

BULLETIN  
OF THE  
TEXAS TECHNOLOGICAL COLLEGE  
LUBBOCK, TEXAS

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VOL. I

No. 1

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**TEXAS TECHNOLOGICAL COLLEGE**  
**LUBBOCK, TEXAS**



FOREWORD

THE COLLEGE THAT IS TO BE

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Entry as second-class matter December, 1924, at the postoffice at Lubbock, Texas, under the Act of August 24, 1912, applied for.

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Lubbock - Texas

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# THE TEXAS TECHNOLOGICAL COLLEGE

## FOREWORD

### THE COLLEGE THAT IS TO BE

Suppose that you had been invited to take charge of the organizing of a new college and the shaping of its general character.

Suppose that the college had a location, a site of two thousand acres of ground, a million dollars as an initial appropriation for buildings, and a board of directors consisting of nine intelligent men and women who were willing in the main to give you a free hand in the working out of your ideals as to what a college should be.

Suppose you had all your life been interested in educational work and were a strong believer in the good college as a factor in shaping life for the best.

Suppose, on the other hand, you believed that some colleges may be and are an actual power for evil in the world.

Suppose that in times past you had freely criticised the conventional college and had pointed out certain distinct limitations about its work as a factor in modern democratic society.

If all the above suppositions were realities, what would you do in the case? Would you undertake the job at all? And if you did, how would you go about it?

If you undertook it at all, I am sure you would feel that it would be a great privilege to have a hand in shaping the ideals of an institution which would probably endure through the centuries in its work of touching and molding the lives of the young men and women of your country. I am sure you would do your utmost to conserve all those lines of strength which the conventional college has, and yet at the same time to avoid as far as possible its lines of weakness and even of positive detriment.

It was the good fortune of the writer to be placed in practically the position outlined in the above suppositions when he was invited in November, 1923, to become the first president of the Texas Technological College and to take steps toward its organization so that it might be open for students in September, 1925. The time intervening was such that there was no occasion for undue haste and yet no time to be lost.

At the time I accepted this invitation, there were two outstanding features in my educational creed so far as it related to colleges. They have been outlined in the supposition given above and may be re-stated as follows:

(1) That a good college is a powerful agency for good in the shaping of the lives of individual men and women and in the building up of a true democracy.

(2) That some colleges may be and actually are factors for evil in individual lives and in the building up of citizenship for a democracy.

The first of these articles is so generally accepted that it may be taken for granted. At any rate, if anyone does not accept it he has no business taking part in college life at all. Unless one recognizes at least the possibility that any agency may be a means for good, he had better let that agency severely alone.

The second article is accepted by many educational workers yet not by all. There are some people who seem to think that a college, quite apart from its methods of administration and of operation, is intrinsically and necessarily a good thing. This is not the time nor the place for a lengthy argument on this subject, but if any reader has any doubt on the matter, it may possibly be worth while to refer him to two recently written books which contain concrete instances.

The first of these books is *The Plastic Age*, by Percy Marks. The author is a college professor, and gives a story of student life in a large college. Practically any impartial reader will on finishing the book agree that if any college develops student life of the type outlined in this story, it is a positive factor for evil.

The second book is *Nowhere Else in the World*, by Jay William Hudson. The writer of this book also is a college professor and gives an inside picture of faculty life as it is in some modern colleges. An impartial reader after finishing this book is likely to feel that a faculty of such a type as is outlined in this book is bound to have an enfeebling, enervating influence upon the lives of the young people who come in contact with it, and as such is likely to be a factor for evil rather than for good. Few parents if any after reading these two books would willingly have a son or daughter under the influence of either of the two colleges described. Almost any reader who is familiar with modern colleges will admit that in some modern colleges conditions exist that are very much like those described in these books.

In thinking over the whole matter in advance, there were a number of questions that naturally presented themselves. Some of the more important of these may be stated as follows:

What kind of people do we wish to have in our faculty?

What kind of buildings shall we have?

What shall we teach?

What shall be our general ideals of educational administration?

Whom do we wish to attend this college?

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## AS TO THE FACULTY

One does not have to think very long over the matter before he is impressed with the fact that the question of utmost importance in deciding the influence of any college for good or for evil, for better or for worse, is the question of the faculty.

A great college is a college where there is a faculty made up of great men and women. A good college is a college with a good faculty. A bad college is one where there is a faculty made up of men and women who are either individually incompetent or indifferent, or else are collectively ineffective.

And so it seemed quite evident that the question as to whether the new college is to be all that we want it or not depends very largely

upon the type of men and women whom we are to select for places in the faculty.

And this brings us quite naturally to the question, "What kind of men and women do we wish to have in our faculty?" For many reasons it will not be easy to find these people. To begin with, ideal people are hard to find, whether we look for them as preachers or politicians or physicians or business men or college professors. In any of these lives of human endeavor, it is comparatively easy to find men who are strong along some lines but weak along others. The man equally strong in all the necessary requirements for any work in life is more or less of a rarity.

In the case of the college professor, there is still another complication, and that is the meagerness of pay. It may confidently be stated that any man who is really competent to fill a five thousand dollar college professorship is also competent to fill a ten thousand dollar place along some similar lines in the business world. This is particularly true of professorships in any department that comes more or less close to the business world; such departments, for instance as agriculture, or engineering in any of its various phases.

But even assuming that the college is financially able to secure the man it wants, the question still remains as to what manner of man it is that we want.

We may include a long list of qualifications by saying in general that a man who is suitable to be a member of the faculty of the college to which we expect to send our boys ought to be in general the kind of man we would like our boys to become.

If there is anything at all in the theory of education, it is to be found in the influence of one mind upon another mind. In so far as this influence is potent at all, it is in the direction of causing the mind being influenced to become more or less like the influencing mind. We would not expect a drunkard to teach our boys to be sober—unless, of course, it were by way of being a horrible example. We would not expect a coward to teach our boys to be brave.

The great law of association is that we become more or less like those with whom we associate, and one of its great laws of education is that students, if they are influenced by the faculty at all, tend to become more or less like the faculty.

This consideration alone should exclude from college faculties all men who are in any marked degree what we would not like our boys to become. It would exclude men, especially, having such types of weakness or of evil as are easily transmissible to younger men.

No one can fail to recognize this principle, so far as physical evils are concerned. For instance, no one would think of selecting as a teacher of mathematics a man who has a fully developed case of small-pox. No matter how many degrees a man might have, no one would be willing for him to enter a college classroom as a teacher if he had a case of open tuberculosis. No one would like for his son to receive instruction in science from a doctor of philosophy if the learned doctor even had a case of that comparatively minor disease known as the itch.

It is likewise easy to recognize this same principle as it applies to moral matters. No one would be willing to have in the faculty a known murderer or a bank robber or a man of openly immoral life.

We do not always recognize the truth of this principle with reference to mental traits. These are just as easily transmissible as are contagious physical diseases or moral delinquencies.

For instance, if a man is shifty, evasive, afraid to call his soul his own, unwilling to take a stand on controverted points or to stick to that stand when taken, there is serious danger that he will transmit these qualities to the young people he meets in his classroom.

Pettiness of character is a trait easily transmissible. The man who lives in an atmosphere of petty gossip or tattling is likely to develop smallness in the minds of his students. The man who is little enough to be sorry when his colleague's salary is raised will tend to produce dwarfs rather than giants among his students.

In view of the fact that modern education seeks to develop people for citizenship and to train people to live effectively in society, it naturally follows that the man who would teach others should himself be able to get along with other people. The man who cannot get along with his own colleagues or with the president or the members of the board of trustees is not likely to be able to teach his students how to get along with the people of the great world about them. A contentious man has no more business in the classroom than has a man with the itch, and for about the same reason—namely, that either would tend to make those about him uncomfortable and to cause them to be less fit for their work.

First of all, then, our faculty men should be manly men, upstanding, able and willing to meet whatever issues need to be met and to take whatever part needs to be taken in the battle of life.

They should be young enough, both chronologically and mentally, to still possess open minds and large capacity for growth. They should not consider any question as being settled merely because some college or association of colleges has decided that it is settled. They should have a proper respect for academic standards but not an undue respect for them.

They should have a proper sense of proportion of values. They should set a high value upon scholarship, a higher value upon human ability and a still higher value upon human character.

They should be able to teach. It will, after all, be their chief business.

They should be able to see educational problems in the large as well as in the small. One corollary of this is that they should know a great deal about their specialties and yet should be able to see these specialties in their right relation to the work in general.

They should be people of enthusiasms, and of enthusiasms of the right kind. A man who has studied his specialty so long that he sees in it merely a matter of everyday business and not a matter of enthusiasm is not likely to develop in young people that type of enthusiasm which is conducive to success. No matter how much a man may know about English literature, for instance, he cannot really be a good teacher of that subject if he has himself lost his enthusiasm for it or his ability to inspire such enthusiasm on the part of his students.

Incidentally, they should have scholarship. Each should have the best possible preparation in his particular line, preferably including even the possession of the doctor's degree, provided this degree has not

been acquired at too high a cost. This means provided this degree supplements native common sense yet does not supplant it or try to serve as a substitute for it.

Likewise, he should have at least a fairly adequate idea of educational philosophy and educational administration. He should recognize that fundamentally the success of a college is to be found in its service to the individual student. He should understand that a freshman is just as important as a senior and that the failure of a freshman is just as much a tragedy as the failure of a senior.

It may readily be recognized that the finding of men who have all these qualifications will be no easy task. It will involve a process of individual selection. It is far more than a matter of selection on the mere basis of college degrees. And yet, one should have faith enough in humanity to recognize that such people exist. The task is merely that of finding them.

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### ADMINISTRATION

Consider next the general question of ideals of educational administration. All such systems of administration may in general be grouped under two heads: namely, those that assume that the college exists for the sake of the student, and those that assume that the student exists for the sake of the college.

If anyone doubts the fairness of assuming that there are educational systems of the second type, let us refer to one specific illustration. In many colleges, it is the case that ordinarily one-third of all the members of the freshman class entering in September are sent home before January as hopeless failures. There are colleges conducted on the assumption that such should be the case. There are faculty members who not only admit that such is the case but defend the situation and say that such ought to be the case. Their position is that the welfare of the college demands that practically a third of all the student body entering as freshmen should be eliminated and sent home promptly. It is better for the college that this should be done.

On the other hand, to many of us it seems that the situation just referred to is indefensible and well nigh criminal. The college that purposely allows a third of its freshmen to fail each year is neither better nor worse than a hospital that purposely allows a third of its patients to die. A professor who boasts that a third of his students fail is neither more nor less sensible and humane than a doctor who boasts that a third of his patients die and insists that this is about the proper number.

As a matter of fact, the most skillful physician may occasionally lose a patient and the best of teachers may occasionally lose a student. In each instance, however, the loss is a matter of keen regret and does not occur until the physician or the teacher has done the utmost in his power to prevent it.

Any system of educational philosophy or administration is faulty that places the welfare of the school above that of the individual student, and any system of school administration is likely to be correct that places the welfare of the student as a matter of first and highest consideration.

Another ideal that ought to be embodied in every theory of school administration today is that of education for democracy. If students are in after life to live in a democracy, it would seem to follow naturally that their training in school ought to be of a democratic nature. It may as well be admitted that there are certain phases of life in the conventional college today which tend in a direction away from democracy rather than toward it. For instance, the clear-cut drawing of class lines between the freshmen and the upper classmen is of such a nature as to impress the idea of class distinction upon all concerned and the idea of class distinctions is not in harmony with the idea of democracy.

The worst thing about the hazing of a freshman is not that he is paddled more or less. In few cases, if any, is the physical punishment sufficient to do any harm or to work any serious inconvenience. The real trouble is not that the freshman is paddled, but that he is paddled because he is a freshman. The men who inflict the punishment are really injured more than the freshman because the idea of class distinction is instilled into their minds even more strongly than into the minds of the freshmen.

Is it possible to have a college for American youths of such a nature that no clear-cut social lines will be drawn between the freshman and the upper classmen? Many college presidents say that it is not. At any rate, the College-That-Is-To-Be aspires to be a college of that particular type. It believes that the face of America is set against arbitrary class lines and that the face of the American college should likewise be set against them. Our College-That-Is-To-Be aspires to be a place where a welcoming hand will be extended to the newcomer and where the effort will be to make him feel at home rather than to make him feel his inferiority. Surely such an institution would at least be in accord with ideals of American democracy.

One of the first recommendations which the president had the pleasure of making to the board of trustees of the new institution was that Greek letter fraternities should never be allowed to be organized in the institution. The board unanimously adopted this resolution and felt that in doing so it was taking steps to make more difficult the entrance of snobbery and lines of artificial class distinctions.

At the same time that this resolution was adopted, the board likewise adopted resolutions to the effect that so far as possible the college should be so organized as to recognize in its very constituency the idea of self-support on the part of students who needed or desired it. It was also directed that so far as practicable the work of the institution in the agricultural and engineering departments shall be organized on what is known as the co-operative basis. On this basis a student in college devotes alternate periods to his studies and to working on some job connected with the subject related to his studies.

These details of college administration certainly should make for democracy and any theory of education which fails to do this can scarcely be the theory most suited for college work in America.

## WHAT SUBJECTS SHALL WE TEACH?

When we approach the question as to the subjects which our college is to teach, we come to a matter of selection from a list well nigh as wide as the world. There are thousands of subjects that can be taught to more or less advantage. The selection becomes merely a matter of relative values. Luckily, in this particular instance the legislative bill by which this college was established was drawn in such a liberal manner that almost any subject really worth teaching can be included in the list of subjects to be taught. The bill makes certain suggestions and points out certain places for emphasis but is broad enough to please even the most liberal. It is included in this bulletin.

As a general rule, subjects taught in colleges today are grouped under two heads: those that are taught chiefly for cultural purposes and those that are taught for vocational or economic purposes. Sometimes these are improperly defined as "cultural" subjects and "useful" subjects. The injustice in this classification lies in the fact that there is no reason in the world why a subject of cultural value (whatever the exact meaning of that term may be) may not also be useful; and, likewise, there is no reason why a vocational subject may not also be cultural. The study of English, for instance, or of Spanish, is ordinarily regarded as cultural. Either one of them, however, may possess the highest kind of actual usability.

However, there still linger in the minds of many people three obsessions or superstitions with reference to subjects of cultural value. These obsessions are to the effect that in order to possess cultural value a subject must deal with—

- (a) Some time remote from the present.
- (b) Some region remote from home.
- (c) Something of no financial value.

A mere statement of these ideas is sufficient to show that they deserve to be classed as superstitious. Human life in 1924 certainly contains as much of romance, of striving, of uprising, as it did in 500 B. C. The waters of the Gulf of Mexico are just as bright and sparkling as were the waters of the Aegean or the Adriatic. The sky that bends above Texas is just as blue as was the sky that bent above Greece or Rome. There is just as much chemistry to be learned from the study of the soil as from the study of acids and alkalis in the text books. There is just as much botany to be learned from the study of cotton as from the study of the laurel or the orchid.

The cultural in education is not opposed to the utilitarian nor is the vocational opposed to the cultural. It is largely a matter of emphasis. The question as to whether the value of a subject is chiefly utilitarian or chiefly cultural depends more upon the man who teaches it and the way he teaches it than it does upon the subject itself.

With this in mind, it has been decided to organize the new school under four heads, namely:

- (1) The college of liberal arts. In this will be taught those subjects that are chiefly of cultural value, and likewise a number of subjects of a general nature which are fundamental to the other departments.

(2) The college of household economics. This will include those subjects that are of special value to women in their great work of home making. The work will cluster closely about the home as a center.

(3) The college of agriculture. This will, of course, emphasize those particular types of agriculture that are most needed in the region where most of the students attending the college are to live.

(4) The college of engineering. This again should have special reference to those types of engineering which the students attending the college will most likely need. Among these subjects are hydraulic engineering, highway engineering, textile engineering. These latter should enable the college to become part of the great economic and industrial life of the great region in which it is located.

It should be insisted upon that it would be wrong to classify the college of liberal arts as strictly cultural and the other three colleges as strictly vocational. All of them are cultural and all are vocational.

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## ARCHITECTURE

And now a few words with reference to the architecture of the buildings of this college. It is obvious that in order to have the highest educational efficiency a college building should have the following characteristics:

(1) It should be adapted to the particular service which it is to render.

(2) It should be adapted to the climate of its location.

(3) It should be so constructed as to conserve the health of those who are to occupy it. This includes matters of heating, lighting, ventilation, cleanliness and many others.

(4) It should possess artistic value and minister to the aesthetic qualities of those who use it.

(5) It should be so constructed as to add as far as possible to the integrity and uprightness of character of those who are day by day to see it.

Each one of these five considerations is of importance, though they are perhaps not of equal importance. There is no necessary conflict between any of them, although such conflicts may sometimes seem to arise.

The success of architecture is not necessarily a matter of the amount of money expended upon it. In fact, it is an interesting question as to just how much money can properly be expended upon any given college building. So long as money increases the efficiency of a building in any one of the five respects mentioned above, it may be well spent. And yet there is undoubtedly an upper limit as well as a lower limit of economical expenditure upon school buildings. It does not pay to build them for too low a cost nor yet does it pay to build them at too high a cost.

For instance, in a recent round of visits to a number of the best schools of the country, I found one institution comfortably caring for approximately two thousand students where the entire expenditure for buildings did not exceed three quarters of a million dollars. On the

other hand, there was one other institution where one single dormitory for men was said to have cost seven million dollars.

It is true that in the latter instance the gift was from private sources. Nevertheless I must admit that it seemed to me the expenditure was well nigh a wicked waste of money. I think I know of other cases where boys were housed in dormitories costing not more than one per cent of that amount where they were fully as well off mentally, morally, physically and socially as were those housed in this expensive building.

In general, it may be stated that whenever an additional dollar invested in school buildings means an additional bit added to the real welfare of the bodies, minds or souls of those housed in that building, then the expenditure of that additional dollar (if it can be obtained) is altogether justifiable. Whenever, on the other hand, the expenditure of additional money on a school building fails to add in some measure to the real betterment of those within it, then that expenditure becomes a matter of useless pomp and enervating luxury.

There comes to my mind also the recollection of another university where all the buildings were new and artistic, except one. The president of the school explained that this one building was an eyesore, but was the oldest building on the campus and was being kept for sentimental reasons. One member of the faculty explained, however, in the absence of the president, that this old building was kept because it was the most comfortable building on the campus. It had been constructed, he further explained, by an old army engineer who did not know a great deal about architecture but who knew a great deal about the climate of the state in which the building was located.

In the case of our institution, the old Spanish type of architecture was selected because it fitted best into the southwestern climate and into the Spanish background of southwestern history.

The chief influence which college architecture can have upon the character of the college student is doubtless that indirect influence which comes from correct lines and substantial, honest construction. There is, however, at least a certain amount of direct influence which may come from inscriptions of the right type. The inscriptions upon our administration building have been carefully thought out. Perhaps it may be worth while merely to mention two of them. Upon the right hand side of the main entrance the student approaching the administration building will find staring him in the face this great utterance of Mirabeau B. Lamar:

"Cultivated mind is the guardian genius of democracy. It is the only dictator that freemen acknowledge, the only security freemen desire."

Upon the left side of the same entrance he will find looking him in the face the same extract from the writings of Solomon which is inscribed over the altar in the chapel of the national naval academy at Annapolis:

"Righteousness exalteth a nation but sin is a reproach to any people."

The first of these inscriptions stresses the value of educated mind in democracy. The second stresses righteousness as fundamental to national greatness. Surely the young man who, during four years of

college life may have these two thoughts impressed upon him will have something worth while even though he should have little else.

The architecture of the administration building will also use as plaques the great seals of the six nations under whose flag Texas has existed; namely, France, Spain, Mexico, the Republic of Texas, the Confederacy, and the United States.

There will likewise be busts of five of the greatest men known in the history of Texas, namely, Sam Houston, Stephen F. Austin, David Crockett, Albert Sidney Johnston, and J. S. Hogg. There will likewise be busts of five of the greatest men in the history of America, namely, Columbus, Washington, Lincoln, Lee, and Wilson.

Surely all these ought to have their effect in the building of human character.

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### WHOM DO WE WISH TO ATTEND OUR COLLEGE?

There still remains the question which really arose first when we considered the question of the College-That-Is-To-Be; namely, whom do we wish to attend this institution as students?

The answer seems to me to be perfectly easy, namely—

Everybody who wishes to attend and who can profit by the instruction to be given.

It should be the policy of a college in a democracy not to build a fence around it in order to keep out folks who want to enter but rather to build steps up to it in order that those may enter who desire to do so and can profit by so doing. In this lies one of the distinctions between the truly democratic college and the truly aristocratic college. The latter tries to keep folks out, while the former tries to help them in.

There seems to be in this day and time very little connection between the instruction given in a college and the difficulty of the entrance requirements to it. In fact, someone has facetiously classified colleges under two heads: those that are hard to get into but easy to get out of, and those that are easy to get into but hard to get out of. This would seem to indicate rather a conflict than an agreement between entrance requirements and exit requirements. If our college had to belong to one of these two groups, I would far rather it would belong to the kind where it is easy to enter and hard to graduate.

The highly selective theory of college admission is part and parcel of that theory of school administration which holds that the student exists for the sake of the school rather than the school for the sake of the student. It will doubtless make work easier for the school by bringing to it only those with whom it will be easy for the school to work. It would not seem, however, to be in accord with the idea that "they that are whole have no need of a physician but they that are sick." Certainly it is not in accord with the thought of the Good Shepherd who was not satisfied with the ninety and nine sheep that were in the fold but insisted upon going out after the one sheep that had wandered away. It is not in accord with the theory of democracy which holds that every man is entitled at least to the chance to make out of himself the very best that he can make. The proposition now gaining promi-

nence in some colleges to limit admissions not merely to high school graduates but to the upper ten per cent of them would seem to be absolutely at variance with the principles both of democracy and of Christianity.

There must of necessity be certain standards of admission to college. So long as these standards are used merely to make certain that the student entering college is able to profit by the instruction given therein, these standards are sane and wholesome. The moment they are used for the purpose of excluding from college those who might otherwise enter and profit from the work therein, they become instruments of the merest intellectual snobbery.

This concludes a hurried answer to each one of the five questions concerning the college which were asked in the beginning of this article. These answers may be summarized about as follows:

(1) We wish to have in the faculty manly men and womanly women, above pettiness, strife and jealousy, gifted with the ability to get along in the little world of the college and in the great world outside; able to teach; with enthusiasm for their subjects yet with due regard to the relation of these subjects with the world in general; and with the highest possible preparation for the work they have in hand. In short, we want in our faculty the type of men and women we would wish our boys and girls to become.

(2) We wish our college buildings to be adapted to the particular purposes which they are to fulfill, to the climate and the historic background of the region in which they are situated, to the conservation of the health of the students and to the development of their aesthetic faculties and the integrity and uprightness of their character. We wish to spend upon these buildings every available dollar that will minister to these ends and not one dollar more.

(3) We hope to teach cultural subjects in a practical way and utilitarian subjects in a cultural way. We believe that both culture and utility can be obtained from subjects dealing with the present time and the home region and financial value fully as well as from subjects dealing with the remote ages, distant regions and matters of no financial value.

(4) Our ideal of educational administration is founded upon the thought that the school exists for the benefit of the individual student, and particularly for the purpose of enabling him to take his proper place in a democratic society.

(5) We wish our student body to include all the young men and women who may desire to enter and who may be able to profit by the instruction given.

Are these ideals impossible of realization? At any rate they seem to be ideals worthy of striving for. May our College-That-Is-To-Be have the privilege of at least reaching out for them.

THE BILL BY WHICH THE THIRTY-EIGHTH LEGISLATURE  
ESTABLISHED THE TEXAS TECHNOLOGICAL COLLEGE

SENATE BILL No. 103.

An Act to establish a State college in Texas, west of the ninety-eighth (98th) meridian and north of the twenty-ninth (29th) parallel, to be known as the Texas Technological College; providing for the location of such college; its government; the control of its finances; defining its leading objects and prescribing generally the nature and scope of instruction to be given; conferring upon the Board of Directors of said college the rights of eminent domain; making the necessary appropriation for the purchase of land, the location, establishing and maintenance of said college, and declaring an emergency.

*Be it enacted by the Legislature of the State of Texas:*

SECTION 1. There shall be established in this State a college for white students to be known as the Texas Technological College, said college to be located north of the twenty-ninth (29th) parallel, and west of the ninety-eighth (98th) meridian, and shall be 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 materials 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 manufacturing 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 designated to elevate their 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.

SEC. 2. The government, control and direction of the policies of said technological college shall be vested in a board of nine (9) directors to be appointed by the Governor who shall hold office for a period of six (6) years, said board of nine (9) directors to be so divided that the terms of three (3) directors shall expire every two years, and it shall be the duty of the Governor in making the appointment of the first board of directors, to indicate in his appointment the name of the director whose term shall expire in two (2) years, the name of the director whose term shall expire in four (4) years, and the name of the director whose term shall expire in six (6) years; all of said directors to hold their office until their successors are qualified, unless a removal

is made by the Governor for inefficiency or inattention to their duties as members of such board.

The board of directors of the Texas Technological College shall provide a president therefor who shall devote his entire time to the executive management of said school and who shall be directly accountable to the board of directors for the conduct thereof.

SEC. 3. In addition to the courses provided in technology and textile engineering, the said Texas Technological College shall offer the usual college 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 adaption 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 those 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. All male students attending this college shall be required to receive such instruction in military science and tactics as the board of directors may prescribe which shall, at all times, comply in full with the requirements of the United States Government now given as a prerequisite to any aid now extended or hereafter to be extended by the Government of the United States to State institutions of this character and all such white male students shall, during their attendance at such college, be subject to such military discipline and control as the board of directors may prescribe.

SEC. 4. The chairman of the State Board of Control and the State Superintendent of Public Instruction, the President of the University of Texas, the President of the College of Industrial Arts of Texas, and the President of the Agricultural and Mechanical College of Texas shall constitute a board charged with the responsibility for the location of the Texas Technological College, a majority of whom shall be authorized to act under the terms of this bill in the location of said school; said board being restricted in the choice of the location to the area mentioned in Section 1 of this act and as soon after the passage and approval of this act as practical, said locating board shall make careful investigation of proposed sites for the said institution. Consideration shall be given to climatic conditions, supply of water, accessibility and such other matters as appropriately enter into the selection of the desirable location of an institution of this kind. It is further provided that the said locating board shall not be influenced to any degree in the determination of its selection of a location by

offers and promises of bonuses and gifts, directly or indirectly, to the State of Texas, as a consideration for the location of said college at any particular place, but a primary consideration which shall outweigh all others in the minds of the members of the locating board, shall be to locate this college where it can, in the future, render the greatest service to the State and to the section of the United States for which it is especially intended; but this is not to be interpreted to mean that the board of directors shall not have authority to accept gifts of land, money for students' loans, permanent improvement or any other objects of value when tendered for the purpose of more completely carrying out the purpose of this act; said gifts to be made after said school is located and established and if a suitable location for said college is offered by any city or community. The lands bought shall be so located that the administration building will be within convenient distance to the residence section of the town where located, or the place where the students reside.

SEC. 5. The said locating board shall have authority to select approximately two thousand (2000) acres of land for the site of said college and agree with the owner or owners thereof upon the price to be paid therefor, which said agreement shall be reduced to writing and by the said locating board, signed and delivered to the board of directors herein provided for, who shall thereupon have full authority to contract for the purchase of said land for said purpose, and, upon the approval of the title thereto by the Attorney General of the State of Texas, to pay for said land and any improvements thereon in any sum not to exceed one hundred and fifty thousand (\$150,000) dollars.

SEC. 6. It is further provided that, when said locating board has selected a site for said college, it shall be the duty of said board to make a full and complete report of all details connected with the selection of the site for the said college to the Governor of the State of Texas. The filing of this report with the Secretary of State shall legally constitute the establishing of the college.

SEC. 7. The board of directors of the said Texas Technological College is hereby vested with the power of eminent domain to acquire for the use of said college such land as may be necessary for the purpose of carrying out its purposes by condemnation proceedings such as are now provided for railroad companies under the laws of the State of Texas.

SEC. 8. There is hereby appropriated from the general revenues of this State, not otherwise appropriated, the following sums, or so much thereof as may be necessary:

1. Twenty-five hundred (\$2500) dollars of the available revenue of the State, or so much thereof as may be necessary, to become available upon the passage and approval of this act, for the purpose of paying the expense of the locating board in determining the location of said institution.

2. One hundred and fifty thousand (\$150,000) dollars of the available revenues of this State, or so much thereof as may be necessary, to become available September 1, 1923, for the purchase of the necessary lands for the location and establishment of said school, and any portion of which amount not used for the purchase of lands shall be available for the purposes provided in the following sections hereof.

3. Five hundred thousand (\$500,000) dollars for the fiscal year ending August 31, 1924, for the purpose of providing necessary utilities, machinery, permanent improvements, equipment and buildings for said college.

4. Three hundred and fifty thousand (\$350,000) dollars for the fiscal year ending August 31, 1925, for the purpose of providing necessary utilities, machinery, permanent improvements, equipment and buildings for said college; and

5. In the event any portion of the sums hereby appropriated should not be used for and during the year for which they are hereby appropriated, such sums shall become available for the succeeding year, for the purposes herein provided, and for no other.

SEC. 9. The fact that Texas is producing annually millions of dollars worth of raw materials, which are being shipped to distant factories to be made into finished products together with the fact that Texas has no adequate institution for teaching technology and the art of textile manufacturing and the fact that the needs of that portion of the State where this college shall be located are inadequately supplied with educational institutions, create an emergency and an imperative public necessity for this act to take effect at once and for the suspension of the constitutional rule requiring bills to be read on three several days, it is therefore enacted that said rule be suspended and this act take effect and be in force on and after its passage.