United States. Returning to San Marcos by auto that same evening, Dr. Flowers was in his office the next morning to discuss with Bruce Roche, head of the College News Service, the impact of the publicity which Southwest Texas was already receiving. Immediately

⁴³College Star, June 8, 1962, p. 4; March 16, 1962, p.1.

following the tragic and untimely death of President Kennedy and the ascendancy of Johnson to the presidency, brief life sketches of the new president were given on television, on radio, and in news articles across the nation. Southwest Texas came into the limelight simultaneously with its former alumnus.⁴⁴ As Dr. Flowers and Professor Roche sat discussing the role of Southwest Texas in the immediate future, the thought suddenly occurred to President Flowers about 9:15 a.m. that he must send a telegram to President Johnson. The wire read:

Honorable Lyndon B. Johnson
President of the United States
Washington

The entire college community of Southwest Texas State College joins Mrs. Flowers and me in expressions of profound sorrow on the passing of the late President John F. Kennedy. We extend to you and Mrs. Johnson our best wishes as you undertake the great burden of the Presidency. Our prayers are with you.

J. G. Flowers⁴⁵

Dr. Flowers "was caught up in a whirlpool of activity that followed behind the assumption of the Presidency by a graduate of Southwest Texas State. The campus was visited by numerous newsmen seeking information about the new President, and most of them wanted to talk to Dr. Flowers."⁴⁶ Within a month, Dr. Flowers announced that a book concerning the college days of the President was to be written. Three Southwest Texas State College history professors--Dr. David Conrad,

⁴⁴ San Marcos Record, November 28, 1963, p. 1; interview with Bruce Roche, Southwest Texas State College, San Marcos, Texas, November 29, 1966.

⁴⁵ Original copy of telegram in Dr. Flowers' handwriting in Bruce Roche papers; interview with Bruce Roche, San Marcos, Texas, November 29, 1966; at Mr. Roche's request, President Flowers gave the original to him. Dr. Flowers seemed surprised yet pleased that Mr. Roche would deem it valuable enough to keep.

⁴⁶ Bruce Roche, "Goal: Excellence, Dr. Flowers' Lifelong Watchword," Austin American-Statesman, August 30, 1964, Sec. A, p. 6.

Dr. Emmie Craddock, and Dr. William Pool--were invited to participate in the project. Dr. Leland Derrick, Dean of Graduate Studies and chairman of the faculty editorial board, served as coordinator for the book. Although President Flowers and staff members had for some time contemplated such a proposal to compensate for "sketchy and often untrue or half-true stories told of Mr. Johnson during this period," two factors gave immediate attention to the proposition: the fact that the famous 1930 graduate of the college was now president of the United States; and the knowledge "that those who knew President Johnson when he was a student will not always be around." The book was to be a biography of the president's early years including his student and teaching careers prior to his entrance into politics.⁴⁷

Despite the fact that Newsweek Magazine called Southwest Texas a "square and unpretentious college," and other periodicals referred to it as "obscure," most of the articles dealing with the college were true and accurate. Always proud of his alma mater, the President of the United States himself took time to write a reassuring letter to his fellow ex-students which was published in SWT Hillviews, the bulletin of Southwest Texas State Ex-Students Association. The letter read as follows:

February 11, 1964

My dear Fellow Ex-Students:

Among my warmest memories are those spent on 'The Hill.' The guidance I received and the friendships I made have done much

⁴⁷ San Marcos Record, December 26, 1963, p. 1; December 23, 1965, p. 4; Bruce Roche, "Goal: Excellence, Dr. Flowers' Lifelong Watchword," Austin American-Statesman, August 30, 1964, Sec. A, p. 6; the book entitled Lyndon Baines Johnson, The Formative Years, was published December, 1965 by the Southwest Texas State College Press, San Marcos, Texas. Von-Boeckmann-Jones Press of Austin printed the book. Pool, et al., Lyndon Baines Johnson, pp. iii-iv.

to prepare me for my role in life.

As I undertake this awesome burden, I am reminded of the great need to improve the educational opportunities for all our citizens-- regardless of race, creed, or religion. Greater educational opportunities will enrich our society and give our children increased respect for the dignity and rights of their fellowmen.

The ultimate result can only be a stronger, healthier Nation, and a better and safer world in which to live and raise our children.

May God's richest blessings come to you all.

Sincerely,

(Signed) Lyndon B. Johnson⁴⁸

Dr. Flowers later commented on the election of Johnson to the presidency as follows:

Of course we were thrilled at that, but I was thrilled when he was made vice-president; I was thrilled when he was majority leader, and that of course--all of that gives me a great thrill, but we have had other graduates who have been highly successful in their fields of endeavor, and it's a source of great pride to me in all of their achievements too, but of course this one happens to be an extraordinary situation; after all, how many colleges in America have had a man graduate from their college and become President of the United States? Obviously, that's quite unusual, and I'm egotistical enough to believe that he had some of his beginnings right here on this campus; we know for certain . . . that there were certain people here who contributed richly to his understanding of political phenomena and so on. I've mentioned former President Evans and Professor Green as two men who were perhaps closer to him than any others. President Johnson himself has said to me that he owed a great deal to these two men, and I hope that someday that story will be written in such a way that we will know what it was that they contributed.⁴⁹

The first visit that President Johnson made to the college in his new capacity as Chief Executive of the land was for the inauguration of Dr. James Henry McCrocklin on November 20, 1964, as the fourth President

⁴⁸ SWT Hillviews, May 16, 1964, p. 1.

⁴⁹ Flowers Tape, March 24, 1964, pp. 10-11.

of Southwest Texas State College. This was indeed a memorable occasion and it was, without question, a "red-letter" day for the young forty-one year-old government professor, James Henry McCrocklin, who, with a long and impressive record of accomplishments, became fourth President of Southwest Texas State College.

It was an unforgettable occurrence to the man who better than half a century before (1912) had entered Southwest Texas Normal School as a lad of sixteen and who could vividly recall his own inauguration as the third president of the college twenty-two years before. It was also important to John Garland Flowers that the man that he introduced as the inaugural speaker was an ex-student who almost four decades before had enrolled as a freshman at Southwest Texas State Teachers College. Although Dr. Flowers had introduced the now-famous 1930 graduate on numerous occasions, it was the first time on the college campus that he had introduced Mr. Johnson as President of the United States. Dr. Flowers ordinarily presented Johnson with an elaborate introduction of his accomplishments and the customary phrase, but "to us, he is just Lyndon Johnson, 1930 graduate of Southwest Texas State College." On this occasion, rather than adhering strictly to protocol, Dr. Flowers said, "Ladies and gentlemen, it is my privilege to present to you the President of the United States, Lyndon Baines Johnson." ⁵⁰

Although President Johnson stated at the beginning of his speech, "If I were to get sentimental, you'd miss your dinner this evening.

⁵⁰ Proceedings of the Inauguration of James Henry McCrocklin as Fourth President of Southwest Texas State College, Friday, November 20, 1964, Strahan Gymnasium, San Marcos, Texas, pp. 3, 11, 12; interview with Bruce Roche, San Marcos, Texas, November 29, 1966.

So I hope you'll forgive me for not reminiscing this morning and understand that you're the winner," yet he interspersed his address with references to his college days and made special reference to Dr. Flowers and to Dr. Evans several times. He said, "I am so happy to be back home and to see so many friends--some of whom I knew when I first came here forty years ago and some whom I welcome as the new leaders of this great institution. . . . I'm very happy to be at the inauguration of your new president. In fact, I think I like it so much I believe I'll very soon just have one of my own."⁵¹ He further stated:

I take great pride in the leadership of Dr. Flowers, Dr. Evans, and many memorable faculty members of this institution. And, having been former janitor and worker out on the rocks on the campus and part-time secretary with Tom Nichols in the president's office, I am very deeply impressed with the importance of the head of this institution. . . .

I have traveled a long way from this college to the office I now occupy. In few times, yes in very few nations, in man's journey has it been possible for any man to travel such a road. . . .

America has succeeded--more than any other nation in the world--in making it possible for a man to achieve whatever his ability would allow. The idea that man's only limitation would be his talent and intelligence and his willingness to work has been at the heart of the American dream. And for some of us, it has come true.

The President used this occasion to announce the establishment of a Job Corps Unit in San Marcos to train young men to provide for themselves and to become leaders in their communities. He said

It was one hundred years ago, in 1864, that Abraham Lincoln abolished slavery in this country. One hundred years later here in the hills of home, we are inaugurating a movement to abolish poverty in this country.

⁵¹ Just a few days before, Johnson had been overwhelmingly elected to the presidency in his own right. San Marcos Record, November 5, 1964, p. 1.

He requested the assistance and help of those in his audience, "No one man can lead this nation. . . . A President can lead and teach and explore and set goals. . . . But no leader can make a people more than they are or make them more than they really want to be. My success, and America's success; will depend on you."⁵²

Dr. Flowers and President Johnson had been friends for many years and the chief executive had frequently expressed his appreciation of President Flowers' contribution to education. On an earlier occasion, he had remarked:

Our warm friendship over the years has given me much satisfaction. Southwest Texas State College owes you a debt of gratitude for your more than two decades of devoted service. You have left an enduring mark in San Marcos. I am personally grateful for your fine example of courageous, dedicated service to education.⁵³

On August 31, 1964, Dr. Flowers' tenure as President of Southwest Texas came to a close, thus marking the end of fifty years of leadership in the field of education and twenty-two years as third President of Southwest Texas State College. At his memorial funeral service on February 26, 1965, the Rev. Troy Hickman appropriately remarked that "the influence of John Garland Flowers will live on this campus, and in the Southwest, and in his field of education, and in the lives of the students who drank of the spring of knowledge when he was president of the college."⁵⁴ This was a fitting tribute to the man under whose

⁵² Proceedings of the Inauguration of James Henry McCrocklin as Fourth President of Southwest Texas State College, Friday, November 20, 1964, pp. 3, 11-12, 14, 17.

⁵³ San Marcos Record, March 12, 1964, p. 6.

⁵⁴ "References to Dr. John Garland Flowers During His Funeral Service," given by the Reverend Troy Hickman, February 26, 1965; News Service File of Southwest Texas State College, San Marcos, Texas.

guidance and direction the college had seen such remarkable growth and expansion. His administration was well defined as "Stage 3-- The Most Productive Era of the College's History."⁵⁵

⁵⁵College Star, February 26, 1965, p. 2.

APPENDIX I

BUILDINGS AS OF AUGUST 31, 1942 SOUTHWEST TEXAS STATE TEACHERS COLLEGE¹

Instructional Buildings

Main Building	Auditorium-Laboratory School
Science Building	Library Building
Language-Arts Building	Home Economics Building
Industrial Arts Building	Men's Gymnasium
Education Building	Lula Hines (Women's) Gymnasium
Allie Evans Practice Cottage	Music Hall

Regular and Cooperative Dormitories and Apartments

Jessie A. Sayers Hall	Harris Hall
Jessie A. Sayers Annex	Oakwood Hall
Berta Lowman Baines Hall	Terry Lowman Hall
Main Cliffside Hall	North Side Apartments
East Cliffside Hall	North Side Co-op
Pickard Hall	North Side Annex
Pickard Hall Annex	Cole House
Austin Street Apartments	Home Economics Co-op
Inter-American House	Home Economics Co-op Annex

Miscellaneous Buildings

Power Plant	President's Home
Athletic Field House	Laundry
Riverview House	Farm House
Store House	Farm Barns and Sheds
Janitor's Cottage	Infirmary

¹College Catalog, 1943-1944, p. 20.

APPENDIX II

PROFESSIONAL AND COMMUNITY AFFILIATIONS OF JOHN G. FLOWERS ²

Alpha Chi

American Association of Colleges for Teacher Education

Chairman of the Committee on Studies and Standards in 1948

Vice-President in 1949

President in 1950

Chairman of the National Religious Education Committee, 1953-1958

American Association of Teacher's Colleges

Chairman of a Research Committee Investigating Extension Services
of Teachers Colleges in 1942

Chairman of Committee on Standards and Surveys 1944-1948

Boy Scouts of America

Member of Committee on Research and Program Making, National Office

Editor, National Yearbook, Supervisors of Student Teaching 1934-1937

Kappa Delta Pi, National Educational Fraternity

Life Member of National Education Association

Listed in Who's Who in America since 1942

Listed in Who's Who in American Education

Listed in Who's Who in International Education

National Education Association

National Society of College Teachers of Education (member of)

Phi Delta Kappa, National Research Fraternity

Pi Gamma Mu, Social Science Research Fraternity

Regional Postwar Educational Committee, 1944

Rotary Club, member since 1938

President of San Marcos Club in 1952

Governor of District 584 of Rotary International in 1958

²In Flowers' folder in President's Office, Southwest Texas State College, San Marcos, Texas.

San Marcos, Texas

Chairman of Executive Committee to build a new hotel in 1959

First Methodist Church

Member of The Official Board and of various committees

Member of Steering Committee for a new hospital in 1957

Special Educational Consultant to the American Military Government
and Department of State in Germany, summer of 1949

State Postwar Educational Committee, chairman in 1944

Texas Council of Teachers of Education:

Chairman of study group "Developing Laboratory Experiences in
Teacher Preparation," in 1948

Chairman of committee on Classification and Accreditation of
Teacher Education Institutions in 1949

State Board of Examiners for Teacher Education in Texas

Vice Chairman in 1952

President in 1955

Texas Educational Association (member of)

Texas Society for Crippled Children:

Member of Board of Directors

Vice President, 1948-1949

President, 1949-1951

Vice-President again in 1959

Member of following committees:

Constitutions and By-Laws

Legislative Budget

Nominations

Served on the professional advisory committee for the National
Society for Crippled Children and Adults as Texas delegate

APPENDIX III

RESUME OF PUBLICATIONS OF

JOHN GARLAND FLOWERS³BOOKS

- 1932 - Content of Student-Teaching Courses Designed for the Training of Secondary Teachers in State Teachers Colleges (New York City: Bureau of Publications Teachers College, Columbia University, 1932) Contributions to Education, No. 538. Teachers College Series. (dissertation)
- 1937 - An Integrated Survey Course, Symposium.
What About Survey Courses?
- 1948 - Co-author, School and Community Laboratory Experiences in Teacher Education (American Association of Teachers Colleges, 1948). No place given. 340 pp. John G. Flowers, chairman of the committee; other members: Margaret Lindsey, Allen D. Patterson, Florence B. Stratemeyer. (Sub-Committee of the Standards and Surveys Committee of the American Association of Teachers Colleges).
- 1959 - Teacher Education and Religion edited by A. L. Sebaly; published under the auspices of the Teacher Education and Religion Project Committee of the American Association of Colleges for Teacher Education of which Dr. Flowers was chairman. (Oneonta, New York, 1959).
- 1964 - Co-author, Emphasis Upon Excellence (Southwest Texas State College Press, San Marcos, Texas, 1964). William F. Brown, Leland E. Derrick and other administrative and instructional staff members were co-authors; Dr. Flowers wrote three of the chapters).

BULLETINS

- 1927 - "The Observation of Teaching," Manual for the Guidance of Teachers in Training, published by Southern Publishing Company, Dallas, 1927.
- 1930 - "The High School Assembly," State of New Jersey, Dept. of Public Instruction.
- 1932 - "Principles and Practices in the Conduct of Student-Teaching," New Jersey State Teachers College, Upper Montclair, New Jersey.

³In Flowers folder in President's Office, Southwest Texas State College, San Marcos, Texas.

- 1933 - Co-author: "The Observation of and Participation in Teaching in Kindergarten-Primary Education," A laboratory manual.
- 1934 - "Organization of Teacher Education Programs," State Teachers College, Upper Montclair, New Jersey.
- 1949 - "Teacher Education for Wuerttemberg-Baden," The Esslingen Plan. Report of the International Workshop held at Essingen neckar, Germany. A Symposium.
- 1959 - "The College President and Academic Excellence." Stephen F. Austin State College Bulletin for Inauguration of Ralph W. Steen as Third President.

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- 1922 - "Some Fundamentals in Teaching of Texas History," University of Texas Bulletin No. 2207. Texas History Teachers. Vol. X, No. 2.
- 1926 - "There are Educational Possibilities in Extra-Curricular Activities," The Texas Outlook, June, 1926.
- 1927 - "Training School Experiments in State Teachers Colleges," The Texas Outlook, July 1927.
- 1928 - "Educational Progress in Texas," The Texas Outlook, January, 1928.
- 1929 - "The Teachers-College Program of Education in Health," Normal School and Teachers-College Section of the New York Society for the Experimental Study of Education, Vol. IV, April, 1929.
- 1931 - "Organization of Teacher Training Program," Educational Administration and Supervision, May, 1931.
- 1932 - "How May A Closer Correlation Between the Theory Departments of the Institution and the Training School be Secured in Observation of Teaching?" American Association of Teachers Colleges Yearbook, 1932.
- 1937 - "Definition of the Problem of Integration in Teacher Training," Seventeenth Yearbook of Student Teaching, 1937.
- 1938 - "Broad Cultural Background versus Narrow Specialization in the Preparation of Teachers," published by University of Arkansas, 1938.
- 1938 - "The Nature and Function of the American Teachers College," Inaugural address given when inaugurated as President of the State Teachers College, Lock Haven, Pennsylvania, 1938.
- 1939 - "The Place of General Education in the Program of Teacher Preparation: How Much, How Organized, and How Related to the Professional Elements," Eighteenth Yearbook of the American Association of Teachers Colleges.

- 1946 - "Ways of Introducing the Child Growth and Development Point of View in Teacher Education and Some Results," Twenty-fifth Yearbook of the American Association of Teachers Colleges, 1946.
- 1948 - "Better Teachers for Our Schools," Peabody Journal of Education, January, 1948.
- 1948 - "Recommended Standards Governing Professional Experiences and Student Teaching," First Yearbook of American Association of Colleges for Teacher Education, 1948.
- 1949 - "Application of the Recommended Standards for School and Community Laboratory Experiences," Second Yearbook American Association of Colleges for Teacher Education, 1949.
- 1950 - "Implementation of Studies," Third Yearbook of American Association of Colleges for Teacher Education, 1950.
- 1951 - "Our Challenge and Opportunity," Fourth Yearbook of American Association of Colleges for Teacher Education, 1951.
- 1953 - "Next Steps in Accreditation as Seen for Higher Education," Sixth Yearbook of American Association of Colleges for Teacher Education.
- 1954 - "Religion in Teacher Education," National Education Association Journal, March, 1954.
- 1959 - A Symposium. "A Conversation on Teacher Education," National Education Association Journal, November, 1959.
- 1962 - "Expected Changes in Colleges and Universities," Texaved, 1962.
- 1963 - "Symposium on Teacher Education," Journal of Teacher Education, March, 1963.

APPENDIX IV

bruce roche
feb. 24, 1965
former swt president dies

SAN MARCOS -- Funeral services will be held in San Marcos Friday afternoon for Dr. J. G. Flowers, for 22 years president of Southwest Texas State College until his retirement last August.

Dr. Flowers died in Harlingen Tuesday night after suffering a heart attack. He was visiting a daughter, Mrs. Wayne Cole, at the time of his death.

In honor of the nationally known educator, classes at Southwest Texas State will be dismissed at 2 p.m. Friday, an hour before the funeral, for the remainder of the afternoon.

Services will be held at the First Methodist Church in San Marcos. Interment will be in the San Marcos cemetery.

The body will lie in state at Pennington Memorial Chapel in San Marcos from 3 to 9 p. m. Thursday and from 9 a.m. to 1 p.m. Friday.

An influential figure in American education for several decades, Dr. Flowers served as president of the American Association of Colleges for Teacher Education in 1950.

He spent the summer of 1949 in West Germany as a member of an 11-man American education commission making a study of German educational needs for the American military government.

Dr. Flowers had a lengthy bibliography of publications, including four [five] books and numerous bulletins and articles.

He held life membership in the National Education Association and was a member of several honorary educational societies. He was listed in three who's who volumes.

Homecoming 1963 at Southwest Texas State was dedicated to Dr. Flowers. A year later at ceremonies inaugurating his successor, Dr. James H. McCrocklin, Dr. Flowers introduced President Lyndon Johnson, who delivered the main address.

Dr. Flowers was a Rotarian and served that organization in numerous capacities. He was a president of the Texas Crippled Children Society,

and he was a member of the First Methodist Church in San Marcos.

Born in 1895 in Karnes County, Dr. Flowers attended what was then called Southwest Texas State Normal School during the 1912-1913 school year.

He received his bachelor of arts degree from East Texas State College in 1924, and the master of arts in 1925 and the doctor of philosophy in 1932 from Columbia University.

Dr. Flowers was a teacher and principal in Texas schools from 1912 to 1924.

He was a professor of education and head of the education department at Montclair, New Jersey, State College from 1928 to 1937. He went to Lock Haven, Pennsylvania, State College in 1937 as president.

In 1942 he became president of Southwest Texas State.

Survivors include a brother, Herbert Flowers of Waco; a daughter, Mrs. Wayne Cole of Harlingen; a son, John Flowers Jr. of Austin; and five grandchildren. Mrs. Flowers, the former Lora Hogan, died in July, 1964.

Representatives of the Flowers family said that contributions may be made to the John and Lora Flowers Memorial Fund in care of Vance Winn at Southwest Texas State in San Marcos.⁴

⁴ News Service File of Southwest Texas State College, San Marcos, Texas.

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Raymond E. Wilson, San Marcos, Texas, April 11, 1967.

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