

**Oral History Interview of  
Jane Blay**

**Interviewed by: Lynn Whitfield  
May 8, 2015  
Lubbock, Texas**

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## Transcript Overview:

This interview features Jane Blay. Blay discusses her time at Texas Tech University in the home economics department in the late 1950s and early 1960s. Blay also discusses her career following graduation from Texas Tech and her involvement in the Quanah Parker Trail arrow project.

**Length of Interview:** 00:45:13

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Biographical information and childhood	5	00:00:17
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Involvement with Quanah Parker Trail program	24	00:33:48
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### Keywords

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**Lynn Whitfield (LW):**

Okay. This is Lynn Whitfield. I am interviewing Jane Blay on May 8, 2015 at the Southwest Collections/Special Collections Library. Jane, can you tell me where you were born?

**Jane Blay (JB):**

In Lamesa, Texas.

LW:

In what year?

JB:

October 4, 1939.

LW:

What was your name of your mother?

JB:

Gracie Jane O'Bryant.

LW:

What's the name of your father?

JB:

Melvin Lois Keener, K-e-e-n-e-r.

LW:

Do you have any siblings?

JB:

I have one. I had one brother: Roland L. Keener, and he passed away in 2012.

LW:

Where did you end up going to school?

JB:

I attended public school at Dawson Independent School District, which is Welch, Texas, about twenty miles north of Lamesa. We had no kindergarten, so it was grades one through twelve.

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LW:

What did your parents do there?

JB:

Farmed.

LW:

Okay. Did your father farm any particular types of crops?

JB:

Basically cotton, some sorghum, but basically cotton and sorghum.

LW:

Okay. Was it a family tradition to be a farmer?

JB:

Yes, he was a small farmer. I guess you can compare through others that, but he was I guess innovative because in the mid-1950s, he was one of the earlier farmers to have irrigation.

LW:

Okay. Where did—so after you went to—did you go to high school there as well?

JB:

Yes.

LW:

Okay, and then what did you decide to do after that? Did you decide you were going to go to college or you were going to stay home and work on the family farm?

JB:

I planned to go to college. I was thinking about Hardin Simmons and also Tech, and I had to decide between physical education and home economics, and so when I made that decision I had visited Hardin Simmons, but I thought their department wasn't that great, and so I chose Tech because it did have a great home economics college, and that's what I wanted to major in.

LW:

Okay. What year was that when you came to Tech?

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JB:

In fall of 1958.

LW:

Okay, and what was your impression of Tech when you first visited?

JB:

It was so big. There were only ten in my graduating class, and so when I came to Tech, there were seven thousand students plus a few, so it was quite an adjustment.

LW:

Which dormitory did you end up staying in?

JB:

Well, as a freshman, I stayed in Knapp and then moved over to Horn for the rest of my stay.

LW:

Oh, okay. Was this your first time away from home?

JB:

Yes.

LW:

So your freshman year—can you kind of talk a little bit about that year and what kind of memories you remember about that?

JB:

Well, I was just kind of so shocked at the size of things and as many people as there were here. I had a room on the first floor of Knapp, and I had no one that I wanted as a roommate, so I just took who they assigned to me, and it was a girl from San Angelo, and there were four or five of her friends that were also on that wing or on that side of the dorm, and so, that kind of formed the little group; but she was majoring in something else, and so I didn't really get close to her, and there were a few other girls that lived in the dorm that were home economics majors, but still, they were on their wing or whatever. But just the size of it and all the people here was really a new learning for me, being in a small community, so it was a big, big adjustment.

LW:

What was your impression of the home economics department once you started taking classes?

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JB:

I was very impressed. In high school, home economics included cooking and sewing and basically that was it. And up here there was arts and housing and all these other subjects that were new to me because I was just used to cooking and sewing.

LW:

Was art still being taught in home economics at that time?

JB:

Yes, applied arts.

LW:

That's what I thought. Can you recall any of your favorite teachers or any of the faculty or staff that might have made an impression on you while you were going to home economics?

JB:

Well, my faculty advisor was Dr. Lockhart who was from the School of Applied Arts, so that was the main one. I don't remember too many of the—there was a Dr. Shelton that was a clothing instructor, and I don't believe I ever had Dr. McPherson, but she was in foods and nutrition, and then Ms. Drew was in management. And right off, that's all the ones I can think of.

LW:

Well, can you talk about Ms. Drew? Because I've heard stories about Ms. Drew.

JB:

Well, she was very strict, but she was a good teacher. Of course she was very safety oriented in the fact that she had been in an accident whenever she was younger, and so she was very strict as far as safety and things of that type, and a very good instructor. She knew her subject matter, and it wasn't a class that you just sat in.

LW:

What did she teach in her class? Do you remember?

JB:

I believe it was management. Different levels of management.

LW:

Did she still live in the house?

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JB:

No.

LW:

Okay.

JB:

Dr. Wolf.

LW:

Ah, okay.

JB:

I believe her name was Billie.

LW:

Wolf, yes.

JB:

And she was from Tahoka, and I was from Lamesa area, and so that kind of made a special connection with us because the communities are near each other and similar in size and all, and so that kind of gave us a different, you know, association than if I had come from a large school too. So we kind of connected from where we grew up.

LW:

Okay. So, when you were taking classes, did you visit other parts of the campus or go study other things?

JB:

Not a lot. Basically, English and—that was another out of the home economics area. I did take history and government by correspondence course, so I missed that connection of being in just a general class on the campus, but most of my classes were in the home economics building.

LW:

Okay, and so, the home management house was there. Was Casa Linda still there or had they torn that down?

JB:

It was still there, I believe.

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LW:

Okay. Did you ever visit that building?

JB:

No, I don't remember visiting it.

LW:

Okay. Well, let's talk about the home management house. Were you a junior when you entered into the house?

JB:

Last semester senior.

LW:

Oh, okay, and how long did you think you stayed in there?

JB:

Nine weeks. The semester was divided in two parts, and nine weeks was spent in the home management house and then nine weeks for student teaching.

LW:

Oh. I didn't realize they kind of went hand in hand.

JB:

Yes.

LW:

And was that the case with do you think all of the girls or—?

JB:

I'm not sure. I couldn't fit it together if everyone lived in it, because when you had twelve, fourteen girls for a half a semester, there was more than that that would be graduating or whatever. So I'm thinking that maybe it was just the home economics education majors that had that requirement. May not have been; I'm not sure.

LW:

So was that your focus? Was home education?

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JB:  
Yes.

LW:  
Why did you pick that field?

JB:  
Well, I felt really weak in foods and nutrition and some of those areas, and I kind of thought about clothing and textiles because I enjoyed sewing so much, but I decided probably home economics education was general enough that that would probably be best.

LW:  
Okay. Well, let's talk a little bit about the house. Do you remember moving into the house and making that transition from the dorms into, basically, it was sort of a temporary kind of boot camp almost, isn't it?

JB:  
Well, I don't know if it was as rough as a boot camp. But anyway there was a lot of learning and adjusting to moving into the house. My situation was a little different whenever I moved in because there was a small attachment to the back of the house, supposedly I'm assuming maids' headquarters or quarters for the maid because it had been the president's house, and so, I was in the maids' quarter, and there were two rooms in that area, and one of them was for two people, and the other one was for one person, and so I had the one-person room. So that was a little different because I wasn't in the main house in the large bedrooms with four or so people in it, so it was just kind of our little getaway place back with three of us in that area.

LW:  
Okay, so they hadn't installed the mobile homes yet.

JB:  
No.

LW:  
Okay. That's interesting. Yeah, I didn't realize that you had actually been in the old president's house, so it wasn't the old management—old—what they called the old practice house.

JB:  
Well, whenever I visited with you first, and you said practice house, I thought, "I'm not familiar with that term," and I thought, "Well, maybe I heard it, but it just didn't stick," but it was always

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called home management house when I was involved, and it was in the president's—old president's house.

LW:

Okay, so, can you kind of describe maybe what life was like in the home management house?

JB:

Well, we had, you know, all the responsibilities of living in a home that you would have if you were out of school, but from doing the menu planning, the grocery buying, the meal preparation, and then we had responsibility for our own clothing and linen care, things of that type, and then we had responsibilities—a baby was brought in during the weekdays and we had that responsibility then of taking care of the baby and just cleaning the house and taking care of our own space. We had that responsibility.

LW:

Did you rotate chores, like did you do one role for a certain number of days and then another?

JB:

Yes.

LW:

So, everyone didn't care for the baby at one time, right?

JB:

No.

LW:

It was just one person.

JB:

Right. Certain people had that responsibility a day—in a day's time.

LW:

Do you remember the name of your baby?

JB:

No, I don't.

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LW:

So, did the baby come by like maybe seven or eight in the morning?

JB:

I believe the mother was a student, and so she would bring the baby before she went to school.

LW:

And then she'd come by and pick her up?

JB:

Right.

LW:

Okay, so how did you feel about suddenly becoming a mother?

JB:

Well, it was very new for me since—not having siblings at home in the family with me—so that was really a new thing for me, but at least you shared responsibilities. It wasn't necessarily just one person that had that responsibility, so there were others involved that could support you and help.

LW:

So, was Professor Wolf—was she always like—did she help you with the baby and kind of show you what to do and watch over the baby?

JB:

Yes. We did get that support from her in taking care of it, but it was just a new experience. There was one girl in the group that was married, and she only came in during the daytime. She did not spend the nights, but she came in during the daytime. Since that was a requirement for graduation, well, married and single students both had to participate.

LW:

So, did she have to spend a certain amount of hours each week in the house?

JB:

I think it was basically just the daytime hours. I don't remember about weekends if she had responsibilities assigned on weekends or not.

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LW:

Okay, but you were still expected to go to your classes, so what you did in the house, you kind of had to arrange around classes, right?

JB:

Yes.

LW:

Can you think of some stories or any fun little anecdotes about living in the house?

JB:

Well, of course the students were all from different backgrounds and things of this type. There was one girl, I'm not sure exactly, but from the Dallas area, and I believe she had about four or five siblings at home, and whenever she had certain responsibilities, especially related to food, there was only thing that she could cook, and we knew whenever she had responsibilities for the meal preparation, it would be spaghetti and meat sauce. (laughter) That was her specialty and that's what we always expected when she had that responsibility.

LW:

So you weren't required to make like a four-course meal or things like that for nutrition where it'd have like a salad, main course, and a desert, and—?

JB:

Well, our menus did fit the requirements that were needed, and then on Sundays usually, we had some special something; I don't remember. One Sunday, we had baked duck, and that was quite an experience for I guess, most all of us having that for the first time, plus the responsibility of cooking it, which was a little different from cooking chicken, so those were special things that—we had tried different things for certain meals to get that experience of entertaining, or just for the preparation of food.

LW:

Do the meal plans have to be approved by Dr. Wolf?

JB:

That I don't remember, but I feel sure they did because she was very organized and followed certain guidelines as far as what we had to do, and I'm sure it met the recommended servings and different food groups that we needed.

LW:

Did you get a grade for the class?

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JB:  
Yes.

LW:  
Okay, so then she had to be able to track you somehow.

JB:  
Yes.

LW:  
Okay. Do you remember how long you were kind of responsible for the baby? Was it a few days?

JB:  
I don't remember specifics.

LW:  
Do you remember the baby? Like any impressions about the little one you had?

JB:  
It was just all new to me because I had not been around babies in growing up. There were no family members and no extended family members that had babies, so it was just a whole new experience.

LW:  
Okay, but it wasn't a bad experience.

JB:  
No.

LW:  
It was a scary experience.

JB:  
Well, it would have been if I had been by myself, I'm sure.

LW:  
Now I know that the house is—one of the aspects was the social aspect, that the girls were expected to plan certain types of events, whether informal or formal. Can you talk a little bit about that?

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JB:

I believe that some of the girls who had boyfriends—I believe they did come a time or two. But as far as another really, I guess social event or something big, I don't remember us doing something of that type, but—many, many years ago.

LW:

Yeah, I understand. I know that they had to do projects in house. Do you remember what project you had to do? I think some of the girls had to refinish furniture, or some did gardening, or other kinds of things.

JB:

I don't recall. Maybe one or two of the girls had vehicles, and it was not like today for most of the college students where they have transportation or—and certainly no phones or anything of that type, so it was real different. I don't know if they still have that program or not. Do they? Is that a requirement?

LW:

No, it sort of phased out around the nation in the 1970s. Some of the schools went a little bit later in the seventies, but I think at Tech it phased out around 1970 or 1972. So, when you were living in the house, did you feel disconnected from the main campus in any way, or was it just, "Eh, here's my dormitory."

JB:

I guess basically I kind of thought of it as a dormitory because I was not active in any clubs or organizations on campus. I wasn't involved with a lot of other people prior to moving into the house, so I guess it was kind of resembling the wing of your dorm where there was just a smaller group of people that you were with or kind of knew.

LW:

But, you interacted a lot with the girls that lived with you in the house.

JB:

Especially the two that lived in the house that I did.

LW:

Did you ever keep up with them?

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JB:

Yes. One of them had gotten her bachelor's degree, and she had come back to get her master's; and so then, this is where she had to meet that requirement of having lived in the house, and I kept up with her probably for another fifteen years or so after that, but the rest of them I've not kept up with or don't remember who more than two or three of them were, or who was in the house when I was.

LW:

Yeah. Did you find it difficult to juggle living in the house and the duties in the house and going to school at the same time?

JB:

No. Maybe we'd do the planning and preparation maybe when we were at the house in free time, and then it would be covered or be far enough along as far as preparation to finish it up whenever we got out of class, so it worked out. You know, and it was time management where you'd have responsibilities and other things that you just make it fit one way or another. You do it ahead or another method or something to cover that. And so it gave us an experience I think of time management because we had these other responsibilities around the house as well as class responsibilities, so it's just what you get into whenever you get out of school. You've got to find time for other things and make them all work together.

LW:

Did you have to like wake up at certain times or make your beds or things kind of like that where you had to be on a schedule?

JB:

I'm sure we did because we had breakfast together, and so I'm sure that we had a certain time to be up and the beds had to be made and clothing picked up, things of that type.

LW:

So someone had to cook the breakfasts.

JB:

Yes. That was one of the daily chores.

LW:

But everyone rotated.

JB:

Yes.

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LW:

What about laundry? Did people rotate or did everyone do their own laundry?

JB:

I don't recall specifically on that, but I would think we were responsible for our own linens as well as clothing that we had to—

LW:

Do you remember how the house was equipped? Was it like, for the time, was it well equipped—modern appliances and furniture? Or was it more like the dorms?

JB:

No, it was fully equipped as a home. It had its own laundry room, and then the kitchen which had all the equipment that was needed for food preparation, and for a larger amount of food to be prepared. That was set up for that purpose also, and it was just a regular home, a big family.

LW:

Were there curfews?

JB:

Oh, yes.

LW:

What were they kind of like?

JB:

Well, similar to the dorms, you had to be in at a certain and sign in and out and—

LW:

Could you bring, like, a male friend to the house?

JB:

I don't remember the requirements on that because I wasn't in a position to bring someone in or even had the opportunity to, so I don't know if there was a requirement on that. I feel sure there was a set time they could visit if they were invited by some of the girls in the house.

LW:

Like, if you wanted to go out on a date, did you have to tell the house mother where you were going?

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JB:

I believe so. I think it was just the same issue we had in the dorm at that time.

LW:

Okay, so the dorms you—I didn't realize you say where you were going or what you were doing. I thought it you just signed in and out.

JB:

I think we had to say where we were going, best I remember.

LW:

Do you know if the men had to do that as well?

JB:

I would say that didn't, but that was just the difference in the time. But in the dorms, whenever you left the dorm, you had to sign that you were leaving, and what time, and then when you came in—which there was a deadline to come in every day—well then, you had to sign in that you had returned to the dorm.

LW:

What was it like eating in—did your dormitory have a cafeteria or dining room?

JB:

Yes.

LW:

Were there any dress codes or etiquette codes that you had to attend to—to eat in the dorms?

JB:

Well, the dress code was the same as for other parts of the campus. We wore dresses to class, and we wore dresses to other facilities on campus, and jeans could be worn on the weekend.

LW:

What about dress pants?

JB:

No.

LW:

No dress pants. Did you have to wear hose as well?

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JB:

No.

LW:

I'm trying to think of what else I could ask.

JB:

It was not the type of wear that the students are wearing now which is very, very casual and—but it was—you wouldn't call it Sunday best, but it would still be—the girls wore the dresses and bobby socks and loafers, and the guys wore the jeans and things of that type, and the skirt at that time was probably mid-calf.

LW:

When did you graduate from Tech?

JB:

January of 1962. At that time, the fall semester did not end until after Christmas.

LW:

Oh, that's interesting. You're the first person I've talked to that has said that. So, did you walk graduation?

JB:

Yes.

LW:

Where was it held at?

JB:

I can't remember. (laughter) I don't know if it was in the gym. It must've been in the gym which was the barn back on the north side of campus.

LW:

Did you have classes and other things in the barn?

JB:

I had P.E. classes.

LW:

How was that like as a female?

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JB:

Well, it was just another gym setting as far as I was concerned.

LW:

Yeah, because the building was gone by the time I got here, so I never got to experience it, but it seemed to be a big attraction for a lot of activity on the campus here. So when the girls were having their gym classes, were there any men that were allowed to go into the—

JB:

I don't remember them being in facility at all.

LW:

Did you wear uniforms?

JB:

Yes. We had a certain shirt and—

LW:

So did you have to buy those from the university?

JB:

Probably did. I don't remember.

LW:

So, after you graduated from Tech, where did your career lead you?

JB:

Well, I had did student teaching in Littlefield for the second half of the fall semester, and it was a two teacher home economics department, and so there were two student teachers, myself and Dolores Igmarr [?]. I feel quite certain that she was in the home management house when I was. So it was a real neat experience with that. But starting February 1, 1962, I became an assistant home demonstration agent for Gaines County, which is Seminole. The first six months of time was considered training time, and then after that, the position was—first six months was training and then you got the official title along with the job. And so I was in Gaines County as an assistant home demonstration agent for five and a half years.

LW:

What does your job entail?

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JB:

Well, the problem has basically—at that time, I guess you would say, agriculture and home economics extension programs included both of those main topics, and then there was some general responsibilities like leadership and community service things that were a part of the program. My responsibility as an assistant agent was mainly working with the 4-H clubs in the county, and more specifically then with the kids that were interested in home economics information and projects.

LW:

So did you help, like, coordinate projects or do funding or—?

JB:

No. In the 4-H program, the boys and girls would select a special topic that they would be interested in doing, for instance, clothing or foods or raising livestock, that type of thing. And so as an agent, my responsibility was to work with volunteers and train them to serve as leaders to a small group of the youth interested in a specific topic. Then also, besides the individual work that the 4-H'rs did or in a small group, was the club for a community or a school—whatever the situation was—and with the club, there were officers that presided over the monthly meeting and things of that type. There was an adult volunteer that served as club leader that coordinated that part and took care of the reminders and scheduling things for the members to do. So that was kind of a big part of the programs—working with volunteers and training volunteers to work with the little individual groups of 4-H'rs or individual 4-H'rs. Some of the work was directly with the youth, but most of it was with the volunteer leaders that would work directly with the youth.

LW:

So, you said you stayed there for about five and a half years?

JB:

Yes.

LW:

Then what did you do?

JB:

Well, I moved to Terry County, Brownfield as the home demonstration agent which was more than just a training position or—I had responsibility in Terry County with both adults and youth, and it was all mine because there was just one agent with home economics responsibility. In Gaines County, there were two that had responsibility of home economics program, and so I

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moved from working with somebody to a county by myself, and then I had all the responsibility of working with adults and youth and their leaders in the area of home economics.

LW:

Did you find that much more challenging?

JB:

Yes, because it helps to have that extra person's ideas and support, and you had to make it on your own when you're in a county by yourself.

LW:

Did you stay with Terry County until you retired?

JB:

Yes.

LW:

So how many years were you with Terry County?

JB:

Thirty-five. So five and a half then was Gaines County, and I retired with forty plus years of employment all related to home economics.

LW:

So your degree ended up really helping you out.

JB:

Right.

LW:

When you look back on it now, did you enjoy what you did and—?

JB:

Yes. People have to, I think, enjoy working with people in this type of profession. It's not something that you can just sit by yourself and do things, but you're involved with people all the time, and it was a very varied routine. There might be committee meetings in the morning; there might be a 4-H club meeting in the afternoon; and in between, you might be working with individuals specifically on another problem, and so, it was no set five days a week; you had certain students at a certain time, so it was real varied and I think I enjoyed that really a lot. I did have some opportunities to work with classrooms or teachers for a short workshop type thing,

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and by the third day, I thought, “Oh! Go back to the same class to the same number of students,” you know. So, you knew who you were going to have; but in other programming, you might have the same people, but you would have some that would come and be there a time or two and some would start later. So you didn’t start with the number that you ended with necessarily, even if it was two or three meetings on related topics.

LW:

So it sounds like you got to practice time management on a larger scale.

JB:

Well, I don’t know how well I managed it, but it was varied.

LW:

You mentioned earlier about the Quanah Parker Trail. How did you get involved with that?

JB:

Well, after I retired, I had really gotten into volunteering with a lot of different things, and I had met a man that liked to do metal art or metalwork, and so he had done some other things, home items of decoration. But anyway, in a roundabout way, a couple of ladies who were working with the West Texas Museum Association, I believe is their connection. Anyway, they were going around to the counties in the Texas Plains Trail Region, which is composed of fifty-two counties in the panhandle areas—Panhandle and South Plains—and they were making each of the counties for a stamp cancellation when there were special stamps for the counties, and the idea of a Quanah Parker trail had kind of been discussed and talked about, but these two ladies were going through the country and they happened to go through Lynn County, and they saw this large arrow out by a business in New Home. And so they inquired and found out where the arrow was made and who made it, and made contact with the fellow that made it, and from that then, we got involved in trying to work with the Quanah Parker Trail thing, and he ended up making the arrows that have been set in the fifty-two county area to give recognition that Quanah Parker did have a presence in all fifty-two counties, and that all these counties have something specifically that involved Quanah Parker, or that he did in their counties; so just because there are arrows in fifty-two counties doesn’t mean they all have the same story because they do not. Each of them have something specific to the arrow that makes them and Quanah Parker representative of the county, but it still tells the story of the whole area.

LW:

And the artist was Charles Smith?

JB:

Yes.

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LW:

Why did this particular project appeal to you so much?

JB:

Well, it has just really been an interesting project as we got started in it. The people that we met in each community or each place before an arrow was set, they all had their stories to tell or they all had experiences that were related to the Quanah Parker interest in that area, and it's just been really neat, the places that we've gone and the stories that you hear when you go to each community, the people that you meet, and it's just really been a neat project. And then after there are several arrows out, well, you begin to see people that have maybe done travelling in the area and they say, "Oh! Well, I saw the arrow." So the story just continues as the people begin to see them and hear the story. It's just been a really neat thing to be involved with.

LW:

Yeah. I actually know people who have made stops where each arrow is as they travelled across the state and I was here at the Lubbock one when they put it in the ground, and it was amazing. That thing's huge, and when they're putting it in there, I think it took like five people to raise it, but—I think—didn't Mr. Smith, like, donate some of the arrows?

JB:

Yes. Early in the project a county may have gotten more than one. The goal was for each county in our fifty-two area to have at least one arrow, but many counties have more than one arrow. And so, early on in the project, he was providing them free; but the overall goal was that each county would receive at least one free arrow. So, if a county chooses then to get more than one, well then there's a cost involved with it.

LW:

Do you know if they finished that? Have they hit all fifty-two counties?

JB:

No. We're still, like, two or three counties having an arrow in each county.

LW:

That's pretty amazing, though. Was this a two, three year period when they were working on this?

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JB:

Well, there wasn't a set time when we started the project, but it has gotten to be—I believe we started in—I can't remember if it was eleven or twelve—so it's been ongoing for at least three years, maybe four.

LW:

Do you know what the plans are once you get all fifty-two counties?

JB:

Well, right now, that will complete the project when all the counties are covered with an arrow, and so, we'll just have to wait and see. Now, we're having some of the counties that have already received arrows that are just deciding that they'd like to have another one or something, and so there may be some more counties that follow up with the request later on, so I guess as long as he's willing to make the arrows and people are wanting them, well, it will continue.

LW:

Wonderful. Well, bringing it back to Texas Tech, is there anything you'd like to add about your time at Tech when you were here or think about?

JB:

Well, I guess, I probably didn't get all of the benefits that were out there for me to get because I wasn't that involved with groups on campus. Bad experiences as far as my Tech—I had no transportation, and living sixty miles from Tech, well most every weekend, my parents came and picked me up and I went home for the weekend, and so I felt like that was not a good thing. I should have stayed on campus and gotten involved in more things that were going on campus. Every Friday when my parents would come pick me up, and then when they would bring me back on Sunday, they'd say, "Well, what time do we pick you up next Friday?" They didn't encourage me to stay on campus and that was the downside, I think, of the whole experience. I should've been more active on campus.

LW:

Did your brother come to Tech?

JB:

No.

LW:

Well, is there anything else that you'd like to say on the tape? Anything we didn't touch on?

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JB:

Well, I guess you touched on it—I guess an outstanding experience that I had at Tech when I was a freshman—there was a—connected with the clothing class—there was a competition for making garments that were modeled, and so there were only two freshman who were selected to make garments, and I happened to be one of those, and so I felt that was just a very special thing that I got to do that so—even have a picture that was put in the newspaper for the model, and they're wearing the jacket that I had made, and so that was just a neat experience that I had.

LW:

Was that a fashion kind of show or was it open house?

JB:

It was a fashion show of some kind.

LW:

Well, that's a wonderful memory to have. I know they still are active with fashion design.

JB:

Right, but it wasn't—that extent. We didn't have to design our own patterns and stuff like that, but anyway, it was a neat experience being a freshman.

LW:

Did you find the facilities at Tech adequate? Because I know the moment we opened, we were already bursting at the seams, and I was wondering during the sixties how it was with the facilities on campus and classrooms and the equipment?

JB:

I thought they were very adequate. That's coming from my background. It was more than what I was used to as far as equipment and things of that type, and the opportunities that—expanding home economics, quote quote, more than food and clothing, and I know the department—the college now has expanded so much more, and so many more areas of emphases and directions that you can go with the degrees, so I know it's just really made a difference. But at the time I was up here, I believe Tech was ranked fourth in the nation in their home economics college, so that was a good place for me to be, to get that experience from.

LW:

Wonderful. Well, thank you so much for doing the interview with me today. I really appreciate it.

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JB:

Well, I've enjoyed sharing. It made me stop and think about many things that had been in my life or influenced it in the years I had. I guess another comment I'd make for the—with my job, of course home economics, there are so many changes just like now, there's changes every year; and, through extension services, we're given in-service training to keep us up to date on our subject matter, and methods, and working with people, and leadership development, and things of that type which a lot of that probably is now included in some of the classwork that students are getting through human sciences. So, it was a continual learning. It didn't stop when I graduated from Tech, but it was extended then into my job and profession for that time.

LW:

I forgot to ask you. Did you get married or have children?

JB:

I got married at—when I was in Seminole, and I have one daughter.

LW:

What is your husband's name?

JB:

He's deceased, but his name was Bill.

LW:

And your daughter's name?

JB:

Sharla, S-h-a-r-l-a, and she is employed with the Seminole ISD and works with the special education department. I have two biological grandchildren and eight step grandchildren.

LW:

Oh, wow.

JB:

And three step children, two boys and a girl, but I only have the one biological daughter.

LW:

Okay, and when did you get married?

JB:

In 1965.

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LW:

Just to get some of that family genealogy in there, so—okay, well thank you very much.

JB:

Thank you.

*End of Recording*



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