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THE FIRST TEN YEARS OF
Texas Technological College

A Few Facts for the
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THE TEXAS TECHNOLOGICAL COLLEGE

THE FIRST TEN YEARS

I. HISTORY

Agitation for a technical college in West Texas began as early as 1896 when Senator R. D. Gage of Pecos and Honorable A. J. Baker of San Angelo suggested an Agricultural and Mechanical College for this section of the State. The idea lived on, and in 1910 Honorable J. J. Dillard of Lubbock made it a campaign issue in his candidacy for Representative in the Lubbock-Sweetwater district. He was elected and in 1911 introduced in the House a bill creating a West Texas Agricultural and Mechanical College. The bill was reported favorably out of the committee, but died on the calendar at the end of the session. In 1914 the matter of the establishment of a West Texas Agricultural and Mechanical College was discussed at the Democratic State Convention at El Paso but no action was taken.

In the fall of 1915, Hugh Nugent Fitzgerald, editor of the *Fort Worth Record*, published an editorial strongly advocating an Agricultural and Mechanical College for West Texas. The editorial stimulated region-wide interest, and, through the efforts of Porter A. Whaley of Amarillo and Thomas F. Hodge of Sweetwater, the West Texas Agricultural and Mechanical Campaign Association was organized. Dr. P. C. Coleman of Colorado became president of the Association and Thomas F. Hodge, secretary and treasurer. Judge R. C. Crane of Sweetwater was an active member. The Association, financially backed by sixteen West Texas towns, secured the passage through the Legislature of a bill in the spring of 1917 providing \$500,000 for the establishment of a West Texas Agricultural and Mechanical College. The measure was signed by Governor James E. Ferguson. The West Texas Agricultural and Mechanical Campaign Association, whose objective had been achieved, decided to make itself permanent under the name of the West Texas Chamber of Commerce, March 30, 1917. Trouble arose over the location of the college, and in the fall of 1917 the same Legislature which had passed the measure repealed it.

The West Texas Chamber of Commerce continued the fight, and in 1921 the second West Texas Agricultural and Mechanical College bill was passed, only to be vetoed by Governor Pat M. Neff. The measure had been sponsored in the Senate by Senator W. H. Bledsoe of Lubbock, and in the House by Representative R. M. Chitwood of Sweetwater.

The answer of West Texas to Governor Neff's veto was the "Sweetwater Secession Convention". This regional mass meeting showed such spirit that political leaders over the entire state were impressed.

In the next session of the Legislature, January, 1923, Representative Lewis T. Carpenter of Dallas introduced a bill for the establishment of a Technological College somewhere in Texas. The advocates of a West Texas Agricultural and Mechanical College joined forces with Mr. Carpenter, and a new bill, providing for Texas Technological College was drafted. Senator Bledsoe and Representative Chitwood became floor managers for the measure in their respective houses. The bill as passed was far more elaborate than either of the previous measures. It provided for a statewide institution rather than one of a regional nature. Governor Neff signed the bill, and on August 8, 1923, the locating committee, provided for in the measure, announced the location of the college.

II. THE CHARTER

The Act creating Texas Technological College is published annually in the Catalogue of the College for the purpose of keeping before the minds of the faculty, students, alumni, and public generally the real objectives which the Legislature of the State of Texas had for this institution. By the Act it is apparent that the Legislature created a college of the first class to serve the broad educational, cultural, social, and economic needs of the people of Texas, with emphasis on technical education in engineering, agriculture, home economics, and the arts and sciences. The following quotations are significant:

"... a co-educational College giving thorough instruction in technology and textile engineering from which a student may reach the highest degree of education along the lines of manufacturing cotton, wool, leather and other raw material produced in Texas, including all branches of textile engineering, the chemistry of materials, the technique of weaving, dyeing, tanning, and the doing of any and all other things necessary for the manufacture of raw materials into finished products; and said College shall also have complete courses in the arts and sciences, physical, social, political pure and applied, such as are taught in colleges of the first class leading to the degrees of Bachelor of Science, Bachelor of Arts, Bachelor of Literature, Bachelor of Technology, and any and all other degrees given by colleges of the first class; said college being designed to elevate the ideals, enrich the lives and increase the capacity of the people for democratic self-government and particularly to give instruction in technological, manufacturing, and agricultural pursuits, and domestic husbandry and home economics, so that the boys and girls of this State may attain their highest usefulness and greatest happiness and in so doing may prepare themselves for producing from the State its greatest possible wealth."

"In addition to the courses provided in technology and engineering, the said Texas Technological College shall offer

the usual courses given in standard senior colleges of the first class, and shall be empowered to confer appropriate degrees to be determined by the board of directors and shall offer four-year courses, two-year courses, or short-term courses in farm and ranch husbandry and economics and the chemistry of soils and the adaptation of farm crops to the peculiar soil, climate and condition of that portion of the State in which the college is located, and such other courses and degrees as the board of directors may see fit to provide as a means of supplying the educational facilities necessary for this section of the State, and it shall be the duty of the board of directors to furnish such assistance to the faculty and students of said college as will enable them to do original research work and to apply the latest and most approved method of manufacturing and, in general, to afford the facilities of the college for the purpose of originating, developing, supporting, and maintaining all of these agencies (physical, mental and moral) for the development of the physical, mental and moral welfare of the students who attend the college and for the further purpose of developing the material resources of the State to their highest point of value and usefulness by teaching the arts of commerce and manufacturing. . . ."

III. LANDS, BUILDINGS, AND EQUIPMENT

The lands belonging to the College consist of 2,008 acres valued at \$150,000. The campus proper consists of 320 acres of land lying on the east side of the property. The balance of the land lying west consists of the farm with its cultivated lands producing crops for the maintenance of livestock and for the work of instructing Agricultural students. There are pastures, barns, and livestock used for the purposes of instruction and research work.

Buildings. On the campus are located eight principal educational buildings, the Home Economics Practice House, the President's Home, the two new dormitories, the Bookstore, and other minor buildings. The total value of buildings is \$2,376,612.94, including the cost of the two new dormitories, valued with equipment at \$672,000.

The value of laboratory and classroom equipment and campus improvements is \$725,258.18. Animals and implements on the farm are valued at \$23,531.94. The total assets of the College at the present time are estimated at \$3,275,403.06.

IV. ENROLLMENT

The College opened its doors on October 1, 1925, with a faculty of forty-six teachers and a student body of 1,043 students for the first nine months.

The following table gives the enrollment for the long session by divisions for each year since the opening of the College in the fall of 1925:

Year	Agriculture	Engineering	Home Economics	Arts & Sciences	Totals
1925-26	81	347	78	537	1043
1926-27	107	386	138	904	1535
1927-28	101	349	132	1100	1682
1928-29	150	428	180	1330	2088
1929-30	205	496	239	1413	2353
1930-31	216	468	239	1396	2319
1931-32	220	378	206	1351	2155
1932-33	205	369	206	1552	2332
1933-34	227	419	241	1474	2361
1934-35	243	465	277	1699	2684
1935-36*	263	448	266	1446	2423

The following table gives the enrollment in summer school by divisions for each year since the organization of the College:

Summer	Agriculture	Engineering	Home Economics	Arts & Sciences	Totals
1926	8	24	304	336
1927	29	76	57	515	677
1928	23	60	154	728	965
1929	50	84	158	1006	1298
1930	72	97	139	1008	1316
1931	90	87	181	1198	1556
1932	92	122	168	1224	1606
1933	73	83	141	991	1288
1934	99	96	214	1561	1970
1935	109	104	167	1576	1956

The Extension Division was begun in 1927-28. The enrollment in extension classes and correspondence work for each year from 1927-28 to 1934-35 is given in the following table:

Year	Total
1927-28	386
1928-29	820
1929-30	1098
1930-31	1227
1931-32	1011
1932-33	833
1933-34	1236
1934-35	1403

*Fall Semester enrollment only as of October 31, 1935. The total enrollment for the long session 1935-36 will be known only when the additional new students entering the second semester in February, 1936, have been enrolled. It is estimated that additional new students will increase the total enrollment for 1935-36 to slightly more than the enrollment for 1934-35.

Miscellaneous work. Short courses are conducted at the College in various subjects. The welding course in 1935 drew 271 students. The coaching school here in July and August draws more than 450 students. Cotton classing courses are conducted, the Home Economics nursery school is held, and adult education classes are conducted from time to time.

Members of the faculty, particularly in Agriculture, assist in meetings of farmers in the territory surrounding the College. During the past year the attendance at such meetings have been approximately 8,500 individuals. No figures have ever been collected showing the number of persons attending meetings addressed by various members of the faculty at high schools and in other educational meetings.

Many conventions are held at Tech, such as the Southwestern Journalism Congress, the Southwestern Division of the American Association for the Advancement of Science, Texas Academy of Science, the Texas Section of the Society for the Promotion of Engineering Education, the Texas Section of the Mathematics Society of America, and others.

Geographic Distribution. The enrollment in the College at the present time comes from 170 counties in the State of Texas with less than 10 per cent from nearby states, principally New Mexico and Oklahoma.

Degrees Listed. The following table gives the number of degrees granted each year since the beginning of the College, amounting to a total of 1,958 degrees awarded. Of these 173 are Master's degrees.

Degrees Awarded by Divisions

Year	Agri- culture	Engineer- ing	Home Eco- nomics	Arts & Sciences	Totals
1926-27	26	26
1927-28	11	3	10	81	105
1928-29	12	19	14	143	188
1929-30	16	22	7	141	186
1930-31	26	39	24	188	277
1931-32	29	30	27	183	269
1932-33	25	35	25	190	275
1933-34	20	44	22	209	295
1934-35	32	24	30	251	337
Totals	171	216	159	1412	1958

The graduates of the College are now located in thirty states and six foreign countries.

The percentage of all Agricultural graduates who are engaged in agricultural work directly connected with their education is 85.2. This work includes farming, ranching, the teaching of agriculture, county agents, public service in agriculture and scientific positions in agricultural work. Thirty-one of the graduates are engaged in farming, ranching, and productive agriculture; sixteen are employed in commercial agriculture; fifty-one are in what may be known as professional agriculture as county agents, inspectors, research specialists, and other positions; six are engaged in college and university teaching; thirty-one are employed as high school vocational agricultural teachers; nine are students in agriculture for advanced degrees—making 144 employed in agriculture. Those not employed in agriculture are: eleven teaching non-agricultural subjects in schools; ten engaged in industries not connected with agriculture; two in religious work; one, a housewife; and one unknown.

In Home Economics, the 159 graduates are employed as follows: sixty-seven are employed as vocational home economics teachers; fifty-five as homemakers; ten as technicians in hospitals and public institutions; nine are home demonstration agents; nine are teaching subjects other than home economics; four are living at home; three are doing graduate work for advanced degrees; one is engaged as an interior decorator; and one is case supervisor in relief work.

In Engineering the 216 graduates are employed in many occupations. Thirty-seven of them are employed in the Texas State Highway Department; twenty-nine are employed in public utilities; five graduates in Textile Engineering are employed by the Goodyear Tire and Rubber Company; two are in the United States Coast and Geodetic Survey; one is employed by the Westinghouse Electric and Manufacturing Company; four are employed by the Truscon Steel Company; forty-two are employed in engineering departments of commercial and industrial concerns; twenty are employed in Government service in the Bureau of Public Roads, Bureau of Standards, Forest Service, and in other branches of public service; nine are employed in textile manufacturing plants; eight are engaged in non-engineering lines of work; four are engaged in the ownership of private business, both in engineering and non-engineering fields; twelve are doing graduate work; nine are engaged in college teaching; six are engaged in public school teaching; three are holding managerial positions in non-engineering fields; two hold public office; one is employed in an architect's office; six are unemployed; four are in miscellaneous positions; two are deceased. One has earned his Ph. D. degree from Yale University. Seventy-five per cent of all Engineering graduates are employed in lines of work directly connected with their educational preparation at Texas Technological College.

The graduates of the Division of Arts and Sciences take the degrees of Bachelor of Arts, Bachelor of Science in Education,

Bachelor of Science with science majors, Bachelor of Business Administration, and others. Many of them prepare here for their professional courses in medicine, law, dentistry, etc. It is difficult to give a list of graduates with their present employment without lengthening this summary too greatly.

A large number are public school teachers, athletic coaches in the high schools, high school principals, or city superintendents. There are a number of college professors, college deans of women, a deputy state superintendent, county superintendents of education, and one professor in a medical college. There are practicing physicians, lawyers, social and relief workers. One is superintendent of a large hospital in the East. There are ministers of the Gospel, editors of newspapers, managers of business enterprises, government employees of various kinds, a member of the State Legislature. Some are clerical workers and research workers in state or Government offices. Five of the graduates of Texas Technological College have received the Ph. D. degree at other institutions: one at Yale, one at the University of Virginia, one at the University of California, one at the University of Iowa, and one at the University of Texas. One has the degree of Doctor of Psychiatry.

FINALLY

..... Thus, the prairie of ten years ago is the educational institution of today. The wide, treeless plain is becoming the beautiful campus. The open and unrestricted freedom of the Western Plains has been molded into the lives and characters of nearly two thousand graduates and fifteen thousand five hundred former students who reflect in a greater or less degree the characters and lives of the founders, the dreamers who conceived of this college, the devoted men and women who have administered its affairs as officers and faculty of the College, the loyal Texas men and women who have shaped its policies. These students have left something of the ideals of Texas and especially of the Pioneers of West Texas here at the College to become part of its heritage, and have taken away into life something of the spirit of the Texas Technological College which is the spirit of Texas, the spirit of America, the spirit of the pioneers who loved liberty, justice and democracy.