

A HISTORY OF SOUTHWESTERN STATE  
COLLEGE, 1903-1953

By

MELVIN FRANK FIEGEL

Bachelor of Science  
Oklahoma State University  
Stillwater, Oklahoma  
1950

Master of Education  
University of Oklahoma  
Norman, Oklahoma  
1963

Master of Arts  
Oklahoma State University  
Stillwater, Oklahoma  
1965

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
DOCTOR OF EDUCATION  
July, 1968

OKLAHOMA  
STATE UNIVERSITY  
LIBRARY

JAN 28 1969

Copyright 1968

By

MELVIN FRANK FIEGEL

All rights reserved. No part of this thesis may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any informational storage and retrieval system, without permission in writing from the author.

696127

A HISTORY OF SOUTHWESTERN STATE  
COLLEGE, 1903-1953

Thesis Approved:

*Theodore L. Agnew*

Thesis Adviser

*Homer L. Knight*

*Idella Lehmann*

*Daniel Selakovich*

*Royce R. Mahubey*

*D. D. Durham*

Dean of the Graduate College

## PREFACE

The end of the academic year 1953-1954 marked the completion of fifty years of institutional life for Southwestern State College. This study is an attempt to tell, and in some ways to interpret, how this college developed and to indicate its significance and role in shaping the knowledge, attitudes, and culture of those with whom it had contact.

This dissertation was limited to a fifty-year period for two reasons. First, by 1953, its fiftieth anniversary, Southwestern was essentially the same as of now insofar as its function is concerned. True, it has in the last decade and a half greatly increased its enrollment and enlarged its physical facilities, but there have been no major changes in its offerings. Second, it is the opinion of the writer that one is too greatly influenced by his own environment and immediate past to interpret adequately those events which are close in time.

Every person who writes history is confronted with the problem of selection and emphasis. This history mentions relatively few names. It would be impossible and would serve no useful purpose to mention all who shared in the development of Southwestern over a fifty year period. Granted, there were those who served on the faculty; there were administrators; there were those who worked in the legislature for the enactment of laws benefiting the College; there were those who served on the governing boards, and, of course, more importantly, there

were the great many students who came to Southwestern. The purpose of this work is not to arouse nostalgic memories of alumni who remember Southwestern for student activities, absent-minded professors, or athletic victories.

Because exaggerated praise can make any historical study decidedly unhistorical, the writer has made no effort to condition potential readers who may have attended this institution to have a greater loyalty toward it, but to give all readers a realistic perspective of the nature of one college, what it was doing as an institution, its problems, its failures, and its accomplishments. Therefore, in describing the events of fifty years I have also attempted to determine student, faculty, and community attitudes toward current issues and perhaps to show how their attitudes influenced subsequent behavior patterns, decisions, and ultimately the history of the College itself. Because external forces, both state and national, greatly influenced its history, the writer has attempted to place Southwestern within the historical context of the times.

Institutions of higher education today, confronted with unprecedented growth and complexity, will play a crucial role in the future history of the United States and of Oklahoma. The writer is convinced that those who direct the course of higher education in this state and in the nation must free themselves of the temptation to enjoy comfort in what has been accomplished, and also to free themselves from the temptation to solve new problems with old solutions. It is hoped that this study, although confined to only one institution, may give some perspective of the past, an awareness of the present, and some vision of the future.

The preparation of this thesis involved the help and encouragement of many people, more than I can ever thank adequately. I am indebted to Mrs. O. J. Cook and Mr. Jack Wettengel of the Newspaper Room of the Oklahoma Historical Society for providing microfilm reproductions of newspapers; Mr. Jack Haley of the Manuscripts Division of the University of Oklahoma Library, Norman, Oklahoma; Mr. Joe Hurt, Director of Information Services and of the Professional Library, State Department of Education, for help in locating pertinent reports and documents; Mr. M. C. Collum, Executive Secretary of the Board of Regents of Oklahoma Colleges, for providing the official minutes of the meetings of the State Board of Education and the Board of Regents of Oklahoma Colleges; the library staff of the Oklahoma State University Library, Stillwater, Oklahoma; Mrs. Anne Cramer, Director, Mrs. Jane Von Wicklin, Mrs. Mabel Mickley, Miss Cora Miller, and other members of the staff of the Southwestern State College Library, Weatherford, Oklahoma; Mrs. Carter Ralls of the Weatherford Branch of the Custer, Washita, Dewey County Library System; Mrs. Jeanne Ellinger and other residents of Weatherford who contributed in various ways; Dr. Al Harris, President, and Dr. Louis Morris, Dean of Instruction, Southwestern State College, for their help in locating materials pertaining to this study; and to Mr. Marion Diel, the Registrar of Southwestern State College, for making the records of his office available.

The writer wishes to express his sincere appreciation to the members of the doctoral advisory committee for their comments and suggestions, Dr. Homer L. Knight, Dr. Theodore L. Agnew, Jr., Dr. Daniel Selakovich, Dr. Norbert R. Mahnken, and Dr. Idella Lohmann. My greatest indebtedness is to Dr. Agnew, who supervised the study

from beginning to end, and whose interest, guidance, and patience were indeed great. And finally, my gratitude goes to my wife for her help, encouragement, and understanding, and to my sons, who bore with great patience the sacrifices necessary to complete this dissertation.

## TABLE OF CONTENTS

Chapter	Page
I. THE ESTABLISHMENT OF THE SOUTHWESTERN NORMAL SCHOOL, 1901-1903 . . . . .	1
Settling the Land and Early Education . . . . .	1
The Struggle Over the Location of the Normal School. .	2
Victory for Weatherford . . . . .	11
The Campus and the Community . . . . .	13
II. THE FORMATIVE YEARS, 1903-1907 . . . . .	16
Launching the Normal School . . . . .	16
The Curriculum . . . . .	19
Early Student Life . . . . .	24
The Athletic Association . . . . .	25
The Literary Societies . . . . .	26
The Completion of the Normal Building . . . . .	27
Early Cultural Activities . . . . .	29
Ideals, Attitudes and Issues . . . . .	32
Growth and Expansion . . . . .	40
President Campbell is Removed . . . . .	46
III. THE ADMINISTRATIONS OF J. F. SHARP AND U. J. GRIFFITH, 1908-1915 . . . . .	47
A New President for Southwestern . . . . .	47
The Debating Societies, Issues, and Continued Reform . . . . .	48
A New Building for Southwestern . . . . .	51
Problems and Policies of the Sharp Administration . .	53
The Sculptor From Tennessee . . . . .	55
A New President, Ulysses J. Griffith . . . . .	58
Saints and Sinners . . . . .	59
The Normal Schools and the State Department of Education . . . . .	62
An Interlude of Quiet, A Distant War, and Another New President . . . . .	68
IV. THE WAR YEARS, 1915-1918 . . . . .	73
A New President, J. B. Eskridge . . . . .	73
The War Comes - Patriotism and Propaganda on the Prairie . . . . .	76
The Simpson Affair . . . . .	83



Chapter	Page
IV. THE WAR YEARS, 1915-1918 (Continued)	
The Real Issue - Tenure and Politics . . . . .	89
A Wartime Campus . . . . .	91
V. THE TRANSITIONAL YEARS, 1918-1923 . . . . .	95
Peacetime Problems and Policies . . . . .	95
The Transition to a College . . . . .	97
Anxiety Amid Change . . . . .	102
President Eskridge and America of the 1920's . . . . .	103
The Administration of A. H. Burris . . . . .	109
Accreditation and Academic Standards . . . . .	112
Social Problems and Another New President . . . . .	113
VI. SOUTHWESTERN AND THE 1920's . . . . .	115
President Turner, Oklahoma Politics, and the Ku Klux Klan . . . . .	115
A New Library and the Curriculum . . . . .	117
Issues and Attitudes, 1924-1925 . . . . .	120
A Gymnasium, and Events, 1925-1929 . . . . .	127
President E. E. Brown . . . . .	130
VII. THE GREAT DEPRESSION AND SOUTHWESTERN, PART I . . . . .	133
Progress Despite Adversity Under President Brown . . . . .	133
Politics, Governor Murray, and Southwestern . . . . .	138
Hard Times on the Hill During the Early 1930's . . . . .	146
Teachers and the Depression . . . . .	150
Physical Plant, Appropriations, and the Depression . . . . .	152
Speakers, Issues, and Debates of the 1930's . . . . .	154
VIII. THE GREAT DEPRESSION AND SOUTHWESTERN, PART II . . . . .	158
Students, Regulations, and the Community . . . . .	158
Enrollment, 1933-1940 . . . . .	165
Oklahoma Politics, Higher Education, and the First Dormitories . . . . .	166
The Physical Plant - Gains and Losses . . . . .	174
A Change in the Governing Board . . . . .	176
A New Name, Curriculum Changes, and Another New President . . . . .	177
Organizing a Department of Pharmacy . . . . .	181
An Industrial Arts Building and Another New Name . . . . .	182
IX. AN UNEASY PEACE AND WAR, 1937-1945 . . . . .	185
World Peace and Southwestern . . . . .	185
Student Opinion and the War in Europe . . . . .	190
War Again . . . . .	192
A New Administration and Wartime Problems . . . . .	196
The Faculty, the Curriculum, and Another Administration . . . . .	200

Chapter	Page
X. GROWTH AND DEVELOPMENT, 1945-1953 . . . . .	209
The Post-War Years, 1945-1950 . . . . .	209
The Winning of Accreditation . . . . .	216
Student Activities and Interests . . . . .	220
War Again - The Korean Conflict . . . . .	224
The End of an Era . . . . .	228
XI. SUMMARY AND CONCLUSIONS . . . . .	230
BIBLIOGRAPHY . . . . .	241
APPENDIX A . . . . .	255
APPENDIX B . . . . .	258
APPENDIX C . . . . .	260

## CHAPTER I

### THE ESTABLISHMENT OF THE SOUTHWESTERN NORMAL SCHOOL

#### Settling the Land and Early Education

Western Oklahoma has had a colorful history since its beginning. Portions of Oklahoma Territory were settled in a manner historically unique, a land run. In April, 1892, the former Cheyenne and Arapaho area was opened to settlement in a way similar to the first great run of 1889, when a portion of central Oklahoma was opened to settlement. After the run of 1892, the Cheyenne and Arapaho district was subdivided into the counties of Blaine, Dewey, Day, Roger Mills, Custer, and Washita. Later, in 1896, after considerable controversy over the location of the southwestern border between Texas and Oklahoma, Greer County, a disputed area, was designated a part of Oklahoma by a United States Supreme Court decision (United States v. Texas, 162 U.S.1.). In August, 1901, a lottery system was employed wherein additional lands of western Oklahoma comprising the Caddo, Apache, Kiowa, Comanche, and Wichita Indian Reserve were also opened to homesteaders. From these lands the counties of Kiowa, Comanche, and Caddo were formed. Thus by 1901 all of southwestern Oklahoma was peopled with the exception of a Kiowa-Comanche Reserve called The Big Pasture.<sup>1</sup>

---

<sup>1</sup>Arrell M. Gibson, Oklahoma: A History of Five Centuries (Norman: Harlow Publishing Company, 1965), pp. 294-303. Henceforth cited as Gibson, Oklahoma. The Big Pasture was opened for sale at public auction in 1906, the year before statehood.

Thus in a very short period of time the empty grasslands of western Oklahoma were occupied. After the many quarter-sections of land had been settled, one of the first attempts to bring civilization was through education. Consequently, township school houses were quickly erected on the prairies. However, more than buildings were necessary to carry out the process of education; teachers were needed to staff the schools, but few qualified people were available to carry out this function. It was therefore necessary to lower the requirements and employ many poorly prepared teachers, although few people recognized that such was the case. In order to overcome some of the deficiencies of the township school teachers, the State Department of Public Instruction periodically conducted teacher training institutes at the county seat towns. These institutes usually lasted about two weeks and included instruction in arithmetic, geography, orthography, reading, writing, and penmanship. Upon completion of the course of instruction, prospective teachers were required to pass an examination, whereupon they were issued a certificate permitting them to teach in the common schools. Although the state officials made every effort to make the institutes an effective means of improving the overall instructional program, this was obviously an inadequate method of preparing teachers, especially for those who might some day be expected to teach beyond the eighth grade.<sup>2</sup>

#### The Struggle Over the Location of the Normal School

Recognizing the value of properly trained and well educated public

---

<sup>2</sup>In Oklahoma, an eighth grade education was considered adequate at the beginning of the twentieth century.

school teachers, and being aware of the inadequacy of relying solely on the current program of county institutes, the territorial legislature took action in 1901 by authorizing the establishment in southwestern Oklahoma of a normal school whose express purpose was to prepare teachers.<sup>3</sup> The legislature also appropriated the sum of \$52,000.00 to be used for erecting and equipping an appropriate building for the normal school.

News of the passage of this law was enthusiastically received throughout western and southwestern Oklahoma. Later, one of the territorial governors, William M. Jenkins, reiterated the need for this type of school and expressed confidence for the future of such an institution when he reported to the Secretary of the Interior that the proposed normal school would be located in an area of rapidly growing population, and that "this school will soon take its place alongside the other excellent educational institutions of the Territory."<sup>4</sup>

The legislature, cognizant that a normal school would be a rich cultural and economic asset to any district, imposed certain conditions upon the community to be chosen for the site. The town in which the normal would be located was required to provide free to the Territory of Oklahoma a forty acre site located within one mile of the corporate limits of the town. In addition, a sum of five thousand dollars was demanded for fencing, the planting of trees, and beautifying the campus of the proposed school.<sup>5</sup> Neither of these requirements was excessive,

---

<sup>3</sup>Territory of Oklahoma, Session Laws of 1901, p. 210.

<sup>4</sup>U. S. Report of the Governor of Oklahoma to the Secretary of the Interior, 1901, p. 37.

<sup>5</sup>Territory of Oklahoma, Session Laws of 1901, p. 211.

and none of the communities seeking the school would have had any difficulty in fulfilling them.

Even before the passage of the legislation authorizing the school, several communities indicated an interest in acquiring a normal. For example, in 1900 two Granite residents agreed to donate land for the site of a new institution.<sup>6</sup> Therefore, when the legislature met in February, 1901, lobbies from various cities vied for the normal. Mangum was one of those wanting the school and attempted to thwart the efforts of a rival group of Granite businessmen who also sought it. The editor of The Mangum Star was perturbed that "a Granite ghost" had been "frightening the friends of the measure" in an effort to make them think the proposed normal would be jeopardized if it were not located at Granite.<sup>7</sup>

In any event, many people in Greer County were confident they would win any fight over the location of the normal school because they felt that the legislature intended it to be located in their region. The legislature itself seemed to favor Greer County, and on February 24, 1901, a delegation comprised of eight councilmen and nineteen representatives visited Mangum, inspected a proposed site, and were "royally" entertained by local businessmen.<sup>8</sup> After the visiting dignitaries had departed, the editor of the Mangum newspaper reported that "all were unanimous in praise" of the land which had been offered by Mangum.<sup>9</sup>

---

<sup>6</sup>The Granite Enterprise, December 7, 1900, p. 1. The two men who offered to donate land were Henry Sweet and L. A. Johnson.

<sup>7</sup>The Mangum Star, February 7, 1901, p. 1.

<sup>8</sup>*Ibid.*, February 28, 1901, p. 1.

<sup>9</sup>*Ibid.*

It apparently did not seem important to the editor that this same group of legislators immediately went to Granite, where they inspected another potential site after being welcomed in a similar manner by a group of businessmen of that community.

While the legislative trip to Greer County focused attention on this area, a group from Weatherford was active in the capital city, Guthrie, and their activity increased when the visiting lawmakers returned. It was in this type of climate that the normal was authorized. The law, as written, specified that a committee be charged with the responsibility of selecting the location, the only stipulation being that the site be somewhere in southwestern Oklahoma. The Act further provided for the Territorial Governor to appoint a committee of five men whose duty it was to designate the location for the proposed normal school within ninety days after the passage and approval of the Act.<sup>10</sup>

The legislature could not have foreseen what would happen next and were therefore somewhat premature in expecting the normal school site to be chosen and a building "completed and ready for occupancy by the first day of September, 1902."<sup>11</sup> Local politics, state politics, and intense competition for the school delayed the opening for one year beyond the anticipated date.

Early in May, 1901, Governor C. M. Barnes appointed the committee to pick the site for the normal school.<sup>12</sup> Among the towns contending

---

<sup>10</sup>Territory of Oklahoma, Session Laws of 1901, p. 210.

<sup>11</sup>Ibid., p. 214.

<sup>12</sup>Members of this committee were C. M. Cade of Shawnee, J. A. Stine of Alva, C. B. Ames of Oklahoma City, R. W. Southard of Perry, and Robert A. Lowry of Stillwater. U. S. Report of the Governor of Oklahoma to the Secretary of the Interior, 1902, p. 39; Custer County Republican, August 15, 1901, p. 1.

were Granite, Mangum, Cordell, Weatherford, and El Reno. Weeks passed, and for unknown reasons the Barnes committee seemingly did nothing while rumors intensified regarding their plans. In the meantime, President William McKinley replaced Governor Barnes with William M. Jenkins. By mid-July the editor of The Mangum Star expressed concern over rumors that the committee had chosen Weatherford as the site of the normal school without investigating what other areas, namely Mangum, had to offer. He further charged that heavy political pressure had been imposed upon the committee by Weatherford supporters, that their choice was made in part because three members of the committee lived on the Choctaw Railroad, the line which ran from El Reno to Weatherford, and that one member owned property in Weatherford which, strictly speaking, was not even in southwestern Oklahoma. He bitterly declared that:

. . . a great deal depends upon the point of view, and from the viewpoint of these Weatherford grafters, it might be a laudable thing to rob Greer County of her mead of success in securing the passage of the bill, but from the view point of these Texas democrats, it would be a d--nd rascally thing to do.<sup>13</sup>

With growing antagonism rising among those interested in securing the normal school, Jenkins, the new governor, early in August took it upon himself to appoint another committee to which he gave the responsibility of choosing a location.<sup>14</sup> He appointed his new board without asking for the resignation of the Barnes appointees and without

---

<sup>13</sup>The Mangum Star, July 18, 1901, p. 4.

<sup>14</sup>Members of this committee were George S. Green of Guthrie, James H. Wheeler of Oklahoma City, W. C. Tetirick of Blackwell, Luther Martin of Ada, and John Embry of Chandler. U. S. Report of the Governor of Oklahoma to the Secretary of the Interior, 1902, p. 39; Custer County Republican, August 15, 1901, p. 1.



notifying them of his intention to select a new committee. His failure to do so influenced a later court decision.

Although Jenkins' action came as a surprise to Weatherford backers, the local newspaper editor seemingly accepted this somewhat strange situation and noted that members of both committees were "very able gentlemen."<sup>15</sup> Within a week, however, the editor changed his attitude and charged that Jenkins deliberately planned a blow against Weatherford, and warned his readers that a move was under way to deprive them of the school. He then stated why he felt that his town was the logical place for the normal school:

Custer is the only Republican county in the Southwest, and we are entitled to it under a Republican administration. But this is not the only reason. We have the finest location for a school in the territory, we are centrally located not in the Texas corner where no body /sic/ would care to go. We have ample railroad facilities, the biggest and best city in Southwest Oklahoma, a good class of citizens, five churches, a healthy climate . . .<sup>16</sup>

He concluded his justification for the selection of Weatherford as the best site for the proposed institution by discussing a possible need for legal action and announced that ten thousand dollars had been subscribed for this purpose, and that more money would be available if necessary. It was clear that the Weatherford boosters had no intention of letting the new school be established elsewhere if they could possibly prevent it, and they were willing to donate a considerable sum of money in order to secure the normal.<sup>17</sup>

While the Weatherford group was in the process of raising funds

---

<sup>15</sup>Custer County Republican, August 15, 1901, p. 1.

<sup>16</sup>Custer County Republican, August 22, 1901, p. 1.

<sup>17</sup>Ibid.

for possible court action, the Jenkins committee visited Granite, where a group of interested businessmen made every effort to win their approval for their city as the site for the school. When the train bearing the committee arrived, the best carriages in town were waiting to escort them to the leading hotel, where an elaborate banquet was served. By now it seemed almost certain that Granite was to be the choice of the Jenkins appointees.

Less than a week later the same scene was enacted in other towns, only the participants were different people. On August 23 the Barnes appointees visited Weatherford and were given the best welcome possible. After they had departed, the Custer County Republican happily reported to its readers that their town had been chosen as the site for the normal.<sup>18</sup>

Now one of the contenders gave up the fight. Mangum backers, apparently realizing that the contest had narrowed to two towns, accepted defeat and made little or no further effort to influence either committee; and although they very likely preferred the neighboring town of Granite, they did not offer to join forces with their former rival in a common effort to secure the school.

Extremely bitter sectional feelings now erupted between the two leading rival communities, Granite and Weatherford. The Granite Enterprise took the position that if they could not have the normal they would prefer having it located in either Cordell or Elk City rather than in Weatherford, which in their opinion was not a part of southwestern Oklahoma; and, furthermore, they alleged that the Barnes group had been

---

<sup>18</sup>Ibid., August 29, 1901, p. 1.

unfairly swayed by alcoholic refreshments while riding to Weatherford on the Choctaw Railroad.<sup>19</sup> Granite's hopes soared when the Jenkins committee finally announced their official decision on September 19, which was, as expected, Granite.

The decision of the Jenkins board was at this moment ignored by the Weatherford group. Their attorney, George T. Webster, went to Guthrie, where he filed the deed for forty acres of donated land for the site as required by law. Beeks Erick contributed forty acres located in the Northwest quarter of Section eight, Township twelve North, Range fourteen West, Custer County, Oklahoma.<sup>20</sup> The Barnes committee then reported to Governor Jenkins that they had arrived at a decision; as anticipated, they designated Weatherford. Jenkins, not surprisingly, rejected their recommendation. It was now clear that the Governor would abide only by the choice of his own appointees. From the view point of the citizens of Weatherford a somewhat alarming situation now developed when it appeared that the Territorial Board of Education would quickly authorize the erection of a building at the Granite site. But the Weatherford group, having been prepared for this eventuality, immediately sought an injunction in the district court of Oklahoma County enjoining the Board of Education from awarding any contract for

---

<sup>19</sup>The Granite Enterprise, August 29, 1901, p. 1. The editor, charged that the choice was "perfectly ridiculous, and for such skull duggery this committee should be passed up as 'has beens' and left to kneel and wallow in the dust as a penalty /sic/ for the blow they have struck southwestern Oklahoma."

<sup>20</sup>Office of the County Clerk, Custer County, Oklahoma, Book "G" of Deeds, p. 484. Erick later left Weatherford, moved further west and had the town of Erick, Oklahoma named after him.

the construction of any building near Granite or from expending any funds designated for the Southwestern normal at any place other than Weatherford.

With the issue now in the courts, both towns expressed confidence in the legality and righteousness of their cause. Attorney George T. Webster assured the people of Custer County that the case would be decided in their favor, and in the unlikely event they should lose, it would be appealed to the Supreme Court. He predicted that a \$50,000.00 normal building would eventually be erected in Weatherford.<sup>21</sup> The Granite Enterprise also confidently told its readers that all was well, that the injunction meant "nothing," that it would soon "be dissolved" and "even though it reaches the higher court it will last about as long as a grasshopper in a blizzard."<sup>22</sup> The Granite editor further declared that their rival city was "making a monkey of herself," that Weatherford's "sole object is to rob another," that it was a "disgrace" to the Territory; that she "had been hoodwinked into this fight by a set of grafters, so to speak, . . ." and that "Any sane person can readily see what a silly move this was on the part of Weatherford."<sup>23</sup>

As things turned out, the move on the part of Weatherford was not so silly. In late November, attorneys representing Granite made a vain attempt to have the temporary injunction dissolved, whereupon

---

<sup>21</sup>Custer County Republican, September 26, 1901, p. 1.

<sup>22</sup>The Granite Enterprise, November 7, 1901, p. 1.

<sup>23</sup>*Ibid.*

Weatherford's boosters proclaimed a great victory.<sup>24</sup> Although their attitude was premature, things looked bright for them at the moment. Thus action in the matter was temporarily shelved while the issue was before the courts, although it remained a major topic of conversation in both communities.<sup>25</sup>

#### Victory for Weatherford

Weatherford's hopes soared in April, 1902, when the district court of Oklahoma County issued a permanent injunction preventing the building of the school in Granite. The court held that the board appointed by Governor Barnes was the legal agent to select the site and that Jenkins had no right to remove the members of this board without cause. Granite appealed the case to the Oklahoma Supreme Court, where a verdict was rendered in October, 1902, upholding the decision of the lower court and confirming the legality of the Barnes committee.

News of the verdict arrived in Weatherford on a Saturday night via a telegram from Beeks Erick, who was in Guthrie at the time. The entire town was immediately aroused by the sound of steam whistles, the

---

<sup>24</sup>While all this was taking place President McKinley was assassinated in September and Theodore Roosevelt became President. Although Jenkins was a loyal Republican, the Territorial delegate to Congress, Dennis Flynn, did not like him. Shortly thereafter, Jenkins was charged with improper actions regarding the promotion of an insane asylum in the Territory, and, although he was probably not guilty of any wrongdoing, he was removed from office. One can assume that many people in Custer County rejoiced at his going.

<sup>25</sup>A somewhat humorous comment was made in regard to Granite's desire to have the school. The editor of The Granite Enterprise ran a front page story deploring the coarse language spoken publicly in his city and stated there "was more profanity used in Granite to the square inch than any place we have lived." The Granite Enterprise, January 16, 1902, p. 1. A fellow newspaper editor immediately concluded that the swearing was due to the failure of the community to secure the normal school. *Ibid.*, January 30, 1902, p. 4.

firebell, shotguns and pistols being fired into the air, as well as the shouting of happy people. A huge bonfire was built and a celebration went on all night.<sup>26</sup> Weatherford had won again, and it now seemed certain that the normal was theirs, although another obstacle still stood in the way. The Granite backers may have lost in the courts but not in the legislature; they therefore planned to have the bill establishing the normal repealed when the legislature convened again in 1903.

Ignoring this possibility, a committee of interested Weatherford citizens composed of George T. Webster, J. W. Walters, and O. B. Kee, anxious to get the school under way as soon as possible, journeyed to Guthrie in November, 1902, and contacted the Board of Education. The Board refused to start the construction of the school immediately but agreed to contract all of the previously appropriated funds for a building in the near future, and to start classes in the fall of 1903.

Before formulating the final plans for the construction of a building the Territorial Superintendent of Public Instruction, L. W. Baxter, and the members of the Board of Education made a trip to Weatherford to inspect the site. After examining the location they gave their approval, but ruled that a road surrounding the campus could not be taken from the original forty-acre tract. O. B. Kee immediately offered to donate an eighty foot road around the campus, and the Board accepted this land for the state.<sup>27</sup> After the visiting educators returned to Guthrie they advertised for building bids with initial

---

<sup>26</sup>Custer County Republican, October 9, 1902, p. 1.

<sup>27</sup>Ibid., December 11, 1902, p. 1.

construction scheduled to begin by March 1, 1903. The foregoing represented an alarming development to the Weatherford boosters; the legislature would be in session by then, with the power to stop the construction and thwart their long-sought goal.

As expected, the Granite group conducted an active campaign in the legislature, and early in February, 1903, a rival sympathizer introduced a bill in the Territorial Council which repealed the Normal Act and appropriated ten thousand dollars of the funds previously authorized for the proposed normal school to the University of Oklahoma and other schools of the Territory. Weatherford backers rallied as the crucial vote on this issue neared. There was a tense atmosphere when the vote was taken on the repeal bill, and it was extremely close. Six voted to repeal the law and seven to sustain it.<sup>28</sup> Weatherford had finally won; the normal was theirs.

#### The Campus and the Community

The campus of the new Southwestern Normal School was located on the crest of a hill overlooking the town of Weatherford and the valley

---

<sup>28</sup>The six voting to repeal the law were Frank Mathews, Mangum; Thomas P. Gore, Lawton; John O. Blakeney, Shawnee; Felix L. Winkler, Kingfisher; James P. Woolsey, Perry; and Alpha G. Updegraff, Augusta. The seven voting to sustain the law were George T. Webster, Weatherford; John Calvin Foster, Guthrie; Charles R. Alexander, Woodward; Herbert H. Champlin, Enid; John P. Hickam, Perkins; R. M. Campbell, Oklahoma City; and Sam Massingale, Cordell. Both Campbell and Massingale were Democrats, and it should be noted that Massingale was from Cordell, one of the towns which was mentioned as a possible location for the school. Custer County Republican, February 12, 1903, p. 1; Territory of Oklahoma, Session Laws of 1903, unnumbered page between title page and table of contents. The 1906 Oracle, the first Southwestern student annual, has a photograph of George T. Webster and Everett J. Murphy of Arapaho with a caption as follows: "The Southwestern Normal owes much to the influence of these two gentlemen in the Territorial Legislature in the effort to establish the school," p. 13. Murphy's activities in this fight are unknown.

of the Little Deer Creek. From the top of this hill one had a beautiful panoramic view for miles in every direction. On the horizon to the south of the valley there arose a ridge dividing the streams which flow toward the Red River and those which flow toward the Arkansas River. The view from the hilltop was striking; there were broad areas of grassland, cultivated fields, and deep canyons bordered by clumps of trees and brush. It truly was a beautiful site.

Yet little could be said for the nearby town of Weatherford during the early years of the twentieth century. Like other frontier towns of its time, it consisted largely of unpainted frame buildings. Barren soil without trees, lawns, or landscaping surrounded most of the houses. The streets were seas of mud when it rained, and the passage of horses and wagons stirred clouds of dust when it was dry. The false-fronted stores, the typical western hitching rail, and the watering troughs were also present. By 1903, the year the first classes started, the Choctaw Railroad extended westward to the neighboring town of Clinton, where it joined with the Frisco and Orient Railroad. The vital rail line brought not only economic activity but also a measure of stability and eventually order because it provided a link to other communities. By 1903 the town could also boast of five churches, a school, and a fairly efficient city government. Even so, the community possessed many of the characteristics of semi-frontier towns.

Transients, many rootless and others seeking a haven from the law, frequented the Territory. Some of these people appeared in Weatherford from time to time. Saloons enjoyed a thriving business, as did the dance halls and brothels. A climate of semi-lawlessness was encouraged in part because the county seat was located at Arapaho, approximately



sixteen miles to the northwest. Violence, accompanied by frequent deaths resulting from robbery, drunken brawls, and accidents, was not uncommon. Poses occasionally ran down criminals, apprehending them only after furious gun battles. Arms, commonly carried at that time, were often used to settle disputes. Such conditions were not necessarily limited to Weatherford, but prevailed throughout many towns of western Oklahoma. But now that a normal school was coming to the community, attention was focused on the type of climate present within the immediate area, and several leading citizens sought to improve the environment in which students would live. The Custer County Republican enthusiastically joined in a movement for reform, urged the strict enforcement of laws, and reminded its readers that the presence of a normal school made things different. The editor strongly urged the county sheriff to take prompt action to clean up the community and advocated as one of the first steps the closing of saloons on Sundays.<sup>29</sup> This was but the initial stage in a reform campaign, and in the next few years the community eradicated all of those undesirable characteristics of the town which it was believed might have a detrimental influence on the students of the Normal school. Eventually all gambling, alcohol, and prostitution were banned by law.

---

<sup>29</sup>Custer County Republican, April 9, 1903, p. 1.

## CHAPTER II

### THE FORMATIVE YEARS

#### Launching the Normal School

The first man to head the new Normal school was James R. Campbell, a person well known in the capital city of Guthrie and to the Territorial Board of Education which appointed him to this position. He was fifty-two years old, had been born in Ohio, and had previously served as superintendent of schools in various Kansas and Colorado communities. He had also served on the Oklahoma Territorial Board of Education. At the time of his selection as president of Southwestern, Campbell was serving as superintendent of the Guthrie city schools. Because of his having served in this capacity he was in the unique position of knowing first-hand some of the educational problems associated with newly settled regions.

When Campbell came to Weatherford in June of 1903 he had neither a building nor a faculty, yet the prospects for a large enrollment in the fall seemed good. The struggle over the location of the Normal had given it considerable publicity by word of mouth and through various newspapers. Furthermore, the pressing need for such an institution also assured a substantial enrollment. He immediately took the necessary steps in finding a faculty and was able to secure the following people:

Austin Elgin Wilber	Education and Drawing
Guy W. Bohannon	Science
Robert Neely Linville	History, Civics and Political Economy
John Appley Ferrell	Mathematics
Leroy Bethuel Greenfield	English
Mary Pearl Rice	Grammar and Rhetoric
Sarah Adelaide Paine	Geography, Nature Study and Orthography
Roxie E. Seevers	Elocution & Oratory, and Physical Training
Belle Fulton Barker	Vocal Music
Alvin Whitehead Roper	Instrumental Music
Daisy D. Ferguson	Training School
Elizabeth King	Secretary and Librarian <sup>1</sup>

The new president also traveled to several nearby towns, where he spread the word that the new Normal school would start classes in the fall despite the lack of a completed building, that some arrangement would be made for classrooms while construction was in progress. Later, he also planned the curriculum which the Normal would offer.

The cornerstone for the building was laid on July 4, 1903, in conjunction with a patriotic celebration. The Masonic Lodge was in charge of the arrangements and conducted a ceremony. Among the activities held on that day were speeches, a band concert, horse races, and sack races, culminating with a fireman's parade and ball in the evening.<sup>2</sup> Shortly thereafter work started on the building, continued through the fall season and into the winter.

September came and with it eager students arriving in Weatherford. They came by horseback, buggy, wagon and train. The school term officially opened on September 15, 1903. The first girl to enroll was sixteen-year old Mary Mabry, who with her father had come from Leedey,

---

<sup>1</sup>First Annual Year Book, Southwestern Normal School, 1903-1904, p. 6.

<sup>2</sup>Custer County Republican, July 2, 1903, p. 1. Somewhat ironically, on May 28 this same newspaper reported that the cornerstone for the Normal building would be secured from a quarry at Granite, the rival town.

Oklahoma, in a wagon. Her father remained overnight in town before returning home after the long trip. Miss Mabry brought all of her clothes in a trunk and was prepared to stay until the Thanksgiving vacation.<sup>3</sup> The first male to enroll was Hugh Webster, son of the attorney, George T. Webster, who had ably represented Weatherford in the legislature and who led the fight to win the school.

The school opened with an assembly of students, faculty, and other interested persons at the Congregational Church. The first chapel program was directed by a member of the faculty, J. A. Ferrell, Professor of Mathematics. Upon completion of the program, the students and faculty retired to makeshift classrooms in the church and in an abandoned saloon on Main Street. Students attending classes in the former saloon could often hear the clink of glasses, loud voices, and the whirl of roulette wheels through the wall that separated them from an active saloon. The former saloon was large enough for two separate classes to be held simultaneously, with only a chalk mark drawn on the floor to separate them. The students sat on wooden benches and took notes as best they could.

By the night of September 15, the Normal school was under way; classes had been held. In the interim period while the building was under construction the provisional classrooms could be tolerated. The absence of a completed building did not seem to be a major obstacle to student enrollment because one hundred thirteen enrolled the first day; the figure reached one hundred ninety-six by the close of the first

---

<sup>3</sup>Interview, Mrs. E. B. Savage (Mary Mabry), April 21, 1967. Mrs. Savage was born on July 4, 1887. She enrolled in the course of study which was the equivalent of high school. Her goal was to teach in the public schools.

term. The enrollment at the end of the winter term came to two hundred-nineteen, while the total number for the year was three hundred fifty-six.<sup>4</sup> This could be compared with the Central Normal at Edmond, which had seventy-six students in 1890, the first year of operation, and Northwestern Normal at Alva, which enrolled one hundred sixty-six. Central enrolled three hundred thirty-seven by 1900-1901, while Northwestern had fifty-one. Thus the initial response at Southwestern seemed to indicate that the growth rate experienced at the other normal schools of the Territory would be repeated here. The average age of the students at Southwestern was 19.6 years.<sup>5</sup> By the end of the first term the student body represented eighteen Oklahoma counties and five states.

#### The Curriculum

The curriculum of the new school was designed to fulfill the requirements and needs of a wide variety of students, although its primary purpose was to train teachers for the public schools. The First Annual Year Book listed those who should attend Southwestern and included the following: "Those who desire to obtain a higher education, and fit themselves for all the responsibilities and duties of life;" those who desire to enter the teaching profession and teachers who wish to improve their skills; those who desire special training in art, elocution, and oratory; those who wish to enter business; those wanting to learn penmanship, bookkeeping, stenography and typewriting;

---

<sup>4</sup>U. S. Report of the Governor of Oklahoma to the Secretary of the Interior, 1904, p. 136.

<sup>5</sup>ibid.

those interested in vocal or instrumental music; common school graduates wishing to receive the equivalent of a high school education, and high school graduates desiring two years of college.<sup>6</sup>

Thus the curriculum in many ways was designed to satisfy students desiring a broad general education in addition to people seeking practical or vocational training. The statement regarding the ability of the new institution to fit all people for all of the responsibilities of life was indeed ambitious. More than likely this statement was not meant to be all-inclusive.

Southwestern offered seven years of instruction which included three years of sub-normal and a regular four-year normal course. Students with diplomas from approved high schools were admitted as juniors in the regular normal course. Upon completion they received what was meant to be the equivalent of two years of post-high school education. Students with eighth grade diplomas issued by the Territorial Superintendent of Public Instruction were admitted without examination to the second year of the sub-normal course. Those who had not completed the eighth grade entered the first year of the sub-normal, which was designed to prepare students for beginning high school work. Thus the sub-normal course was comparable to the eighth, ninth, and tenth grades, while the regular normal course was the equivalent of the eleventh and twelfth grades plus two additional years. The Second Annual Year Book, in defining normal schools, declared they were "not high schools, colleges or universities" but were "broader in their scope than high schools and more specific than colleges and

---

<sup>6</sup>First Annual Year Book, Southwestern Normal School, 1903-1904, p. 9.

universities.<sup>7</sup> By specific the Year Book meant that normal schools were established primarily for training teachers in particular disciplines in addition to giving them a broad general education.

The first departments were as follows: Psychology and Education, English, Mathematics, Language, Science, Arts, Expression, History and Political Science, and Business. The languages offered included Latin, German, French, and Spanish. The Mathematics Department offered geometry, algebra, trigonometry, surveying, analytical geometry, and calculus. Science offerings included physics, zoology, botany, astronomy, chemistry, physiology, and geology. The History and Political Science Department listed among their offerings civics, political economy, American history, European history, and English history. Taken collectively, the conspectus of courses listed in the First Annual Year Book revealed considerable curriculum planning on the part of the administration.<sup>8</sup>

Although an ambitious schedule of course offerings was listed on paper, Southwestern faced a real challenge during the first few years because most of the beginning students had received very little formal education. Consequently, a low level of instruction was necessary in order to serve the students coming from the rural township schools. When classes were initiated in the fall of 1903, most of the students enrolled in the sub-normal course because few had had the opportunity

---

<sup>7</sup>Second Annual Year Book, Southwestern Normal School, 1904-1905, p. 12.

<sup>8</sup>First Annual Year Book, Southwestern Normal School, 1903-1904, pp. 39-40. Also, see Appendix A.

to attend high schools. High schools were rare in western Oklahoma during the first few years after settlement.<sup>9</sup>

The lack of secondary schools in the Territory forced Southwestern to perform a double function, that of providing academic education at the pre-high school level and professional training for prospective teachers. As one might expect, this wide divergence of the purpose of the school had the effect of reducing the quality of education. Continually faced with limited financial resources, Southwestern failed to fulfill either purpose well. Another factor contributing to low standards, or at least low as measured by the demands of later decades, was the practice of appointing public school teachers to positions on the basis of very simple examinations. Consequently, low entrance requirements and a low level of instruction were necessary in order to attract and retain students with very few years of formal education. Oklahoma was still a raw territory, and higher standards would have proven too great a barrier for most students. Low standards was simply the lesser of two evils. The low level of instruction was also caused in part by the emphasis upon training of elementary teachers. There was little demand for teachers at the high school level and no

---

<sup>9</sup>After the Southwestern Normal School opened in 1903 so many town students dropped out of the Weatherford public school to enroll in the Normal that the school board discontinued the eighth grade. Gibson tells how frontier schools were so handicapped by limited facilities that at first the only textbooks were those "which the parents had brought from their original homes." He also noted that "schools seldom operated for more than three months of twenty days each." Gibson, Oklahoma, pp. 307-308.



incentive for teachers to acquire proficiency beyond the eighth grade.<sup>10</sup> Even so, the Normal staff and the State Department of Education worked to improve teacher education through summer school sessions and extension work in addition to the regular terms. Although the effort to upgrade the instructional program continued, little was accomplished. The Normal's printed material indicated that it offered the equivalent of two years of college work, yet in its initial stage the institution was little more than a secondary school and remained so for almost two decades.<sup>11</sup>

Considering the environment in which the Normal operated, its offerings were probably adequate for the times; there were even some positive gains. The faculty was highly motivated and took an active interest in the students. The low student-teacher ratio and the proximity of a small community fostered a very close relationship between the two. The students were often highly motivated because the majority had to make real financial sacrifices in order to attend the Normal. A spirit of competition prevailed among the students, who took pride in their work. Esprit de corps was high, and in a very short time the student body manifested an intense loyalty to the Southwestern Normal.

---

<sup>10</sup>The writer is aware of the value of skills and proficiency needed in teaching at the elementary level, skills which cannot be compared with those needed at higher levels. The term proficiency used here relates to levels of achievement in particular subject matter areas, not to teaching techniques.

<sup>11</sup>There were no prerequisites for any of the higher course offerings. Students were permitted to enroll in any course they desired, and the result would seem to indicate that the final two years of Normal study were not much different from the first two years.

### Early Student Life

Students lived in the homes of various townspeople in Weatherford where room and board cost approximately ten dollars per month. Many female students worked for their room and board by cleaning and cooking. The usual practice was for boarding students to eat with the homeowner's family and in most cases be treated as members of the family. Consequently, many long-lasting friendships resulted from the close relationship between students and townspeople. Some women offered family-style meals for boys who roomed elsewhere; meals cost as little as fifteen cents in 1903. These prices may seem low, but with respect to the current farm income they were quite realistic. In order to limit expenses, boys sometimes did their own cooking where facilities were available. Money was scarce and pay was low for those fortunate enough to find jobs. Consequently, many students lived very austere lives while at Southwestern.<sup>12</sup>

Typical boy and girl relationships reflected this austerity. Courting or dating usually consisted of taking walks together, making ice cream and candy, singing and playing cards.<sup>13</sup> Townspeople occasionally made life away from home somewhat more enjoyable by taking groups of students on buggy rides. This was considered a rare treat. On occasion, a student rented a horse and buggy or perhaps a team and wagon. The rental fee for a horse and buggy for one afternoon was one

---

<sup>12</sup>Interview, Mrs. E. B. Savage, April 21, 1967. One historian estimated the average per capita farm income in 1900 to be approximately \$112. Fred A. Shannon, The Farmer's Last Frontier, Agriculture, 1860-1897, Vol. V, The Economic History of the United States (New York: Holt, Rinehart and Winston, 1945), p. 353.

<sup>13</sup>The most popular card games were flinch and rook.

and one-half dollars.<sup>14</sup> Students who lived in or near Weatherford sometimes had access to some type of horse transportation which they willingly shared with their classmates, but for the most part, walking was the accepted method of travel about town and to or from the school on the hill. While the use of horses was preferred, it sometimes proved hazardous when a team ran away or when a rider was thrown from a horse. This occasionally happened when students were careless or thoughtless.<sup>15</sup>

The school made every effort to keep the students safe from both physical and moral danger by keeping them occupied during their free time. They attempted to discourage their charges from loafing the free hours away on the streets of Weatherford. The Normal School cooperated with the local churches to provide a strong religiously oriented atmosphere despite the downtown presence of liquor, gambling, and prostitution. In the First Annual Year Book the administration assured parents that their sons and daughters would have "ample opportunity" to develop "Christian spirit" and that "every means will be taken to encourage the maintaining and perfecting of Christian organizations in the school."<sup>16</sup>

#### The Athletic Association

Early in October, 1903, an athletic association was formed which paved the way for future sporting activities. The initial organization

---

<sup>14</sup>Interview, Mrs. E. B. Savage, April 21, 1967.

<sup>15</sup>In one instance a student, Emerson Dudley, was pinching his horse to make him buck. The second time Dudley was thrown off, the horse kicked him in the head, critically injuring him. Custer County Republican, January 14, 1904, p. 1.

<sup>16</sup>First Annual Year Book Southwestern Normal School, 1903-1904, p. 13.

consisted of a group of boys who played informal contests with local football and baseball teams. This first association was weak in its organizational structure and existed for only a short time. Because it was not an official part of the school there was little student body support. Lacking financial backing, it quickly disbanded. However, before the group broke up it accomplished one thing of a permanent character; it chose the school colors, although quite by accident. When the association purchased their first uniforms for the football team, the only jerseys obtainable on short notice were navy blue and white. It so happened that no other school in the Territory used these colors. Later, the Normal officially adopted them at an assembly program.<sup>17</sup>

The following year the administration officially took note of their obligation in the matter of some type of organized sports. The Second Annual Year Book noted that while it was "not the intention of the Southwestern to make a specialty of athletics," nevertheless, they felt that "Good sound bodies. . . are as necessary as strong minds."<sup>18</sup>

#### The Literary Societies

Two literary groups, formed the first year, eventually proved to be important vehicles for student growth and development. The first to be formed was the Athenian Society, organized in the fall, for the purpose of fostering literary activities consisting of debates, declamations,

---

<sup>17</sup>The Oracle, 1906, p. 95. The pages in The Oracle were not numbered. The number 95 represents the count of the writer.

<sup>18</sup>Second Annual Year Book, Southwestern Normal School, 1904-1905, p. 18.

and essays. The Athenian group initially met at the Congregational Church on October 16, 1903.<sup>19</sup> The spirit of competitiveness and debate resulted in the formation two months later of another literary group, the Aurora Society, a name which symbolized enlightenment.<sup>20</sup> Both men and women students were required to join one of these organizations, for which they received one credit for a year of activity. Spirited debates, held during the last week of the spring term, saw the winning society receive a large silver cup from the faculty. The victorious group then held title to the cup until the next year, at which time it would again become the prize for the winning society.<sup>21</sup> It was through these two groups that the students of Southwestern expressed their interests and attitudes regarding events and affairs outside of the school and especially in the social, economic, and political problems confronting American society during the early years of the twentieth century. The debate topics during the initial years of the Normal's existence frequently reflected student concern for matters beyond the confines of the campus. For example, in 1905, the Athenian Society chose for one debate topic, "Resolved: That the United States Should Give Independence to the Philippines."<sup>22</sup>

#### The Completion of the Normal Building

During the summer and fall of 1903 the sound of workmen's hammers and tools could be heard in the town below the hill, and by February,

---

<sup>19</sup>The Oracle, 1906, p. 57.

<sup>20</sup>Ibid., p. 69. The first Aurora Society met in a downtown store.

<sup>21</sup>Second Annual Year Book, Southwestern Normal School, 1904-1905, p. 17.

<sup>22</sup>The Mukwisto, November, 1905, p. 6.

1904, the Normal building was completed. The outside of the structure was covered with red pressed brick. The interior was fully modern by the standards of the time. The building contained seventeen classrooms, an auditorium, a reception room, a library, music rooms, and physical and chemical laboratories. Two rest rooms with shower facilities for both men and women were installed in the basement. The building had one major fault: the heating plant was also included in the basement, and within a year the administration concluded that this constituted a serious fire hazard. Shortly thereafter a separate heating and power plant was constructed.<sup>23</sup>

The students anxiously watched the completion of the building and looked forward to the time when they could leave their church and saloon classrooms. Eventually the long awaited day came. On February 23, 1904, the faculty, students, and other interested townspeople gathered in downtown Weatherford. Then, led by a band, they marched up the hill to the Normal school in a body. After entering the new building, they were entertained by a musical program and an oratorical contest. In an abstract sense the new building made little difference insofar as the total instructional program was concerned. Without a specific building this institution had taken root and was functioning. Even so, the new facilities were greatly appreciated by all concerned after the move was completed. The faculty was able to conduct their classes better and without interruption. The students no longer had to confine their studying to their rooms, since the school library was now available where they could work in warm and quiet surroundings. Thus the new plant

---

<sup>23</sup>U.S. Report of the Governor of Oklahoma to the Secretary of the Interior, 1905, pp. 45-47.

made life easier for all concerned; certainly the new classrooms and laboratories expedited the educational process, but Southwestern's beginning perhaps revealed once again that a school can be properly defined as a community of scholars rather than in terms of physical facilities.

The administration expanded the curriculum in the fall of 1904 to include a two year commercial course, two years of art, six years of instrumental and four years of vocal music. Special course offerings included literature, languages, psychology, mathematics, music expression, and physical culture. The addition of commercial offerings in bookkeeping and typewriting revealed a growing demand for both men and women in the business world, even in rural western Oklahoma. Many of the new courses were also oriented toward the acquisition of culture in and for itself. Thus the Normal took action in translating an ideal into reality, the ideal of culture in a farming community. More than likely many of the parents of the Normal students keenly felt their inadequacies in this area and wanted something better for their children.<sup>24</sup> Although Southwestern's primary goal was to train teachers in reading, writing, and arithmetic, it also sought to give its charges the opportunity to enhance their lives culturally.

#### Early Cultural Activities

The first two years saw most of the school's effort directed to the task of developing a working institution with only a minor interest in student and cultural activities. The first student publication was

---

<sup>24</sup>Interview, Mrs. E. B. Savage, April 21, 1967 (i.e. music, culture, etc.).

a monthly magazine entitled The Mukwisto, a Cheyenne name meaning paper. The magazine was 7" x 10" in size and sold for five cents per copy or fifty cents per year. It contained short essays in addition to news items concerning the activities of both students and faculty.<sup>25</sup> The editor of this publication in 1905-1906 was Walter Stanley Campbell, the stepson of President Campbell.<sup>26</sup>

The first play presented by the students in the fall of 1905 consisted of one act and was entitled Pussy Wants a Corner.<sup>27</sup> This particular play was probably presented in the auditorium of the Normal building, although the location cannot be verified. The Mukwisto, in reporting the play, failed to mention the site but did say that a large crowd had attended and that all were well "pleased with the entertainment."<sup>28</sup> Most of the plays staged during the early years were of a light nature. In 1907, the Music Department, in a rather ambitious undertaking, presented The Mikado.<sup>29</sup> The local newspaper, in announcing the event, declared that this would "be the best thing, musically, that has ever been done in the school."<sup>30</sup> By 1915 the Normal students regularly presented Shakespearean plays. The Weatherford community

---

<sup>25</sup>For example, The Mukwisto of October, 1905, in a typical news item reported that "Prof. and Mrs. Greenfield spent a day or two at Watonga the latter part of the month." p. 6. The magazine also contained various types of advertisement from Weatherford merchants.

<sup>26</sup>Young Campbell later became a writer of some renown, taking the pen name of Stanley Vestal.

<sup>27</sup>The Mukwisto, October, 1905, p. 11.

<sup>28</sup>*ibid.*, October, 1905, p. 12.

<sup>29</sup>The Oracle, 1907, pp. 40, 60.

<sup>30</sup>Custer County Republican, March 7, 1907, p. 1.



supported the theatrical activities by their presence. Because entertainment of any type was infrequent, it was considered a treat to attend a play presented by local students. Eventually the school also went to considerable effort to send acting troupes on tour throughout much of western and southwestern Oklahoma. Therefore, the Normal exercised some influence in raising the cultural level of the entire area, despite the handicap of rural isolation.

In 1905 the Normal embarked on a program which offered extension classes in nearby towns. Professor Austin Wilber presented a series of lectures which were both entertaining and educational. His extension lectures covered a wide variety of subjects including a sociological study of crime, juvenile delinquency, the immigration problem, and a discussion of the Passion Play.<sup>31</sup> The only cost incurred by those attending extension classes was the actual expense of the teacher making the trip. Such classes, for obvious reasons, were usually limited to towns with railroad connections.

Thus, through extension programs, many nearby towns and communities had direct contact with the Normal school, although this initial program was admittedly superficial and probably more entertaining than educational. If nothing else, the brief appearance of the traveling faculty members in southwestern Oklahoma encouraged support for public education. Adults in the Weatherford community had ample opportunity for continuing their education, although few adults had well defined or fixed educational goals. A lyceum bureau directed most of the adult education for interested townspeople; this program consisted of lectures regularly

---

<sup>31</sup>The Mukwisto, November, 1905, p. 9.

held in the Normal auditorium, and which were also open to full-time students. Thus the Normal became the focal point for the dissemination of culture for western Oklahoma.

#### Ideals, Attitudes, and Issues

Considerable effort was made both in and out of the formal classroom situation at Southwestern for the purpose of forming ideals and attitudes among the students. In examining this process one should keep in mind that these people were living in the early part of the twentieth century. The United States had only recently defeated Spain and completed the conquest of the Philippines. Patriotism was valued highly, and during one chapel program President Campbell expressed regret that "he was too young to serve in 1863 and just a little too old in 1898."<sup>32</sup> In the course of the program he was given an American flag as a surprise gift. One of the donors of the flag read several selections from E. E. Hale's The Man Without A Country.<sup>33</sup> Love of country was a frequent topic of essays and speeches presented to various groups of students. Invariably the ideal man turned out to be the President of the United States and the ideal government was the American republic.<sup>34</sup>

Even so, patriotism was but one of the major interests of the students. The discontent of many of their parents, long dissatisfied with the ills in American society, was also reflected in student

---

<sup>32</sup>Weatherford Democrat, October 6, 1904, p. 1.

<sup>33</sup>ibid.

<sup>34</sup>Custer County Republican, June 1, 1905, p. 1.

attitudes and opinions. A long period of relatively low farm income, coupled with rising prices, had fostered a deep suspicion of the economic structure of American society and especially of the business community. There was also a tendency on the part of many of the people living on the Great Plains to seek simple solutions to the many complex problems which had followed in the wake of a thirty year period of industrialization and rapid urbanization. Also, by 1905, a strong fundamentalist Protestant spirit of reform permeated much of rural America and especially western Oklahoma. A reform campaign was enthusiastically waged both in Weatherford and on the campus of Southwestern as the problems of America were attacked on two fronts. It was felt that the way to perfection and a return to old values lay in legislation and in appeals to individual behavior based upon morality. If each student and those who had influence with students could be persuaded or compelled to lead a righteous life, then the local society would become an integral part of an ever growing reform movement, and soon the entire nation would be purged of its ills.<sup>35</sup>

To this climate of opinion came Carry Nation, the temperance crusader from Kansas. Rejecting persuasion, she was willing to resort to force in order to eliminate that which she felt was evil. Four times in one week she exhorted Southwestern students and Weatherford citizens to take action against the forces of wickedness, namely the local saloonkeepers. Somewhat surprisingly, the editor of the Custer County Republican took the position that she was too radical because she openly expressed contempt for anyone who did not share her moral

---

<sup>35</sup>Richard Hofstadter, The Age of Reform (New York: Random House, 1955), pp. 63-66.

code. The editor, a Republican, probably also resented her attacks upon President Theodore Roosevelt.<sup>36</sup> Within a year, however, this same newspaper took a strong reform stand against alcohol, dancing, and prostitution.<sup>37</sup> By 1906, only one saloon was operating in Weatherford, and the editor urged that its license not be renewed. His attitude, no doubt, was influenced by many of his readers who felt that Weatherford should set an example for other communities because of the Normal students. The saloon was closed, and shortly thereafter the Custer County Sunday School Convention, meeting at Arapaho, issued a resolution praising the community for the "successful fight against the liquor business in the home of the Southwestern Normal School."<sup>38</sup> They also indicated they now "feel much more enthusiastic to send our young people to that institute of learning . . . ."<sup>39</sup>

The determination to force others to adhere to a certain moral code as advocated by people like Carry Nation also found expression in the teaching community and in the field of education. In the fall of 1905 the State Superintendent of Public Instruction toured Custer County and noted that most county superintendents inserted a provision in their

---

<sup>36</sup>Custer County Republican, February 2, 1905, p. 1.

<sup>37</sup>ibid., July 12, 1906, p. 1. In the summer of 1906 the city council passed an ordinance abolishing houses of prostitution in Weatherford. City of Weatherford, Ordinance Book, Ordinance No. 133, August 13, 1906, p. 217. Six months later, on February 1, 1907, gambling was declared illegal. Ordinance No. 134, p. 218.

<sup>38</sup>ibid., August 23, 1906, p. 1. The Sunday School group also condemned baseball and other sports on Sundays. In October the newspaper quoted another paper on its front page in which the writer, in praising the Anti-Saloon League, congratulated Weatherford on "being able now to invite the students of the Normal to a city that is clean, and sober." ibid., October 4, 1906, p. 1.

<sup>39</sup>ibid., August 23, 1906, p. 1.

teaching contracts wherein the signer agreed to abstain from the use of both alcohol and tobacco.<sup>40</sup> Both students and faculty members of the Normal participated in the local anti-alcohol activity, and there is no evidence of any student opposition to this phase of the reform movement.

The Normal students were also interested in the pressing national issues of the time. They, like other people, often questioned the policy of laissez faire in governmental attitudes toward the business community. In December, 1905, the lead story of The Mukwisto was entitled, "Why I Am A Socialist." The student writer of this article was firmly convinced that socialism was the answer to all of mankind's problems, in his essay declaring that socialism would:

Mean economic security to every worker.  
 Prolong human life and make it happier.  
 Foster noble incentives.  
 Advance morality.  
 Make religion real.  
 Secure the home, save women from shame and stop the enslaving of children.  
 Will make for temperance.  
 Will purify politics and perfect a true democracy.  
 Will abolish war.  
 Will settle the labor question and thus avert another probably civil war.<sup>41</sup>

Thus it seems that some students from the Normal were willing to experiment in effecting social, political, economic, and religious reform under a plan of socialism, a plan claimed to be inevitable.

In another instance the editor of The Mukwisto, Elmer E. Darnell, wrote an article entitled "Capital and Labor," in which he praised the

---

<sup>40</sup> Ibid., August 10, 1905, p. 1. The strong anti-liquor feeling present in Oklahoma culminated in the passage of state-wide statutory prohibition when the Territory became a state in 1907.

<sup>41</sup> The Mukwisto, December, 1905, pp. 1-4. This article was not signed and bore instead the initials A. E. D.

trade union movement and outlined the many benefits which he felt it would bring to a capitalistic society. Darnell, somewhat prophetically, predicted that the "introduction of labor saving machinery will no longer be opposed because all will be benefitted thereby."<sup>42</sup> In making his prediction he assumed that eventually a system of cooperation between capital and labor would emerge and replace the wage system. He further felt that this new system would be accepted by the public because of the increasingly rapid growth of education in the United States which made people more receptive to new ideas. Apparently the students at the Normal were also concerned over the national problem of child labor, since Professor Austin E. Wilber once made it the topic of a speech delivered at a chapel program.<sup>43</sup>

Thus the Normal students, if they did not bring new ideas with them to the campus, were exposed to suggestions and opinions which seriously challenged the status quo of American society, a challenge which later generations would have labeled as highly radical. Evidence suggests that a reform climate was nourished not only from within the student body but also from speakers from other areas who advocated involvement both in local and in national affairs. In December, 1905, the President of Oklahoma A. & M. College, A. C. Scott, visited the campus and made a stirring address before the student body in the Normal auditorium in which the President of the United States was cited as the ideal man. Scott lauded President Theodore Roosevelt for his determination to wage a battle of reform against monopolies and graft. In the

---

<sup>42</sup>Ibid., March, 1906, p. 6.

<sup>43</sup>Custer County Republican, April 26, 1906, p. 1.

course of his speech Scott praised not only Roosevelt but also the principle of reform.<sup>44</sup>

Student concern for local and national problems could perhaps have been expected because of widespread publicity about the ills of American society. The local newspapers regularly denounced monopolies and graft and championed reform; political candidates stressed, among other things, the need for the initiative and referendum, the direct election of United States Senators, compulsory education, and passage of a pure food and drug act.<sup>45</sup> It seems only logical that under the circumstances the Normal students would become involved in the movement for reform, a movement which came to be known as Progressivism.

As could be expected, religion also played an important part in the climate of reform at Southwestern. As previously noted, the first official act of the school on opening day was a chapel program held at the Congregational Church. Similar gatherings were held every morning for the first few years. Students were required to be present at the chapel program, which consisted of devotional exercises, singing, and announcements. A Young Women's Christian Association had been organized in April of 1903 before the first term of school started.<sup>46</sup> After the school got under way the administration encouraged the founding of the Young Men's Christian Association, which was established in March, 1904.<sup>47</sup>

---

<sup>44</sup>Ibid., December 21, 1905, p. 1. President Campbell of Southwestern was a loyal Republican who not only permitted but encouraged the discussion of ideas which can only be described as liberal.

<sup>45</sup>Weatherford Democrat, September 20, 1906, p. 4.

<sup>46</sup>The Oracle, 1906, p. 81.

<sup>47</sup>Ibid., p. 87.

These two organizations attracted considerable support from the student body and along with the local churches, provided substantial religious activity. Both the Y.M.C.A. and Y.W.C.A. also helped students adjust to their new life away from home. New students arriving on the trains were met by members of the Y.M.C.A. who not only helped them find housing and food, but also acquainted them with the community and the school. Many students remembered how grateful they were when met by representatives of these organizations, and many enduring friendships resulted from both Y.M.C.A. and Y.W.C.A. activities. Throughout the first few years the local churches and other religious groups exerted considerable influence upon the type of programs presented to the student body. The chapel gatherings usually included the appearance of a local minister who gave a short sermon, although faculty members also shared in the responsibility for the program. The chapel was also a means of keeping the student body informed of events, providing a sense of unity, entertaining them, and of carrying out moral training and character building.<sup>48</sup> Prior to and for several years after the passage of state-wide statutory prohibition in 1907, the chapel sermons were often devoted to the value of temperance.<sup>49</sup> Sometimes the topics were of a controversial nature. In one instance the speaker, discussing the Bible and evolution, took the position that one should be able to reconcile the findings of science with religion rather than viewing evolution as a challenge to Genesis.<sup>50</sup>

---

<sup>48</sup>Weatherford Democrat, November 7, 1907, p. 1. It was rather common for speakers to emphasize the importance of character and morality, both of which were based upon religious principles.

<sup>49</sup>Ibid., October 8, 1908, p. 1.

<sup>50</sup>Custer County Republican, March 1, 1906, p. 1.



Some students did not always view the chapel programs in a serious manner, as revealed by one section of the 1907 Oracle which featured an article entitled, "Extracts from a Southwestern Girl's Diary."

Tuesday, October 10 - At chapel Dyke and I sat on the back seat and talked while some preacher prayed for an hour.

Monday, October 15 - Caught in gym tripping the light fantastic. Sent up to chapel. Hard luck.<sup>51</sup>

Listed among the jokes and advertisements of the 1909 Oracle was an item which seemed to indicate a somewhat less than enthusiastic faculty and student response to the chapel presentations. Entitled, "Program of Chapel" was the following:

Hymn announced.  
 Play thro' by piano and orchestra.  
 Faculty slip in.  
 Hymn sung.  
 Prayer.  
 Announcements.  
 Faculty slip out (except speaker of the day).  
 Speech.  
 Applause (very important).  
 March.  
 Everybody falls down stairs.<sup>52</sup>

Whatever the prevailing feeling regarding the chapel may have been at any given time on the part of the students, faculty, or administration, it certainly became an important factor in the forming of ideals and attitudes, and in airing the current issues of the day.

While students were exposed to new ideas through the chapel programs, they were also given the opportunity to hear persons of

---

<sup>51</sup>The Oracle, 1907, p. 59. Several other references also indicated a dislike for the chapel programs. The student by the name of "Dyke" was probably Jesse Jacob Dyck, who died the following year as a result of injuries incurred during a football game between the Aurora and Athenian Literary Societies. Ibid., 1909, p. 27.

<sup>52</sup>Ibid., 1909, p. 124.

distinction from time to time who came to the campus despite its somewhat isolated location. Professor Wilber, when learning that Hamlin Garland, the well-known American writer, was visiting in Weatherford, contacted him and arranged for him to speak at the Normal. Shortly before Garland was scheduled to speak on the night of October 16, 1905, a hailstorm struck the area and broke several windows out of the Normal building. The storm quickly passed, and Garland delivered his lecture out in the open under the stars.<sup>53</sup> Although the students did not receive Garland enthusiastically, they at least had the opportunity to hear a person of some renown. In any case, the student body of the Normal seemed to be concerned both with local and national problems and through their debates and literary societies helped carry out the process of education in a manner which spoke well for the institution.

#### Growth and Expansion

James R. Campbell made every effort to carry on an effective instructional program through competent faculty members and additional

---

<sup>53</sup>Custer County Republican, October 19, 1905, pp. 1,8. Stanley Vestal, President Campbell's stepson, was present at this lecture and indicated that the audience was not particularly impressed with either Garland or what he had to say. Walter S. Campbell, The Booklover's Southwest (Norman: University of Oklahoma Press, 1955), p. 243. The following year the community almost had another important visitor. William Jennings Bryan spoke at the neighboring town of Clinton, and word quickly spread through Weatherford that he was going to make a speech there. A large crowd of students, faculty, and townspeople gathered at the railroad station to see the train bearing Bryan sweep by without pausing. The editor of the Custer County Republican, because of his opposing political beliefs, wrote a humorous story about how "Professor Campbell kicked himself" and how others have not smiled since the humiliating event, that "it was a measly shame to be treated thusly, by the Champion of the People." Custer County Republican, October 4, 1906, p. 1. The 1907 Oracle, p. 59, also mentioned that "all the Normalites went down to the station to see Bryan."

equipment and materials, to the extent his meager budget allowed. During the school year 1904-1905 he was able to buy for the Music Department several new pianos including one Steinway Concert Grand. He also purchased athletic equipment for the gymnasium, laboratory equipment for use in chemistry, physical science, and biological science, and a transit for the Mathematics Department.<sup>54</sup>

The library continued to grow under Campbell's leadership, with the help of others such as Congressman Bird S. McGuire, who made Southwestern's library a depository for public documents.<sup>55</sup> The Normal also realized its responsibilities in encouraging the establishment of libraries throughout rural school districts. Sometimes the rationale for the placing of books in the hands of students may have been naive by later standards, yet nevertheless the ideal of learning was fostered. For example, a library bulletin issued in 1907 included the following excerpt:

The lad who reads deeds of manliness, of bravery, and of noble daring, feels the spirit of emulation grow within him, and the seed is planted which will bring forth fruit of heroic endeavor and exalted living. The life of the girl who reads books filled with kindly thoughts, generous sympathy, truth and tenderness will be inspired and shaped by the pages she reads.<sup>56</sup>

Immediately following the above was another statement which was more realistic:

---

<sup>54</sup>Second Annual Year Book, Southwestern Normal School, 1904-1905, pp. 14-15.

<sup>55</sup>*ibid.*, p. 15.

<sup>56</sup>Bulletin, Southwestern State Normal School, Library Number, Vol. 1, No. 6, January, 1907, p. 6. These excerpts referred to small children and were quoted from a paper read before the National Education Association meeting at Omaha, Nebraska. Thus the ideas expressed regarding the relationship of books to small children were not unique to Oklahoma but were national in scope.

The most important work the teacher can do for the child is to train it in the love of good literature, since this is the one thing that continues to contribute to his education as long as he lives.<sup>57</sup>

Almost two thousand books, along with numerous periodicals, were added to the Normal library in 1906. The only daily newspaper taken was the Atlanta Constitution.<sup>58</sup>

In May, 1905, the Normal was admitted to the Territorial Association of Colleges, which meant that Southwestern would at least have some official contact with the Territory's other institutions of higher education.<sup>59</sup> Joining this body reflected the growth and changing nature of the institution in that it was recognized as an integral part of the higher educational structure of the Oklahoma Territory.

The steady increase in enrollment and the demands imposed by the growth of public education along with the continued economic development of western Oklahoma forced a rapid expansion of the curriculum during the next few years. During the second year of operation the Normal added the Departments of Philosophy and Science Education, Vocal Music, Instrumental Music, and Physical Science. The course offerings were increased again the following year, 1905-1906, as the Third Annual Year Book listed more new departments: Mechanical Drawing, Manual Training, and Piano.<sup>60</sup> The school year 1906-1907 brought more

---

<sup>57</sup>Ibid., p. 6.

<sup>58</sup>Ibid., p. 38.

<sup>59</sup>Custer County Republican, May 11, 1905, p. 1. Other members of the Association were the University of Oklahoma, Oklahoma A. & M. College, Northwestern Normal, Central State Normal, and Kingfisher College.

<sup>60</sup>Third Annual Year Book, Southwestern Normal School, 1905-1906, pp. 66-70.

changes, and the Year Book made note of a "generous appropriation" of the legislature which permitted the Board of Regents to extend the school offerings to include mechanical drawing, athletics, agriculture, geography, geology and nature study, and modern languages.<sup>61</sup> The steady increase in the number of course offerings was necessary in order to fulfill the Normal's certification requirements. The school, offering two plans of study, the Elementary Course and the Regular or Special Course, required thirty-six credits to complete the former and sixty credits for the latter. Each subject satisfactorily completed earned one credit. The school year was divided into three terms of twelve weeks each from September through May, enabling a student taking six different subjects during each twelve week term to complete the requirements for the Elementary Normal Course in two nine-month periods. This would have been an extremely heavy schedule, and most students took longer to complete the Elementary Course. In the Regular or Special Course the student could concentrate his study in one or more of the following areas: Latin, German, English, mathematics, history and civics, and science.<sup>62</sup> The first classes lasted forty minutes each with five minutes between class changes. The five minutes were adequate because all activity took place within the one building.

The school year of 1907-1908 also brought more changes. A new Department of Physical Training was initiated, and offerings in both

---

<sup>61</sup>Fourth Annual Year Book, Southwestern State Normal School, 1907-1908, p. 8. Among the new departments listed was Manual Training, which was omitted from the above because it had been included in the previous Year Book.

<sup>62</sup>Bulletin, Southwestern State Normal School, September, 1906, Vol. 1, No. 3, pp. 9-10.

physics and chemistry were given more attention.<sup>63</sup> A noteworthy feature of the curriculum was the emphasis upon science, the arts, and what might be termed General Education. One is tempted to conclude that the early normal schools such as Southwestern were overwhelmingly interested in preparing teachers of reading, writing, and arithmetic. Such was not necessarily the case, and although the training of public school teachers was the major focus of attention, the school also offered specialization in various scientific disciplines and in the arts. Initially the quality of scientific training apparently left much to be desired, and yet the Normal made steady progress in improving their instructional program in the scientific disciplines. The fall of 1908 witnessed the beginning of classes in home making and agriculture, plus a training school for teachers including kindergarten. Two new departments were organized, Domestic Science and another which included instruction in astronomy, geology, and geography.<sup>64</sup>

The fact that Oklahoma was primarily agricultural was recognized by the administration in one of their bulletins, which took note that Southwestern was "situated in the heart of the great farming region of Southwest Oklahoma," and that this area had "people whose every interest will be advanced by a practical and thorough teaching of the scientific principles of agriculture."<sup>65</sup> Students taking agricultural subjects were given the responsibility of campus landscaping in addition

---

<sup>63</sup>Fifth Annual Year Book Southwestern State Normal School, 1907-1908, pp. 11 and 67.

<sup>64</sup>Bulletin, Catalogue Number, Southwestern State Normal School, 1908-1909, July, 1908, Vol. III, No. 1, pp. 73 and 88.

<sup>65</sup>Bulletin, Catalog Number, Southwestern Normal School, 1909-1910, July, 1909, Vol. IV, No. 1, p. 73.

to being assigned a small garden plot on the campus. The students took a great deal of pride in their gardens, although little agricultural experimentation could be carried out with such limited facilities.

Thus by 1910, the Normal, with a steadily developing curriculum, included the following departments:

- Education
- English
- Literature
- Modern Language
- European History and Political Economy
- American History and Civics
- Latin
- Physics and Chemistry
- Biology
- Manual Training
- Agriculture
- Domestic Science
- Mathematics
- Commerce
- Expression
- Art
- Music
- Geography, Geology and Physiography
- Physical Culture<sup>66</sup>

By 1911 the rapid growth of business and commerce in the United States and in the Territory created a demand for courses for those interested in a career in these areas. Courses were added in penmanship, book-keeping, stenography, and typewriting.<sup>67</sup> Much of the demand for these courses stemmed directly from the entry of women into the business world and the office. The need for the continual enlargement of the curriculum also resulted from the steady increase in enrollment. For example, the enrollment during the 1907-1908 school year was five

---

<sup>66</sup>Third Biennial Report, Department of Public Instruction, 1908-1910, pp. 179-189.

<sup>67</sup>Bulletin, Southwestern State Normal School, January, 1911, Vol. V, No. 3, p. 5.

hundred sixty-one. By 1909-1910 it had almost doubled to one thousand forty-five.<sup>68</sup>

#### President Campbell is Removed

When Oklahoma became a state in November, 1907, the new government brought many administrative and political changes in the territorial institutions. The major offices had previously been filled through appointments made by governmental agencies in Washington, and since 1897 the Republican party had controlled national and hence territorial politics. But now things had changed. The Democratic party won overwhelming control in Oklahoma, and state agencies quickly became a fertile field for patronage.<sup>69</sup> Consequently, President Campbell, a Republican who had been appointed by a Republican territorial governor, was removed at the end of 1907. He had proven himself to be an efficient administrator and a dedicated educator. Under his direction the Normal had become a respected institution which had served the people of southwestern Oklahoma well. During his tenure as President, the community and his contemporaries frequently recognized and acknowledged his achievements. Several months prior to his removal, a local newspaper editor, a member of the Democratic party, praised what was being accomplished during his administration and predicted continued growth and progress for the Normal School.<sup>70</sup> Many students and townspeople were saddened at his departure. A new President, J. F. Sharp, took over on January 1, 1908.

---

<sup>68</sup>Third Biennial Report, Department of Public Instruction, 1908-1910, p. 179.

<sup>69</sup>Gibson, Oklahoma, pp. 336-337.

<sup>70</sup>Weatherford Democrat, March 14, 1907, p. 1.



## CHAPTER III

### THE ADMINISTRATIONS OF J. F. SHARP AND U. J. GRIFFITH

#### A New President for Southwestern

The new president was John Fletcher Sharp. A southerner with a rural background, born near Knoxville, Tennessee, in 1861, Sharp was graduated from Carson-Newman College with a Bachelor of Arts degree in 1888. He had served as a county and city superintendent of schools, and before coming to Southwestern in 1908 was president of a normal school in Chilhowee, Tennessee, for twelve years.<sup>1</sup> The coming of the new head brought few immediate changes insofar as the faculty and student body were concerned. His coming from a climate of rural fundamentalism fitted well with the attitudes then prevailing in Oklahoma. In the course of his administration he sought to tighten the mantle of moral and spiritual protection for the students at the Normal. Sharp's tenure as president came when Oklahoma was in the process of getting its state government under way with its first governor, Charles N. Haskell. The state, seeking to improve public education, enacted a compulsory

---

<sup>1</sup>The Oracle, 1909, p. 9; Custer County Republican, December 19, 1907, p. 1.

education law in 1908 despite bitter opposition.<sup>2</sup> President Sharp was a firm believer in public education and under his leadership the Normal experienced continued growth and development.

#### The Debating Societies, Issues, and Continued Reform

In January, 1908, the new state was in the midst of a rather noisy period of protest and reform. Political and economic reform had partly triumphed in the writing of the Oklahoma constitution and in the enactment of statewide statutory prohibition. As previously noted, the students at Southwestern had enthusiastically engaged in various forms of debate and expressed an interest in almost every pressing issue of the times. Therefore, the momentum of the reform spirit generated under President Campbell continued into the administration of President Sharp. Student interest in national and local problems led to the forming of a debating society, called the Senate, on October 14, 1908. The official purpose of this organization was to "train the members in public speaking . . . to give formal definite study in parliamentary law and to give practical training in the practices and customs of deliberative assemblies."<sup>3</sup>

---

<sup>2</sup>Oklahoma, Session Laws of 1907-1908, p. 393. Sharp's presidency also came at the time when Oklahoma, bowing to the southern tradition of Indian Territory, enacted various laws discriminating against Negroes. In a 1910 election the people approved a "grandfather clause" for their voting procedures, further restricting Negro rights. A complete Jim Crow system was enacted under Governor Haskell; consequently Negroes were not mentioned in the literature pertaining to the Normal School.

<sup>3</sup>The Oracle, 1909, p. 75. The first president of the Senate was C. T. Jones. Active members in 1909 were Fred LaRue, William Goe, Rivers Randle, Ed Meacham, George Meacham, James C. Black, Charles B. French, Felix Gastineau, Newlin Jones, D. C. Peters, Jasper Baldwin, Robert Jennings, Devert Wilson, Richard Deutschmann, Gilbert Greene, Frank Whitacre, Jesse Gibbs, Gustav Knauf, Luther Kitchens, H. A. Bailey, Curtis Murphy, Joe Schmidt, John Bryan, Richard Cloyd, Nova Alkire, Arthur Burks, and Oscar Ferguson.

The new organization then embarked upon a planned program of official debate competition with the other two normal schools, Central State and Northwestern. The series, officially entitled the Triangular Debates, provided an important clue to the most pressing issues of the time as well as to student interest in these issues. For example, in April, 1909, the three schools debated the topic, "Resolved that the tendency of modern commercialism is contrary to the National Constitution."<sup>4</sup> The degree of student interest in the debate team was exhibited when one of the groups, returning victorious from Edmond, was met at the railroad station by both students and townspeople and carried on shoulders to President Sharp's residence; later a victory bonfire was built on the campus.<sup>5</sup> The debates continued, and in some instances revealed a rather strong strain of progressivism. The Senate, in the

---

<sup>4</sup>Custer County Republican, March 18, 1909, p. 1. In this particular debate Northwestern won first and Southwestern second. Two teams of three students each traveled to Alva and to Edmond. *Ibid.*, April 29, 1909, p. 1.

<sup>5</sup>*Ibid.*, April 29, 1909, p. 1. More than likely the students manifested their enthusiasm for this achievement through various songs and yells. Typical yells, as listed in the 1909 Oracle, p. 71, were as follows:

Hokey; pokey, flipperty, flop  
 Southwest Normal, she's on top,  
 Are we in it? I should smile,  
 We've been in it all the while,  
 Well! Well! Well!

With a vivo, with a vivo,  
 With a vivo vivo, vumbum,  
 Johnny get a rat trap bigger than a cat trap,  
 Johnny get a rat trap bigger than a cat trap,  
 Cannibal, cannibal, siss, boom bah,  
 Southwest Normal, rah! rah! rah!

You may choose from all the colors that now stand for college fame,  
 There's the orange, black, and scarlet, they are sure to kindle  
 flame,  
 But the only combination that makes our young hearts light,  
 As we sing with adoration, is the dark blue and the white.

fall of 1909, debated another question, "Resolved, That Congress should take immediate steps toward the adoption of the Income and Inheritance tax law."<sup>6</sup> The Triangular Debate topic in 1910 was, "Resolved, That the educational interests of Oklahoma would be better served by the early sale of all school lands and the investment of the proceeds in securities than by state ownership."<sup>7</sup> In 1912 the teams debated, "Resolved that the commission form of government should be adopted by American cities."<sup>8</sup>

President Sharp and the administration, in addition to encouraging debates on controversial issues, sometimes exposed the student body to rather startling opinions, opinions which came from people who may not have exerted much influence, but who were certainly controversial. In January, 1909, a traveling lecturer, Amherst Ott, spoke before the student body in the Normal auditorium on his philosophy of education and how it should be utilized in uplifting mankind. Ott took the position that Oklahoma was spending too much on higher education and should instead devote more funds to practical education for the masses. He also recommended that a diploma, certifying the bearer possessed a certain body of practical knowledge, be a condition for securing a marriage license; that public announcements of engagements be required six months before the issuing of marriage licenses, and that undesirables such as "criminals, drunkards, dope fiends, and simple minded . . ."

---

<sup>6</sup>Weatherford Democrat, October 21, 1909, p. 1.

<sup>7</sup>The Oracle, 1911, p. 44.

<sup>8</sup>Ibid., 1912, p. 67. The meets proved so popular the state Board of Education assumed control, forming one triangle from the normals in eastern Oklahoma and one from those in western Oklahoma.

be forbidden to marry.<sup>9</sup> One can only surmise the students' reaction to the speaker's opposition to the expenditure of funds for higher education and his willingness to curtail individual freedom in order to carry out what he felt was necessary reform.

In any case, the first two years of Sharp's administration were uneventful insofar as attitudes and issues were concerned. In his first year as president he hired a "matron" for the female students, Mrs. Cynthia Dunstan, after which he reported to E. D. Cameron, the State Superintendent of Public Instruction, that this appointment was "helpful . . . in the immediate school life of our girls."<sup>10</sup> Several new teachers elected to the faculty in the spring of 1909 included May Packard, physics and psychology; W. H. Woods, history; Dora Ann Stewart, history and English; and Laura Willett, art and music.<sup>11</sup> For the most part, President Sharp had few major school problems during the first year of his administration.

#### A New Building for Southwestern

One of the new president's first problems was that of insufficient facilities for steadily increasing enrollments and an ever-growing faculty, which by 1908 had reached a total of twenty-two. The library room in the Normal building was also too small to accommodate the current total of 8,500 volumes.<sup>12</sup> The Oklahoma legislature, aware of

---

<sup>9</sup>Custer County Republican, January 28, 1909, p. 1.

<sup>10</sup>Second Biennial Report, Department of Public Instruction, 1906-1908, p. 34.

<sup>11</sup>Custer County Republican, April 15, 1909, p. 1.

<sup>12</sup>Second Biennial Report, Department of Public Instruction, 1906-1908, p. 33.

this problem and sympathetic to the needs of the Southwestern Normal, in 1908 appropriated \$100,000.00 for the construction of another building on the campus. Senator J. J. Williams, a pioneer medical doctor of Weatherford, sponsored Senate Bill No. 334 which provided for the \$100,000.00. He was aided in his efforts by Senator George O. Johnston of Fort Cobb, who wanted a school established in his district. In return for his support, Williams worked for the establishment of the Industrial Institute and College for Girls at Chickasha.<sup>13</sup> It should be noted that at this time the legislature voted lump sums for specific purposes to the various institutions of the state. This method of appropriation resulted in considerable political activity and "log-rolling" on the part of legislators from different districts. When word reached Weatherford that Governor Haskell had signed the appropriation bill, a large bonfire was built at the corner of Main and Custer streets; and the community again celebrated in much the same manner as it had done when the Normal location was finally decided.<sup>14</sup> The addition of this structure, named the Science Building, represented the high point of President Sharp's administration. On March 4, 1910, the administration dismissed classes when the Regents met and accepted the new building. The State Superintendent of Public Instruction, E. D. Cameron, and a number of legislators attended the formal completion ceremonies.<sup>15</sup> But there was still a major problem associated with the

---

<sup>13</sup>Oklahoma, Session Laws of 1907-1908, pp. 123, 614. Interview Rankin Williams, January 23, 1968.

<sup>14</sup>Custer County Republican, June 11, 1908, p. 1. The celebration included fireworks, fire whistle, horns, and a band.

<sup>15</sup>The Weatherford Booster, March 10, 1910, p. 1.

completion of the new three-story building with its stately white columns, for there were no funds with which to furnish the building; consequently, it remained practically idle for over a year because of the lack of equipment.<sup>16</sup> Even so, the Normal was happy to receive this new addition to the physical plant despite the absence of furniture and fixtures. It was predicted that upon completion, the building would fulfill the needs of the institution for many years, with the Normal providing "ample room for at least 1,500 students."<sup>17</sup> With immediate needs satisfied, the school now had the means to accommodate future students as enrollments increased.

#### Problems and Policies of the Sharp Administration

Inadequate funds constituted the usual situation at the Normal, a situation which plagued many departments from time to time. Sometimes the Normal sought to raise funds locally for particular causes. In November, 1910, the Expression Department presented a play for the purpose of raising money for the Athletic Department, a department which was often lacking adequate finances for necessary equipment and uniforms.<sup>18</sup> The lack of money necessitated taking a minimum number of players on road trips. For example, when the basketball team played

---

<sup>16</sup>Ibid., February 16, 1911, p. 1.

<sup>17</sup>Third Biennial Report, Department of Public Instruction, 1908-1910, p. 179.

<sup>18</sup>The Weatherford Booster, November 17, 1910. The title of the play was "Thank Goodness, the Table is Spread," and it was directed by Professor Brewer. In 1908, shortly after Sharp became president, the Normal imposed a ruling wherein members of the athletic teams were required to do passing work in at least three subjects. Custer County Republican, March 26, 1908, p. 8.

other schools away from Weatherford, only seven players went.

Underfinancing was but one of the problems facing the Sharp administration. Near the end of the term in May, 1910, the joy which accompanied the completion of the new Science Hall was somewhat marred by a shake-up of the faculty. Two members were transferred to the Northwestern Normal at Alva, and several were not appointed for the year 1910-1911. Apparently some people felt the changes stemmed directly from political activity: thus the editor of The Weatherford Booster, in reporting the changes under a headline entitled, "Dirty Politics in the Cameron Camp Stirring Up Things," was extremely critical of State Superintendent of Public Instruction Cameron.<sup>19</sup> The newspaper reported the situation as follows:

. . . there seems to be a terrific uproar both among the students and citizens over the recent changes in the faculty here by the Cameron gang. Why all the uproar? Could you expect anything /sic/ else judging from past records. Cameron, our honorable preacher politician, state superintendent, who presides so ably over our educational interests as a ward politician over his rednosed subordinates in the back end of a saloon.<sup>20</sup>

He further charged that "if a man has an opinion of his own he can't hold a job under Cameron. Even if the man is very quiet about it or fails to worship at the Cameron shrine little spies are sneaking about, reading minds and telling their master."<sup>21</sup> A week later the same newspaper told of an anti-Cameron rally conducted by the students at the

---

<sup>19</sup>The Weatherford Booster, May 5, 1910, p. 1. Cameron was the first State Superintendent of Public Instruction.

<sup>20</sup>ibid.

<sup>21</sup>ibid. Gibson reported that Cameron "energetically promoted improvement of instruction" in Oklahoma through the county teacher institutes. Gibson, Oklahoma, p. 342.



Northwestern Normal at Alva, where they burned him in effigy. Several members of the Northwestern faculty had also been fired for supposedly unjustified political reasons.<sup>22</sup> It would seem that the shake-up at the two schools was related, in which case it would lend support to the charge that the changes involved state rather than local politics, if indeed, politics was the primary reason. In any event, the spring of 1910 proved to be somewhat fateful for President Sharp.

### The Sculptor From Tennessee

A very unfortunate incident occurred in April, 1910, an incident which may have hastened the end of President Sharp's tenure of office. The Board of Regents purchased statues of Apollo, the Discus Thrower, and Hercules for the Art Department of Southwestern. When President Sharp unpacked them he was greatly shocked to find they possessed their sex organs instead of fig leaves as was sometimes the case with statuary. Reacting quickly, he took a hammer and chisel and removed the offending parts of the statues. One historian who investigated the matter told of a group of young school teachers who, wanting to see the new statues, were frantically warned by the President not to enter the room as he cried, "Go back, you cannot see these statues until I have made them decent for company."<sup>23</sup> The story of what happened to the statues quickly spread about the campus and throughout Weatherford. Living in Weatherford at this time was a Mrs. Nell Smith Snider, the Superintendent of

---

<sup>22</sup>The Weatherford Booster, May 12, 1910, p. 1.

<sup>23</sup>Dr. B. B. Chapman to Dr. Al Harris, December 10, 1963. At this time Chapman was Professor of History at Oklahoma State University. Harris was appointed president of Southwestern State College in 1960.

schools of Custer County, who had experienced some minor conflicts with Sharp. Several months after the incident occurred, Mrs. Snider, while accompanying a Weatherford Booster Club and a band to Hobart, discussed the matter with a member of the Normal faculty, who dared her to write a poem about the episode and suggested a title, "The Sculptor From Tennessee."<sup>24</sup> After returning from the trip that night Mrs. Snider started on the poem and completed it in about a week. The rhythm of the poem was that of Paul Revere's Ride by Henry W. Longfellow.

The poem and several variations spread quickly beyond the limits of the Weatherford community and to other states. Word of the incident, and very likely the poem also, eventually reached the State Board of Education.<sup>25</sup> In the spring of 1911 the Board ordered President Sharp to appear before them and to submit in writing a report on conditions at the Southwestern Normal School.<sup>26</sup> He duly appeared and one day later the President of the Board, R. H. Wilson, ordered a committee to make an on-the-spot visit to the Normal and also to submit a written report. Subsequently, on April 26, the report of the visitation committee included the following statement, "This is one of the oldest institutions of the State, and until recently held in high rank among

---

<sup>24</sup>Ibid.

<sup>25</sup>The authorship of the poem was kept secret for about eighteen months, but eventually the writer's identity became known. Mrs. Snider maintained that she did not write the poem with malice but simply as a joke. The poem appears as Appendix B. The foregoing account of the poem and the information about its writing was secured from Mrs. Snider in 1947 by Dr. B. B. Chapman, Professor of History at Oklahoma State University.

<sup>26</sup>Minutes, State Board of Education, Meeting of April 13, 1911, p. 21.

the other education institutions."<sup>27</sup> The report also stated that "there is an excessive number of instructors in this institution and also a large number of most inferior ones, and we wish to include in this number the President of this Institution."<sup>28</sup> The committee report then discussed another matter, the statue incident.

We believe that the President, Mr. Sharp, has caused to have some of the statuary disfigured. This should not have been done as the statuary is worthless at this time. We believe, with reference to the President, that the best interests of the school demand a change and that the faculty of the Institution be most rigidly and thoroughly overhauled by the Board of Education.<sup>29</sup>

The investigating committee did not admit that the statue incident, along with the printing of the poem, "The Sculptor From Tennessee," brought much unwanted publicity about the Southwestern Normal. In any event, when the Board met two days later they unanimously voted to remove Sharp as President.<sup>30</sup>

While the statue affair and the printing and dissemination of the poem was undoubtedly a factor in the Board's decision, and although President Sharp was understandably bitter about the poem, it seems that on the basis of the prevailing political climate he would have lost his position anyway. A new governor, Lee Cruce, after taking office in January, 1911, immediately set about removing officeholders appointed

---

<sup>27</sup>Minutes, State Board of Education, Report of April 26, 1911, p. 26.

<sup>28</sup>Ibid.

<sup>29</sup>Ibid. Notice the Board's interest in investigating the faculty at this particular time, that is, when a new state administration is taking over.

<sup>30</sup>Minutes, State Board of Education, Meeting of April 28, 1911, p. 34.

by his predecessor and naming his own supporters. The new Cruce administration obviously influenced the State Board of Education, because when they dismissed Mr. Sharp in their April 28 meeting, they also removed the Presidents of the Normal schools at Central State, Southeastern, and Northeastern. They further removed the Superintendent of the School for the Feeble Minded at Enid, and the Superintendent of the School for the Blind at Fort Gibson, along with the President of the Eastern Preparatory School at Claremore. More heads of state institutions were removed than retained, and these other men had not defaced any statuary. Having others share his fate was slight comfort to President Sharp, and although politics was the principal reason for his removal, it followed in the wake of the statue incident, an incident which forever stamped him with the title, The Sculptor From Tennessee.

#### A New President, Ulysses J. Griffith

On May 25, 1911, the State Board of Education met at Oklahoma City and elected Ulysses J. Griffith to fill the post vacated by Sharp. A graduate of the University of Indiana, Griffith came to Oklahoma, serving as Superintendent of Schools at Shawnee from 1902 to 1905. In the fall of 1905 he joined the faculty of the preparatory school at Tonkawa and the following year as Professor of English he moved to Northwestern State Normal at Alva. He served in this capacity from 1906 until 1911, when he became Vice President of Central State Normal. He left Central to take over the presidency of Southwestern.<sup>31</sup> When he came to Weatherford all seemed to be going well; the faculty was

---

<sup>31</sup>The Oracle, 1913, p. 6.

cooperative, the students ambitious, and the enrollment increasing with each passing year. Two weeks after Griffith's arrival, the Board of Education met and approved his recommended faculty of twenty-two, including the librarian and secretary, for the fall term of 1911-1912.<sup>32</sup> When classes resumed in September of 1911, the process of education went on without any major problems, and the year ended peacefully.

### Saints and Sinners

Early in January, 1912, however, a situation arose which, although unforeseen, gave the new president an opportunity to demonstrate to the community and to the student body that a bold and righteous man was at the helm of the Normal. The new science building contained an auditorium, and thus the seats in the other building's auditorium were removed in order to convert the room to a gymnasium. Shortly after the seats were taken out, the Y.M.C.A. held a reception one evening in the empty room. Surveying the large empty space, the students succumbed to temptation and staged an impromptu dance. One may assume they enjoyed this forbidden and "immoral" activity, because they decided to repeat the affair. The secret invitations went out, and it appeared that another enjoyable evening was in store for them--but somehow their security was faulty. Two uninvited persons, neither of whom had come to dance, suddenly appeared at the height of the festivities. Upon hearing about the episode, the editor of The Weatherford Booster, a person who obviously had little or no respect for the gravity of the situation or for the prevailing fundamentalist practices, saw in the

---

<sup>32</sup>Minutes, State Board of Education, Meeting of June 9, 1911, p. 56.

event the material for a major front page story. Here was the first great crisis confronting President Griffith, and the editor concluded it would be well for his readers to see how a fearless leader met this challenge. According to the story, President Griffith marched into the room, where he upheld "the majesty of the state" as the representative and chief officer of the Southwestern Normal School, while his brave companion, the "representative of law and order in Weatherford," the town marshal, joined the battle against the forces of evil.<sup>33</sup> No one remembered "exactly what was said" when the two men unexpectedly appeared on the scene, but there was no doubt in the minds of the young people that dancing was not the sort of activity permitted at Southwestern, and it was clearly demonstrated that President Griffith was very much "interested in the moral standing of the student body."<sup>34</sup> Somewhat surprisingly, one of the girls caught in this dastardly act was the daughter of a local minister, and one was the daughter of a member of the faculty. The latter was "torn from the arm of her escort and taken home to do penance" as the event which started so "cheerfully" ended so "tearfully."<sup>35</sup> The writer of the story, obviously enjoying himself, feigned sadness because "This is the last dance we'll get to report as having taken place in the Southwestern Normal. There'll be

---

<sup>33</sup>The Weatherford Booster, January 25, 1912, p. 1. Immediately below the official photograph of President Griffith in the 1914 Oracle was the following caption: "Our leader frank and bold" and "I am monarch of all I survey; My right there is none to dispute; From the center all around to the sea I am lord of the fowl and the brute." The Oracle, 1914, p. 14.

<sup>34</sup>The Weatherford Booster, January 25, 1912, p. 1.

<sup>35</sup>ibid.

no more."<sup>36</sup>

The incident may have been funny to the editor, but it was certainly no joking matter to President Griffith. Faced with a rigid fundamentalist Protestant majority, public school administrators did not take lightly such matters as dancing. If nothing else, the event revealed that the students of the Normal were normal in that they possessed the characteristics which young people have always shared, the thrill of challenging the mores of their parents and the community, the lure of youthful pleasures, the appeal of forbidden fruit. Perhaps the community and the administration should not have been too surprised that such an event could happen here. For several years the students had been seriously challenging and questioning the economic and political system of the United States. It therefore seems reasonable that a willingness to challenge or violate the strict moral code of their community could have been expected. But now, the parents of the students at the Normal who adhered to the community's established religious code could rest easy, knowing that the new president could be trusted to guard well the morals of their children.

Following the dance episode, the spring school term continued quietly, and although dances were strictly forbidden, the students had other activities to occupy their energies and time when not in class or studying. Several new student organizations had been formed on the campus, among which were the House of Representatives, a debating club

---

<sup>36</sup> Ibid. In another instance a writer praised the "moral and religious atmosphere" of the community, stating that "the students generally, are evidence of school character resting upon genuine spiritual foundation." Bulletin, The Southwestern State Normal School, 1912-1913, p. 12.

similar in purpose to the Senate, and the Forensia, a girls' organization for the purpose of teaching them public speaking, debate, and essay writing. Female students could also join a Domestic Science Club whose purpose was to teach them how to serve and entertain properly.<sup>37</sup> These organizations, along with the Y.M.C.A., Y.W.C.A., and Athletic Association, provided outlets for student activity. Routine campus affairs continued, and eighteen students were graduated at the end of the spring term.

#### The Normal Schools and the State Department of Education

In the course of time, the normal schools of Oklahoma drew more and more students, and as the enrollments increased, the number of course offerings was also expanded.<sup>38</sup> The 1914-1915 Bulletin listed twelve departments which offered a total of one hundred eighty-two courses as follows:<sup>39</sup>

ENGLISH	25	SOCIAL SCIENCE	
		History and Government	20
FOREIGN LANGUAGE		EDUCATION	
Latin	12	Education	25
French	6	Psychology	2
German	12		
MATHEMATICS	14	MISCELLANEOUS	
		Geography and Geology	5
PHYSICAL SCIENCE		Agriculture	7
Physics and Chemistry	10	Domestic Science and Domestic Art	4

---

<sup>37</sup>Bulletin, The Southwestern State Normal School, 1912-1913, pp. 10, 11.

<sup>38</sup>The enrollment reached 464 in 1911, 522 in 1912, and 641 in 1913. Fifth Biennial Report, State Superintendent of Public Instruction, 1914-1915, p. 65.

<sup>39</sup>Bulletin, The Southwestern State Normal School, 1914-1915, pp. 19-30.



BIOLOGY		MISCELLANEOUS (Continued)	
Zoology	6	Manual Training	5
Botany	6	Art	11
Physiology	3	Music	<u>9</u>
		TOTAL	182

The foregoing represents a significant increase in the number of courses offered since only two years previously the Normal had ten departments offering one hundred twenty-seven courses.<sup>40</sup> A spirit of competitiveness flourished among the various state normals, and they actively worked to increase their enrollments. Apparently the State Department of Education decided to oppose this competition as a matter of policy, although they took no official action. President Griffith was extremely sensitive to the Board's wishes, as was revealed by the Fall Term Bulletin of 1912 wherein he went to great length in justifying and explaining his policy regarding this matter at Southwestern. The Bulletin included the following statement:

The six state normal schools have been welded into a harmonious system by the State Board of Education. It is the sense of the Board that these schools in the future shall be co-operative, that there shall be no policy of building up any school at the expense of the other . . . .<sup>41</sup>

Assuring the Board that Southwestern was carrying out their wishes, the Bulletin declared its intention of avoiding competition with the other normal schools:

. . . the announcements in this bulletin are to be interpreted in no exclusive sense or tending toward the inference that this institution offers any kind of work not offered by its sister institutions.<sup>42</sup>

---

<sup>40</sup> Ibid., 1912-1913, pp. 35-63.

<sup>41</sup> Fall Term Bulletin, Southwestern State Normal School, 1912, p. 17.

<sup>42</sup> Ibid.

Praising the Department for its policy, the Bulletin continued, "the most progressive step in the standardizing of the normal schools has been taken in the adoption of a uniform course of study."<sup>43</sup> The Bulletin then went into considerable detail to point out that this school had no intention of going beyond its original purpose, "The Southwestern Normal School aims to develop efficient teachers. It has no other reason for being."<sup>44</sup> It then assured its readers that the Normal did not overemphasize competitive sports and reiterated its teacher-training function:

This school does not compete with the Boston Conservatory of Music - - Southwestern is not an academy of music. Neither need youthful athletes expect to be prepared for an university eleven - - Southwestern is not a preparatory school for promising foot ball /sic/ material; the state university need not fear for its collegiate laurels, nor A. and M. for the honors of its scientific work - - Southwestern infringes on the scope of neither; it humbly aims to give to Oklahoma efficient teachers.<sup>45</sup>

The foregoing statements hint of what must have been going on behind the political scene. Powerful political friends of both the University of Oklahoma and the A. and M. College were apparently concerned about the normal schools' expanding curriculum in a manner which competed with them. Somebody in power probably resented Southwestern's music offerings and its sports program. Again, it should be noted that each educational institution in Oklahoma relied on the entire legislature for individual appropriations which were often secured through political persuasion rather than need.

President Griffith was obviously alarmed at something, because in

---

<sup>43</sup> Ibid.

<sup>44</sup> Ibid., pp. 13 - 14.

<sup>45</sup> Ibid.

this same issue of the Bulletin was a warning that educational fakers, "abroad in the land," sought to lure people to schools in which enrollment was the primary factor. The Bulletin also assured its readers, or perhaps the message was meant for specific political leaders, that such was not the case at Southwestern Normal, that while this school had many advantages, its goal was simply that of providing service to the people, and in no case would the school be misrepresented or its standards compromised for the sake of large enrollments.<sup>46</sup> The President's problem of an unacceptable enrollment size was not entirely of his making, nor did he have complete control over it. The enrollment at Southwestern was below expectations because western Oklahoma experienced a sharp decline in its economy after receiving less than the normal amount of rainfall beginning in 1910, and when Griffith replaced Sharp the drought was beginning to affect the total enrollment. This situation continued all through Griffith's administration.<sup>47</sup>

For whatever the reason, the statements in the 1912-1913 Bulletin definitely indicate that Griffith was on the defensive as he pleaded his case before some unknown power or persons. His concern was justified because subsequent events proved that Southwestern's very existence was in jeopardy, that powerful political interests sought to eliminate the school. Oklahoma's second governor, Lee Cruce, had promised economy in state government during his campaign, and part of his program to

---

<sup>46</sup>ibid., p. 47 177. This portion of the Bulletin seems to have been an attempt to explain the small enrollment rather than a non-competitive student recruitment policy.

<sup>47</sup>The average price of board and room, including light and fuel, varied between \$3.50 and \$4.50 per week in 1911. Many students did light housekeeping, in which case they could rent a furnished room, including light and fuel, for as little as \$5.00 per month.

reduce expenses was to abolish some of the state colleges.<sup>48</sup> Later legislative action directed toward this end undoubtedly reflected the wishes of the new governor. The Southwestern administration, therefore, made every effort to keep friends of the school informed of any progress in the Normal, no matter how small it might be.<sup>49</sup> In a report to the State Superintendent of Public Instruction in 1912, Griffith told of improvement in Southwestern's Science Department and in the library.<sup>50</sup> The administration continued to defend the quality of its instructional program and the adequacy of its enrollment and in a subsequent bulletin stated:

Southwestern is more concerned for the quality of its product than for a numerous enrollment. We do not subscribe to the herd theory of efficiency . . . . There are some normal

---

<sup>48</sup>Gibson, Oklahoma, p. 347.

<sup>49</sup>The 1912-1913 Bulletin carried a long list of "improvements," many of which seem trivial and out of place in a school bulletin. Listed in order were the following: "Moved the scientific departments to newer and better quarters. Installed the necessary plumbing for these departments, as for water, gas, compressed air and waste. Built large, neat, convenient cabinets for each department. Installed a new still, a new hood, new tables, and miscellaneous apparatus in Physics and Chemistry. A complete re-modeling and equipment of Domestic Science. Twenty new individual work-benches for Manual Training, and full outfit of tools for same. Two thousand new books for the library, also new steel clutch stacks for same. Binding of accumulated periodicals for several years. Reconstruction of heating plant, with new steel trusses for the boilers, concrete tunnels for mains, insulation of all parts, new valves, new traps, new pump. Seventeen hundred lineal feet of new concrete walk, most of it seven feet wide. Reconstruction of storm sewers. Construction of big terrace about Science Hall, and setting same in Bermuda grass. Installation of gas machinery, and building of gas house. Eleven hundred fine new opera seats in the auditorium. Two hundred-fifty new 'university' chairs. Renovation and decoration of the Administration Building." Bulletin, The Southwestern State Normal School, 1912-1913, pp. 7, 8.

<sup>50</sup>Fourth Biennial Report, State Superintendent of Public Instruction, 1912, pp. 136, 138. More than two thousand new volumes were added to the library, most of them in the area of English, pedagogy and psychology. Fall Term Bulletin, Southwestern State Normal School, 1912, p. 12.

schools in the United States, reconcentration camps, in which the favorite boast is such as to put them in the same class with the Chicago Stock Yards.<sup>51</sup>

The foregoing statements seem somewhat out of place in a school bulletin, yet they were better understood when the next session of the Oklahoma legislature revealed what was in the making. A significant number of lawmakers backed the governor in his plan to abolish several of the normal schools. In January, 1913, a bill was introduced to eliminate the normals at Weatherford, Ada, and Durant.<sup>52</sup> The next few months were trying times for supporters of the Southwestern Normal. On April 2, 1913, a House subcommittee composed of E. E. Glasco, M. B. Prentiss, and Thomas Joyner, visited the Southwestern Normal and reported the school was performing a necessary function, that of providing teachers for the public schools. They also reported the demand for teachers was so great that approximately seventy students who were candidates for graduation had "been induced to leave the school temporarily for the purpose of supplying this demand."<sup>53</sup> Despite the favorable report, the legislators seeking to end the normal schools went ahead with their plans. The friends of the Southwestern Normal very likely had their cause strengthened when the enemies of the normals

---

<sup>51</sup>Bulletin, The Southwestern State Normal School, 1912-1913, p. 9.

<sup>52</sup>The Weatherford Booster, January 16, 1913, p. 1.

<sup>53</sup>Summer Term Announcements and Report of the House Investigating Committee, The Southwestern State Normal School, Summer, 1913, p. 12. The book value of the Southwestern Normal had almost doubled since its founding. In 1908 the value of the buildings and ground was estimated at \$100,000.00. Second Biennial Report, Department of Public Instruction, 1908, p. 36. By 1912 the value had increased to \$196,016.75 by virtue of having added the new Science Building. Fourth Biennial Report of State Superintendent of Public Instruction Including the First Biennial Report of the State Board of Education, Period ending June 30, 1912, p. 135.

included in their plans the abolishment of the Northeastern Normal at Tahlequah. When the bill came to a vote in the House it was defeated by a narrow margin of thirty-six to thirty-four.<sup>54</sup>

#### An Interlude of Quiet, A Distant War, and Another New President

The Southwestern Normal was now safe, the president, students, faculty, and friends of the school looking to the future. While the legislative battle was taking place the administration initiated a new program involving high schools of southwestern Oklahoma. In April, 1913, the Southwestern Interscholastic Meet was organized under a plan wherein each year high schools sent students for a two-day spring competition in literary, artistic, and scholastic contests.<sup>55</sup> The participating students were encouraged to attain a higher level of scholarship, and their coming to the campus gave them the opportunity to see Southwestern's physical plant and to become acquainted with the school. The meets proved to be an effective recruiting device, a fringe benefit undoubtedly anticipated by the administration. In the course of time these gatherings became a major traditional undertaking of the Normal, an undertaking which benefited the secondary schools far more than the Normal.

When the fall term of 1913 opened, a new commercial course was offered which was different in that it was self-supporting. Students were charged a fee of \$15.00 for a twelve-week term.<sup>56</sup> This marked the

---

<sup>54</sup>The Weatherford Booster, April 17, 1913, p. 1.

<sup>55</sup>Bulletin, The Southwestern State Normal School, 1914-1915, p. 7.

<sup>56</sup>The Weatherford Booster, September 4, 1913, p. 1.

first time fees were charged except for courses involving private music lessons. The underfinancing of the school was still a major problem and would remain so for many decades to come. The fall term of 1913-1914 passed uneventfully, and it seemed that President Griffith had resolved most of the problems confronting him. Life on the campus passed without any exciting happenings. In April of 1914 student interest focused briefly on the Triangular Debate session held in the auditorium of the science hall. Southwestern's team, scoring a win over their arch-rival, Central State Normal, debated the question, "Resolved; that the United States Government should own and operate all railroads in its territory."<sup>57</sup> Here again was another example of populist-progressive feeling present on the campus. It revealed the solutions which some of the students were willing to consider in an effort to curb what they felt were special interests, particularly the railroads; although this was only a debate topic, it illustrated student concern for state and national problems. Thus during the early years of the Normal's existence, the student body developed a type of middle class conscience which led to an examination of American society. As students have often done, they exhibited a commitment to the future and a willingness to challenge past traditions. Even so, the spring term ended quietly, and the students returned to their homes for the summer.

When war broke out in Europe in August of 1914, most Americans

---

<sup>57</sup>The Oracle, 1914, p. 84; The Weatherford Booster, April 3, 1914, p. 1. This victory was cause for a celebration among the students. Members of the winning team were James Segar, John Mabry, and Paul Myers. The Southwestern team presented the negative side of this question. The public was greatly concerned over excessive concentration of political and economic power in corporations, trusts, and monopolies. Much of Oklahoma's early legislation can be explained by suspicion of the business community.

were shocked. It seemed incredible that this could happen, especially after the many years of peace. The students at Southwestern, like most Americans, felt that this distant conflict would have little direct influence upon the United States. It was a topic of conversation among the students because of the publicity accompanying the war, but there was no real concern that the United States might eventually become involved. Consequently, the routines of the school year went on as usual during the fall of 1914. The basketball team, winning the conference championship, also defeated the alumni in a Christmas eve game. A significant feature of the basketball games at this time was the low scores, a winning team often compiling fewer than twenty-five points because there was less shooting and more ball handling than was true in later years. In the spring the students again debated a timely topic, American-Mexican relations and problems. President Woodrow Wilson, hoping to bring about constitutionalism in Mexico, followed a policy which involved the United States deeply in the internal affairs of Mexico. The Southwestern students, expressing an interest in solving this problem, debated, "Resolved That for Economic and Industrial Reasons a Peaceful Annexation of Mexico to the U.S. would be Advantageous to Both Nations."<sup>58</sup>

In January, 1915, a theatrical club, taking the name Q.P. Club, and composed of girls studying expression, formed under the sponsorship of Miss Mildred Duncan. The meaning of the initials was a secret, supposedly known only to the members; the initials represented "kewpie," the name of a popular doll which the club adopted as their emblem. This

---

<sup>58</sup>The Oracle, 1915, p. 72.



organization played an important role in providing entertainment for the Normal students and for the surrounding communities, in addition to giving the members the opportunity to develop their acting ability. The Q.P. Club was one of the more active theatrical groups, aroused considerable interest, and was in great demand.<sup>59</sup>

By early 1915 the Normal progressed in another area, the training school, which also attracted much praise and interest. This department of the Normal provided actual classroom experience for teacher trainees and was composed of the first eight grades of common school work. These classes were taught by prospective teachers under the direct supervision of licensed teachers and the director of the training school. Pupils for these classes were admitted from Weatherford and surrounding towns without charge. The training school proved so popular that the State Board of Education issued an order limiting the size of the classes to thirty. Basing the judgment on the demand for teachers from Southwestern, and the public acceptance and approval of the training school, the earlier attempt to abolish the school was clearly unwarranted and was without doubt, motivated by political reasons.

Throughout the spring and summer terms of 1915 the Normal appeared to be functioning satisfactorily. Thus it came as a surprise to the community in early August when word spread that President Griffith had resigned. Why did Griffith resign? R. L. Wilson, president of the State Board of Education, in commenting on Griffith's departure, said that he was the victim of circumstances, "crop conditions," and "the inclination of teachers in that section who had been trained at Edmond

---

<sup>59</sup> *ibid.*, 1916, p. 86; The Southwestern, November 28, 1935, p. 1. Men were later allowed to join the club.

to influence others to go there for instruction and other things for which Mr. Griffith was in no wise responsible.<sup>60</sup> Perhaps the community should not have been too surprised at the President's resignation. A new governor, Robert L. Williams, was inaugurated in January, 1915. A definite pattern seemed to emerge in the administration of the Southwestern Normal School. President Sharp was removed when a new governor took office, and now U. J. Griffith's tenure of office, like his predecessor's was relatively short and ended when a new state administration took office.

The Board of Education met on August 31, 1915, and elected the fourth president of Southwestern, Dr. James B. Eskridge.<sup>61</sup> Eskridge was born in Tennessee and had earned the Ph.D. from Cumberland University, specializing in psychology, philosophy, and ethics. He subsequently attended the University of Chicago, where he was granted the A.M. and Ph.D. degrees in classical languages. After teaching in the rural schools of Tennessee, Eskridge served as president of a college there, later taught at Texas Christian University and the University of Texas, and headed Oklahoma College for Women at Chickasha for two years before accepting the position at Southwestern.<sup>62</sup> On the basis of this man's educational qualifications, along with his teaching and administrative experience, the Normal was in competent hands.

---

<sup>60</sup>The Weatherford Booster, August 19, 1915, p. 1.

<sup>61</sup>Minutes, State Board of Education, Meeting of August 31, 1915, p. 32.

<sup>62</sup>The Oracle, 1916, p. 13.

## CHAPTER IV

### THE WAR YEARS - 1915-1918

#### The New President, J. B. Eskridge

As customary, the formal opening of the fall term was held in the Normal auditorium, where the students met their new president. The meeting consisted of a scripture reading, a prayer, a welcoming speech by the minister of the Methodist Episcopal Church, South, the Reverend W. J. Moore, and a brief talk by Eskridge.<sup>1</sup> The first few months proved uneventful for the new president and for the school. During the fall the students focussed their out-of-class interest primarily on the football games. The Southwestern team played six games during the season, losing three, winning two, and tying one. Their record for 1915 was as follows:

Southwestern	0	University of Oklahoma	55
Southwestern	0	Central State Normal	76
Southwestern	67	Shawnee Baptist College	0
Southwestern	14	Kingfisher College	14
Southwestern	52	Mountain View High School	0
Southwestern	9	East Central Normal	14 <sup>2</sup>

The new president, having lived in Oklahoma and served as the head of a college at Chickasha, was certainly aware of the times in which he lived and the problems confronting higher education in the state in

---

<sup>1</sup>The Weatherford Booster, September 16, 1915, p. 1.

<sup>2</sup>The Oracle, 1916, p. 112.

general and in the normals in particular. One of the immediate problems was that of attracting students to Southwestern, a problem which was still present despite the attempts of President Griffith to resolve it during his tenure of office and the accompanying political pressures.

One of the acceptable ways to acquaint citizens of southwestern Oklahoma with this institution was to expose them to student groups. Therefore, the Normal orchestra, under the direction of Professor J. W. Bremer, went on tour from time to time. In February, 1916, it made a booster trip to Clinton, Snyder, Hobart, Altus, and Frederick. This particular tour attracted considerable local attention and was well received.<sup>3</sup> The following year the orchestra again made a week-long tour, performing at Cache, Snyder, Lone Wolf, Cordell, Elk City, and Foss.<sup>4</sup> Student theatrical groups also made trips to nearby towns to present their talents and boost the Normal. These contacts helped advertise the school and exposed the entire area to a higher quality of entertainment than they ordinarily witnessed in such diversions as traveling tent medicine shows. And of course, the touring music and theatrical programs gave the student participants the opportunity to improve their talents.

By 1917 it became common for the normal schools of the state to carry out regular recruiting programs. In fact, the competition for students became so intense that the State Board of Education initiated a policy setting forth guidelines by which this practice could be

---

<sup>3</sup>Ibid., p. 84. The orchestra played to a capacity crowd at the Methodist Church in Frederick. It was common for affairs of this type to be held in churches.

<sup>4</sup>The Weatherford Booster, February 8, 1917, p. 1.

controlled. In April, 1917, the Board designated specific areas in which each normal president, faculty, and employees could recruit students. Southwestern's area included thirteen counties: Beckham, Caddo, Comanche, Cotton, Custer, Dewey, Greer, Harmon, Jackson, Kiowa, Roger Mills, Tillman, and Washita. The normals were also forbidden to advertise or distribute literature concerning their respective schools outside of their areas unless it was specifically requested by a given person. Neither presidents of the normal schools nor members of the faculty were allowed to accept invitations to deliver educational addresses or to visit educational gatherings outside of their designated districts until they had "advised the President of the Normal School of such other district of his proposed visit and its purpose."<sup>5</sup> This ruling reveals the extent to which the Board went in order to eliminate competition for students among the various normal schools.

While the foregoing rule was probably within a reasonable exercise of its powers, the Board later went even further in imposing rigid controls over the administrations of the various state normals. Presidents had previously appointed their faculty members subject to the approval of the Board. In December, the Board ruled that all nominations of new faculty members be withheld by the respective presidents until after the Board had studied the credentials of the person being considered. The presidents were to also include any letters of recommendation concerning potential new faculty members.<sup>6</sup> While it was a legitimate function of the Board to supervise the

---

<sup>5</sup>Minutes, State Board of Education, Meeting of April 23, 1917, p. 145.

<sup>6</sup>Ibid., Meeting of December 13, 1917, pp. 219-220.

appointment of the faculty and to make the ultimate decisions in these matters, this ruling seemed to imply little faith in the recommendation of the various normal school presidents, having the effect of reducing them to clerks who merely took the applications and submitted them to the Board for their decision. This was an unwise move on the part of the Board and seriously weakened the office of the presidents. Many of the presidents undoubtedly resented this policy but remained discreetly silent. These moves reflected the Board's adoption of a gradual trend toward authoritarianism in their administrative philosophy. Perhaps the Board felt such action was necessary to eliminate what they felt were undesirable activities of the presidents, but more importantly, it also increased the Board's potential as a dispensary of political patronage. It became the sole voice in determining who would fill the various openings, and jobs represented political power. It may be that the Governor, who exercised considerable influence over the Board, was behind these decisions; but for whatever reason, by the end of 1917 the State Board was not only setting forth broad policies for the normals to follow but was also involved in specifics in what must be termed administration itself.<sup>7</sup>

#### The War Comes - Patriotism and Propaganda on the Prairie

President Eskridge, by virtue of having served as the head of the

---

<sup>7</sup>Richard Hofstadter and C. DeWitt Hardy, The Development and Scope of Higher Education in the United States (New York: Columbia University Press, 1952), pp. 122-123 and 129-132. Hofstadter and Hardy in discussing the relationship of boards of control to institutions of higher learning noted that "in practice trustees are not commonly inclined to intervene to determine details of educational policy or to curtail academic freedom," pointing out, however, that "there is hardly a limit to the legal authority they can assume when they wish. . . ." p. 130.

school at the nearby town of Chickasha, had had considerable experience in dealing with governing boards; therefore, he had little difficulty in adjusting to the new policies. He had also been exposed to the climate of reform present in Oklahoma over the years, and this presented no problem for him. But by early 1916 to many observers progressivism seemed on the decline, American thought patterns were changing, and forces beyond the scope of the normal schools were active in both the state and nation. There was a definite shift of interest away from the domestic ills of American society to the war being waged in Europe, a war which no longer seemed remote. Furthermore, the possibility of American involvement in the conflict became a major national political issue as the election of 1916 neared.<sup>8</sup>

All through 1916 and early 1917 the United States gradually moved closer to war with Germany. Many Americans, accepting the inevitability of involvement, rapidly developed a spirit of patriotism even before the official declaration of war became a reality. In Weatherford and on the Normal campus, the presence of a significant number of citizens of German descent living in the nearby communities of Korn and Thomas began to take on new meaning. In the coming months bitter feelings of hostility erupted in Custer County as neighbor turned against neighbor.

At the state level, the growing public interest in patriotism was illustrated by a resolution unanimously adopted by the State Board of Education shortly before the United States entered the war. This resolution requested every public school in the state prominently to

---

<sup>8</sup>in early 1916 the topic chosen for the Triangular Debate among the normal schools was, "Resolved: That military preparedness, as outlined by President Wilson in his recent message to Congress, increases rather than decreases the possibilities of War /sic/." The Oracle, 1916, p. 72.

display the flag and to teach the public the lessons of patriotism because, according to the Board, "the times demand the loyalty and patriotism of all true American citizens interested in the welfare and future of the United States . . . ."<sup>9</sup> And then that fateful day in April came, the United States declared war on Germany, and the Normal students, like most Americans, seemed relieved and rallied to the cause. When the students left the campus at the end of the spring term they were singing patriotic songs with the sound of martial music ringing in their ears. Several of the older male students, fired with idealism, enlisted in the army in order to help make the world safe for democracy.

While the regular students were away for the summer, a familiar face returned to the campus. Dr. James R. Campbell, the first president, accepted a position in the Department of Education. He had never really been very far away, because after leaving Southwestern in 1908 he served as superintendent of schools at both Arapaho and Thomas.<sup>10</sup> In addition to teaching, Campbell worked to involve the Normal in a program to help coordinate the classroom activities of rural school teachers. This dedicated educator's return to Southwestern may have reflected a lessening of partisan politics in the selection of teachers for the Normal. Perhaps the war made local and state politics less important.

When the fall term of 1917 formally opened, students entering the auditorium saw the stage decorated with scores of American flags, flags which signified the official theme of the Normal for the coming months,

---

<sup>9</sup>Minutes, State Board of Education, Meeting of March 29, 1917, p. 138.

<sup>10</sup>The Weatherford Booster, July 12, 1917, p. 1.



that of wartime spirit and patriotism.<sup>11</sup> A spirit of intense nationalistic fervor spread across the nation, to Weatherford, and to the Normal campus. Early in 1918, a Dr. A. W. Evans, who was reportedly related to Britain's prime minister, lectured to the student body of the Normal and before Weatherford citizens. His topic was, "What does America mean to me?"<sup>12</sup> He urged his listeners to hate not the German people but the German government. One can only surmise how the Normal students and faculty reacted to this man's words in the light of subsequent events in the Weatherford community and on the campus itself. Within two weeks, super-patriotic forces mustered enough followers and formed the administrative machinery to assure by force and intimidation the outward loyalty of virtually every person in the county. Committees of "representative citizens," taking the title of Councils of Defense, formed in every school district in Oklahoma for the purpose of making all Oklahomans "100 per cent working patriots."<sup>13</sup>

The Councils distributed huge quantities of patriotic pledge cards throughout the school districts. In addition to having a renewed promise of allegiance to the flag, the cards also contained the following ominous statement:

---

<sup>11</sup> *Ibid.*, September 20, 1917, p. 1.

<sup>12</sup> *Ibid.*, January 10, 1918, p. 1.

<sup>13</sup> *Ibid.*, January 24, 1918, p. 1. For further information on the Councils of Defense and on the curtailing of civil liberties during World War I, see O. A. Hilton, "The Oklahoma Council of Defense and the First World War," The Chronicles of Oklahoma, Vol. 20 (March, 1942), pp. 18-42, and O. A. Hilton, "Public Opinion and Civil Liberties in Wartime, 1917-1919," The Southwestern Social Science Quarterly, Vol. 28, No. 3 (December, 1947), pp. 201-224. Professor Hilton retired from the Department of History, Oklahoma State University, in 1966.

I recognize the danger that arises from the slacker who opposes the country. I realize that every breeder of sedition is as great a menace to our homes and freedom as are our enemies across the seas. I therefore pledge myself to report to the Chairman of my School District /Council/ of Defense or to my County Defense Chairman any disloyal act or utterance that I may know of.<sup>14</sup>

Few bothered to notice that it was left up to the individual patriot to determine what constituted disloyal acts and utterances. Emotions and hysteria continued to mount as the search for disloyal citizens swept the community. School children were pressured to sign a pledge to buy thrift stamps, and if their parents refused to permit this pledge, or failed to encourage them to do so, they were immediately branded as disloyal and pro-German. The editor of The Weatherford Booster, joining the hunt for enemies of the state, urged that parents of children refusing to sign the card be sent to Germany and stated that he intended "to make it so uncomfortable for that class of would-be citizens that they, at least, will refrain from uttering their opinions."<sup>15</sup> Thus, in a very real sense, freedom of speech and thought died in the community in which the Normal school was located. There is no evidence to suggest that the students opposed this turn of events or the tactics used to stifle dissent or opposing opinions. The school which had prided itself on debate was now silent when debate outside of the school was squelched. The majority of the students probably shared the feelings of the super-patriots, at least initially, although one can never be certain. Perhaps this attitude can be explained in part by the great mass of hatred directed toward Germany and anything remotely connected with the

---

<sup>14</sup>The Weatherford Booster, January 31, 1918, p. 1.

<sup>15</sup>*ibid.*, February 28, 1918, p. 1.

enemy. Almost every branch of government, national and local, contributed to this feeling. An agency in Washington, the Committee on Public Information headed by George Creel, managed a national propaganda campaign to enlist support for the war, a campaign which fostered excesses in patriotic devotion and in expectations regarding the outcome of the war. The federal government deliberately portrayed the conflict in terms of good versus evil, and communities like Weatherford quickly responded to this war against evil.<sup>16</sup>

In March, 1918, the State Board of Education ordered "the heads of the History Departments of the University of Oklahoma, the A. and M. College, and the six Normal Schools" . . . to "act as a committee to investigate all adopted text books for the purpose of ascertaining if such books contained Pro-German references or any matter of Pro-German character that would indicate German propaganda."<sup>17</sup> This policy was put into effect at Southwestern and was further carried out by the discontinuance of the teaching of the German language in May.<sup>18</sup>

---

<sup>16</sup>Frederic Logan Paxson, American Democracy and the World War, Vol. II: America at War, 1917-1918. See Chapter XIII, War Madness, pp. 272-294. Paxson described the situation as follows: "In building up the case for a relentless prosecution of the war . . . there was hysteria that went beyond need. It was unusual for democracy to find itself acting in agreement without a minority strong enough to impede it. As a consequence of this unusual agreement and of the intensity of its expression, democracy became a mob, ruled by mob psychology and injured by it. The people of the United States, in their enthusiasm, lost sight of rights . . . ." p. 272.

<sup>17</sup>Minutes, State Board of Education, Meeting of March 20, 1918, p. 236.

<sup>18</sup>Announcements, The Southwestern State Normal School, 1919-1920, p. 33. German was not reinstated in the curriculum until 1930. Quarterly Bulletin, Southwestern State Teachers College, Fall Announcement, 1930-31, p. 70.

With committees sifting through textbooks and people encouraged to spy on their neighbors, the community was caught in a rising wave of hysteria, the tempo of which was stimulated by massive doses of propaganda sometimes delivered by influential people. James McClintic, Congressman for the Seventh District, visited Weatherford in April, 1918, where he delivered a rousing speech before the entire student body of both the Normal and the public schools. He told his listeners lurid stories of atrocities committed by German soldiers in Belgium, how they "burned its cities, they killed its old men and women, they seized and outraged its girls and young women."<sup>19</sup> Interrupted frequently by vigorous applause, McClintic warned that similar cruelties would be in store for Americans if the Germans should come over here. When he concluded his address all present arose and in an emotionally charged atmosphere sang "America."<sup>20</sup>

In this type of climate it is perhaps understandable that when the local Council of Defense met in secret session almost every day to investigate cases of alleged disloyalty and slacking, only a pall of silence came forth from the Normal; there was no student opposition when farmers from the surrounding area were publicly branded as disloyal, forced to come to town, marched in patriotic parades, and compelled to buy Liberty bonds.<sup>21</sup> Under these circumstances it was only a matter of time before the Normal itself became directly involved in the search for disloyalty.

---

<sup>19</sup>The Weatherford Booster, April 25, 1918, p. 1.

<sup>20</sup>ibid.

<sup>21</sup>ibid., May 9, 1918, p. 1.

### The Simpson Affair

On May 9, the Weatherford Council of Defense met in secret session in which it was alleged that C. H. Simpson, Professor of Agriculture at the Normal, was guilty of making disloyal remarks. The identity of the person or persons making the charge is unknown to this day, but apparently they were students from the Normal. The allegations were then brought to President Eskridge, who without any further investigation immediately passed the charges on to the State Board of Education. Neither the Council of Defense nor Eskridge notified Simpson that his loyalty was being questioned. When the information reached Oklahoma City, the State Board hastily called a meeting and, again without making any effort to verify or investigate the charges made against Simpson, ordered him dismissed from the faculty. The failure to grant the accused a hearing was a departure from the standards of procedure for such matters established by the American Association of University Professors in 1915. The recommended procedure for matters such as this read in part as follows:

Section D Judicial Hearings Before Dismissal: Every university or college teacher should be entitled, before dismissal or demotion, to have the charges against him stated in writing in specific terms and to have a fair trial on those charges before a special or permanent judicial committee. . . .<sup>22</sup>

Nevertheless, the Board issued the following resolution concerning the dismissal:

WHEREAS, it has been made to appear to the State Board of Education upon investigation made by the Weatherford Council of Defense, under date of May 9, 1918, that C. H. Simpson,

---

<sup>22</sup>Bulletin of the American Association of University Professors, Volume 1, Part 1, Annual Address of the President and General Report of the Committee on Academic Freedom and Tenure, December, 1915, pp. 41-42.

Professor of Agriculture in the Southwestern State Normal, has made remarks to the effect that young men of the white race would be killed off in this war to such an extent that the young women will have to marry negroes to build up the race; that the German Government is a better government than that of the United States of America; that the American citizen has no right on the seas that should be respected by Germany; that soldiers from the front making Liberty Loan and Y.M.C.A. speeches are imposters. . . . THEREFORE BE IT RESOLVED BY THE STATE BOARD OF EDUCATION that the said C. H. Simpson be dismissed on this date from the faculty of the said State Normal School . . .<sup>23</sup>

The Board also charged that Simpson was guilty of urging his students to avoid the pursuit of agriculture and especially the growing of wheat. The foregoing resolution was a strange mixture of racism, anxieties and fears. While Simpson may have been guilty of intemperate remarks, the Board was convinced that he was disloyal and dangerous, and that their next task was to make certain that others like him would also be discovered and removed. With this purpose in mind, the Board issued another resolution covering all persons over whom they exercised authority.

RESOLVED BY THE STATE BOARD OF EDUCATION that each employee of the institutions under the jurisdiction of said Board . . . before entering upon his or her duties for the next school year, take and subscribe an oath of office to the effect that such employee or teacher will support and defend the Constitution of the United States, the State of Oklahoma, and support the Red Cross, Liberty Loans, War Stamp Sales, Food and Fuel Administration, and all war relief societies and organizations and societies, and especially to cooperate with the County and School District Councils of Defense in the matter of reporting disloyal statements and stamping out disloyalty and to teach patriotism.<sup>24</sup>

This oath was all inclusive and included much more than a demand for national and state loyalty. One was also required to support various

---

<sup>23</sup>Minutes, State Board of Education, Meeting of May 13, 1918, p. 262.

<sup>24</sup>ibid., p. 266.

private and governmental agencies, without any reservations. It seems strange that the Board did not anticipate the possibility of abuse by over-zealous patriots when they required the faculty and other Normal employees to help the Councils of Defense ferret out disloyal persons. One can only conclude that the Board, although composed of highly educated persons, was also the victim of mass hysteria and was thus unable to recognize the potential danger to which their policy exposed innocent people. Any fanatic with a grudge could easily exact a private vengeance against anyone he chose merely by accusing him of being pro-German or making disloyal remarks.

In any event, news of Simpson's dismissal quickly spread by word of mouth throughout the Normal, and the local newspapers picked up the story in their next editions. The Weatherford Booster, in a curious display of legal reasoning, reported that Simpson had been fired for disloyalty in that he allegedly praised Germany and its government and criticised the United States government "for its treatment of the farmer. . . ."25 It seems that in the mind of the editor an accusation was the equivalent of a conviction, that one is guilty until proven innocent. Fittingly enough, on the same page which carried the story of the removal of Simpson was an announcement that Dr. Herman H. Hulten, pastor of the First Baptist Church of Oklahoma City, was scheduled to deliver a speech in Weatherford on May 18 at a Red Cross rally and that "everybody . . . should give proof of their patriotism by their presence."<sup>26</sup>

---

<sup>25</sup>The Weatherford Booster, May 16, 1918, p. 1.

<sup>26</sup>*Ibid.*

Thus far, the action of all concerned in this affair, especially the Board of Education, seems hard to understand. Simpson, in effect, was found guilty of a crime on the basis of hearsay evidence, without the formality of a trial, and without his having any knowledge of the entire proceedings. If nothing else, this rather bizarre situation revealed the extent to which wartime hysteria gripped the nation. Incidents of this type may have been common throughout the United States, but, translated into actual cases involving real people, they take on a new meaning.<sup>27</sup>

One can only surmise how the accused felt under the circumstances, but his wife decided she was not going to give up the fight easily. She circulated a petition among both the faculty and the students at the Normal which certified that her husband was a law-abiding, loyal and patriotic citizen. Many students, and the entire faculty, with one exception, signed the petition. The faculty clearly did not think their colleague to be disloyal. This action placed the administration on the defensive, and President Eskridge called a meeting of the faculty and student body. Speaking before them, he reported that the students who had come to his office and made the charges against Simpson would not now admit they had made any such accusations. The President also declared that he did not know about Simpson's loyalty or disloyalty, that the matter was up to the Board of Education, not him, that he was

---

<sup>27</sup>A discussion of the background relating to the establishment of the American Association of University Professors can be found in Richard Hofstadter and Walter P. Metzger, The Development of Academic Freedom in the United States (New York: Columbia University Press, 1955), pp. 468-506. Hofstadter and Metzger feel that a spirit of progressivism and incidents similar to the one which came later at Southwestern supported "the movement to standardize the theory and practice of academic freedom and tenure," p. 474.



not a coward and would like to see Simpson vindicated.<sup>28</sup> Eskridge's words would have sounded more sincere had he admitted that possibly he had acted rashly and hastily in presenting tenuous evidence to the Board of Education. Furthermore, if he really harbored any doubts of Simpson's guilt, his refusal to take action to have a possible injustice corrected seemed inexcusable.

The editor of The Booster, in reporting the Simpson affair, was obviously biased, and yet he revealed a bit of wisdom in putting the whole affair in its proper perspective. He indicated that a stranger reading his newspaper for the first time could easily get "the impression that Weatherford is a hotbed of treason and sedition" but that such was not the case, that in reality the community was "rampant with patriotism."<sup>29</sup> This particular issue of the newspaper also carried the story of Eskridge's speech to the Normal student body and faculty in which he gave his side of the unfortunate affair. There was also a story about Mrs. Simpson circulating the petition upholding her husband's loyalty, and on page four was an official statement by Simpson himself under the heading, "advertisement."<sup>30</sup> In this statement he gave his family background, including his parents and grandparents, his membership in the Christian Church, and his previous military service. Enlisting in the army during the Spanish-American War, he had participated in numerous battles during the Philippine campaign. After the

---

<sup>28</sup>The Weatherford Booster, May 23, 1918, p. 1. The editor was J. W. Bremer.

<sup>29</sup>*ibid.*, p. 4. During the wartime period one of the Weatherford banks, The German National Bank, changed its name to Liberty National Bank.

<sup>30</sup>*ibid.*, p. 4.

Filipinos had been defeated, Simpson remained behind to teach school in the Islands for thirteen years, returning to the United States in 1914. He also listed all of the pledge cards he had signed, the specific amounts of financial donations to the Red Cross and the Liberty Bonds which he had purchased. He indicated that it had been necessary for him to borrow money in order to buy the bonds. Pointing out that President Eskridge had recommended to the Board that he be re-elected only a few weeks before he was accused of disloyalty by the five unknown people, he concluded in part by saying that "people who believe in ghosts will see ghosts."<sup>31</sup>

The Booster editor strongly defended the action of the local Council of Defense for its part in the affair, understandably so, since current public opinion supported its activity. Furthermore, for several months the community had been repeatedly warned of the possibility of traitors in their midst; it was only natural that they find one. The editor, however, conceded that the Board of Education had acted hastily and arbitrarily, that Simpson had been condemned without the opportunity to defend himself. Nevertheless, the newspaper took the position that the dismissal should stand because this man's "usefulness was irreparably impaired . . . ."<sup>32</sup> With the strong feelings present in the community over potential disloyalty, there is no doubt that the accused would have little possibility of carrying on what might be termed a normal life in the immediate future. Although it appears that an injustice had been committed, the community was in no mood to make

---

<sup>31</sup> Ibid., p. 4.

<sup>32</sup> Ibid.

amends, in part because their exposure to propoganda continued to mount for the next few months. For example, in June the Bungalow theater advertised a forthcoming film with the headline, The Kaiser Shot. The name of the movie, "The Beast of Berlin," had reference to the Kaiser, and the paper noted that this picture would "make your blood boil with rage," that seeing this movie had "made 100,000,000 clawing Americans."<sup>33</sup> The national Committee of Public Information sponsored the ideas expressed in this film and thus fostered intolerant feelings and war hysteria in countless communities like Weatherford all across America.<sup>34</sup> The Committee's activities came at a time when Americans were already disturbed and security conscious and were thus willing to accept the reality of a German menace and unverified atrocity stories.

#### The Real Issue - Tenure and Politics

Although the newspaper editor was indifferent to the fate of Simpson, he finally got to the heart of the matter by declaring that teachers should have some sort of job security, that the absence of security had retarded the growth of Oklahoma's educational institutions, that "the history of these institutions is blackened with scandalous injustice, shameful disrespect, and professional discourtesy with which

---

<sup>33</sup>ibid., June 27, 1918, p. 1. The advertisement appeared on page one. This same issue carried a story about a farmer living near Thomas who had ordered a sack of flour from a mail order house. When the flour arrived the farmer was accosted by the chairman of the Council of Defense. "The flour was seized, sold to a grocer, and the gentleman made a voluntary contribution to the Red Cross amounting to twenty-five dollars." Ibid., p. 1.

<sup>34</sup>Harvey Wish, Society and Thought in Modern America (New York: David McKay Company, 1952), p. 410. On September 26, 1918, a little German community near Weatherford, Korn, changed its name to Corn. George H. Shirk, Oklahoma Place Names (Norman: University of Oklahoma Press, 1965), p. 54.

teachers and heads of institutions have been dismissed in the past."<sup>35</sup> So here it was, out in the open; the real issue and problem was not the alleged treason or sedition of one man, but the political activity overshadowing the administration of the normal schools, activity which seriously hampered the teaching ability of the entire staff. Perhaps the editor had the forthcoming elections in mind when a new governor would be selected, and he perhaps remembered that in the past a new governor meant a new president for the Southwestern Normal, possibly along with several new faculty members.

The foregoing observation regarding the insecurity of the President and faculty explains in part why the Southwestern Normal School did not and could not have run counter to the prevailing public opinion in the matter of ferreting out disloyal citizens. The Normal simply went along with the community instead of taking a leadership position. In so doing it drew praise from those about them, but the price was extremely high.<sup>36</sup>

In many ways the community, like others throughout the United States, revealed an appalling ignorance of and disrespect for democracy and freedom. And yet, there was probably not much that Eskridge could have done to protect Simpson had he been so inclined, especially after informing the Board of Education of the charges against the latter.<sup>37</sup>

---

<sup>35</sup>The Weatherford Booster, May 23, 1918, p. 4.

<sup>36</sup>The Weatherford Booster praised the Normal school for its "astonishing record" in purchasing Liberty bonds, noting that the faculty and pupils of the school deserved commendation, that "this thoroughly patriotic record speaks in clarion tones of the fine loyalty that pervades the institution." Ibid., July 4, 1918, p. 1.

<sup>37</sup>During the summer term, R. H. Wilson, the State Superintendent of Public Instruction, came to Southwestern, where he spoke before the student body and faculty on patriotism. He also defended the loyalty pledge required by the Board. Ibid., June 20, 1918, p. 1.

In the final analysis, the Southwestern Normal probably weathered the emotionalism and hysteria engendered by war about as well as could be hoped.

#### A. Wartime Campus

The war affected the Normal in several ways. Fewer people attended the campus musical programs and lyceums despite the latter's wartime flavor. In April, 1918, a well-known progressive writer, Ida Tarbell, visited the campus and spoke on the war effort.<sup>38</sup> The period from 1917 to 1918 saw a decline in the sports and dramatic activities. Most of the male students joined the armed forces, and after the Conscription Act of May, 1918, those who remained, faced with being drafted on short notice, could make no long-range plans. The Normal, making the best of the situation, presented several plays during the school year 1917-1918 with all-girl casts.

Although the war overshadowed virtually all Normal activities, several developments unrelated to the conflict occurred during 1918. In February, the State Board of Education ordered that two units of shorthand and typewriting be offered in the normal schools and that college credit be given for work in these two areas.<sup>39</sup> This extension of the college curriculum, although of a minor nature, called attention to the fact that the Board wanted these courses to be taught at the college level. At this time the offerings of Southwestern had some very

---

<sup>38</sup>ibid., March 28, 1918, p. 1. The newspaper made it a standard practice to list on the front page the names of Liberty bond purchasers and the amounts bought. Ibid., April 18, 1918, p. 1.

<sup>39</sup>Minutes, State Board of Education, Meeting of February 6, 1918, p. 224.

real deficiencies. All of the course offerings were open to any student regardless of whether he was working for a high school diploma or for the Normal certificates. Thus there was no real distinction made between high school courses and college courses. The Normal, in effect, offered about the same level of instruction as most city high schools. This situation was known by several staff members, who worked for the upgrading of the school so that courses which carried college credit would, in reality, be above the high school level.<sup>40</sup>

The curriculum was virtually the same in 1919 as it had been in 1914 before the war in Europe started. In 1919 the various departments and their offerings were as follows:<sup>41</sup>

ENGLISH	25	SOCIAL SCIENCE	
		History and Government	22
FOREIGN LANGUAGE		EDUCATION	
Latin	20	Education	27
French	13	Psychology	3
Spanish	7		
MATHEMATICS	15	MISCELLANEOUS	
PHYSICAL SCIENCE		Geography and Geology	6
Physics and Chemistry	10	Agriculture	8
BIOLOGY		Domestic Science and Domestic Arts	4
Zoology	6	Manual Training	5
Botany	6	Art	11
Physiology	3	Music	<u>9</u>
		TOTAL	200

The only major changes in the curriculum since 1914 was the substitution of seven additional courses in French for twelve German courses dropped in 1917 and the elimination of eight courses in Latin. The total of two hundred courses offered in 1919 compared to one hundred eighty-two in

---

<sup>40</sup>Interview, Dr. Clarence McCormick, September 23, 1967.

<sup>41</sup>Announcements, The Southwestern State Normal School, 1919-1920, pp. 24-34.

1914. There was no evidence that the Normal was yet offering the type-writing and shorthand ordered by the Board of Education in February of 1918.

In April, 1918, the Board met and authorized the construction of residences for the Normal school presidents, a decision which was certainly welcomed by Dr. Eskridge. No longer would new presidents face the problem of housing, and neither would outgoing presidents have the problem of disposing of a house they may have purchased. In July, a Hydro firm won the contract which called for a two-story brick veneer structure at a cost of \$10,000.00.<sup>42</sup>

When the students returned in the fall of 1918, the president's new home was already under construction. Soldiers also appeared on the campus when the government designated Southwestern as the site for a Student Army Training Corps under a plan whereby troops were to be given technical training before being assigned to an officer candidate school. In early September, rumors spread about the campus that the army planned to take over the entire school, and according to a news story, several male students withdrew from the Normal thinking this would happen.<sup>43</sup> Despite the planned army program, over five hundred students enrolled, with the one hundred and two military trainees arriving on October 7. In order to house the trainees the administration converted the basketball court on the top floor of the west Normal building into a barracks, while a rooming house adjacent to the campus served as a mess hall. The soldiers arrived on schedule, and the community was becoming accustomed

---

<sup>42</sup>The Weatherford Booster, July 11, 1918, p. 1.

<sup>43</sup>ibid., September 19, 1918, p. 1.

to seeing them marching across the campus when November 11 came, signalling the end of the war. The Corps was officially disbanded in December as Southwestern turned several hundred dollars of unexpended funds back to the government.<sup>44</sup>

The news of the armistice brought joy to the campus; the war was over at last, but the people who lived through those short hectic years would long remember the patriotic speeches, the parades, the flags, and the sound of marching men. The students especially rejoiced over the ending of the great conflict, convinced that never again would the young men of Southwestern be called upon to go abroad to die.

In retrospect, one can only conclude that the World War hindered the advancement of education in the nation, in Oklahoma, and at Southwestern. College men found their education interrupted by conscription, high school boys left the classrooms for high paying jobs, and teachers left the profession to seek opportunity elsewhere. The instructional program at Southwestern, and in the public schools generally, suffered by the tendency of the government to use the classroom as a vehicle to enlist public support for wartime civilian projects, for Liberty bond drives, for thrift stamp sales, and for food conservation programs. During the war years the purpose of Southwestern became blurred in that patriotism often took precedence over education. The State Board of Education was also seemingly more interested in enforcing loyalty than in good teaching. Fortunately, American participation in the war was of short duration, lasting only seventeen months. With the ending of the conflict the Normal could return full time to its task of education.

---

<sup>44</sup>Eighth Biennial Report, State Superintendent of Public Instruction, 1920, p. 96.



## CHAPTER V

### THE TRANSITIONAL YEARS, 1918-1923

#### Peacetime Problems and Policies

The Normal students, faculty, and townspeople of Weatherford rejoiced when the World War ended in November of 1918, but it had so disturbed them that for the next decade they lived in its shadow, often not realizing it was still affecting their lives. Consequently, the years immediately following the war were ones of continuing anxiety and fear. Seemingly the Armistice had brought peace, something which most Americans desperately wanted, but the wartime tensions and hysteria continued and there was no peace, even in the little towns of western Oklahoma. Hatreds, deliberately fostered during the war, did not quickly subside when the hostilities ended and the Germans ceased to be the enemy. It was almost as if the community subconsciously needed a new enemy, and if the German menace no longer existed, they felt compelled to seek one elsewhere and found it within America herself. But in the months immediately following the Armistice, the school to all outward appearances quickly returned to normalcy.

Oklahoma elected a new governor, James B. A. Robertson, in 1918, and he took office in January, 1919.<sup>1</sup> Contrary to expectations, the

---

<sup>1</sup>Gibson, Oklahoma, pp. 355-356. Robertson was a former school teacher.

presidency of Southwestern did not change, and when the students returned to the campus in the fall of 1919, Dr. Eskridge was still in charge. Even so, many changes were in the making. Crop conditions had improved during the war years; farm prices had soared, and the general economic level of the farm community was high. The need for public school teachers continued to mount, placing new demands on the teacher preparation institutions. Furthermore, increasing enrollments were expected now that the nation had returned to a peacetime economy.<sup>2</sup>

The Great War had brought many changes to American society, especially in hastening the processes of urbanization and industrialization. These changes, although less evident in Weatherford, meant that American society had become more complex, which in turn made new demands on the public schools and colleges. Consequently, it was necessary to re-examine the normal schools and their role in public education in the light of the existing environment. In the years since statehood, the level of public education in Oklahoma had reached a point which seriously cast doubt on the need for the normals. Since most communities boasted secondary schools, the high school graduate was rapidly becoming the rule rather than the exception. Over the years the normal schools had served the Territory and state well by training the personnel needed to staff rural and city elementary schools, but with the growth of excellent high school systems, the normals were clearly inadequate for the needs of the time. By 1918, the preparation of teachers

---

<sup>2</sup>The increased enrollments did not immediately materialize. The total enrollment for the year 1919-1920 was 1,270 compared to 1,285 for the year 1918-1919. These totals reflect the cumulative students for a year, not the total enrollment for the September term. Eighth Biennial Report, State Superintendent of Public Instruction, 1920, p. 96.

required both a broad professional training and specific subject matter knowledge. This training could best be supplied by a four-year course of post-high school study. Therefore, in December, 1919, the State Board of Education took a step forward and ordered the curriculum of the state normals expanded so as to include two additional years of work and to authorize the granting of collegiate degrees.<sup>3</sup> The conversion to a four-year teachers college was the most significant event in the history of the school up to this time.

### The Transition to a College

The announcement of the plan to convert the Southwestern Normal School to a four-year college brought joy to the students and faculty. President Eskridge expressed a "deep sense of humility" in acknowledging the great responsibility and challenge of heading a college.<sup>4</sup> The next two years were crucial to Southwestern as both the administration and faculty turned to the task of ending what in reality was high school instruction and instituting college-level work. The State Board of Education ordered the following requirements for the granting of degrees:

In order to receive a degree from a State Normal School in Oklahoma a student must complete one hundred and twenty semester hours in a regular subject and four hours in Physical Education. At least thirty hours of the one hundred and twenty must be done in residence at the institution granting the degree. The prescribed Courses for the Bachelor of Arts Degree are as follows:

---

<sup>3</sup> Minutes, State Board of Education, Meeting of December 30, 1919, p. 375.

<sup>4</sup>The Southwestern, January, 1920, p. 194.

Foreign Language . . . . .	6 Hours
Education . . . . .	21 Hours
English . . . . .	8 Hours
History . . . . .	6 Hours
Mathematics or Science . . . . .	6 Hours

The prescribed Courses for the Bachelor of Science Degree are as follows:

Education . . . . .	21 Hours
English . . . . .	8 Hours
History . . . . .	6 Hours
Science . . . . .	6 Hours <sup>5</sup>
Mathematics . . . . .	6 Hours <sup>5</sup>

The foregoing requirements were in addition to two years of preliminary study of college-level course work. The change to a four-year college did not, however, mean that public school teachers were required to have a degree in order to qualify for certification. The Board granted teaching certificates to students "who have been in attendance at one of the State Normal Schools at least four terms, and who had completed fifteen units high school or the equivalent, including one unit of High School Pedagogy . . . ."<sup>6</sup>

The transition to a four-year college in the fall of 1920 was effected without any major revisions of the curriculum, although the total course offerings were increased from two hundred in 1919 to two hundred seventy-eight in 1920. A number of courses were discontinued in the years 1918-1919 and 1919-1920, including German and military drill. After the Normal became a teachers college in 1920, three additional courses were offered in agriculture, five in art, two in physiology, five in chemistry, nine in music, nine in history and

---

<sup>5</sup>Minutes, State Board of Education, Meeting of June 14, 1921, pp. 72-73; Announcements, The Southwestern State Normal School, A College for Teachers, 1921-1922, p. 12.

<sup>6</sup>ibid., 1920-1921, p. 12.

government, eighteen in home economics, and fifteen in industrial arts. New courses added in 1920 were eight in economics, five in sociology, eight in physical education, and six in drawing and design. The total number of foreign languages offered was reduced from forty in 1919 to twenty-eight in 1920.<sup>7</sup>

The first College curriculum was divided into nine different areas with total courses as follows:<sup>8</sup>

ENGLISH	25	SOCIAL SCIENCE	
		History and Government	31
FOREIGN LANGUAGE		Economics	8
Latin	13	Sociology	5
French	8		
Spanish	7	EDUCATION	
		Education	23
MATHEMATICS	14	Psychology	6
PHYSICAL SCIENCE		MISCELLANEOUS	
Physics	6	Agriculture	11
Chemistry	15	Geography	2
		Art	16
BIOLOGICAL SCIENCE		Home Economics	22
Botany	5	Industrial Arts	20
Zoology	4	Drawing and Design	6
Physiology	5	Music	18
		Physical Education	8
		TOTAL	278

Many of the disciplines included one or more courses especially designed for teachers. The large number of Latin, French, Spanish, music, and art courses reflect a stronger liberal arts orientation. The curriculum also indicated a growing interest in both the physical and biological sciences. A course entitled "Theory and of Dancing" appeared in the catalog for the first time among the Physical Education

<sup>7</sup>Ibid., pp. 16, 29-64; Announcements, The Southwestern State Normal School, 1919-1920, pp. 24-34.

<sup>8</sup>Announcements, The Southwestern State Normal School, A College For Teachers, 1920-1921, pp. 16, 29-64.

offerings. Although the number of courses increased, the only real immediate change in the Normal itself was in the name. Nevertheless, individual faculty members sought to upgrade the content of their courses.<sup>9</sup>

The first Bachelor of Arts degrees, awarded at the end of the summer term of 1921, were conferred on Genevieve Crosby, Addie Miller, and Mrs. Iva Ferguson.<sup>10</sup> That same summer more than four hundred teachers and prospective teachers enrolled in courses above the secondary level.<sup>11</sup> The enrollment in the fall of 1921 was 506 compared to 342 in the previous fall, while the summer of 1922 saw the enrollment reach the astonishing total of 1,132 compared to 711 the previous summer.<sup>12</sup> In addition to the rapid increase in the number of students, Southwestern also experienced a tremendous increase in its book value. Although the physical facilities remained unchanged from the previous appraisal, the State Superintendent increased their "book value" from \$210,000.00 in 1918 to \$340,000.00 in 1920.<sup>13</sup> This action reflected the inflation taking place in the United States at the end of the World War.

---

<sup>9</sup>Interview, Dr. Clarence McCormick, September 23, 1967. McCormick is a retired faculty member and former acting president of Southwestern.

<sup>10</sup>Official Records, Office of the Registrar, Southwestern State College.

<sup>11</sup>Announcements, The Southwestern State Teacher's College, 1921-1922, p. 7.

<sup>12</sup>Ninth Biennial Report, State Superintendent of Public Instruction, 1922, p. 98.

<sup>13</sup>Seventh Biennial Report, State Superintendent of Public Instruction, 1918, p. 107; Eighth Biennial Report, State Superintendent of Public Instruction, 1920, p. 96.

The increased enrollment and inflation also necessitated an increase in the legislative appropriation from \$63,886.00 in 1920-1921 to \$68,301.00 for the 1921-1922 school year.<sup>14</sup> The Board also released a new salary schedule effective in July 1921. Starting instructors received \$1,500.00 per year, with a \$200.00 annual increase until they reached a maximum income of \$2,100.00. Assistant Professors received from \$2,100.00 to a maximum of \$2,700.00 per year; associate professors were paid from \$2,700.00 to \$3,300.00, while full professors were paid from \$3,300.00 to \$4,000.00.<sup>15</sup> These salaries reflected the rapid rise in prices over a ten year period. In 1912 salaries for the faculty had ranged from \$900.00 to a top of \$1,700.00. Heads of departments in 1912 had received \$1,400.00 while the president had been paid \$2,700.00.<sup>16</sup>

After the Great Conflict ended many consumers invested their wartime savings in hard goods, causing a business boom in the United States. Industry then expanded to satisfy the increased demand for automobiles, housing and other items. Even so, there were temporary shortages in some areas which encouraged further inflation. Consequently, by 1920 the cost of living had more than doubled from the level of 1912.<sup>17</sup> But farm prices fell at the end of World War I and failed to keep pace with the general rise in the cost of living. Hence, the

---

<sup>14</sup>Ninth Biennial Report, State Superintendent of Public Instruction, 1922, p. 99.

<sup>15</sup>The Weatherford Booster, April 1, 1920, p. 1. The newspaper occasionally published the salary schedule for the Normal.

<sup>16</sup>Minutes, State Board of Education, Meeting of May 21, 1912, p. 163.

<sup>17</sup>U. S. Department of Commerce, Statistical Abstract of the United States, 1923, p. 574. The wholesale price index for all commodities in 1920 was 226 compared to 99 in 1912.

community about the Normal school experienced some painful economic adjustments.

### Anxiety Amid Change

The post-war years brought many changes to America and to Weatherford. New fashions and style of both men and women's clothing, the emancipation of women, the impact of the automobile, new advertising techniques to sell new ideas and gadgets in growing markets, and most importantly, a rejection of old values by many Americans followed in the wake of the war. All of the foregoing quickly altered the basic pattern of life for millions of people. Newspapers and journals publicized labor strife, rising divorce rates, international communism, anarchism, and the seeming threat posed to the American ideal by immigration. All of these factors aroused fears and anxieties across the nation and especially in rural America, including southwestern Oklahoma. Although these people were far removed from the immediate area of unrest and violence which occurred largely in eastern cities, they felt a deep concern for their old and cherished values. They saw idealism challenged by materialism, and religion by atheism and secularism.<sup>18</sup> Most of the people associated with the College were unaware of the process wherein the United States was becoming urbanized and secularized. Some God-fearing patriots at the College knew only that America had paid a heavy

---

<sup>18</sup>Frederick Lewis Allen, Only Yesterday (New York: Harper, 1931), pp. 88-122. Allen noted that "a first-class revolt against the accepted American order was certainly taking place during those early years of the Post-war Decade," and that it was "an uneasy time to live in." *Ibid.*, pp. 88, 118; John D. Hicks, Republican Ascendancy, 1921-1933 (New York: Harper, 1960), pp. 167-197. Hicks devoted a chapter to the problem of postwar change which was entitled, "Social Insecurity."



price to destroy a major threat from Europe, and now it seemed that an even greater threat was developing from within the nation itself. Consequently, the utopian idealism engendered by propaganda during the wartime period continued in Weatherford. An example of this continuing idealism was reflected in the College's observance of the first anniversary of the Armistice. The student body and faculty met on November 11, 1919, to celebrate, as The Southwestern noted, "the end of the great conflict of autocracy against democracy."<sup>19</sup> "We all remembered," wrote the unknown student writer, "the joy and thankfulness felt when . . . the struggle was over and that at last we had triumphed in the great cause and gained a just peace."<sup>20</sup> Future generations would seriously question the conclusion that a just peace had resulted, but in 1919 it seemed real.

#### President Eskridge and America of the 1920's

President Eskridge, still somewhat dazzled by the frantic idealism of the war years, continued to carry on in this tradition. In November, 1919, he spoke at Lawton on the condition of America before the Southwestern Oklahoma Teachers' Association. In his talk he spoke of the

---

<sup>19</sup>The Southwestern, November, 1919, p. 103. The Armistice program was conducted by the History Department. A number of service men also attended the observance. The Weatherford Booster, November 13, 1919, p. 1.

<sup>20</sup>The Southwestern, November, 1919, p. 103. The continuing idealism of the times was revealed in a resolution of the State Board of Education wherein they endorsed the "Peace Program of the Junior Red Cross" and encouraged the schools to cooperate in a membership campaign. The Board urged school officials and teachers to "make the Oklahoma Schools 100% signifying that every child is a member. To teach the children that, to unselfishly contribute to the improvement of world wide social conditions and to make other children happier. . . ." Minutes, State Board of Education, Meeting of September 25, 1919, p. 352.

"trouble and great unrest" facing the nation.<sup>21</sup> Further declaring that the "chief cornerstones upon which Society rests" were the "Home, the Church, the School, and the State," he expressed concern that the "home of the olden time is in the passing" and noted that the "rural church is all but gone and the city church, I fear is in grave danger."<sup>22</sup> Revealing his anxieties, the President voiced amazement at "how much contempt there seems to be, at the present time, for things sacred . . . ."<sup>23</sup> He also called attention to "the growing contempt for good government, and for law and order, while radicalism of all kinds is growing rampant, and anarchy lifts its lurid hand to engulf Society in wreck and ruin."<sup>24</sup> Lamenting the labor strife then occurring in industrial areas, he warned his listeners of the dangers which he felt strikes and organized labor were bringing to America. He spoke of an "insidious grub gnawing into the vitals and threatening with death and destruction the very life of Society and Civilization, and unless we find the remedy . . . with which to destroy this ever active and deadly thing, we shall have only ourselves to blame for the world's undoing."<sup>25</sup>

---

<sup>21</sup>The Southwestern, January, 1920, p. 173. This speech was printed in its entirety for all the student body to read.

<sup>22</sup>Ibid., pp. 173-175.

<sup>23</sup>Ibid., p. 176.

<sup>24</sup>Ibid., p. 177.

<sup>25</sup>Ibid. In November, 1920, Professor T. H. Reynolds of the History Department also publicly expressed concern with the labor strife in America and over "the influx of millions of foreigners who are out of sympathy with our ideals." Ibid., November, 1920, p. 93. Reynolds later became head of the History Department of Oklahoma A. and M. College. The Triangular Debate topic for 1920 was: "Resolved That A Settlement of All Labor Disputes Shall Be Made Mandatory By National Legislative Enactment." The Oracle, 1920, p. 112.

President Eskridge felt it was not only labor leaders who were responsible for this situation, it was also the fault of minorities of questionable loyalty, that the nation's problems were deliberately caused by "foreigners who cannot use the English tongue; that the spawn of Europe, the Bolshevik, the Red, and the Subverter of Government, are the enemies within our gates."<sup>26</sup> He then urged the passage of legislation restricting immigration, but he also cited the responsibility of his listeners "as teachers and upbuilders of the race . . . to support . . . these institutions, established by Jehovah, and consecrated to the uplift and salvation of the human race."<sup>27</sup>

The foregoing remarks may indicate that the head of the Southwestern State Teachers College was still affected by the hysteria and fears generated by wartime propaganda. He certainly failed to recognize the changing nature of American society, or that the values of a rural social order were no longer accepted by a significant number of Americans. And the president, like many others who feared and resisted change, was willing to resort to legislation to preserve old values. After recommending that minority groups be forced to adopt his value system, he undoubtedly felt more secure psychologically and spiritually. Yet one should probably not criticize this man for his attitude. Few rural oriented Americans were aware of the long trend toward secularization and urbanization taking place prior to 1914, and consequently they failed to see the impetus given to both of these

---

<sup>26</sup>The Southwestern, January, 1920, p. 179. The Triangular Debate Topic, held on April 29, 1921, was: "Resolved That the Open Shop Labor Policy is Preferable to the Closed Shop." Ibid., May, 1921, p. 293.

<sup>27</sup>Ibid., p. 180. His speech, hinting that America was God's Israel, bore faint traces of racism.

trends by the Great War itself. Dr. Eskridge was apparently not the type of person who critically examined himself and his immediate surroundings. In his speech he had indeed declared that "the world needs to be told of its shortcomings and its sins," but he ignored the possibility that some shortcomings and sins might be close to home.<sup>28</sup> It probably never occurred to him to suggest that his listeners and readers try to understand the changes and internal conflicts taking place in society and to adjust to them; thus, instead of allaying any fears he tended to aggravate them.

President Eskridge thus reflected the attitudes of the vast majority of both students and faculty at Southwestern at the end of World War I. Although one can not be certain, it appears that he simply followed the opinions of others regarding current issues, willingly supporting the conservative fundamentalist climate of western Oklahoma, and telling his readers and listeners only what they wanted to hear. Confronted with strong community pressure, Southwestern thus became an instrument for opposing too rapid change in many areas, including women's fashions and habits. At the same time that President Eskridge was warning students and teachers of the dangers to the American ideal, The Southwestern was warning teachers that "the schoolroom is not the place to try out the latest fashion. . . ."<sup>29</sup> The writer of this particular article was specific, suggesting that women teachers could use "bits of color--a red tie, beads or something" which could be used to "relieve the monotony of the dress," but that "the schoolroom is no

---

<sup>28</sup>Ibid., p. 176.

<sup>29</sup>Ibid., January, 1920, p. 192.

place for the extreme narrow last, 'spool' heel boot."<sup>30</sup> In recent years teachers had been confronted with contracts and policies embodying restrictions against cutting their hair, smoking, dancing, and drinking; they had also been required to swear loyalty to a host of governmental agencies and policies. Now it seemed that they could not be trusted to exercise judgment in the type of dress or shoes they might choose. The admonition was probably unnecessary because few of the prospective teachers at Southwestern aspired to dress like the flappers of the 1920's. Photographs of the student body reveal no inclination to dress in this manner, at least not when the photographs were taken. However, students were aware of the presence of something called flappers in American society, as revealed by a poem in The Southwestern entitled, "A Youthful Bachelor's Observation."<sup>31</sup> The poem read as follows:

Every flapper has a duty  
 And that duty is quite clear--  
 She must paint to keep her beauty,  
 For her beauty's very dear.  
 Now I'm one of the opposing  
 Sex, and I won't criticise.  
 On the question, I'm not dozing--  
 Don't let that be your surmise.  
 Still, some flappers, I've surveyed  
 Who'd homely be if painted not.  
 I don't blame them, for it paid--  
 I'd have painted too--A LOT.

---

<sup>30</sup> Ibid. The author of the article entitled, "Just a Teacher," was Lillian M. Western.

<sup>31</sup> Ibid., September 23, 1924, p. 3. The 1927 Oracle included several references related to flappers and young people. Under the heading of "Jazz Dictionary" were the following definitions: "Hootch-- Fermented buttermilk. A concoction containing an alcoholic odor, water, lye and pepper. Vamp--a warm number, a hot encore and a torrid necker; a future zipper. Flapper--a would-be canned heat; a would-be zipper; a riot act." The Oracle, 1927, p. 143.

Well their painting's never done,  
 So for all of them I fall,  
 Can't help loving every one.<sup>32</sup>

The official organ of the school, The Southwestern, frequently included moral advice on its pages. In the June, 1920, issue, one writer warned that "Picture shows and unrestrained social pleasures create vices that are antagonistic to the home."<sup>33</sup> He further declared that "When a young man ties up with a cigarette smoking profane girl he has trouble on his hands."<sup>34</sup> Another essay stressed the theme that America had the obligation to lead the world in moral and spiritual matters.<sup>35</sup> Thus, in the early 1920's both written and spoken words coming from Southwestern revealed a continuing spirit of idealism, strong threads of conservatism, and a devotion to the values of rural nineteenth-century America. The community's fears and resentment were probably intensified because urban culture had passed them by and especially when city dwellers tended to attach little significance to fundamentalist religious philosophy and practices which encouraged social conformity. In the 1920's Southwestern as an institution simply failed to perceive the historical developments taking place in society, and thus many of the students and faculty were doomed to suffer the anxieties and fears that accompany unrecognized and unexplained change.

---

<sup>32</sup>The Southwestern, September 23, 1924, p. 3.

<sup>33</sup>*ibid.*, June, 1920, p. 399. These remarks were made by Dr. F. E. Gordon, a traveling lecturer who participated in the Chautauqua program.

<sup>34</sup>*ibid.*, p. 401.

<sup>35</sup>*ibid.*, p. 403. This remark came from an essay summarizing a speech by another Chautauqua lecturer, Dr. R. E. Patterson Kline.

## The Administration of A. H. Burris

President Eskridge's term at Southwestern ended with the spring semester of 1921. Accepting the presidency of Oklahoma A. and M. College, he submitted his resignation to the Board of Education, effective July 1. The Board, expressing their high regard and appreciation, voted him a month's leave of absence with full pay.<sup>36</sup> Dr. Eskridge, having been at Southwestern for almost six years, had served as the head of the institution longer than any other person. His contemporaries felt they were losing a dedicated and capable educator.<sup>37</sup>

Mr. A. H. Burris next filled the position of president of the College, taking office on June 1, although his salary of \$3,600.00 per year did not start until the following month.<sup>38</sup> Burris, forty-three years old, had been born in Bethany, Missouri. He attended both the University of Oklahoma and Phillips University, and had taught and served as a principal in the public schools of the state for fifteen years. Before coming to Weatherford he served on the State Board of Education for two years. This fact probably had something to do with his being appointed to the presidency of Southwestern.<sup>39</sup>

The exchange of heads, which by now was a rather commonplace occurrence, had little influence on the day-to-day activities of the

---

<sup>36</sup>Minutes, State Board of Education, Meeting of May 21, 1921, p. 61.

<sup>37</sup>Interview, Dr. Clarence McCormick, September 23, 1967. According to a local newspaper, Eskridge more than doubled his salary by this move. The Weatherford Booster, April 21, 1921, p. 1.

<sup>38</sup>Minutes, State Board of Education, Meeting of May 21, 1921, p. 61.

<sup>39</sup>The Southwestern, June, 1921, p. 314.

school, so that when the fall term opened life went on as usual. The debate team, revealing continued interest in immigration, examined the question, "Resolved that all immigration to the United States should be prohibited for a period of not less than three years."<sup>40</sup> The following year the question debated was "Resolved, that the United States should cancel the allied debt contracted during the World War and due the United States."<sup>41</sup> Fortunately, these debates exposed the students to two sides of current issues, and the outcome of the debates, while not conclusive, possibly convinced some of the participants and their audience that there were no easy solutions to the problems confronting the nation, then or at any time; that while simple solutions to complex problems were often advocated by their more adult contemporaries, the middle ground between extremes was probably the most acceptable. Thus the College, despite its conservative climate, unconsciously may have prepared some of the students to face life with an open mind.

The school annual, The Oracle, underwent several important changes in the early 1920's. By 1921 the photography and format of the annual had been improved. The first aerial photographs of the campus were included in this issue.<sup>42</sup> On occasion, the editors of The Oracle candidly expressed themselves in reporting athletic events, and especially so when they felt the opposition had defeated the home team through the use of unsportsmanlike conduct. For example, in describing the first football game of the season in 1922 The Oracle told how "our

---

<sup>40</sup>The Oracle, 1922, p. 78.

<sup>41</sup>*Ibid.*, 1923, p. 82.

<sup>42</sup>*Ibid.*, 1921, p. 124.



pigskin warriors" journeyed to A. and M. College, where they suffered a defeat but not "without a hard fight."<sup>43</sup> The editor charged that "A & M showed much unsportsmanlike conduct. Several times they were guilty of openly slugging in the line and jumping on a man after he was tackled."<sup>44</sup> This same account told of several members of the Southwestern squad being hurt in the course of the game and that "from lack of material to put in for those injured we were badly handicapped . . . ."<sup>45</sup> One wonders what the men who replaced those who were injured thought when they read this later account. The final score of this particular game was A. and M. 53, Southwestern 0. The Oracle also told of another game with Phillips University in which the home team anticipated "a hard fight but we didn't expect to have to fight the referee but almost had to."<sup>46</sup> The final score of this game was Phillips 14, Southwestern 0.

The Southwestern, the official newspaper of the College and of the Southwest District Teachers' Association, came out with a new format and style in the fall of 1922. Under the direction of Miss Grace Jencke, head of the Department of English, a journalism class took over publication of this journal, changing it from a monthly magazine to a bi-weekly newspaper.<sup>47</sup> Among other changes on the campus was a "newly organized"

---

<sup>43</sup>Ibid., 1922, p. 116.

<sup>44</sup>Ibid.

<sup>45</sup>Ibid.

<sup>46</sup>Ibid., p. 117. While the football team may not have won many laurels that season, the basketball team made up for it by winning the Oklahoma Inter-Collegiate Conference by going undefeated for the entire season. The Weatherford Booster, February 9, 1922, p. 1.

<sup>47</sup>The Oracle, 1923, p. 106.

band under the direction of Mrs. G. B. Arnold.<sup>48</sup> In 1923 Mrs. Arnold wrote what later became the Alma Mater song.<sup>49</sup>

#### Accreditation and Academic Standards

In March, 1922, the College passed a major hurdle. The school, after an investigation and evaluation, won a place on the accredited list of the North Central Association of Colleges and Secondary Schools.<sup>50</sup> Officially, Southwestern was now a college in fact as well as name. The College then initiated a grading system which covered all areas of any given student's work. Seventy per cent was considered the passing grade in course work with a scale graduated upward. For example, a grade of 95 points merited 5 grade points; 90 merited 4 grade points, while 70 earned no grade points. Anything less than 70 received a minus one grade point. In order to receive the A. B. degree, a student had to earn a total of 130 grade points exclusive of courses in physical training. This meant that students had to do better than simply pass in order to graduate from the College.<sup>51</sup>

---

<sup>48</sup>The Weatherford Booster, November 16, 1922, p. 1.

<sup>49</sup>Interview, Mrs. Millie Alexander Thomas, January 20, 1968; The Weatherford News, October 8, 1953, p. 12. Mrs. Arnold's husband wrote the music. See Appendix C for the song.

<sup>50</sup>Announcements, The Southwestern State Teachers College, 1923-1924, p. 15. Dr. W. H. Carruthers of the Department of Education at Kansas State Normal School at Emporia inspected Southwestern for the North Central Association on March 7, 1922. The Weatherford Booster, March 9, 1922, p. 1.

<sup>51</sup>Announcements, The Southwestern State Teachers College, 1923-1924, p. 14.

## Social Problems and Another New President

Colleges administrators of the early 1920's faced several new social problems caused by the changes taking place in society. Women won the right to vote in 1920 and continued to press for more freedom in what had been a largely male-dominated society. The twentieth century witnessed an increased demand for paper work involved in the administration of business, which attracted more and more women into the labor force, including working mothers. Thus by the 1920's women were moving into the business world in numbers Susan B. Anthony would have believed impossible. With mothers at work, parental influence was weakened, and then the coming of the automobile further caused a revolution in family life. Young people started courting in the car rather than in the parlor. With mobility to take them away from their parents, a new spirit of independence spread among youth, coming also, as one might expect, to the college campus. Concerned over the moral well-being of their students, colleges, including Southwestern, sought to protect their charges against the temptations of the times and especially that one which the privacy of the automobile afforded.<sup>52</sup> Consequently, the State Board of Education granted the college presidents wide powers in

---

<sup>52</sup>Ibid., p. 15. This publication noted that "one of the finest things to be found in Weatherford is the exceptionally high moral tone of the community, and the care taken by the town as well as the college to keep it so." It also cited the local churches as a primary agent for preserving morality. "Strong church organizations of the following denominations minister to the spiritual welfare of the student body: Methodist; Methodist (South); Christian, Baptist and Evangelical." p. 15. The 1922 summer Chautauqua series included a play entitled, Turn to the Right. The "right" represented "clean living" and emphasized the power of a mother's interest in her children to attract them to "clean living." The Weatherford Booster, June 1, 1922, p. 1.

formulating and enforcing rules on student behavior and conduct, including the authority temporarily to suspend students for infractions of regulations.<sup>53</sup> This action of the Board stemmed directly from their concern over male and female students riding together in automobiles without chaperons. President Burris, in contrast to his predecessors, apparently was not overly concerned over the inability of students to lead righteous lives, because he made no effort to exercise his authority in imposing rigid restrictions on them. In any event, his tenure as president was destined to be extremely short. Oklahoma inaugurated another new governor, John C. Walton, in January, 1923. Walton did not like Burris, feeling he was unsuited to head the Southwestern State Teachers College. Consequently, President Burris resigned in May, 1923, after having served for only two years.<sup>54</sup>

---

<sup>53</sup>Minutes, State Board of Education, Meeting of November 20, 1922, p. 127. A concession was made to students in January, 1923, when the time at which they were required to be in their rooms was changed from 8:00 P. M. to 8:30 P. M. The Weatherford Booster, January 18, 1923, p. 1.

<sup>54</sup>Minutes, State Board of Education, Meeting of May 8, 1923, p. 177. Burris moved to Stillwater from Weatherford, becoming head of the History Department of the A. and M. College. The Weatherford Booster, August 2, 1923, p. 1.

## CHAPTER VI

### SOUTHWESTERN IN THE 1920's

#### President Turner, Oklahoma Politics, and the Ku Klux Klan

The State Board of Education, meeting on May 8, 1923, elected thirty-two-year-old J. W. Turner as the next president of Southwestern.<sup>1</sup> Turner had earned the A. B. degree from Phillips University at Enid, had taught one year in the Pawnee City schools, and had served as the head of the Department of History at the University Preparatory School at Tonkawa. He was serving as the Superintendent of Schools at Newkirk when chosen to head Southwestern.<sup>2</sup> He assumed office on August 1 with little fanfare, yet while the next school term of 1923-1924 was relatively uneventful, Oklahoma politics was anything but quiet.

The state experienced considerable political turmoil which came in the aftermath of the election of 1922. The State Superintendent of Public Instruction, R. H. Wilson, battled John Walton in the primary for the Democratic nomination for governor. Despite Ku Klux Klan support for Wilson, a member of that organization, Walton won the nomination and

---

<sup>1</sup>Minutes, State Board of Education, Meeting of May 8, 1923, p. 178.

<sup>2</sup>Quarterly Bulletin, Southwestern State Teachers College, Fall Announcement, 1927-1928, p. IV of Introduction. Turner was born in a sod house in Kansas in 1891. He attended elementary school near Geary, Oklahoma, completing his high school work at Phillips University. He was the youngest man serving as president of a fully accredited college in Oklahoma. The Southwestern, October 21, 1924, p. 1.

the election.<sup>3</sup> Although the Klan appeared less strong in western and southwestern Oklahoma than in other areas of the state, it reportedly had a "large following" in the Weatherford Community.<sup>4</sup> The Klan revealed its strength by holding a mass rally in downtown Weatherford on April 19, 1923, when a large crowd, robed and wearing masks, gathered to hear the Reverent S. Campbell of Atlanta, Georgia, cite what he felt were dangers confronting the government of the United States. Campbell told his listeners that the Klan "stood for 100% Americanism" and the protection of the weak against the strong. Defending the Klan's activities, he declared that its purpose was to strengthen "the moral code of the nation."<sup>5</sup>

The College's attitude toward the presence of the Klan in the community is unknown, but it should be noted that several months before the local Klan rally, Southwestern observed "Americanization week." While this does not necessarily indicate support for Klan activities, it was similar in content and spirit to Klan ideology.<sup>6</sup> The "Americanization week" activities included a flag drill at the chapel program conducted by the children attending the Training School, while the main event was a lecture on patriotism delivered by Professor

---

<sup>3</sup>Charles C. Alexander, The Ku Klux Klan in the Southwest (University of Kentucky Press, 1965), pp. 131-132. Walton defeated the Republican candidate John H. Fields in the general election by a vote of 280,206 to 230,469. Gibson, Oklahoma, p. 362.

<sup>4</sup>The Weatherford Booster, April 26, 1923, p. 1. Somewhat ironically, church bulletins were printed in the column beside the story reporting the Klan rally.

<sup>5</sup>Ibid. A huge cross was burned on top of one of the downtown buildings during the Klan rally. At no time did the editor of the newspaper criticize the Klan in any way. Nor did he report any local opposition to the presence of the Klan in Weatherford.

<sup>6</sup>The Oracle, 1923, pp. 145-146.

Josh Lee of the University of Oklahoma.<sup>7</sup>

During the summer of 1923 the Klan increased its activities throughout Oklahoma amid much terror and violence. The governor, John Walton, engaged in a bitter fight with both the Klan and the legislature, culminating in his impeachment and removal in November.<sup>8</sup> The lieutenant governor, Martin E. Trapp, Walton's successor, approved of President Turner and kept him in office.

#### A New Library and the Curriculum

When the regular students returned to the campus in September, 1924, few changes had occurred. Library science was offered for the first time.<sup>9</sup> One of the immediate needs was additional library facilities. The library itself, housed in the administration building, now contained almost 10,000 volumes, a condition which necessitated stacking books on the floor. Finally in March, 1927, three years later, the

---

<sup>7</sup>Ibid. Mention of the Klan and its activities is conspicuously absent from the publications of the Normal. In only one instance is there a hint of the College being aware of the Klan's existence. Back in 1919 The Oracle devoted two pages to two organizations, both of which were obviously fictitious. One was named the Wanders of the Wold while the other was called the K. A. K. Photographs of the alleged organizations revealed members dressed in robes and masks not unlike those of the Klan. Under the K. A. K. photograph was mentioned the names of the officers, Chief Lord of the High Council and Lord Judge of the High Council. No actual names of students were listed, and this undoubtedly was meant to be a joke in that it indicated ridicule of Klan-like organizations. The Oracle, 1919, pp. 112-113.

<sup>8</sup>Gibson, Oklahoma, pp. 363-364. The Klan reached the peak of its political power in 1924, almost completely dominating the Democratic party. Ibid., p. 366. See Sheldon Neuringer, "Governor Walton's War on the Ku Klux Klan: An Episode in Oklahoma History," The Chronicles of Oklahoma, (Summer, 1967), pp. 153-179.

<sup>9</sup>Announcements, The Southwestern State Teachers College, 1924-1925, p. 68.

legislature appropriated \$100,000.00 for a new building.<sup>10</sup> Construction began in the fall of 1928 on a site just northwest of the administration building. The new structure was opened for use on May 21, 1929, with a large crowd in attendance, including Governor W. J. Holloway, State Superintendent John A. Vaughan, the College's first president, James Campbell, and many county and city superintendents of western Oklahoma.<sup>11</sup>

The curriculum in 1924 included the following areas in which students could major: art, education, English, history and government, home economics, industrial arts, mathematics, modern languages, music, and physical science. Students could also minor in the following areas: agriculture, ancient languages, biology, economics, sociology, and mechanical drawing. The catalog course offerings had increased from a total of two hundred seventy-eight in 1920 to three hundred ninety-five in 1924. The curriculum now represented a well-balanced selection in the areas in which teachers would be concerned. The offerings were as follows:<sup>12</sup>

---

<sup>10</sup>Oklahoma, Session Laws of 1927, p. 135.

<sup>11</sup>Ernest A. Thomas, unpublished "History of the Library of Southwestern State College," September, 1952. The new building had a capacity of over 100,000 volumes. It included a reference room, periodical room, librarian's office and other facilities. Southwestern's President at that time, E. E. Brown, was especially proud of the east reading room because it was ninety-four feet long and thirty feet wide, the exact size of Solomon's Temple. This building served the College for thirty-nine years until March of 1968, when a new library was completed.

<sup>12</sup>Announcements, The Southwestern State Teachers College, 1924-1925, pp. 24-79.



ENGLISH	44	EDUCATION	
FOREIGN LANGUAGE		Education	34
Latin	15	Psychology	7
French	8	Public School Music	17
Spanish	8	MISCELLANEOUS	
MATHEMATICS	22	Agriculture	19
PHYSICAL SCIENCE		Art	21
Chemistry	17	Applied Arts	6
Physics	10	Bookkeeping	2
Geography and Geology	5	Typewriting	4
BIOLOGICAL SCIENCE		Shorthand	2
Botany	5	Business Administration	2
Physiology	7	Home Economics	33
Zoology	5	Industrial Arts	28
SOCIAL SCIENCE		Mechanical Drawing	11
History	19	Library Science	2
Government	11	Physical Education	10
Economics	12	TOTAL	395
Sociology	9		

Compared to 1920 the number of English courses had been increased from twenty-five to forty-four, social science from forty-four to fifty-one, education from twenty-nine to fifty-eight. New courses were offered in agriculture, art, home economics, industrial arts, mechanical drawing, and library science. The influence of business on the curriculum was revealed by the offerings in bookkeeping, typewriting, shorthand, and business administration. The academy, or high school department, was also still available for students wishing to attend Southwestern but who had not completed work in an accredited high school.

As in the previous year, the fall term was relatively uneventful. Manifesting the usual enthusiasm for sports, approximately one hundred-fifty students on one occasion pulled the football team captain in a wagon from the campus to the railroad station, where the team departed for a game with the Oklahoma A. and M. College at Stillwater. Although it was 4:00 A. M. the students sang and cheered all the way downtown,

probably to the discomfort of some of the local residents who were awakened.<sup>13</sup>

#### Issues and Attitudes, 1924-1926

Several speakers came to the campus during the course of the 1925-1926 school term. In November, Josephus Daniels, the Secretary of the Navy during the Wilson administration, spoke to the student body on "The Challenge of Peace."<sup>14</sup> Daniels, urging his listeners not to practice sectionalism, strongly recommended that the United States become a member of the World Court. Lamenting the fact that America was not taking the lead in helping bring peace to the world, he predicted that if and when another war should come, airplanes would cause great destruction.<sup>15</sup>

---

<sup>13</sup>The Southwestern, September 30, 1924, p. 1. The A. and M. College won by a score of 9 to 0; The Oracle, 1925, p. 169. A typical school yell at this time was as follows:

Howdy do! Howdy do!	Pull down your vest
Howdy do! Howdy do!	Hit the line at your level best.
We will treat you like a man	Give 'em the ax--the ax--the ax
But we'll beat you if we can.	Give 'em the ax--the ax--the ax
Howdy do! Howdy do!	Give 'em the ax--the ax--the ax
Weenies and sauerkraut	WHERE
Pickles and Beer	Right in the neck--the neck--the neck
Let 'er go Galleger	Right in the neck--the neck--the neck
Southwestern's here	Right in the neck--the neck--the neck.
Wipe your chin	

The Southwestern, January 5, 1924 [1925], p. 3. Students enthusiastically supported the team during this period, and it was common for special trains to carry several hundred fans to out-of-town sporting events. In 1926 Southwestern won the Oklahoma Collegiate Football Conference championship. The Oracle, 1927, p. 56.

<sup>14</sup>The Southwestern, November 25, 1924, p. 1.

<sup>15</sup>*ibid.* Daniels also expressed the view that Woodrow Wilson had given his life for the League of Nations.

A month later, Dr. Henry Black Burns, a traveling lecturer, visited the campus. In a talk entitled "Chords and Discords" he warned of the rapidly rising crime rate in America.<sup>16</sup> Declaring that crime and violence were not due to the late war, he instead blamed the lack of home training and inherited criminal tendencies. Seeking a solution to this and other national problems, he recommended legislation which would prohibit what he felt were improper movies.<sup>17</sup> He also urged laws "requiring persons contemplating marriage to pass such physical examinations that will prevent the growth and spread of degeneracy."<sup>18</sup>

In April, 1925, Mrs. Ida B. Smith, representing the National Women's Christian Temperance Union, gave a "forceful lecture" on prohibition before the student assembly.<sup>19</sup> Like Dr. Burns, Mrs. Smith voiced the opinion that legislation was the proper means to solve America's social and moral problems. She deplored the amount of disrespect for law in the United States and further recommended that laws be passed requiring the teaching of citizenship in the public schools.<sup>20</sup> That same month Southwestern defeated Central at Edmond in the Triangular Debate matches but lost to Northwestern. The topic debated was "Resolved: That, the Constitution of the United States should be so amended as to give Congress the power, by a two-thirds vote, to

---

<sup>16</sup>Ibid., December 16, 1924, p. 1.

<sup>17</sup>Ibid.

<sup>18</sup>Ibid.

<sup>19</sup>Ibid., April 7, 1925, p. 1.

<sup>20</sup>Ibid. She also wanted more strict enforcement of prohibition.

over-rule a decision of the Supreme Court that annuls an act of Congress."<sup>21</sup>

The State Superintendent of Public Instruction, M. A. Nash, visiting the campus in June during the summer term, spoke before the students during a regular chapel hour. He stressed "the importance of the teachers sitting steady in the educational boat and trying to keep it from upsetting in the turbulent stream of unrest, discontent and skepticism."<sup>22</sup> He also told his listeners, most of whom were associated with the public schools, that they as teachers were not employed to "decide the question of every 'ism' that comes our way," that the real problems facing the schools centered about illiteracy and adequate financial support.<sup>23</sup>

On one occasion a group of Southwestern faculty members met and discussed a group of men who had been selected by Dr. Charles Eliot, president emeritus of Harvard University, as the ten leaders in educational history of the last two hundred years.<sup>24</sup> Among the group

---

<sup>21</sup>Ibid., April 28, 1925, p. 1. The 1926 debate topic was "Resolved, that further issuance of tax exempt securities should be prohibited by an amendment to the federal constitution," Ibid., April 20, 1926, p. 1. The topic in 1927 was "Resolved: That farm legislation as advocated by the McNary-Haugen bill should be enacted by Congress." The Oracle, 1927, p. 99.

<sup>22</sup>The Southwestern, June 23, 1925, p. 1. Nash replaced R. H. Wilson as State Superintendent on January 8, 1923, serving until April 22, 1927, when he resigned to become president of Oklahoma College for Women in Chickasha. During his tenure of office he worked toward the standardization of rural schools in Oklahoma.

<sup>23</sup>Ibid.

<sup>24</sup>Ibid., March 3, 1925, p. 4. Also listed were: Michael Faraday, English physicist; William Ellery Channing, American divine and writer; Ernest Renan, French author; Ralph Waldo Emerson, American philosopher; and Louis Pasteur, French chemist.

chosen by Dr. Eliot were Adam Smith, Scottish political economist; John Stuart Mill, English philosopher and political economist; Horace Mann, American educator; Herbert Spencer, English philosopher; and Charles Darwin, English naturalist. Miss Lulu Vrooman, critic teacher at Southwestern, felt that Mann should have headed the list and that Madame Marie Curie was also deserving of a place among the ten. Dr. J. A. McLaughlin of the Education Department felt that both Woodrow Wilson and Booker T. Washington should have been included, while Miss Magnolia Gee, also a critic teacher, felt that both Wilson and John Dewey should have been included. Dora Stewart of the History Department voiced objections to having Darwin listed among educational leaders because "As great as he may be along his line, his writings have influenced many to doubt Biblical teaching, therefore he should have no place on this list."<sup>25</sup>

Apparently some people associated with the College were interested in if not directly involved in the evolution issue of the 1920's. The 1922 edition of The Oracle devoted a page to a series of drawings and quips written by Edward Boyd making fun of Darwin's theory or what he thought was his theory.<sup>26</sup> In another instance student awareness of biological evolutionary theory was revealed by a description of a student picnic held five miles north of town following a spring housecleaning of the Normal buildings and campus. In addition to

---

<sup>25</sup>Ibid. This was 1925, a period when anti-evolution sentiment was present in the South and in Oklahoma. This sentiment resulted in restrictive legislation in several states culminating in the Scopes trial in Dayton, Tennessee. See Rudia Halliburton, "Reasons for Anti-Evolutionism Succeeding in the South." Proceedings of the Oklahoma Academy of Science, 1965, pp. 155-158.

<sup>26</sup>The Oracle, 1922, p. 172.

playing various games while on the outing, students "availed themselves of the opportunity to renew their ancestral acquaintances with the tree tops."<sup>27</sup>

By 1925 many Oklahomans were experiencing a renewed interest in religion fueled in part by the seeming decline in morality and a conflict between religion and science.<sup>28</sup> This interest was also present at Southwestern as evidenced by the many religious speakers coming to the campus and the amount of space devoted to religious topics in the school publications. For example, on May 25, 1925, an editorial in The Southwestern stated that "Bible study and the church services should be as much of the student's curriculum as any of the required courses."<sup>29</sup> One entire page of this issue of the newspaper was devoted to news of church activities.<sup>30</sup> Dora Stewart, closely associated with the Baptist Church, was instrumental in the forming of the Baptist Student Union on the Southwestern campus.<sup>31</sup> For many years she acted as the faculty sponsor of this organization.

The importance of religion on the campus of Southwestern and other state colleges in 1925 was also illustrated by the presence of two

---

<sup>27</sup>The Southwestern, April 21, 1925, p. 1.

<sup>28</sup>Interest in religious matters also resulted from a theological battle between two groups, the modernists and the fundamentalists, waged from within Protestantism during the 1920's. See Hicks, Republican Ascendancy, 1921-1933, p. 182 and Allen, Only Yesterday, pp. 195-201.

<sup>29</sup>The Southwestern, May 25, 1925, p. 2. This editorial again repeated the statement that "No school town has been able to boast a more nearly perfect moral standard than has Weatherford."

<sup>30</sup>*Ibid.*, p. 3.

<sup>31</sup>The Oracle, 1926, p. 129. The stated purpose of the Baptist Student Union was to uphold the morals and create a Christian atmosphere on the college campus.

ministers, the Reverend Theodore F. Brewer and the Reverend Forney Hutchinson, on the State Board of Education.<sup>32</sup> Mr. Hutchinson once visited Southwestern, speaking before the student body at a regular chapel program.<sup>33</sup> In July, 1925, another minister, Dr. R. F. Davidson, in Weatherford for the purpose of conducting a revival at the Baptist Church, also addressed the students at the chapel. In his topic, "Building Manhood and Womanhood," Davidson stressed the value of good health and learning along with adherence to religious principles. A week later, another minister, a Reverend Mr. Hobbs from Weatherford, spoke to the chapel gathering on the issue of women bobbing their hair. Taking a somewhat liberal view, he defended the right of women to cut their hair so long as it "is modest."<sup>35</sup> Religion also came to the campus in other ways. In one instance the Epworth League of the Methodist Church, South, presented a play, The Dust of the Earth, in the College auditorium.<sup>36</sup> There was an obvious sense of honor and pride on the part of those involved in participating in the various religious activities. President Turner taught a men's Bible group at the Federated Church which attracted an average attendance of over one hundred for each class session.<sup>37</sup> In response to the growing intensity of religious

---

<sup>32</sup>Quarterly Bulletin, Southwestern State Teacher's College, Fall Announcement, 1925-26, p. 3. There was a total of six members on the Board in addition to the State Superintendent.

<sup>33</sup>The Southwestern, June 16, 1925, p. 1.

<sup>34</sup>Ibid., July 14, 1925, p. 1. Davidson was from Ardmore, Oklahoma.

<sup>35</sup>Ibid., July 21, 1925, p. 3. Hobb's first name is unknown.

<sup>36</sup>Ibid., May 12, 1925, p. 1.

<sup>37</sup>Ibid., p. 1.

feeling in the community, religious education became an important part of the curriculum. In 1927 twenty-four courses on religious subjects were offered including How the Bible Grew, History of Sacred Music, Life and Teachings of Jesus, and Survey of Church History.<sup>38</sup> This can be compared to ten courses offered in sociology, fifteen in economics, five in geography, twelve in psychology, and twenty-one in industrial arts.<sup>39</sup>

The year 1925 also witnessed an enlarged interest in science. Speaking before a chapel gathering, Mr. Clarence E. Black, head of the Department of Science, told of the future possibilities of science and how it might change the lives of men. In discussing the great advancement in communications, and especially in the area of the "wireless movie," he prematurely noted that the "next Presidential inauguration will, in all probability be seen as well as it was heard."<sup>40</sup> While expressing concern that wireless "in war is too horrible to contemplate," he nevertheless predicted that science would play an important part in "lengthening the span of human life by control of diseases" and "in the eradication of insect pests."<sup>41</sup> In contrast to those concerned over the theological implications of biological evolution, Black revealed a highly perceptive awareness of change in American society and how science in the future might affect mankind.

---

<sup>38</sup>Quarterly Bulletin, Southwestern State Teacher's College, Fall Announcement, 1927-28, pp. 68-70.

<sup>39</sup>*ibid.*, pp. 31-71.

<sup>40</sup>The Southwestern, May 5, 1925, p. 1. Black was wrong in predicting that improved communications would "make war less likely."

<sup>41</sup>*ibid.*



## A. Gymnasium and Events, 1925-1929

For the first twenty-two years of its existence Southwestern did not have a gymnasium. In April, 1925, the legislature appropriated forty thousand dollars for the construction of a physical education building.<sup>42</sup> The new structure, completed in March, 1926, had a fifty by ninety-foot playing court, a seating capacity of approximately two thousand, shower rooms, and offices for the physical education teachers. The new gymnasium, located northeast of the administration building, was a welcome addition to the campus and especially to those interested in basketball and indoor sports.

In an effort to provide additional housing for the growing student body, in May, 1925, two Weatherford businessmen, Carl Remund and R. Hoberecht, purchased the Park Hotel, which they converted into a girls' dormitory accommodating approximately fifty students. The building, although privately owned, was supervised by college officials.<sup>43</sup> This action represented the first known attempt to house and feed a large number of students in one dwelling.

Despite continuing inflation, students' costs remained reasonable in 1925 in that room and board could be obtained for from five to seven dollars per week.<sup>44</sup> This same year the State Board of Education

---

<sup>42</sup>Oklahoma, Session Laws of 1925, p. 264; The Southwestern, April 14, 1925, p. 1. In order to avoid architect fees, Joe Milam, the football coach, and Rahkin Williams of the Athletic Department, designed the building. Williams, the son of Dr. J. J. Williams, who was instrumental in obtaining the normal school for Weatherford in 1901, became athletic director in 1926. The Southwestern, June 29, 1926, p. 1.

<sup>43</sup>The Southwestern, May 12, 1925, p. 1.

<sup>44</sup>Announcements, The Southwestern State Teachers College, 1924-25, p. 9.

increased enrollment fees from \$4.00 to \$5.00 for each semester and summer term.<sup>45</sup>

As the end of the spring term neared, the students again celebrated May Day with an annual commemorative festival. Dressed in costumes, they presented a cantata involving mythical characters including a May Queen, Robin Hood, Pan, Crown Bearer, and attendants to the Queen. Other students played the part of sunbeams, raindrops, cobwebs, dewdrops, fairies, butterflies and bees.<sup>46</sup> Each year a large crowd of non-students from Weatherford and surrounding areas came to watch the program, which was in the process of becoming traditional.

An uneventful year passed. In April, 1926, Mr. W. P. Morgan, President of the Western Illinois State Teachers College and acting as the representative of the North Central Association of Colleges and Universities, inspected Southwestern to determine if it was fulfilling the standards set by the Association. Morgan found the administration was making sufficient progress in satisfying and in some cases surpassing the requirements.<sup>47</sup>

In May, seventy-one baccalaureate degrees were conferred on graduates. This total may be compared to forty-seven in 1925, fifty-seven in 1924, thirty-one in 1923 and twenty-three in 1922.<sup>48</sup> Summer school commenced in June and with it came the traditional Chautauqua

---

<sup>45</sup>Minutes, State Board of Education, Meeting of April 24, 1925, p. 245.

<sup>46</sup>The Southwestern, May 19, 1925, p. 1. The May festival started in 1918 and became the major event of the spring term.

<sup>47</sup>*Ibid.*, May 4, 1926, p. 1.

<sup>48</sup>Quarterly Bulletin, Southwestern State Teacher's College, Fall Announcement, 1927-28, p. 8.

program. The various performances, conducted in a tent near the campus, were more entertaining than instructional. The program included several singing groups, a dramatic reader, a comedian, an African explorer and world traveler, and a former law enforcement officer from Chicago.<sup>49</sup> During the summer, the College omitted the chapel programs and altered the class schedule in order for the students to attend the Chautauqua sessions.<sup>50</sup>

The fall term brought a change in the offerings of the College when the Board of Education gave permission for the various state teachers colleges to offer the Bachelor of Science degree in areas other than Psychology and Education. Students could now major or minor in any of the following:

Art, Commercial Subjects, Education, English, History and Government, Home Economics, Industrial Arts, Mathematics, Modern Languages, Music, Physical Science, Agriculture, Ancient Languages, Biology, Economics and Sociology, and Mechanical Drawing.<sup>51</sup>

The academy or high school department of the College also underwent a major revision. By 1927 almost all of western Oklahoma's high schools

---

<sup>49</sup>The Southwestern, June 15, 1926, p. 1.

<sup>50</sup>Ibid., July 6, 1926, p. 1.

<sup>51</sup>Quarterly Bulletin, Southwestern State Teacher's College, Fall Announcement, 1927-28, pp. 13-14. All students were required to major in education. However, the 1928 catalog announced that Southwestern offered a Bachelor's Degree in areas other than education. It read as follows: "The following /sic/ regulation was adopted by the State Board of Education on June 8, 1927: 'That permission be granted to the teachers' colleges to confer the baccalaureate degree to candidates meeting the requirements for the degree with the exception that thy /sic/ have not taken the professional major, that they may be permitted to offer a major in another field in lieu of the major in Psychology and Education, and that such students not having the major in Education and Psychology be not granted the certificate privilege.'" Ibid., 1928-29, pp. 12-13.

had been accredited, so there was no further need for the Colleges to offer four years of secondary work. However, since some public school teachers still had not had the opportunity to complete high school, the junior and senior years of the academy were continued after the freshman and sophomore years were dropped.<sup>52</sup> These final two years of high school work, taught by College seniors, continued until the academy was completely discontinued in 1930.<sup>53</sup>

#### President E. E. Brown

The fall term opened as usual in 1927. In mid-October, President Turner, confronted with personal and family problems, suddenly resigned.<sup>54</sup> Although Oklahoma had inaugurated a new governor, Henry S. Johnston, in the previous January, Turner's leaving, unlike that of most of his predecessors, had nothing to do with politics. He was immediately succeeded by E. E. Brown.

Brown had earned both the A. B. and A. M. from the University of Oklahoma. He had also completed some graduate work at Columbia University. His teaching experience included two years in the elementary school at Hollis, Oklahoma, from 1913 to 1915. From there he went to Erick, where he served as Superintendent of Schools from 1915 to 1917, then to Sayre as Superintendent until 1922, when he became Assistant State Superintendent of Public Instruction, a post he

---

<sup>52</sup>Quarterly Bulletin, Southwestern State Teacher's College, Fall Announcement, 1927-28, p. 1.

<sup>53</sup>*Ibid.*, 1930-31, p. 13.

<sup>54</sup>Minutes, State Board of Education, Meeting of October 14, 1927, p. 322.

held for two years. Prior to coming to Southwestern he served for three years as High School Inspector for the State Department of Education.<sup>55</sup>

Since the new president made no initial changes, life at the College was about the same as it had been under Turner. Brown had more operating funds at his disposal than his predecessor in that the legislative appropriation for 1927-1928 amounted to \$176,500.00, compared to only \$125,250.00 for the previous school year of 1926-1927.<sup>56</sup> The coming year also saw the addition of a new building to the campus. A \$30,000.00 power plant, authorized in 1927, and capable of furnishing more than twice the heating output of the old one, was completed in 1928. This additional capacity was necessary because of the new gymnasium and library.<sup>57</sup>

One of the first things Brown accomplished was the establishment of a very close relationship with the Weatherford City schools in conjunction with the training school program. In September, 1929, with the State Board's approval, he effected a gentlemen's agreement between the city school board and the College administration wherein three elementary teachers and two junior high school teachers were to be paid by the school district up to the amount of \$1,125.00 per year, with the College making up the balance needed to complete their salary schedule.<sup>58</sup>

---

<sup>55</sup>Quarterly Bulletin, Southwestern State Teacher's College, Fall Announcement, 1929-30, p. 5.

<sup>56</sup>Twelfth Biennial Report, State Superintendent of Public Instruction, 1928, p. 150.

<sup>57</sup>Quarterly Bulletin, Southwestern State Teacher's College, Fall Announcement, 1928-29, p. 4; Oklahoma, Session Laws of 1927, p. 135.

<sup>58</sup>Minutes, State Board of Education, Meeting of September 23, 1929, p. 69.

The public school teachers paid by the college were considered as members of the college faculty with all the benefits of faculty members. During the regular school year the College and the Weatherford School District shared the cost of the salaries of the supervisors in the training school.<sup>59</sup> This arrangement was seemingly more advantageous to the local school district than to the College in that it reduced the tax burden of the local community. Yet this step was necessary because the North Central Association felt the number of students in the training school was inadequate. Their regulations required that four children be enrolled in the training school for each teacher trainee. The number of pupils from the city school system or surrounding towns attending the training school had declined to the point where Southwestern no longer fulfilled this requirement. In announcing the merger with the public school system of Weatherford, President Turner was "elated . . . since there will be approximately four hundred and fifty additional pupils accessible to student teachers."<sup>60</sup>

And then October, 1929 came and with it the Wall Street crash and the beginning of the Great Depression. Southwestern, like the rest of America, almost immediately felt the effects of this disaster, a disaster which in many ways marked a turning point in the history of the nation.

---

<sup>59</sup> Ibid., p. 69. This arrangement was specifically outlined in the minutes of the Board as being non-contractual.

<sup>60</sup> The Southwestern, April 28, 1925, p. 1. After the two systems merged the training school in effect became a part of the public school system. Each full-time teacher now had approximately thirty pupils. The teacher trainees from the College practiced in the combined system. A similar plan had already been put into operation at the Northeastern State Teachers College at Tahlequah.

## CHAPTER VII

### THE GREAT DEPRESSION AND SOUTHWESTERN, PART I

#### Progress Despite Adversity Under President Brown

When the Great Depression struck in 1929 few Americans realized how far-reaching would be its impact upon every phase of their lives. In describing these difficult times one historian used the words "bewilderment," "dismay," and "confusion," while another used the term "despair."<sup>1</sup> To the generations that followed in the wake of the 1930's these descriptive terms may seem hard to understand but not to those who lived through this most trying decade.

As prices fell and unemployment spread amid a climate of pessimism, President Ernest Brown continued to seek ways to improve and expand the offerings of Southwestern despite the many forces which militated against him.<sup>2</sup> In the fall of 1930, a year after the crash, he began his fourth year at Southwestern by expanding both the Biology and Social Science Departments. The administration also inaugurated a new biology course, histology, and purchased new equipment.<sup>3</sup> At this time over two

---

<sup>1</sup>Frederick Lewis Allen, Since Yesterday (New York: Harper, 1939), p. 44; William Leuchtenburg, Franklin D. Roosevelt and the New Deal, 1932-1940 (New York: Harper and Row, 1963), p. 18.

<sup>2</sup>U. S. Department of Commerce, Statistical Abstract of the United States, 1932, pp. 298, 602. Both farm income and wholesale prices fell rapidly in 1930 and 1931.

<sup>3</sup>The Southwestern, November 19, 1930, p. 1.

hundred students majored in social science necessitating more attention in this area.<sup>4</sup> Despite the depression, the curriculum in 1930 offered much more to students than in the mid-nineteen twenties.

The 1930 catalog listed the following areas and the number of course offerings:<sup>5</sup>

ENGLISH	53	EDUCATION	
FOREIGN LANGUAGE		Education	27
Latin	22	Psychology	11
French	15	Rural Education	10
German	17	Public School Music	16
Spanish	18	Health Education	4
MATHEMATICS	23	Library Science	3
PHYSICAL SCIENCE		Public School Art	23
Chemistry	21	MISCELLANEOUS	
Geology	4	Agriculture	18
Physics	16	Business Education	10
BIOLOGICAL SCIENCE		Secretarial Science	12
Botany and Biology	8	Commercial Law	4
Physiology	5	Home Economics	28
Zoology	13	Industrial Arts	26
SOCIAL SCIENCE		Mechanical Drawing	10
History	21	Printing	4
Government	12	Speech	17
Economics	16	Physical Education for Men	30
Sociology	13	Physical Education for Women	24
Geography	6	Physical Education for Men and Women	<u>11</u>
		TOTAL	571

Compared to 1924 the number of English courses had been increased from forty-four to fifty-three, geography and geology from five to ten, economics from twelve to sixteen, sociology from nine to thirteen, and foreign languages from thirty-one to seventy-two. The increase in the number of language courses came from the reinstatement of German in the

---

<sup>4</sup> *Ibid.*, November 26, 1930, p. 1. These students could major in both history and government with a minor in either economics or sociology.

<sup>5</sup> Quarterly Bulletin, Fall Announcement, Southwestern State Teachers College, 1930-31, Vol. 16, No. 1, pp. 43-106.



curriculum and the addition of seven new French courses. Despite the elimination of twenty-four courses of religious education listed in the 1929-1930 catalog, the total course offerings in 1930 came to five hundred seventy-one. This was one hundred seventy-six more than offered in 1924.

Coinciding with the increase in the number of course offerings, President Brown urged the faculty to engage in advanced study and found his efforts rewarded when seven members worked toward a Ph.D. degree, while four worked toward a master's degree.<sup>6</sup> The College also inaugurated a new grade point system in the fall of 1930 which required a total of one hundred eighty grade points to satisfy the requirement for graduation. Grade points were now determined as follows: A = three points, B = two points, C = one grade point and a D merited no grade points.<sup>7</sup> The successful completion of one hundred twenty-four hours earned a bachelor's degree, hence this meant that a "C" average would be insufficient for graduation. It is not known if the faculty responded to the new regulations by tightening their classroom requirements or by lowering them to make certain that most students achieved better than the "C" average. The new grade point system apparently aroused some opposition because it was relatively short-lived, lasting only one school term. In the summer of 1931 the State Board of Education reduced the number of grade points required for graduation in all of the state colleges from the previous one hundred eighty to one hundred twenty-four.<sup>8</sup>

---

<sup>6</sup>The Southwestern, September 24, 1930, pp. 1, 3.

<sup>7</sup>*Ibid.*, October 1, 1930, p. 1.

<sup>8</sup>*Ibid.*, July 15, 1931, p. 1.

While the College and the Board of Education were experimenting with a new grade point system, several members of the faculty began using objective type examinations in the early 1930's, apparently for the first time. Writing in praise of this innovation, the editor of The Southwestern indicated that the new type of tests were "highly appreciated by the average student," that in his opinion they were much better than "the old wrist-wearying form of essay examination."<sup>9</sup> It should be noted that the editor did not discuss the advantages and disadvantages of both types of examinations. In any event, this particular innovation was heralded as an improvement in the instructional program of the school. Probably the most effective action in raising the school's standards was President Brown's continued urging of the faculty to increase their individual course requirements.<sup>10</sup> In the fall of 1933 the state teachers colleges, especially Southwestern, received an unsolicited testimonial when George D. Hann, the Superintendent of Schools at nearby Clinton, issued a statement declaring that the teachers colleges produced better teachers than the state universities and agricultural schools.<sup>11</sup> His reasoning for arriving at this conclusion was based on the premise that teacher training was the main objective of the teachers colleges whereas the larger colleges and universities had varied goals and objectives.<sup>12</sup> Although there was no definite way of proving Mr. Hann's evaluation of the relative merits of the teacher-training institutions of Oklahoma, the fact was that the public schools

---

<sup>9</sup>Ibid., January 21, 1931, p. 2.

<sup>10</sup>Interview, Mr. Frank Eaton, February 16, 1968.

<sup>11</sup>The Southwestern, September 28, 1933, p. 1.

<sup>12</sup>Ibid.

needed the graduates of these colleges regardless of their effectiveness. In March, 1931, J. S. Dobyms, the registrar of Southwestern, reported that this institution had placed at least one teacher in every school in the southwest district, that "in all independent, consolidated, union graded and all other schools employing four or more teachers, practically two of these teachers are Southwestern alumni."<sup>13</sup> Thus the level of public education in southwestern Oklahoma depended in large measure on the college at Weatherford.

Recognizing the growing influence of the state colleges, the State Board of Education eventually sought to raise the academic level of the faculties in these institutions. The Board gave all college teachers under their jurisdiction two years in which to secure a master's degree regardless of their teaching fields.<sup>14</sup> This action, coming in the midst of the Great Depression when teachers' salaries were especially low, undoubtedly created a financial burden for many of the faculty, and yet this was a forward step in raising the level of the teacher-training institutions and ultimately all public education in the state. The general public, unfortunately, either did not appreciate or understand the value of improving the quality of Oklahoma education. Public indifference thus made it much easier for some state political leaders to use the colleges as a vehicle to further their own political ambition, even at the expense of education itself.

---

<sup>13</sup>Ibid., March 4, 1931, p. 1.

<sup>14</sup>Minutes, State Board of Education, Meeting of October 1, 1935, p. 458. The teachers had two years commencing on September 1, 1935, in which to earn a master's degree if they did not then have one.

## Politics, Governor Murray, and Southwestern

In 1930, William H. Murray, campaigning for governor as the "champion of the little people,"<sup>15</sup> won the election by a wide margin. When he was sworn into office on January 12, 1931, the state faced a host of major problems stemming directly from the depression, among which were increasing unemployment, rising deficits, bank failures, bankruptcies, and continued falling prices. In his inaugural address Murray prophetically declared that "mine will not be a peaceful administration."<sup>16</sup>

Southwestern escaped involvement in political activity for almost fifteen months after Murray was sworn into office, although rumors circulated throughout the community from time to time that Brown, like previous presidents, was also to become the victim of politics. Then in April of 1932 the rumors intensified regarding the Governor's intention to remove Brown. Murray apparently had been told that some members of the faculty were opposed to his plans for cutting college faculties and reducing the state funds allotted to higher education.<sup>17</sup> The first public discussion of the foregoing appeared in The Weatherford News on April 21. Events now moved rapidly, and the next day Brown wrote to the State Board of Education stating that it was his understanding that it was the will of Governor Murray that he be removed from the presidency of Southwestern. Although he had not been accused of any wrong-doing or mismanagement of the College, he indicated that he

---

<sup>15</sup>Gibson, Oklahoma, p. 372.

<sup>16</sup>The Daily Oklahoman, December 25, 1967, p. 36.

<sup>17</sup>The Weatherford News, April 21, 1932, p. 1.

would accede to the Governor's wish by resigning effective at the end of the current school term.<sup>18</sup>

Six days later The Southwestern broke the news that Brown had resigned at the request of Murray, who had accused him of "disloyalty in allowing his faculty members to attend meetings last fall in opposition to the school measures initiated by the governor."<sup>19</sup> Murray apparently felt quite strongly about the situation because he insisted that Brown leave before the end of the spring term. On April 22 the president spoke before the student body, telling them that he had been removed from office. Taking note of plans by his friends to circulate petitions protesting his removal, he asked that this not be done because he felt that anything the students could do would be "futile."<sup>20</sup> The newspaper reported that upon completion of his speech, Brown received one of the most enthusiastic ovations ever given a speaker at the College. A few days later the president delivered what The Southwestern termed his "valedictory" address before a "disheartened" student body.<sup>21</sup> Despite Brown's request that the students accept the decision to remove him as final, some of them planned a mass protest meeting in Oklahoma City to dramatize their support for the president. Brown asked that they not make the trip, that in his opinion it would serve no useful purpose and was certain to fail.<sup>22</sup> Attempting to cheer up the students, he told

---

<sup>18</sup>Minutes, State Board of Education, April 22, 1932, p. 206.

<sup>19</sup>The Southwestern, April 28, 1932, p. 1. Miss Rowena Wellman, head of the Commercial Department, resigned in protest when she heard that Brown was forced to resign or be fired.

<sup>20</sup>*Ibid.*

<sup>21</sup>*Ibid.*, May 5, 1932, p. 1.

<sup>22</sup>*Ibid.*

them: "just forget about me--trust me to take care of myself."<sup>23</sup>

But then the whole affair assumed a new and alarming character. Over the years it had become an accepted and routine practice for governors to remove college presidents and replace them with their own appointees. Now it appeared that Murray also intended to remove faculty members. In an announcement in The Southwestern, Brown told of what was in store for the faculty.

I am convinced that a very large part of our present organization will be wrecked. The Governor stated to me personally that he has only five friends in the faculty. I do not know of his method of defining friends, but I am convinced that a large number of faculty members will be summarily dismissed.<sup>24</sup>

Noting that, "Murray can understand only one thing. That thing is force."

Brown urged the friends of Southwestern to "write him or wire him that you do not want the Southwestern faculty disturbed."<sup>25</sup> He also asked his followers to write to the president-elect, C. W. Richards, requesting him to "stand by the faculty and resist the political racketeers."<sup>26</sup>

A week later Brown continued to exhort the student body to "do all in its power" to prevent the disintegration of the faculty.<sup>27</sup> The students responded by holding a special assembly to formulate a protest against the removal of faculty members. The Southwestern, in describing this student gathering, angrily declared that "though colleges in Oklahoma have become accustomed to accepting, with what grace they are able

---

<sup>23</sup>ibid. Brown later accepted the presidency of an unnamed college at Big Rapid, Michigan. The Southwestern, October 27, 1932, p. 1.

<sup>24</sup>ibid., April 28, 1932, p. 1.

<sup>25</sup>ibid.

<sup>26</sup>ibid.

<sup>27</sup>ibid., May 5, 1932, p. 1.

to muster, the dismissal of their presidents, the dismissal of the faculty is a new form of politics even in Oklahoma, a state which has endured much from political 'shuffling.'"<sup>28</sup> One of the students at this rally, Verdon Adams, in defending the faculty and praising the quality of instruction offered at the College, warned that "if the student cannot be assured of the brand of product which he seeks to buy at Southwestern, he will go elsewhere."<sup>29</sup>

The reprisals against the faculty alarmed and aroused the entire community to such an extent that even The Weatherford News took a stand. The newspaper accepted the removal of Brown somewhat philosophically, noting that "regimes come and go" while "Southwestern goes on," but that it was another matter should politics interfere with the possibility of "Southwestern's growing bigger and better" in the future.<sup>30</sup> In calling attention to the need to improve higher education in Oklahoma, the newspaper reminded the community that "it is up to us to become strong, able citizens and to go about the business of correcting the system."<sup>31</sup>

Unfortunately it took a crisis of this type to awaken the people to the handicaps which partisan politics imposed on higher education. Brown was the first president since Eskridge to win the overwhelming

---

<sup>28</sup>Ibid., p. 4. Between 1931 and 1936 The Southwestern was combined with The Weatherford News with a "front" page for each paper but with consecutive pagination.

<sup>29</sup>Ibid., p. 4.

<sup>30</sup>The Weatherford News, May 12, 1932, p. 8. This newspaper usually avoided controversial issues. It did, however, take a stand in favor of Brown when he was removed.

<sup>31</sup>Ibid.

respect and admiration of the community. A truly dedicated and competent educator, he had painstakingly upgraded Southwestern in a manner in which both students and townspeople could take pride. Under his leadership the College had experienced substantial growth in enrollments and in academic excellence. For example, Southwestern was among a small number of teachers colleges singled out for an "A" rating at a recent meeting of the National Education Association in Washington, D. C.<sup>32</sup> By 1932 five faculty members could boast of having earned a doctor's degree since Brown took over, and almost all had at least a master's degree. Also, "the sum total of graduate training of the faculty has been increased from seventeen to sixty-seven years. . . ."<sup>33</sup> A student council was functioning at the College for the first time, but now the man responsible for many improvements was gone.

The community, while reconciled to the loss of Brown, nevertheless, rallied to save the faculty. Joining the students, a number of prominent businessmen bombarded the State Board of Education with letters and telegrams.<sup>34</sup> Responding to this pressure, the Board now resisted the Governor's demands to remove most of the faculty. A short time later President Brown reported to the student body that their "campaign to save the faculty has been in the main successful."<sup>35</sup> Reflecting the gravity of the whole affair, he told them that the "prompt and vigorous campaign the friends of Southwestern waged was responsible for saving

---

<sup>32</sup>The Southwestern, April 28, 1932, p. 1.

<sup>33</sup>ibid.

<sup>34</sup>Interview, Miss Mattie Driskill, February 19, 1968.

<sup>35</sup>The Southwestern, May 12, 1932, p. 1.



anywhere from twenty to thirty-five of these people."<sup>36</sup> But the campaign was not entirely successful. The Southwestern told of seven faculty members who fell before the Murray onslaught.<sup>37</sup>

The graduating seniors, in a vote of confidence for their president and in a final though futile act of defiance against the Governor and State Board, chose Brown to deliver their commencement address. So ended a sad episode in the history of the College. When perhaps less capable presidents had been arbitrarily removed in the past, the community had seemingly condoned or was indifferent to the injection of partisan politics in the administration of the College. But now, for the first time, Weatherford and the students realized how destructive this procedure could be, not only for themselves but for all of Oklahoma's higher education. Even so, the people of the state did not act to correct the situation until 1941, when they voted to amend the Constitution by creating the Oklahoma State System of Higher Education.<sup>38</sup> Nevertheless, Southwestern continued to live with the problem until the Constitution was further amended in 1948.

During the height of the Brown controversy the State Board met on April 22 and elected Charles W. Richards president of Southwestern.<sup>39</sup>

---

<sup>36</sup> Ibid.

<sup>37</sup> Ibid. Among the group removed were George Hooker, Professor of Piano, Reven de Jarnette, head of the Voice Department, and Frank Eaton, Dean of Men and Secretary to President Brown.

<sup>38</sup> See the Oklahoma Constitution, Article XIII-A Oklahoma State System of Higher Education. State Question No. 300, Referendum Petition No. 82. Adopted Special Election March 11, 1941. Also see Article XIII-B Board of Regents of Oklahoma Colleges. The legislature should probably be criticised for permitting education to suffer from politics. The fact that reform had to come by way of an initiative petition is in itself an indictment of the legislature.

<sup>39</sup> Minutes, State Board of Education, Meeting of April 22, 1932, p. 207.

Richards, a native of Georgia, was a graduate of the University of Nashville, Nashville, Tennessee. He had also attended George Peabody College for Teachers and completed some graduate work at Harvard University. After serving as superintendent of schools at Ardmore for fourteen years he became supervisor of civilian vocational rehabilitation for the State Department of Education, the position he was occupying when chosen to head the College.<sup>40</sup> In his initial message to the students he asked for their loyalty and their cooperation.

Early in June, Governor Murray announced his intention to speak at Weatherford. His supporters immediately distributed over three thousand handbills in this and the surrounding communities telling of his coming.<sup>41</sup> On June 17 he spoke at the Southwestern football stadium before an overflow crowd estimated at five thousand. Introduced by Richards, his speech touched upon a variety of topics including government expense, his conduct in introducing military control in the interstate bridge fight with Texas, a recommendation for a state income tax to help finance Oklahoma schools, and the manner in which he handled the state's oil problems. Apologizing for talking so much about himself, he nevertheless attempted to justify himself as a topic for discussion because, according to him, thanks to the city press he had become an issue.<sup>42</sup> Murray also denied having any desire to become president of the United States.<sup>43</sup> If he mentioned his role in the recent removal

---

<sup>40</sup>The Southwestern, May 26, 1932, p. 1.

<sup>41</sup>The Weatherford News, June 16, 1932, p. 1.

<sup>42</sup>The Southwestern, June 23, 1932, p. 1.

<sup>43</sup>Gibson noted that "Murray was ambitious for higher office and at the Democratic convention in Chicago in 1932, he announced his candidacy for the presidency." Gibson, Oklahoma, p. 375.

of Brown and several of the faculty members the newspaper failed to report it. Neither did he discuss his views regarding higher education.

A. M. Gibson, an Oklahoma historian, in discussing Murray's relationship with institutions of higher education, told how the Governor "harassed" them, "threatened to cut college faculties thirty per cent," and "was critical of higher education generally, claiming that it made 'high toned bums' of college students."<sup>44</sup> Murray's later policies support the view that he was either indifferent to or opposed to higher education in principle. In August, 1932, the college presidents and the State Board of Education discussed the state teachers colleges' current application for membership in the North Central Association at which time they went on record as supporting an effort to meet the regulations. In December, 1932, however, all of the state college presidents, acting as an advisory body for the State Board of Education, recommended to the Board that they make no effort to apply for accreditation.<sup>45</sup> Apparently Murray wanted the colleges out of North Central, and the various college presidents, fearful of their positions, acquiesced to his wishes.<sup>46</sup> Thus all of Oklahoma's state colleges lost their accreditation without any educator fighting to preserve it. Conspicuously absent from The Southwestern was any mention of the loss of

---

<sup>44</sup> Ibid.

<sup>45</sup> Minutes, State Board of Education, Meeting of August 29, 1932, p. 223 and December 3, 1932, p. 238. There was no reference to the hoped-for accreditation in the minutes between the August and December meeting.

<sup>46</sup> Interviews, Dr. Clarence McCormick, September 23, 1967; Mrs. Millie Alexander Thomas, January 20, 1968. According to Dr. McCormick, Murray also wanted both the A. and M. College and University of Oklahoma out of North Central, but was unable to overcome opposition from politically powerful friends of these institutions.

accreditation. Perhaps the administration felt that the politically prudent thing to do was to avoid any publicity about this happening. Probably both the public and the student body were unaware of or unconcerned about this turn of events. One can only conclude that the Great Depression gave economic survival precedence over academic matters.

#### Hard Times on the Hill During the Early 1930's

The Great Depression deepened with each passing year, touching the life of virtually every person. Two years of depression prompted the editor of The Weatherford News to characterize the times as a "gloomy moment in history."<sup>47</sup> "Not for many years," he wrote, "not in the lifetime of most men who read this paper--has there been so much grave and deep apprehension; never has the future seemed so incalculable as at this time."<sup>48</sup> The shortage of funds and the hard times forced the College to reduce expenses in every possible way. The May festival, one of Southwestern's traditional presentations, was canceled in the spring of 1931 along with publication of The Oracle. The Chautauquas were also omitted during the following summer session.<sup>49</sup> Many disappointed students felt the loss of these elements of school life as an editorial in The Southwestern noted, "no chautauqua, no May festival, no Oracle, this shows how Southwestern is economizing."<sup>50</sup> The paper also pointed

---

<sup>47</sup>The Weatherford News, November 26, 1931, p. 2.

<sup>48</sup>Ibid. The editor also expressed concern over the "thousands of our poorest fellow citizens . . . turned out against the approaching winter without employment."

<sup>49</sup>The Southwestern, July 15, 1931, p. 2.

<sup>50</sup>Ibid., p. 1.

out that the students were "cheerfully bearing their part of the hard times."<sup>51</sup> Responding to a request by students, the College initiated a new policy in the fall of 1931 with respect to the publication of The Oracle. All students had their pictures made free. This meant that more students would now be represented in the annual because most were unable to pay the previously required fee. The College also called on various people for donations in order to publish the five hundred annuals printed in the spring of 1932.<sup>52</sup> The College also reduced expenses by closing the Industrial Arts Department for the 1932-1933 school year. President Richards estimated this move and other reductions would effect a saving of from \$7,000.00 to \$8,000.00 in the next year.<sup>53</sup>

Because few parents were able to offer much financial help to their children, most students had to manage on their own by working their way through school. Students worked in Weatherford and at Southwestern as "broom psers," laboratory assistants, clerical workers, and construction laborers, indicating a willingness to fill any job.<sup>54</sup> In the fall of 1933 the newspaper told how "Every afternoon many students take up their sacks and wend their way to the cotton fields northeast of town," where the ones "well skilled in the fine art of pulling bolls make a

---

<sup>51</sup> Ibid.

<sup>52</sup> The Weatherford News, November 12, 1931, p. 5; The Southwestern, May 26, 1932, p. 1. The total cost of the 1932 Oracles came to \$1,975.00. It was also decided not to sell advertising space in The Oracle to Weatherford merchants presumably because it would have imposed a hardship on them.

<sup>53</sup> Minutes, State Board of Education, Meeting of May 4, 1932, p. 213.

<sup>54</sup> The Southwestern, October 29, 1931, p. 1. A number of male students worked on the building of a circular drive in front of the College. At this time common laborers received twenty-five cents per hour, which was considered satisfactory pay. The pay rate later declined to less than this amount.

dollar if they work long enough."<sup>55</sup> One of the federal government programs, the Civil Works Administration, provided employment for seventy-six students in the spring of 1934. The jobs covered a variety of tasks; the boys white-washed trees, cleaned woodwork and windows, and carried out general campus chores while girls engaged in clerical and library duty.<sup>56</sup> One student remembered how a classmate was employed at night for Western Union, slept as much as possible during the day between classes and studying, and also acted as a part-time janitor for the library.<sup>57</sup> Thus the dedicated students managed to find a way to remain in school despite the hardships imposed by the depression.

In one instance a group of students met at the Y.M.C.A. to discuss the problem of unemployment in the United States, including the difficulty which college students found in obtaining work. A student, Elmer Million, spoke before the group about what he called "The Great Economic Paradox."<sup>58</sup> While expressing concern over the poverty caused by the depression, the primary purpose of his talk was to ridicule the idea that repeal of the Eighteenth Amendment would better economic conditions in the United States. Further revealing the impact of the depression, a writer of The Southwestern made the following quip: "Southwestern doesn't need a students' union but they do need a good 10-cent breakfast."<sup>59</sup>

---

<sup>55</sup> Ibid., September 28, 1933, p. 1.

<sup>56</sup> Ibid., March 1, 1933, [1934], p. 1.

<sup>57</sup> Interview, Hubert Van Duyn, July 12, 1967. Van Duyn was a student at Southwestern in 1930-1931.

<sup>58</sup> The Southwestern, May 5, 1932, p. 1. Another student, Ralph Peters, in discussing "the unemployment situation," gave a report on "The Hungry City."

<sup>59</sup> Ibid., March 18, 1931, p. 3.

An editorial in The Southwestern urged students to remain in school despite the depression because finding jobs was almost impossible. The paper also pointed out the advantage of going to college if for no other reason than that living expenses were less here than elsewhere.<sup>60</sup> In another instance the student paper suggested that some of the College's unused land be utilized for growing vegetables and that classes in vegetable gardening be offered to "help solve the depression problems that seem so perplexing."<sup>61</sup>

Various ways to reduce student expenses appeared during the early years of the depression. In January of 1931 the owner of the College Book Shop, Lee Ratcliffe, reported that business was slack but "better than anticipated."<sup>62</sup> He mentioned that many students traded their textbooks with friends, thus eliminating the need to buy books. Some students attempted to get through courses without buying a textbook or by borrowing from their friends.<sup>63</sup> In 1934 Miss Lulu Vrooman's psychology class made a survey in an attempt to learn how much the average student spent per month at Southwestern. This survey revealed the average expenditure per student per month was \$17.23, of which \$12.23 was spent for room and board.<sup>64</sup>

---

<sup>60</sup> Ibid., February 11, 1931, p. 2.

<sup>61</sup> Ibid., March 4, 1931, p. 2.

<sup>62</sup> Ibid., January 28, 1931, p. 1. In May of 1931 Miss Leone Ratcliffe of this same book store reported that "Despite the alleged hard times that are being talked of, there has been no noticeable decrease in the sale of text-books this year. . . ." Ibid., May 6, 1931, p. 1.

<sup>63</sup> Ibid., April 28, 1932, p. 4.

<sup>64</sup> Ibid., January 18, 1934, p. 1.

By 1935 the students had become adjusted to the depression insofar as was possible. There was also some hope for a better future. Many of the graduating seniors were able to find employment, as The Southwestern proudly reported that one hundred thirteen of the one hundred thirty graduates of the class of 1934 found positions.<sup>65</sup>

#### Teachers and the Depression

When William H. Murray became governor many teachers feared he would insist on reducing teachers' salaries as a part of his tax-reduction program. Doubting that Murray would do this, the editor of The Southwestern took the position that teaching salaries were low enough.<sup>66</sup> The editor's optimism was unfounded. Confronted with falling tax revenue, the state was unable to maintain the salary schedule at Southwestern, and the faculty was forced to take a cut in pay. For example, Dora Ann Stewart's salary of \$3,540.00 for the school year 1931-1932 was reduced to \$2,500.00 for the year 1933-1934.<sup>67</sup> Even so, generally most of the college teachers who kept their positions did not suffer economically from the depression as much as the Oklahoma public school teachers. Many of the latter found themselves paid in warrants which they could not cash at face value. Businesses and banks forced them to take discounts of from four to twenty-five per cent.<sup>68</sup> The

---

<sup>65</sup>Ibid., January 17, 1935, p. 1.

<sup>66</sup>Ibid., January 21, 1931, p. 2.

<sup>67</sup>Minutes, State Board of Education, Meeting of May 16, 1931, p. 143, and May 29, 1933, p. 294.

<sup>68</sup>The Southwestern, February 11, 1931, p. 1. Many western Oklahoma counties exhausted their school funds and were unable to pay their teachers. Among them were Custer, Washita, Beckham, Roger Mills, Comanche, Jackson, Tillman, and Cotton Counties. Drought prevailed throughout Oklahoma at this time.



teachers in the Weatherford school system were fortunate in that the treasurer of Custer County, C. E. Vaughan, worked with local bankers so that the teachers did not have to discount their warrants, at least in 1931 when tax revenue was becoming a critical problem.<sup>69</sup> Eventually, however, the time came when the local teachers willingly worked a part of the school year without pay. Unfortunately, the general public through the legislature never made any attempt to repay teachers for this selfless act of devotion, even when the state could later have done so. Teachers' salaries remained comparatively low after the depression ended.

Despite the economic hardships imposed by the depression, many of the public school teachers who came to the summer sessions at Southwestern brought automobiles with them. This aroused complaints from some quarters about the seeming prosperity of this particular occupational group. It was rumored that more cars appeared on the campus in the summer of 1931 than in previous summer sessions. The editor of The Southwestern, questioning the assumption that the number of automobiles on the campus indicated prosperity among teachers, denounced "the insinuation that teachers, who make their living at public expense, are not sharing a proportionate share of the loudly proclaimed depression . . . ."<sup>70</sup> Apparently some people were unaware that by the 1930's the American public was firmly wedded to the automobile, and furthermore, that it was going to take more than a depression to deprive

---

<sup>69</sup> Ibid., March 18, 1931, p. 2. In 1933 Custer County ran short of funds and was unable to pay their teachers for the full nine-month term. The teachers agreed to work for the last two weeks without pay. The Weatherford News, January 26, 1933, p. 1.

<sup>70</sup> The Southwestern, June 10, 1931, p. 2.

teachers of what they now considered a necessity, that is, if they could possibly avoid it.<sup>71</sup> Nevertheless, the real problem was that Southwestern needed more parking space for the growing number of automobiles on the campus. Furthermore, the completion in 1931 of paving on Highway 66 west to the Texas border encouraged and made it easier for more teachers to attend the College, bringing their automobiles with them.<sup>72</sup>

#### Physical Plant, Appropriations, and The Depression

In early 1930 the College sought to purchase land on which to erect a football stadium. President Brown made a trip to Oklahoma City, where he appealed for funds for a training school building and for a football field before the budget committee of the House and Senate. The Committee rejected his request for the former but agreed to pay forty per cent of the cost of the land on which the stadium would be constructed.<sup>73</sup> A number of local townspeople immediately organized a Southwestern State Teachers College Trust Estate for the purpose of raising the balance of the funds needed to buy the land and build a stadium.<sup>74</sup> The community supported this project with considerable enthusiasm and succeeded in raising the needed land funds. The new football field, built on a tract of land approximately seven hundred feet by four hundred thirty-six feet, lay on the west side of the campus.

---

<sup>71</sup>An advertisement in The Weatherford News offered a new 1932 Chevrolet car for \$445. The Weatherford News, May 19, 1932, p. 7.

<sup>72</sup>Ibid., November 12, 1931, p. 1.

<sup>73</sup>The Southwestern, February 18, 1931, p. 1.

<sup>74</sup>Minutes, State Board of Education, June 19, 1931, pp. 157-158.

The community also engaged in various fund raising schemes to build a concrete stadium complete with floodlights.<sup>75</sup> Students helped too, working without pay to build the seats in the new structure. It was a great day when the stadium, although still incomplete, had progressed to the point where a game could be held. The Southwestern reported that many "people . . . came from miles around . . . for the novelty of seeing a night game. . . ."<sup>76</sup> Unfortunately in this first game in the new stadium, played on October 3, 1930, Southwestern lost to the Southeastern State Teachers College Savages, thirteen to six.

Other changes came also to the campus. Due to the increasing number of automobiles on the campus, in 1933 the College paved the circle drive in front of the administration building.<sup>77</sup> This project was built largely with student labor. In early 1935, an amphitheater, built as a government project, was completed north of the administration building. Modeled after the Colosseum of Rome, it had fourteen rows of seats and held over two thousand people.<sup>78</sup> For the next few years this amphitheater was often crowded for plays, assemblies, and graduation ceremonies. Thus, through both community and student effort, Southwestern enlarged its physical facilities in spite of the depression.

Yet the depression was still a major factor to be considered in the development of the College. In November, 1932, the State Board of Education requested all of the teachers colleges to reduce their budget

---

<sup>75</sup>The Southwestern, July 15, 1931, p. 1. Much of the cost of the stadium and lights was financed through the sale of tickets to the homecoming football games.

<sup>76</sup>*Ibid.*, October 8, 1930, p. 4.

<sup>77</sup>*Ibid.*, March 30, 1933, p. 1.

<sup>78</sup>*Ibid.*, January 24, 1935, p. 1.

request by thirty per cent.<sup>79</sup> President Richards, in complying with this order, deducted \$100,082.56 from the former appropriation of \$333,608.54.<sup>80</sup> The State Superintendent admitted that this reduction in the appropriation made it "especially difficult for the teacher-training institutions" because during the period when the appropriations were being reduced, "the enrollment in the colleges has increased."<sup>81</sup> Thus, at the very time that higher education needed more operating funds, there was actually a reduction despite the greater responsibility. Consequently, the effect of the depression was to impair the quality of instruction at a time when better education might have alleviated the long range problems associated with the hard times. Although economic hardships ended in the early 1940's, a decade of underfinancing of education affected the generation in school during this trying period far beyond the immediate years of the Great Depression.

#### Speakers, Issues, and Debates of the 1930's

In January, 1931, Dr. James Rayburn, a traveling evangelist from Newton, Kansas, spoke to the student assembly on the relationship

---

<sup>79</sup>Minutes, State Board of Education, Meeting of November 2, 1932, p. 237.

<sup>80</sup>Ibid., p. 243. This sum was for the biennium.

<sup>81</sup>Fifteenth Biennial Report, State Superintendent of Public Instruction, 1934, p. 13. Appropriations for Southwestern for a ten year period were as follows:

1930	\$204,500.00	1936	\$116,120.00
1931	172,000.00	1937	112,620.00
1932	164,840.00	1938	145,858.00
1933	168,768.00	1939	129,495.00
1934	115,390.00	1940	113,568.00
1935	115,390.00	1941	111,946.00

Oklahoma, Session Laws of 1929, p. 290; 1931, p. 307; 1933, p. 135; 1935, p. 375; 1937, p. 495; 1939, p. 611.

between moral training and good citizenship. He lamented what he felt was "a tremendous breakdown in our morals," which in his opinion, was "largely due to the failure of schools to train the heart along with the head."<sup>82</sup> Rayburn also told his listeners that he had found many college graduates serving time in prisons. These remarks apparently disturbed the editor of The Southwestern, who, while agreeing with Rayburn that many colleges failed to impart moral instruction, nevertheless felt that other reasons more properly explained the presence of some former college students in prison.<sup>83</sup>

Non-religious speakers also came to the campus in the early 1930's. In February, 1931, the American philosopher and historian, Will Durant, spoke before a lyceum gathering.<sup>84</sup> The president of the National Farmer's Union, John H. Simpson, a nationally known personality, also spoke at a regular student assembly.<sup>85</sup> Somewhat ironically, he was the brother of C. H. Simpson, the faculty member who had been dismissed for alleged disloyalty during World War One. Stanley Vestal, a former student and writer of renown, spoke at an assembly program on "The Lore of the Plains Indians."<sup>86</sup> Another speaker, Dr. E. E. Dale, Professor of History at the University of Oklahoma, made a trip to Southwestern where

---

<sup>82</sup>The Southwestern, January 14, 1931, p. 1.

<sup>83</sup>*Ibid.*, January 28, 1931, p. 2. Dr. Rayburn was somewhat liberal because he took the position that there was no conflict between science and religion, that "the first mistake made by those who doubt the authenticity of the Bible is that of supposing the Bible to be a book on science." *Ibid.*, January 28, 1931, p. 1.

<sup>84</sup>*Ibid.*, February 4, 1931, p. 1.

<sup>85</sup>*Ibid.*, November 3, 1932, p. 1.

<sup>86</sup>*Ibid.*, October 5, 1933, p. 1.

he explained what he felt was the role of the federal government in alleviating the problems of the depression. Dale told his listeners that the United States government, in attempting to combat the depression, was engaged "in the greatest experiment of pioneering of all times."<sup>87</sup> He also predicted that the government would make some mistakes which could be expected of all pioneering movements. Thus, although the College suffered economically from the depression, it maintained a healthy educational climate. Fresh new ideas periodically came to the campus through speakers from outside the community.

Debating continued to attract student interest during the 1930's. In one instance a Southwestern team traveled to Kansas, where they debated the question, "Resolved, That the nations should adopt a policy for free trade."<sup>88</sup> In January, 1931, the College hosted thirty-nine high schools and seventy-two teams in a debate tournament. The editor of The Southwestern proudly noted an "awakened interest" in debating.<sup>89</sup> The popularity of this activity was revealed by Southwestern participating in nineteen matches during the 1930-1931 school year.<sup>90</sup> The topics of these debates again provide a clue to student attitudes on various issues. In 1932 the major debate question was, "Resolved: That Congress should enact legislation providing for the centralized control of

---

<sup>87</sup> Ibid., January 18, 1934, p. 1.

<sup>88</sup> Ibid., November 12, 1930, p. 1.

<sup>89</sup> Ibid., February 4, 1931, p. 2. The high school teams debated the question, "Resolved, That the Several States Should Enact Legislation Providing for Compulsory Unemployment Insurance." Ibid., January 14, 1932, p. 1.

<sup>90</sup> Ibid., May 27, 1931, p. 3.

industry."<sup>91</sup> The following year the topic was, "Resolved: That the powers of the president of the United States be substantially increased as a settled policy."<sup>92</sup> Both of these topics reflect a very deep concern over the state of American society. They certainly reveal a willingness to view the role of government in society quite differently from the previous generation's wishes. In addition, as attitudes changed, the business community was no longer felt to be a sacred institution. Thus, the Great Depression forced Americans to re-examine their environment and their attitudes in the light of a new economic situation, a situation which continued year after year.

---

<sup>91</sup>The Oracle, 1932, p. 105.

<sup>92</sup>The Southwestern, November 23, 1933, p. 1.

## CHAPTER VIII

### THE GREAT DEPRESSION AND SOUTHWESTERN, PART II

#### Students, Regulations, and the Community

Although the depression focused attention on state and national problems, the school continued to keep a close watch over the welfare of individual students. In the fall of 1930, Phoebe W. Addison, the Dean of Women, exhorted the female students to act as follows:

Find the church of your choice and attend at least one service every Sunday. Do not plan to go home every weekend. Use some of them to catch up with your outside readings. . . . Find a more profitable place to study and visit than in parked cars.<sup>1</sup>

In November more than one hundred girls met to discuss rules governing their conduct. It is not known whether the meeting was called by the administration or initiated by the girls themselves. Among the rules discussed was one limiting dates to no more than three per week. Some of the students felt they should be permitted to have at least four dates each week. The news story which told about this rule failed to indicate how it could be enforced. The account included several reminders from Mrs. Addison regarding proper dress, parking in cars at night, and calling male students on the telephone. Weatherford students residing with their parents were also expected to abide by the rules and

---

<sup>1</sup>The Southwestern, September 24, 1930, p. 1.



presumably by what were called "reminders."<sup>2</sup>

Apparently boy-girl relationships were of considerable concern to the administration because in April Mrs. Addison called for a mass meeting of girls at which time they voted their disapproval of parking with boys on country roads.<sup>3</sup> With the coming of automobiles to the campus the college authorities could not prevent girls from parking with boys if they so chose. Even so, the Dean sought to discourage this practice as best she could by persuasion. Within a year, however, the administration abandoned persuasion in matters of dating and of couples parking and instituted specific rules. Shortly after the school term opened in the fall of 1932 the official regulations for students appeared in The Southwestern. Among them were the following:

Students are not to have more than three dates a week, and these preferably over the week-end.

Students are forbidden to sit in parked cars on highways or in secluded places, under penalty of expulsion.

Students are to attend no unchaperoned picnics or go on any unchaperoned trips of any kind.<sup>4</sup>

The campus newspaper, as in the past, continued to urge students to comply with the regulations.

Smoking also became an issue in the early 1930's. The editor of The Southwestern, in discussing a national survey of women students who engaged in smoking, noted that "some women students are still so dim in their perceptions as to be led into smoking by other girls who give

---

<sup>2</sup>Ibid., November 12, 1930, p. 1.

<sup>3</sup>Ibid., April 22, 1931, p. 1.

<sup>4</sup>Ibid., September 15, 1932, p. 1.

the impression that this is a great social accomplishment."<sup>5</sup> He also noted that some boys coaxed girls to "take a puff" in order to be "real sports."<sup>6</sup>

Later, the editor of the campus newspaper discussed at length the whole area of student behavior. Commenting on a national study of morality among college students, he made comparisons between young people and adults:

College students are often unjustly accused of being a bad lot because they do some things that are bad. In most cases however, the things they do are considered bad merely because college students are doing them. All in all, college students are no worse than the population in general . . . . College students attend dances and some of them conduct themselves shamefully there. . . . But are all the non-college people so lily-white that they never do such things? Would-be reformers are continually moaning about the destination of the younger set. It might be a good idea for them to start wondering about some of the older generation.<sup>7</sup>

He also touched upon the matter of drinking, a practice generally considered sinful by the people of western Oklahoma:

Some collegians do drink considerably, it's true. But, are college students the only ones who drink? Don't many other people drink besides college students? Of course they do; but that seems to be altogether different.<sup>8</sup>

---

<sup>5</sup>Ibid., January 14, 1931, p. 2.

<sup>6</sup>Ibid. In June the newspaper again expressed concern about the number of students who "sit in parked cars smoking one fag after another." Ibid., June 17, 1931, p. 2. In another case an unidentified junior wrote to The Southwestern that in his opinion, "smoking should not be allowed on the campus." The writer noted that Southwestern "used to have an old tradition that no smoking was allowed on the campus. Those who couldn't wait till noon to fill their lungs with the vapor went out to the road to inhale the stuff. But now some gallant upstarts calmly sit on the steps to suck it in." Ibid., March 18, 1931, p. 2.

<sup>7</sup>Ibid., January 21, 1931, p. 3.

<sup>8</sup>Ibid.

Relating drinking to the issue of prohibition which was becoming increasingly unpopular nationally, he made the following observation:

Drinking by college students seems to be the 'root of all evil,' and drinking to excess has become common among all classes, both men and women. Such a condition as this never existed before; perhaps the Eighteenth Amendment is to be blamed--who knows? . . . . There are people today who drink though they never would have done so in pre-prohibition days . . . . One should not expect . . . college students . . . to be any better than the examples set for them by their elders.<sup>9</sup>

The editor also called attention to a changing attitude toward a previously forbidden activity, that of dancing:

There are three so-called vices that many college students try at one time or another, namely, smoking, drinking and dancing. Dancing is not in itself an evil; it is an art and a very enjoyable one . . . .<sup>10</sup>

Many adults of the Weatherford community were surely aroused by the student writer's references to adult behavior as being no better than collegians', and especially when he continued:

Many students set their pace by that of adults in everyday life--there is where the danger lies. When people in the community change their attitude toward the Volstead Act maybe students will too.<sup>11</sup>

The foregoing statements reflect the age-old gap between generations and the tendency of older people to see more weaknesses and failings in the young than in themselves. Some of the students, perhaps being more

---

<sup>9</sup> Ibid.

<sup>10</sup> Ibid. The depression saw a change in the College's and part of communities' attitude toward dancing. The student council sponsored their first dance in the college gymnasium on November 21, 1931. They charged an admission fee which went to the student council and to help publish The Oracle. President Brown encouraged dances so long as the students observed certain rules. Ibid., October 8, 1931, p. 1; November 26, 1931, pp. 1-2. Part of the homecoming activities in 1933 included a dance. Ibid., October 19, 1933, p. 1.

<sup>11</sup> Ibid., January 21, 1931, p. 3.

honest and realistic than many of their adult contemporaries about the benefits derived from prohibition, openly debated the advantages and disadvantages of the Eighteenth Amendment.<sup>12</sup>

Disillusionment with certain characteristics of American society may have fostered a change in student attitudes toward the regular assembly programs. By 1933 student interest had declined to the point that President Richards told a faculty gathering that the College would have either to make attendance compulsory or cease holding the programs.<sup>13</sup> Nevertheless, they continued for several years. However, by the late 1930's they had completely lost their religious character and were called assembly rather than chapel. In the course of time the student body not only grew indifferent to the programs but in one instance exhibited hostility.<sup>14</sup>

---

<sup>12</sup>Ibid., October 29, 1930, p. 3.

<sup>13</sup>Ibid., October 19, 1933, p. 1. In February, 1934, President Richards instituted a system wherein each class going to assembly passed through a specified door to the auditorium. As they passed the designated point, individual names were checked. The individuals in the class having the highest proportion present when the semester ended would have their grades raised five per cent. Ibid., February 1, 1934, p. 1. This was obviously a form of a bribe to entice students to attend the assembly. Thirty-five years later, neither Millie Thomas, the former registrar, nor Dr. Clarence McCormick, a former faculty member, remembered this proposed plan. Apparently it was never carried to the end of the term although the newspaper reported the first check-off.

<sup>14</sup>Ibid., March 13, 1939, p. 2. An editorial denounced student behavior at one of the assemblies noting that "If Southwestern were situated in the hills of Arkansas or in some backwoods town, there might be some excuse for the vari-pitched cat calls evident in last week's assembly." In March, 1940, The Southwestern, polling students regarding their opinion of the assemblies, found enthusiasm, indifference, and intense dislike for the varied programs. An editorial questioned the wisdom of holding regular weekly assemblies and indicated "there is a great deal of merit" in the suggestion that they be abandoned. Ibid., March 13, 1940, pp. 2-3. The administration discontinued the assemblies after World War II.

But if most of the students were bored with the type of entertainment provided by the assemblies, they could always seek a temporary escape from the cares of the depression at the local movie theater. Typical movie fare offered at the downtown theater in the early 1930's included Will Rogers in "Business and Pleasure," Douglas Fairbanks, Jr., in "It's Tough To Be Famous," Marie Dressler and Wallace Beery in "Tugboat Annie," Joe E. Brown in "The Tenderfoot," and Tom Mix "in his first big talking picture, Destry Rides Again."<sup>15</sup>

The students caused a minor crisis in the community early in 1934 when the zoology class, needing animals for experimentation, collected cats at random in the city. After several townspeople complained, Professor A. H. Neff, the instructor of the class, announced that anyone missing a cat should come to the biology laboratory in the science building where, after identifying the pet, he could take it home "without argument."<sup>16</sup> A humorous follow-up story told how one student discovered the cat which had been keeping him awake at nights was among the select group.<sup>17</sup>

Despite the depression, in 1931, the State Board of Education initiated health services for students attending state colleges. Each institution was authorized to provide a health office and to contract with local hospitals for infirmary care and hospitalization for ill students. The maximum period of infirmary care without charge was

---

<sup>15</sup>The Weatherford News, April 7, 1932, p. 5; September 14, 1933, p. 5; June 9, 1932, p. 9.

<sup>16</sup>*Ibid.*, January 18, 1934, p. 1.

<sup>17</sup>*Ibid.*, January 25, 1934, p. 5.

seven days. Students had to pay a fee of fifty cents each semester for this service.<sup>18</sup>

Several new student organizations came into being during the early years of the depression. A student council, re-organized in the fall of 1931, had for its purpose "to give students an opportunity to aid in administration through the club representatives" and "to insure the administration all possible aid and co-operation of the student body."<sup>19</sup> A chapter of Alpha Iota, a national honorary business sorority, was organized in 1932 for the purpose of encouraging scholarship among women business students.<sup>20</sup> Alpha Gamma Gamma, formed on March 18, 1930, to foster interest in commercial subjects, was a club open to both men and women students.<sup>21</sup> The Swastika Club, a women's group interested in studying Indian culture, was formed on January 18, 1932.<sup>22</sup> A chapter of Alpha Phi Sigma, a Greek honorary society for former high school valedictorians and salutatorians, was formed in November, 1933, under the direction of Miss Magnolia Gee.<sup>23</sup> Also among the new organizations was a Biology Club formed on February 7, 1934. All students majoring in

---

<sup>18</sup>Minutes, State Board of Education, Meeting of June 19, 1931, pp. 161-162.

<sup>19</sup>The Oracle, 1932, p. 103. Prior to 1931 the Student Council's major purpose was to "sponsor all student activities upon the campus." Ibid., 1930, p. 22.

<sup>20</sup>Ibid., 1932, p. 95.

<sup>21</sup>Ibid., p. 97.

<sup>22</sup>Ibid., p. 112. This name was derived from an Indian symbol. The club chose a new name, Kitawasa, in 1940, because the swastika had come to symbolize Nazism. The Southwestern, March 6, 1940, p. 3.

<sup>23</sup>The Southwestern, November 30, 1933, p. 1.

biology automatically became members of the club.<sup>24</sup> The foregoing are typical of student interest in forming and joining different organizations. Student interest in the campus clubs varied from time to time as new groups were formed and others passed out of existence. Realizing that excessive responsibility to various campus organizations could be detrimental to a student's academic progress, the Student Council in 1937 limited freshmen to membership in no more than two organizations. Exceptions to this rule were religious organizations pertaining to one's church, the band, the orchestra, and the chorus. Also, all students were limited to the number of offices they might hold in the various organizations.<sup>25</sup>

#### Enrollment, 1933-1940

Despite the depression, enrollments generally remained unchanged during the 1930's, although there was a decrease in 1937 and 1938.

Enrollments for the academic year were as follows:<sup>26</sup>

1933	941
1934	1,091
1935	1,078
1936	1,159
1937	957
1938	971
1939	1,125
1940	1,127

---

<sup>24</sup>Ibid., February 15, 1934, p. 1.

<sup>25</sup>Ibid., January 18, 1937, p. 1.

<sup>26</sup>Fifteenth Biennial Report, State Superintendent of Public Instruction, 1934, p. 203; Sixteenth Biennial Report, 1936, p. 226; Seventeenth Biennial Report, 1938, p. 244; Eighteenth Biennial Report, 1940, p. 221.

The summer school enrollments during this same period were as follows:<sup>27</sup>

1933	1,053
1934	679
1935	751
1936	869
1937	879
1938	774
1939	851
1940	832

One hundred thirty-six bachelor's degrees were awarded in May, 1934, compared to one hundred thirty the previous year.<sup>28</sup> The number of degrees awarded for the next six years were as follows:<sup>29</sup>

1935	153
1936	174
1937	179
1938	246
1939	251
1940	282

The faculty increased from forty-two members in 1930 to fifty-nine by 1938.<sup>30</sup>

#### Oklahoma Politics, Higher Education, and the First Dormitories

The year 1934 brought another statewide election to Oklahoma and a new governor's race. The heavy hand of William H. Murray's administration and his constant interference with the state colleges had aroused

---

<sup>27</sup>Fifteenth Biennial Report, State Superintendent of Public Instruction, 1934, p. 203; Sixteenth Biennial Report, 1936, p. 226; Seventeenth Biennial Report, 1938, p. 244; Eighteenth Biennial Report, 1940, p. 221.

<sup>28</sup>Fifteenth Biennial Report, State Superintendent of Public Instruction, 1934, p. 204.

<sup>29</sup>Sixteenth Biennial Report, State Superintendent of Public Instruction, 1936, p. 226; Seventeenth Biennial Report, 1938, p. 244; Eighteenth Biennial Report, 1940, p. 221.

<sup>30</sup>Thirteenth Biennial Report, State Superintendent of Public Instruction, 1930, p. 199; Seventeenth Biennial Report, 1938, p. 244.



considerable opposition to some current political practices. John Vaughan, the State Superintendent of Public Instruction, in seeking reform, finally took a public stand. In the summary of the Fifteenth Biennial Report of 1934 one finds the following remarks and recommendations:

The state system of higher education for the most part has been largely characterized by uncertain tenure and consequent lowered morale during the past four years. Three-fourths of the presidents of all state institutions have been changed one or more times. Many old faculty members have been dismissed and new ones employed, thus producing a sense of insecurity of tenure in the institutions where these changes have been made.<sup>31</sup>

The section devoted to higher education included the following remarks:

During the past four years the presidents of four of the six teachers colleges, the Panhandle Agricultural and Mechanical College, the Colored Agricultural and Normal University, all three of the junior agricultural colleges, the Northeast Oklahoma Junior College have been changed, the last named twice. In other words, three-fourths of the presidents of the state educational institutions have been changed in the last four years. Changes in faculties and minor administrative offices have been too numerous to detail. It is doubtful if a single member of any college staff has felt any great security in his position. It should not be possible for any administration to interfere with these institutions as has been done during the past four years.<sup>32</sup>

From the beginning of statehood the people of Oklahoma had been relatively indifferent to the problems of higher education and to public education in general. It is unfortunate that it took the excesses of the Murray administration to call attention to what had been happening. Even so, reform did not come until the 1940's.

E. W. Marland succeeded William H. Murray as governor in January, 1935. The new administration, following the previous pattern, removed

---

<sup>31</sup>Fifteenth Biennial Report, State Superintendent of Public Instruction, 1934, p. 12.

<sup>32</sup>ibid., p. 181.

a number of college presidents, including Richards of Southwestern.<sup>33</sup> The Board appointed Clarence McCormick, Professor of Mathematics, to act as president pending the naming of a permanent successor. The presidents of Central State, Langston, Southeastern, and Northwestern were also removed from office.<sup>34</sup> The Board also removed five members of Southwestern's faculty, three of whom had been appointed during Richards' administration. One of those dismissed was Dr. J. A. McLaughlin, Professor of Psychology, who had served since 1913.<sup>35</sup>

McCormick served as acting president until August 15, when the Board of Education elected Walter W. Isle to succeed him.<sup>36</sup> Isle came from Ponca City, where he had been serving as city Superintendent of Schools since 1929. He had earned his bachelor's degree from the University of Oklahoma and his master's from Columbia. His coming evoked little or no comment locally because a replacement for McCormick was expected.

In addition to using the colleges as a vehicle for political patronage, by the 1930's an unofficial system also exacted financial tribute from individual faculty members as a condition for holding their positions. The State Board of Education, finally facing up to this issue, met on July 9, 1935, and issued the following resolution:

---

<sup>33</sup>Minutes, State Board of Education, Meeting of July 9, 1935, p. 425.

<sup>34</sup>Eleventh Biennial Report, Oklahoma State Regents for Higher Education, Period ending June 30, 1962, pp. 17-18; The Weatherford News, July 11, 1935, also reported the president of Northeastern was removed.

<sup>35</sup>The Southwestern, July 18, 1935, p. 1. G. B. Mothershead, one of those dismissed, had been on the faculty since 1926.

<sup>36</sup>Minutes, State Board of Education, Meeting of August 9, 1935, p. 449; The Weatherford News, August 29, 1935, p. 1. Isle had been serving as a member of the new governor's textbook commission.

Whereas on some occasions in the past it is well known that faculties of institutions under direction and control of this body have been 'requested to contribute' individually and by groups to the financial support of partisan and individual political movements and campaigns, and Whereas this sort of levy has on occasion been practically enforced on said state employees, complied with not as a voluntary act but in fear of reprisals against individual positions and entire institutions; And Whereas Such practice is an unfair imposition on individual faculty members; inimical to the growth and development of the institutions, an indirect levy on the taxpayers and against the best interests of the five hundred thousand school children of the State.<sup>37</sup>

The Board then passed a resolution declaring that it looked with disfavor on faculty members taking an "active or financial participation in partisan and personal politics," and that "in order to meet this situation" every employee would henceforth file a semi-annual statement on a prescribed form of any efforts to solicit funds; and finally, the Secretary of the Board was instructed to send a copy of the resolution to all employees of the state under its jurisdiction and to the governing boards of "higher education in . . . the hopes that by some united action this and other State Boards may find a way effectively and permanently to remove personal and partisan politics from all State educational institutions. . . ."<sup>38</sup>

Teachers at Southwestern found themselves subjected to this system of "contributions." One faculty member recalled how morale fell during the administration of Murray when they were "asked" to contribute a per cent of their salary to the governor's program. Those wanting to keep their positions called it "salary insurance" and asked no questions.<sup>39</sup>

---

<sup>37</sup>Minutes, State Board of Education, Meeting of July 9, 1935, pp. 426-427.

<sup>38</sup>ibid., p. 427.

<sup>39</sup>Mattie Driskell to M. Fiegel, February 28, 1968.

These practices lead one to conclude that some of Oklahoma's political leaders, undoubtedly motivated by selfish political ambition, weakened public higher education at a time when it was struggling to survive the Great Depression. Strong condemnation is due those who carried out these practices and in some measure to the people of the state for being either uninformed or indifferent regarding them. On occasion the mid-1930's must indeed have been bleak for the staff of Southwestern as they faced the pressures of the depression, the constant threat of losing one's position, and the indignity of being forced to pay tribute to a corrupt political system. But there was hope for a better day when in the summer of 1936 the State Board issued the following order: "Faculty members in the Teachers Colleges are requested not to take any part in any organized political activities either in favor of or against any candidate."<sup>40</sup> The Board also ruled that candidates for public office could not use, directly or indirectly, the facilities of the teachers' colleges. Nevertheless, politics remained on the scene in varying degree until the coming of a constitutional board of regents.

The character of Oklahoma government experienced a major shift of emphasis regarding the best method to combat the depression when E. W. Marland succeeded William H. Murray as governor in January, 1935. Murray, representing the past in many ways, had come to hate Franklin D. Roosevelt and his New Deal policies. Not so with Marland, who immediately initiated his own "Little New Deal" program to stimulate Oklahoma's lagging economy.<sup>41</sup> More than 700,000 Oklahomans were on

---

<sup>40</sup>Minutes, State Board of Education, Meeting of June 2, 1936, p. 82.

<sup>41</sup>Gibson, Oklahoma, pp. 378-381; The Daily Oklahoman, December 26, 1967, p. 15.

relief and almost 150,000 were unemployed when Marland became governor. On the same day that W. W. Isle was named president of Southwestern, the Board of Education instructed a committee to proceed with plans for the construction of dormitories at various state teachers colleges, including Southwestern.<sup>42</sup> The Public Works Administration, a federal agency, immediately approved grants for two dormitories at Southwestern, one to house one hundred men and the other one hundred forty-eight women. The women's hall was to have kitchen and dining facilities to accommodate two hundred fifty.<sup>43</sup> The cost estimate, including the furnishings, came to \$352,000.00 for both buildings. The federal government paid forty-five per cent of their cost in addition to purchasing the bonds. Because the new buildings represented the first college-owned housing facilities, President Isle assured the community that they would not "work any hardship on rooming establishments in Weatherford."<sup>44</sup> He went on to say that in his opinion the new additions to the physical plant would attract more students so that demand for living space in the town would remain unchanged.

Contract for the construction of the two buildings at Southwestern

---

<sup>42</sup>Minutes, State Board of Education, Meeting of August 9, 1935, pp. 448-449. The plans included a request for loans and grants from the Federal Emergency Administration of Public Works, commonly known as P. W. A.

<sup>43</sup>ibid., Meeting of September 3, 1935, p. 457b; October 1, 1935, p. 459. The Oklahoma legislature also authorized the construction of the dormitories on the Southwestern campus and the sale of \$250,000.00 in bonds for the state's share of the cost. Oklahoma, Session Laws of 1935, p. 163.

<sup>44</sup>The Southwestern, October 10, 1935, p. 1. Apparently there was some local opposition to the building of College housing.

was let in December, 1935.<sup>45</sup> Most of the workers were hired locally, which helped the town's economy. For the next year the students and townspeople watched the construction of the two new buildings. The boys' dormitory was located on the extreme southwest corner of the campus, while the girls' residence hall was built on the southeast corner. The State Board accepted them in January, 1937 and set the occupancy rates as follows: Double rooms rented for \$8.00 per month per person, single rooms \$12.00 per month per person. Board per person per month came to \$14.00 for three meals per day.<sup>46</sup> When open house was held on January 19, long lines of interested citizens filed through the new buildings.<sup>47</sup> The College could now boast of an administration building, a science hall, a gymnasium, and housing facilities.

An interesting feature of the new dormitories was that although students did not like calling them girls' dormitory and boys' dormitory, they remained unnamed for two years.<sup>48</sup> The halls were finally named in 1940 when the Board of Regents accepted the recommendations of both the president and dormitory organizations that they be named Stewart Hall

---

<sup>45</sup>Dennehy Construction Company of Oklahoma City was the low bidder with \$277,795.00 for both buildings. Marshall Field and Company of Chicago was low bidder for the furniture and equipment. Minutes, State Board of Education, Meeting of December 10, 1935, p. 524; January 20, 1936, pp. 10, 11, 13.

<sup>46</sup>Minutes, State Board of Education, Meeting of January 16, 1937, p. 145; January 20, 1936, p. 19. It was not until 1940 that the College was able to start meeting its obligations to the federal government. At that time a deficit of more than \$20,000.00 had accumulated. The Southwestern, January 10, 1940, p. 1.

<sup>47</sup>The Southwestern, January 18, 1937, p. 1.

<sup>48</sup>*Ibid.*, October 3, 1938, p. 2; February 21, 1940, p. 3.

and Neff Hall in honor of two long-time faculty members.<sup>49</sup> It was fitting that they be so named. Dora Stewart, for whom the girls' residence hall was named, came to Southwestern in 1909. She earned her bachelor's degree at Oklahoma City University and both her M. A. and Ph.D. at the University of Oklahoma. After heading the Social Science Department for many years, she retired in 1948.<sup>50</sup> Audubon H. Neff came to Southwestern from Virginia in 1915 as head of the English Department. His primary interest was in the natural sciences and he soon transferred to teaching biology. He earned his A. B. degree from Emory and Henry College, Emory, Virginia, in 1908, and his M. A. from the University of Virginia in 1927. Neff, known as the Will Rogers of Southwestern because of his rich sense of humor, died on June 11, 1940, only a few months after the building was named in his honor.<sup>51</sup> These two faculty members symbolized in a very special way the dedication which teachers have often exhibited in their profession. Both were competent and capable teachers, loved and respected by virtually all who knew them.

---

<sup>49</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of January 12, 1940, p. 8; The Southwestern, February 21, 1940, p. 1.

<sup>50</sup>The Southwestern, May 25, 1948, p. 1. Miss Stewart's dissertation, The Government and Development of Oklahoma Territory, 1889-1907, was published by Harlow in 1933. She taught at Oklahoma Baptist University after leaving Southwestern and is currently living in Alva, Oklahoma.

<sup>51</sup>Ibid., June 12, 1940, p. 1. One of the stories Neff told his classes about the early days of Southwestern was substantially as follows: During the initial years of the school's history cows and horses frequently grazed on the lawn surrounding the Normal building. Eventually, however, after the building of sidewalks and planting of landscaping, the livestock were removed. An effort was then made to keep the lawns green. A number of signs were posted "Keep Off The Grass." According to Neff, a cow came along, read the sign and kept on the sidewalk. A mule did likewise. A male student then passed by, read the sign, and continued to walk on the grass. Interview, Dr. Clarence McCormick, September 23, 1967.

## The Physical Plant - Gains and Losses

The later years of the depression brought more changes to the campus. A new baseball field was built in the spring of 1937. The hilly terrain of the site created some problems, or as The Southwestern described it, "Take the top off a hill, move it to one side, and what do you have? In this instance you have, or Southwestern will soon have, a nice new baseball diamond."<sup>52</sup> This operation involved moving the top of a hill located west of the library and filling a low gully. The baseball field was named after another member of Southwestern's staff, Rankin Williams. The football field was also named at the same time after Joe B. Milam, a former member of the coaching staff.<sup>53</sup> The physical plant was again expanded when the Board of Regents authorized the building of a Y.M.C.A. and Y.W.C.A. chapel on the campus.<sup>54</sup> Funds for this building came from the Works Progress Administration and from private donors, including students. Construction of the chapel, located to the north of Stewart Hall, started in early spring of 1941. It was completed in June of that same year.<sup>55</sup>

---

<sup>52</sup>The Southwestern, March 22, 1937, p. 1.

<sup>53</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of October 5, 1940, pp. 35-36; The Southwestern, October 9, 1940, pp. 1,4. Milam became head football coach in 1926, and remained at Southwestern until 1938. He also directed wrestling. Among his triumphs was a national A.A.U. championship team in 1934. Williams started coaching at Southwestern in 1923. In the course of his career he won many athletic crowns for the school including seven conference basketball championships, two in track, and one in golf. Williams once recalled how one pitcher of his baseball team, Byron Chody, pitched every game for the Bulldogs and won fourteen consecutive games. The Southwestern, October 9, 1940, pp. 1,4.

<sup>54</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of November 2, 1940, p. 38.

<sup>55</sup>The Southwestern, June 18, 1941, p. 1.



The College suffered a tremendous loss on July 27, 1939. The commencement exercises for the summer school graduates had been completed and the college officials had left for the night. At about midnight the fire alarm sounded--the administration building, the first structure erected on the campus, was burning. By the time fire equipment arrived it was too late to save the building. A crowd quickly gathered as the flames consumed the historic old landmark. When the bell tower fell some of those watching, with tears in their eyes, sang the "Alma Mater" song.<sup>56</sup> Within an hour the original Normal school building was but a pile of smouldering bricks and rubble. Fortunately, the vital school records were protected by a fireproof vault, but even so the loss was enormous. All of the College's band uniforms and instruments, all of the business department's equipment, typewriters and records were destroyed.<sup>57</sup> Faculty and student morale and spirit declined to the lowest point in the College's history.

When classes resumed in the fall of 1939 the shortage of classroom space was critical as the administration carried on through the 1939-1940 term with the existing facilities. Summer of 1940 came, and still there was no relief from the cramped quarters in the science building. The depression was still present, with many wondering how the legislature would react to the needs of Southwestern. Even the future seemed in doubt because of the willingness of some legislators to take this

---

<sup>56</sup>Interview, Dr. Clarence McCormick, September 23, 1967; The Weatherford News, July 28, 1939, p. 1. The Southwestern later included a photograph of the burning building. It also reported that Governor Leon Phillips, returning to Oklahoma City from a speaking engagement at Elk City, saw the fire and joined the spectators. The Southwestern, January 3, 1940, p. 3.

<sup>57</sup>Dr. James B. Boren to Dr. Al Harris, April 22, 1968.

opportunity to abolish the institution.<sup>58</sup> The fall term of 1940 started with the hope that the legislature would act favorably when it met early in the following year. In one of its last acts before adjournment the legislature did finally appropriate \$150,000.00 for the construction of a new administration building.<sup>59</sup> Friends and supporters who had fought for Southwestern were jubilant; the college was safe.

#### A Change in the Governing Board

An important event in the history of Oklahoma higher education took place in 1939 when Southwestern and the other state colleges were transferred from the jurisdiction of the State Board of Education to a newly formed Board of Regents of Oklahoma Colleges. For many years it had been the dream of progressive Oklahoma educators to have the institutions of higher learning governed by a non-partisan board likely to be free of political pressures. In the spring of 1939 a new governor, Leon C. Phillips, also appointed fifteen members to a Coordinating Board for Higher Education. The purpose of this Board was to formulate plans for improving and directing the course of the state's higher education. They sometimes held joint meetings with the Board of Regents of Oklahoma Colleges.

During the course of the Board of Regents of Oklahoma Colleges first

---

<sup>58</sup>Ibid.

<sup>59</sup>The Southwestern, May 28, 1941, p. 1. President Boren praised Senator L. E. Wheeler for his part in securing "legislation effecting Southwestern Tech." Confronted with the possibility of war in October, 1941, the State Board of Affairs recommended that construction of the new administration building start as soon as possible because of a shortage of men and material. Minutes, Board of Regents, Meeting of October 25, 1941, p. 79.

meeting on May 8, 1939, they went to the governor's office, where he told them he favored a policy of strict economy. He also told them he wanted politics and patronage kept out of the schools.<sup>60</sup> Although the governor, in practice, continued to interfere in the administration of the colleges, this event marked the beginning of a public movement to make higher education independent of politics. Two years later, in a special election, the people of Oklahoma approved a constitutional amendment creating the Oklahoma State System of Higher Education.<sup>61</sup> Southwestern remained under the control of the new Board of Regents of Oklahoma Colleges until March, 1943, when it again passed to the State Board of Education, remaining there until 1948 when another constitutional amendment transferred jurisdiction back to the Board of Regents of Oklahoma Colleges.

#### A New Name, Curriculum Changes, and Another New President

A number of legislators and the new governing board felt that at least one of the state colleges should offer a vocational curriculum. Southwestern was the institution chosen to carry out this function. The legislature, meeting in the spring of 1939, enacted House Bill No. 225 changing the name and enlarging the purpose of Southwestern. The school was named Southwestern State College of Diversified Occupations. In addition to authorizing the continuation of its traditional teacher training function, the law stated, "The primary purpose of said

---

<sup>60</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of May 8, 1939, p. "A."

<sup>61</sup>Oklahoma Constitution, Article XIII-A, State Question No. 300, Referendum No. 82. Adopted Special Election, March 11, 1941.

Institution shall be to train and qualify its students for some trade or occupation. . . .<sup>62</sup>

In May, 1939, the Board of Regents visited Southwestern, where they conferred with President Isle regarding the problems and policies of the College.<sup>63</sup> About two months later Isle recommended that the school introduce the following areas as part of a new vocational curriculum.<sup>64</sup>

Industrial Arts:	Auto Mechanics, Radio and Electrical Refrigeration, Sheet Metal Work, Welding, Farm Mechanics, Shop
Home Economics Field:	Cosmetology, Quantity Cookery, Household Service, Vocational Home Economics
Commerce:	General Business and Banking, Secretarial Training
Pharmacy:	Drug Store Merchandising, Pharmacy (leading to a B. S. Degree in pharmacy)
Music:	Music for commercial orchestras, bands, or radio
Art:	Commercial Art and Industrial Design
Aeronautics:	(Included plans for a federal program)

The Board complimented Mr. Isle and accepted his plan.<sup>65</sup> The 1939 catalog listed the following areas and number of course offerings:<sup>66</sup>

---

<sup>62</sup>Oklahoma, Session Laws of 1939, p. 203. The emergency clause was included, with the name change being effective July 1, 1939.

<sup>63</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of May 29, 1939, p. "F."

<sup>64</sup>Ibid., Meeting of July 20, 1939, pp. "V,W,X,Y."

<sup>65</sup>Ibid.

<sup>66</sup>Quarterly Bulletin, Catalog Issue, Southwestern State College of Diversified Occupations, 1939-40, pp. 44-75.

ENGLISH	41	BUSINESS EDUCATION	
		Accounting	7
FOREIGN LANGUAGE		Business Law	2
French	14	Shorthand	4
Spanish	14	Typewriting	3
		General Business	6
MATHEMATICS	17		
		MISCELLANEOUS	
PHYSICAL SCIENCE		Agriculture	2
Chemistry	10	Art	22
Geology	2	Home Economics	22
Physics	10	Industrial Arts	26
		Journalism	8
BIOLOGY	18	Music	35
		Speech	16
SOCIAL SCIENCE		Physical Education for Men	20
History	28	Physical Education for	
Government	11	Men and Women	8
Geography	8	Physical Education for	
Economics	15	Women	<u>28</u>
Sociology	19		
		TOTAL	453
EDUCATION			
Education	27		
Psychology	7		
Health Education	3		

There were fewer courses offered in 1939 than in 1930. English courses had declined from fifty-three to forty-one, foreign languages from seventy-two to twenty-eight, mathematics from twenty-three to seventeen, chemistry from twenty-one to ten, and home economics from twenty-eight to twenty-two. One of the major reductions was in the area of agriculture, where course offerings decreased from eighteen to two. There was also much less emphasis on foreign languages. The 1938 catalog listed six courses in German and none in 1939. Several areas had more offerings in 1939 than in 1930. Social science courses increased from sixty-eight to eighty-one. A total of five hundred seventy-one courses listed in 1930 can be compared to four hundred fifty-three in 1939. President Isle, however, did not remain to put the new curriculum into operation. On July 30 the Board relieved him of his

duties and elected James B. Boren to replace him.<sup>67</sup> Boren had earned his B. S. and B. Ed. degree at Oklahoma City University and his M. Ed. at the University of Oklahoma.

The new president came to Southwestern at the time when morale was at a low point. The administration building had burned the previous July; the College had not met the bond payments on Neff and Stewart Halls, and was overdrawn at a local bank. Furthermore, several legislators, charging duplication of effort among the state colleges, wanted Southwestern closed in order to reduce costs.<sup>68</sup> Fortunately, plans for enlarging Southwestern's curriculum had already been approved and its name changed before the administration building burned.

Boren welcomed the opportunity to develop the school's new vocational program. In the 1940 school annual, now entitled The Bulldog, he wrote the following:

Southwestern has eliminated lost motion; it has established avenues of activity that meet the needs of a changing world. It has dignified the work of the hand as well as the service of the brain. Its products shall find a ready market, because it trains for every job worth doing.<sup>69</sup>

The catalog for 1939-1940 included the new curriculum changes with the following announcement:

Southwestern will not only continue to train teachers with a strong Division of Education, but will also train students for the business, commercial, and industrial world, as well

---

<sup>67</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of July 30, 1939, pp. "A" 1, "B" 1. Governor Phillips did not like Isle and wanted him replaced.

<sup>68</sup>Dr. James B. Boren to Dr. Al Harris, April 22, 1968.

<sup>69</sup>The Bulldog, 1940, p. 3.

as give a general college course for those who do not desire the special training. Southwestern is now organized into a Division of Arts and Science, a Division of Education, and a Division of Technology.<sup>70</sup>

#### Organizing a Department of Pharmacy

Two men, Albert Eaton of Weatherford and Bert Brundage of Thomas, were instrumental in having pharmacy made a part of the curriculum. Both of these men were pharmacists and had long wanted a school of pharmacy located at Southwestern. They spent much time and money promoting this idea, and once it was approved they worked to equip the new department at a minimum of cost to the College.<sup>71</sup> The Department of Pharmacy, a part of the Division of Technology, held its first classes in the fall of 1939. Twenty-five students enrolled.<sup>72</sup> The 1939-1940 catalog offered the following information about the new department:

The Department of Pharmacy offers a four-year course leading to the degree of Bachelor of Science and a two-year vocational type course leading to a certificate of proficiency in drug store merchandising. The four-year program is intended to satisfy Oklahoma State Board of Pharmacy requirements for eligibility for registration. The two-year program does not fulfill the requirements but is intended to prepare students for efficient drug store service in the commercial field. In the four-year degree program, students may elect to specialize in medical technology, pre-medicine or commercial pharmacy during their last two years work. Students expecting to enter the retail drug field should choose commercial pharmacy; those planning to undertake the study of medicine should elect pre-medicine; and those planning to enter professional pharmacy should choose medical technology.<sup>73</sup>

---

<sup>70</sup>Quarterly Bulletin, Catalog Issue, Southwestern State College of Diversified Occupations, 1939-40, p. 9.

<sup>71</sup>Ina G. Black, "A Monument on the Plains," p. 1.

<sup>72</sup>The Southwestern, December 6, 1939, p. 1. The first classes were held in the basement of the science hall.

<sup>73</sup>Quarterly Bulletin, Catalog Issue, Southwestern State College of Diversified Occupations, 1939-40, pp. 37-39.

Dr. L. J. Klotz, a member of the chemistry staff since 1934, served as the first head of the department. The new pharmacy offerings were destined to become a major part of the curriculum in the course of the next decade. Within a year the administration saw fit to raise the new department to division status.<sup>74</sup>

#### An Industrial Arts Building and Another New Name

To implement further the new vocational curriculum the College built an industrial arts building on the northeast corner of the campus. Classes started in the new building in January, 1940, and included auto mechanics, carpentry, cabinet and furniture construction, commercial cooking, general electricity, and cosmetology.<sup>75</sup> The 1940-1941 catalog noted that the purpose of the new Division of Vocational Training was as follows:

1. To provide training for young men and women who are not interested in obtaining an academic degree or in preparing themselves for the profession of teaching.
2. To prepare students so that they may be proficient in various trades and vocations.
3. To prepare students to earn a livelihood.<sup>76</sup>

---

<sup>74</sup>*Ibid.*, 1940-41, p. 12. Boren and L. E. Wheeler, a former state senator, both recalled how opposition to Southwestern's entry in the field of pharmacy came from friends of the University of Oklahoma School of Pharmacy. Wheeler felt the opposition never really posed a serious threat to Southwestern's school. Interview, James B. Boren, March 22, 1968; Interview, L. E. "Polly" Wheeler, April 25, 1968.

<sup>75</sup>The Southwestern, January 17, 1940, p. 1. The first class in cosmetology was organized under the direction of Mrs. Mildred Graham and enrolled twenty-four students. Fifty-nine students enrolled the second year. Records, Office of the Registrar, Southwestern State College.

<sup>76</sup>Quarterly Bulletin, Catalog Issue, Southwestern State College of Diversified Occupations, 1940-41, p. 51.



President Boren had much enthusiasm for the new offerings and traveled widely throughout the district explaining them to parents and potential students. He also worked to expand the program through private and federal funds. In the summer of 1941 he reported to the Board of Regents that Southwestern was able to open a class in aviation engines financed entirely with federal funds.<sup>77</sup>

The name Southwestern State College of Diversified Occupations proved unpopular with both students and alumni. Consequently, a number of people felt it should be changed. In one instance a group of students and faculty members invited a legislative committee to visit Southwestern. When the committee arrived in December, 1940, they saw a large sign which had been erected on the campus which read in part, "Name us Tech."<sup>78</sup> The editor of The Southwestern, sharing the feeling that a new name was in order, explained:

When this institution was tagged 'Southwestern State College of Diversified Occupations,' state newspapers couldn't keep their 'two cents worth' of comment about it out of their columns. Such quips to suggesting name changes as, 'Custer County's College for Cotton Caretakers Children Cramped for Coin' made the rounds. One editor remarked that a yell-leader would be overworked in yelling 'Fight for dear old S. W. S. C. O. D. C.' <sup>79</sup> which would be more like a yodel than a yell.

He suggested the name Southwestern Tech and like others, recommended action by the next session of the legislature. Subsequently, in March, 1941, Senate Bill No. 30 changing the name to Southwestern Institute of

---

<sup>77</sup>Minutes, Board of Regents, Meeting of June 4, 1941, p. 54.

<sup>78</sup>Dr. James B. Boren to Dr. Al Harris, April 22, 1968.

<sup>79</sup>The Southwestern, November 20, 1940, p. 2.

Technology was passed by the legislature.<sup>80</sup>

The end of the 1930's and the beginning of the 1940's saw many changes take place in the College: a new governing board, a new curriculum, a new administration building and industrial arts building, and two new names. Furthermore, the Great Depression was finally nearing an end as the nation, anxiously watching a growing threat to world peace developing in Europe and in Asia, prepared for possible war. Thus the hard times of the 1930's gradually ended. Yet the students of Southwestern, and all Americans for that matter, would long remember them. For the College the last decade had been critical, but as an institution it had survived. Now with proper curriculum planning its leaders and friends sought to make Southwestern more beneficial to a society which was moving in the direction of ever-increasing industrialization and urbanization.

---

<sup>80</sup>Oklahoma, Session Laws, 1941, p. 430. This law also specified that Southwestern be under the control of The Board of Regents of Oklahoma Colleges.

## CHAPTER IX

### AN UNEASY PEACE AND WAR, 1937-1945

#### World Peace and Southwestern

A sense of uneasiness gripped many Americans as aggression and war erupted in both Asia and Africa in the mid-1930's. One thing seemed certain, many Southwestern students were not indifferent to world affairs as evidenced by their concern for events beyond the borders of the United States. Yet despite the threat to world peace posed by Japan in Asia, Mussolini in Ethiopia, and Hitler in Europe, a strong sense of peaceful optimism pervaded the campus of Southwestern. For example, on May 17, 1937, The Southwestern announced a forthcoming chapel program in which peace was to be the substance of the program. This same issue told about the International Relations Club sponsoring an "International Good Will Day" on the anniversary of the Hague Peace Conference.<sup>1</sup> Another announcement reported the Y.M.C.A.-Y.W.C.A. sponsored peace play, "Brothers," a "drama which deals with the horrors of war."<sup>2</sup> This play told about the change in the nation's attitude regarding war when the

---

<sup>1</sup>The Southwestern, May 17, 1937, p. 1. Dr. Dora Stewart spoke at this meeting. G. P. Wild, another member of Southwestern's faculty, spoke on "recent trends of the world toward lasting peace."

<sup>2</sup>Ibid. One historian, in commenting on American attitudes, noted that "Some Americans hated war and believed that the United States, if it wished, could remain aloof from conflicts that might arise." A. Russell Buchanan, The United States and World War II, Vol. I (New York: Harper, 1964), p. 1.

people realized that the conflict of 1914-1918 which had cost so many lives had not made the world safe for democracy.

Dr. Dora Stewart, head of the Social Studies Department, took an active role in promoting peace sentiment at Southwestern. In the summer of 1938 she participated in a four-week seminar on international law sponsored by the Carnegie Foundation of International Peace, at the University of Michigan.<sup>3</sup> Coinciding with the peace sentiment expressed on the campus was a considerable amount of publicity about the conflicts abroad. On occasion the newspaper attempted to put the struggle on a personal basis. Three days before the Munich meeting of Adolf Hitler, Neville Chamberlain, Benito Mussolini, and Edouard Deladier, The Southwestern published a rather long story headlined, "Direct News From War Infested Spain Received by Student Here."<sup>4</sup> The story told how a Southwestern student, Lynne Prout, had received a letter from a friend who was fighting with the International Brigade on the side of the Loyalists in Spain. The letter, written by a man named Harry Shepard, occupied two and one-half columns. Shepard insisted that the war in Spain was not a civil war but an invasion by fascists from without. He further indicated that the Loyalists were winning, that victory for his side was inevitable.<sup>5</sup>

Despite the gathering war clouds in Europe, Dr. Stewart continued to promote the idea that peace was preferable to war. Addressing a Y.M.C.A.-Y.W.C.A. gathering on November 9, 1938, she spoke on "Peace

---

<sup>3</sup>The Southwestern, June 20, 1938, p. 1.

<sup>4</sup>Ibid., September 26, 1938, p. 2.

<sup>5</sup>Ibid. The letter was obviously meant for propaganda purposes, although the students probably did not realize this fact.

Between Nations.<sup>16</sup> Although many students apparently were concerned, some did not take the anti-war and peace programs seriously. In one instance a group of local national guardsmen took part in a regular assembly program which fell on November 11, a national holiday commemorating the end of World War I. Emphasizing the horrors of war, the program was silent except for background music. Somewhat perturbed, The Southwestern reported an incident which occurred during the course of what was meant to be a typical World War I scene. "A slight irregularity in proper audience conduct was revealed," reported The Southwestern, "when peals of laughter burst forth as weary soldiers helped their limping and wounded comrades away from the lines of conflict."<sup>17</sup> An editorial in this same issue entitled, "May War Never Be," denounced the behavior at the assembly implying that some members of the student body did not understand the terrors of war.<sup>8</sup>

After the Munich conference of September, 1938, the world enjoyed a brief respite from the crisis atmosphere which had threatened to erupt into a general war. Peace proved an illusion, however, and when Hitler launched an invasion of Poland on September 1, 1939, both Britain and France responded with a declaration of war.<sup>9</sup> In October, 1939, G. P. Wild, Associate Professor of History, commenced writing a regular editorial column in The Southwestern wherein he commented on the week's

---

<sup>6</sup> ibid., November 14, 1938, p. 1. The meeting was dismissed early so the students could attend a concert by Victor Alessandro and the Federal Symphony Orchestra.

<sup>7</sup> The Southwestern, November 14, 1938, p. 3.

<sup>8</sup> ibid., p. 2.

<sup>9</sup> A. Russell Buchanan, The United States and World War II, Vol. I (New York: Harper, 1964), pp. 1-27.

news, news which focused on the war in Europe. One of his editorials was devoted to the Nazi-Soviet friendship pact and what he felt would be its influence on the European situation.<sup>10</sup>

The actual impact of the war in Europe was felt on the Southwestern campus when fifty students who were members of the national guard were called away from classes for a week of training.<sup>11</sup> To these men the conflict abroad no longer seemed so remote.

After the division of Poland by Germany and Russia in September, 1939, the war in Europe became a stalemate until the spring of 1940, when it again erupted on a scale which sent shock and alarm throughout all of America. In quick succession the German armies overran Denmark, Norway, Holland, Belgium, and France, leaving only Britain standing against Hitler. President Franklin Roosevelt, supported by public opinion, offered to aid Britain with all of the nation's resources but without actually going to war. A military preparedness program at home and material aid to Britain brought renewed economic activity signalling the end to the Great Depression as America geared herself both physically and psychologically for the worst.<sup>12</sup>

---

<sup>10</sup>The Southwestern, November 8, 1939, p. 2. In this particular story Wild spoke about American desires to remain neutral. He also noted that Soviet Foreign Minister V. M. Molotoff strongly criticized President Franklin Roosevelt for his decision to send arms to Britain and France. Wild also called attention to Russian threats to invade and occupy Finland, and how Molotoff in a speech had warned that insofar as Russia was concerned, "There can be no question of restoring Poland. . . ."<sup>11</sup>

<sup>11</sup>Ibid., November 22, 1939, p. 1. In the same issue where the national guard action was reported, G. P. Wild's editorial commented on reported executions of rioting students in German-occupied Czechoslovakia. Ibid., p. 2.

<sup>12</sup>Russell Buchanan, The United States and World War II, Vol. I (New York: Harper, 1964), p. 16. Buchanan noted that the news of France's defeat "came as a shock" to the United States and "threw into new perspective the matter of American security."<sup>11</sup>

President Boren energetically promoted Southwestern's sharing in the national defense program. In September, 1940, following a number of meetings with state and national authorities, he announced that the College had been awarded a defense program involving the training of sixty persons related to the production of aircraft. This project consisted of courses offered in aircraft welding, aircraft woodwork, and aircraft sheet metal mechanics. Each course ran for nine weeks with seven hours of training per day. Five teachers, two from the College and three from defense agencies, were necessary to implement the new program.<sup>13</sup> Boren also worked to establish flight training as a part of Tech's curriculum, and eventually his efforts were rewarded.<sup>14</sup> In addition to securing federal instructional programs for Southwestern, Boren conducted an intense personal recruiting program. In the spring of 1941 he accepted eighteen invitations to speak at various western Oklahoma high school commencement exercises.<sup>15</sup> After only eighteen months at Southwestern, Boren had added numerous vocational courses to the curriculum, strengthened the Pharmacy School, equipped the new industrial arts building, and secured federal support for defense courses. He also organized a Department of Horology in the spring of 1941 in which twenty students enrolled the first year, 1941-1942. This

---

<sup>13</sup>The Southwestern, September 11, 1940, p. 1.

<sup>14</sup>The Weatherford News, February 13, 1941, p. 1; March 27, 1941, p. 1. The flight training started in the school year 1939-1940. Flight instructor Bob Gilchrist of Clinton went to St. Louis, Missouri, on November 3, 1939, and brought back a fifty-five horsepower Cub. The maximum speed of this plane was ninety-eight miles per hour with a cruising speed of eighty-five miles per hour.

<sup>15</sup>The Southwestern, April 30, 1941, p. 1.

number fell to ten in 1942-1943 but increased to thirty-two the following year.<sup>16</sup>

#### Student Opinion and the War in Europe

After the start of the war in Europe in 1939 the dominant theme of campus programs was patriotism. The conflict remained a topic of conversation and especially so after Congress enacted a selective service law, in September, 1940.<sup>17</sup> In compliance with the law, on October 16, 1940, all Southwestern male students between the age of twenty-one and thirty-six who did not live in Weatherford registered in the Dean of Men's offices.<sup>18</sup> Now the possibility of war no longer seemed remote, even to the indifferent, and from this point on student concern mounted. In April, 1941, The Southwestern polled ninety-three students on whether the United States should send men as well as supplies to aid Britain in her fight against Germany. Sixty-one expressed opposition to sending men while thirty-two favored doing so. The poll also revealed that all those questioned "felt the United States would be involved eventually, but until that time war supplies should be the extent of this country's aid."<sup>19</sup> This poll could be compared to a

---

<sup>16</sup>Records, Office of the Registrar, Southwestern State College. Horology is the art of making and repairing watches and clocks. The enrollment in the horology classes reached a high of 136 in 1947-1948. In 1953-1954 forty-eight students enrolled. The Department of Horology was closed after the summer term of 1959 when only seventeen students enrolled.

<sup>17</sup>A. Russell Buchanan, The United States and World War II, Vol. I (New York: Harper, 1964), p. 121.

<sup>18</sup>The Southwestern, October 16, 1940, p. 1.

<sup>19</sup>*ibid.*, April 30, 1941, p. 2.



similar one taken in late 1940 regarding the desirability of the United States entering the European conflict. At that time ninety-five per cent were opposed to this action, but by April, 1941, the opposition had declined to sixty-five per cent.<sup>20</sup>

A few days after this survey was taken, Dr. Andre Baude, a refugee French medical officer, spoke before the student assembly and told how Germany had defeated France.<sup>21</sup> Events in Europe continued to be a topic of conversation on the Southwestern campus and after the Germans invaded Russia in June of 1941, President Boren announced a series of open forums to be held regularly in the new "Y" building. The current Russian-German war which began with the Nazi invasion of the Soviet Union June 21, 1941, was the first topic scheduled for the forum discussion.<sup>22</sup>

When classes resumed in the fall of 1941 a spirit of patriotism permeated campus life. In one instance, during the regular football season, a feature story in The Southwestern indicated that a military uniform was more desirable than a football uniform. "It's true, student--," the writer noted, "the only suit that you or anyone else will ever wear that is better than a Southwestern Tech football suit, is the uniform you're going to wear for 'Uncle Sam.'"<sup>23</sup> Given the climate of a war atmosphere, it was fitting that patriotism became the theme for the homecoming observance held in October.<sup>24</sup>

---

<sup>20</sup> Ibid., p. 1.

<sup>21</sup> Ibid., April 30, 1941, p. 1. Baude escaped from a German prison camp, made his way to Lisbon, Portugal, and then to the United States.

<sup>22</sup> Ibid., June 25, 1941, p. 1.

<sup>23</sup> Ibid., September 17, 1941, p. 2.

<sup>24</sup> Ibid., October 1, 1941, p. 1.

The campus newspaper conducted another survey in November, 1941, on war sentiment among the students. The findings were as follows:

It was just one year ago that 90 per cent of Tech's students were against war with the axis, but now the tide has changed since the nazi horde is sweeping into the Russian interior. Now 62 per cent of the students, including both men and women, are for total war at once with the axis. This doesn't mean naval war alone; it means complete, modern, mechanized warfare, including every branch of the service. The coeds are shown to be more peaceful than the men, with only 58 per cent for war; while the boys are 72 per cent for the real thing.<sup>25</sup>

At no time did the students indicate they felt a war with Japan was possible. On December 3, 1941, The Southwestern, headlined the following stories:

All-School Play Will be Tuesday Night  
 Christmas Carol--The Assembly Feature  
 Local Aviation Students Learn that Flying Begins on Ground  
 Job Application Deadline Is Set<sup>26</sup>

In this pre-Pearl Harbor edition was also an announcement that the Tech basketball team would begin its season on the night of December 6 with a game against the Pittsburg Teachers College at Pittsburg, Kansas.<sup>27</sup> And then that fateful Sunday, December 7, 1941, came and Southwestern, like all of America, found herself plunged into war.

#### War Again

After the Japanese attack upon Pearl Harbor President Boren issued a statement:

---

<sup>25</sup> Ibid., November 12, 1941, p. 2. Even so, several students still felt the conflict should remain Europe's war while others felt the United States could not hope to remain out of the struggle. The story did not indicate how many students were questioned.

<sup>26</sup> Ibid., December 3, 1941, p. 1.

<sup>27</sup> Ibid., p. 4.

. . . it is the religious, civil, and economic obligation of the United States to appropriate its energies and resources to the final and complete defeat of the axis powers which seek to exterminate those who oppose their philosophy of totalitarianism.<sup>28</sup>

When news of the war came, several students immediately withdrew from school and enlisted in the military service, while others did likewise in the weeks which followed.<sup>29</sup> In the course of the next four years the war exacted its toll among former students. The first Southwestern alumnus killed was Lt. Woodrow Christian, who died in a non-battle plane crash in Texas on January 14, 1942.<sup>30</sup>

The war exerted its influence rather quickly on the campus. Transportation was one of the first problems confronting civilians as both gasoline and tires became critical items. As an economy move and in an effort to conserve automobile tires, in February, 1942, President Boren canceled the Southwestern Interscholastic Meet. This decision was necessary because a poll of the schools of western Oklahoma revealed that at least one third would not be able to participate in the meet because of transportation difficulties.<sup>31</sup> There was also public

---

<sup>28</sup>ibid., December 10, 1941, p. 1.

<sup>29</sup>ibid.

<sup>30</sup>ibid., January 21, 1942, p. 1.

<sup>31</sup>ibid., February 4, 1942, p. 1. Although the S.W.I.M. had become traditional, this was the first major activity canceled because of the war. The administration promised, however, that they would reinstate it as soon as conditions permitted. The administration later announced a slight change in the planned spring program "because music has been deemed by Washington authorities as an outstanding factor necessary in maintaining civilian morale, the district music meet held here annually as a part of the S.W.I.M. will be continued this year although the scholastic division of the meet has been dropped." ibid., February 18, 1942, p. 1.

discussion of the possibility that the Oklahoma Collegiate Sports Conference might abandon competitive athletics for the duration of the war. Jake Spann, Southwestern's football coach, did not believe this step was necessary.<sup>32</sup> While football was only threatened, one of the early casualties of the war was the popular cola beverage which became in short supply early in 1942. Most of the students patriotically accepted this sacrifice because "the army must be refreshed," but some of the more addicted ones were willing to "walk a mile for a coke."<sup>33</sup> Seeking to do their part of the war effort, in one instance a group of students journeyed to Fort Sill, Oklahoma, where they entertained troops.<sup>34</sup>

The war was thus destined to bring many rapid changes in the lives of the students and in the American people. As the nation geared itself to a wartime economy the federal government gradually imposed a high degree of regimentation on the people, and they willingly accepted it. In February the campus newspaper warned that an "Income Tax May Affect Students" indicating that those earning as much as \$14.43 per week were now required to file a form entitled 1040.<sup>35</sup> While Americans in the interior of the nation may have been worried about taxes, inhabitants of both the east and west coast areas experienced rumors and fears of sabotage by enemy agents. Some of these fears infiltrated into the interior of the United States, even to Custer County, Oklahoma. In

---

<sup>32</sup>The Weatherford News, February 19, 1942, p. 1.

<sup>33</sup>The Southwestern, February 25, 1942, p. 3.

<sup>34</sup>ibid., March 18, 1942, p. 1.

<sup>35</sup>ibid., February 18, 1942, p. 1.

February the College airport was temporarily closed as a precautionary measure to prevent sabotage.<sup>36</sup> No one seemed to know who the potential enemies might be.

The war posed one genuine problem for Southwestern. The inevitable demands of the conflict drew faculty members to both the military service and to civilian occupations. In April, 1942, four male faculty members left the campus while others followed later.<sup>37</sup> The attrition continued for the next year as male members, including Dr. Gordon Williams, the College physician, requested and were granted leaves of absence to enter the armed forces. Eventually Mary Boyd, the College nurse, also entered the army.<sup>38</sup>

It also became evident that the demands of the war would soon deplete the male student population. Foreseeing this eventuality, President Boren requested and was given permission of the Board of Regents to act as their agent in executing contracts with the Air Service Command for the training of troops in engine overhaul mechanics.<sup>39</sup> Confronted with diminishing numbers of male students, the College could possibly remain in operation and retain at least some semblance of a faculty only through programs such as this or in some other phase of instruction related to the war effort. But this problem was not to be President Boren's for long as his term of office was nearing an end.

---

<sup>36</sup>Ibid.

<sup>37</sup>The Weatherford News, April 9, 1942, p. 1. Among those leaving were J. C. Krutum, Dick Jewell, J. C. Barnett and L. J. Miner.

<sup>38</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of March 12, 1942, p. 129. The Dean of Women assumed the nursing duties.

<sup>39</sup>Ibid., Meeting of April 16, 1942, p. 90.

## A New Administration and Wartime Problems

When the end of the spring term of 1942 neared, President Boren somewhat surprisingly resigned in order to accept the presidency of Hardin Junior College at Wichita Falls, Texas. During his short term of office he had served Southwestern well. In carrying out the will of the legislature he initiated the vocational curriculum, and later, when the demands of an industry gearing for war attracted potential students away from western Oklahoma, he waged an intense recruiting campaign for the College. When the war finally came he worked to involve the College in the national effort by providing training for industry, particularly for aircraft manufacturers. During his term of office the library reached a total of 23,000 volumes in addition to 3,600 government documents, 2,200 bound magazines and 175 current periodicals.<sup>40</sup> The college newspaper, The Southwestern, made major improvements during the last two years, winning first place in the Oklahoma Senior College Press Association evaluation in both 1940 and 1941.<sup>41</sup>

Mr. G. S. Sanders, Chairman of the Board of Regents, was presiding at the meeting in which Boren submitted his resignation. Sanders apparently wanted the presidency of Southwestern, because the Board unanimously elected him to fill the vacancy.<sup>42</sup> The new president was a former student at Southwestern but did not complete his undergraduate work there. He earned his Bachelor of Science degree from the

---

<sup>40</sup>Quarterly Bulletin, Catalog Issue, Southwestern State College of Diversified Occupations, 1940-41, Vol. 26, No. 1, p. 13.

<sup>41</sup>Quarterly Bulletin, Catalog Issue, Southwestern Institute of Technology, 1942-43, Vol. 28, No. 1, p. 18.

<sup>42</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of April 30, 1942, p. 92.

University of Oklahoma and his Master of Science degree from Oklahoma A. and M. College. Before accepting the presidency he was serving as Superintendent of Schools at Holdenville, Oklahoma.

Although the community had previously been psychologically prepared for the possibility of football becoming a wartime casualty, it was saddened when the news came. In July, 1942, one of President Sanders' first recommendations to the Board of Regents was to abandon football "for the duration or until such time that it would be advisable to reinstate the activity."<sup>43</sup> He listed the following reasons for his recommendation: inadequate coaching staff, inadequate equipment, insufficient number of capable players, a heavy financial loss estimated at \$5,000.00 and transportation difficulties. He told the Board that while football was discontinued he planned to carry on "a more active and thorough intramural program offering competitive basketball, baseball, softball . . . along with the development of a better health program."<sup>44</sup>

In mid-August the first class of air force enlisted men completed the fifteen week airplane mechanics course. All of the members of this class were scheduled "to be sent to the air depot in Oklahoma City."<sup>45</sup> The classes were held in the armory located in downtown Weatherford and in a frame building located on the west side of the campus behind the football field. One faculty member recalled that the sound of

---

<sup>43</sup>Ibid., Meeting of July 21, 1942, p. 104.

<sup>44</sup>Ibid.

<sup>45</sup>The Weatherford News, August 13, 1942, p. 1. The College turned Neff Hall over to the air force detachment.

airplane engines being tested sometimes hindered classes.<sup>46</sup> A total of eleven hundred men attended the school, receiving instruction in servicing both liquid and air-cooled engines.<sup>47</sup>

September, 1942, came, and by the end of the first week the impact of the war was evident when few boys enrolled. Of the three hundred fifty-six students then enrolled only ninety-eight were male. This made a ratio of about five women to two men, and while the latter may have appreciated this situation, the administration viewed the matter with grave concern.<sup>48</sup> Seeking a solution to the falling enrollments, all of the state colleges under the Board of Regents offered their services to the army. In response the army tentatively offered contracts for the training of enlisted men in clerical work. The colleges quickly worked out the details, with instruction scheduled to begin by January 1, 1943. Sanders offered to accept three hundred men and immediately to start such a program at Southwestern. However, some changes had to be effected before the program could begin. In November the director of the state coordinating board requested the state college presidents to release all of their state-owned dormitories to the federal government for military use.

It is not known for certain how the girls occupying Stewart Hall reacted when notified they would have to move out of the dormitory and find housing elsewhere. In any event, Sanders complimented them for their "excellent patriotic spirit" when they were told of the decision.

---

<sup>46</sup>Interview, Dr. Louis Morris, May 1, 1968. Morris joined the Southwestern faculty in 1938.

<sup>47</sup>Records, Office of the Registrar, Southwestern State College.

<sup>48</sup>The Southwestern, September 16, 1942, p. 1.



to turn the building over to the army.<sup>49</sup> Perhaps they moved out willingly because their sacrifice meant there would be more men on the campus, even if the individual troops were present for only a short period of time. On January 1, 1943, the army moved into both Stewart and Neff Hall, converting them into barracks. Thus the sight and sound of marching men, somewhat reminiscent of World War I, came to the campus of Southwestern. The army instructional program, consisting in part of typewriting, supply system, military publications, and military correspondence, covered a period of eight weeks. The students attended classes for eight hours per day, six days per week with one instructor for each forty soldiers.<sup>50</sup>

Unfortunately, the current programs to train military personnel were relatively short lived. In May, 1943, the government canceled the contract for both the training of army clerks and for the air force mechanics.<sup>51</sup> This immediately posed a serious problem for Southwestern. Unless some type of program involving military personnel could be secured, the College facilities would be largely unused. Local leaders and President Sanders, concerned about the future of Southwestern, met and formulated plans to cope with the need to replace the army trainees. That same month President Sanders, State Senator L. E. "Polly" Wheeler, and Mayor L. A. White of Weatherford, went to Washington, D. C., in an

---

<sup>49</sup>Ibid., November 11, 1942, p. 1.

<sup>50</sup>Minutes, Board of Regents, Meeting of October 30, 1942, p. 118; The Weatherford News, January 7, 1943, p. 1. The troops also received basic military training during their instructional program at Southwestern. Records, Office of the Registrar, Southwestern State College.

<sup>51</sup>The Weatherford News, May 13, 1943, p. 1. The cancellation was not an isolated case but a general order from Washington affecting similar institutions in Oklahoma and elsewhere.

effort to secure another training program for Southwestern. Through the efforts of Senator Elmer Thomas and Congressman Victor Wickersham, the military authorities agreed to consider their request. The trio representing Southwestern then went to Wright-Patterson Field at Dayton, Ohio, where they further conferred with air force officials.<sup>52</sup> Early the next month an air force official of the Eighth Service Training Command of Technical Instruction came to Weatherford to inspect the facilities offered by the College. He told Sanders he would recommend a new training program for Southwestern.<sup>53</sup> Unfortunately, no further military programs were forthcoming, and for the balance of the war the College had to manage with civilian students only.

The legislative appropriations for operating expenses during the war years reflected the decline in the number of students. The total appropriation for the biennium of 1943-1945 amounted to \$210,164.00, compared to \$273,210.29 in 1941-1943, and \$292,437.73 in 1939-1941.<sup>54</sup> The decrease resulted from two factors, fewer students and Governor Leon C. Phillips' plan to reduce appropriations for all branches of state government, including education.<sup>55</sup>

#### The Faculty, the Curriculum, and Another Administration

---

<sup>52</sup>Interview, L. E. "Polly" Wheeler, April 25, 1968; Interview, L. A. White, April 17, 1968; The Weatherford News, May 20, 1943, p. 1.

<sup>53</sup>The Weatherford News, June 3, 1943, p. 1.

<sup>54</sup>First Biennial Report, Oklahoma State Regents for Higher Education, Period ending June 30, 1942, p. 173; Second Biennial Report, Oklahoma State Regents for Higher Education, Period ending June 30, 1944, p. 59; Eighteenth Biennial Report, State Superintendent of Public Instruction, 1940, p. 220.

<sup>55</sup>Gibson, Oklahoma, pp. 382-383.

The demands imposed by the total war effort caused a continuous loss of the faculty. The departure of staff members, several during the first few months of the wartime period, continued at a steady pace. In December, 1942, J. G. Naiman, the head of the Biology Department for seven years, left to take a position with a military school in California.<sup>56</sup> Resignations continued through the years 1943 and 1944. Doris Tiller, Instructor in Cosmetology, resigned in June, 1943; James Burnham, Instructor in Photo Engraving, and Elizabeth Morrison, Instructor of Voice, also resigned. All three of these positions were left unfilled. Later, Donald Emery, Instructor in Commerce, did not have his contract renewed. Verel Jones, Instructor in English; C. C. Wyatt, Extension Teacher; Leland Proctor, Instructor of Music; and E. E. Mason, Band Instructor, left Southwestern, and again all of their positions remained unfilled.<sup>57</sup>

The elimination of faculty members revealed the major changes taking place at Southwestern. Education, affected probably as much if not more than any other American institution, felt the impact of a war which required the almost complete mobilization of manpower. Even so, the administration sought to keep as much of a faculty intact as possible. The most significant long-range effect of the war was the permanent loss of many competent teachers.

---

<sup>56</sup>The Weatherford News, December 10, 1942, p. 1. In July, 1943, President Sanders announced that two faculty members, Miss Myrtle Umphress, the head of the Department of Home Economics since 1917, and the Dean of Administration since 1939, R. C. Dragoo, would not be appointed. The Weatherford News, July 8, 1943, p. 1. Asa M. Keeth, former superintendent of schools at Elk City, replaced Dragoo as Dean. *Ibid.*, July 5, 1943, p. 1.

<sup>57</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of March 12, 1943, p. 129.

In spite of wartime problems the total number of catalog course offerings had increased from four hundred fifty-three in 1939 to four hundred ninety-five in 1943-1944. The 1943-1944 catalog listed the following areas and course offerings:<sup>58</sup>

ENGLISH	40	BUSINESS EDUCATION	
		Accounting	7
FOREIGN LANGUAGE		Business Law	2
French	15	Shorthand	4
Spanish	17	Typewriting	3
		General Business	5
MATHEMATICS	17		
		PHARMACY	26
PHYSICAL SCIENCE			
Chemistry	11	MISCELLANEOUS	
Physics	13	Agriculture	14
		Art	22
BIOLOGY	20	Home Economics	24
		Industrial Arts	28
SOCIAL SCIENCE		Journalism	8
History	28	Music	34
Government	11	Speech	17
Geography	9	Physical Education for Men	20
Economics	16	Physical Education for	
Sociology	20	Women	19
		Physical Education for	
EDUCATION		Men and Women	<u>8</u>
Education	28		
Psychology	7	TOTAL	495
Health Education	2		

The major changes in the number of course offerings within various disciplines since 1939-1940 were an increase in agriculture from two to fourteen courses and a decrease in physical education for women from twenty-eight to nineteen. New additions were twenty-six courses in pharmacy and all of the trade and industry courses. The Trades and Industries Division offered work in the following areas:<sup>59</sup>

---

<sup>58</sup>Quarterly Bulletin, Catalog Issue, Southwestern Institute of Technology, 1943-44, pp. 93-140.

<sup>59</sup>Ibid., pp. 143-149.

Commercial Art	10
Automotive Mechanics	12
Aviation	11
Industrial Biology	6
Carpentry	4
Commerce	11
Commercial Cooking	4
Cosmetology	4
Electrical Trades	<u>8</u>
Total	70

Not listed as specific courses but nevertheless a part of the trades and industries curriculum were horology and welding.<sup>60</sup>

The faculty in 1943-1944 came to forty-three members compared to fifty-one two years previously.<sup>61</sup> The total vocational faculty numbered twenty-seven, but the majority included members of the regular faculty.<sup>62</sup>

In July, in order to sustain Southwestern's Industrial Arts Department, Sanders asked permission from the Board of Education for the College to make furniture for the public high schools of western Oklahoma on a cost basis.<sup>63</sup> When the school term opened in September President Sanders, appearing again before the State Board of Education, asked and received their approval for a continuation of the Pharmacy

---

<sup>60</sup>Ibid., p. 89.

<sup>61</sup>Ibid., pp. 6-9; Ibid., 1941-42, pp. 6-10.

<sup>62</sup>Ibid., 1943-44, p. 11.

<sup>63</sup>Minutes, State Board of Education, Meeting of July 25, 1943, pp. 356-357. The jurisdiction of Southwestern had returned to the State Board of Education.

School through the school year 1943-1944. He justified this recommendation on the basis of "war needs for this training" and "in compliance with the request of the Oklahoma Pharmaceutical Association."<sup>64</sup> Included in his request was the following statement:

This authorization carries no implication for a continuance of the pharmacy curriculum for the school year 1944-45, and with the understanding that a continuance will be contingent on further consideration of this matter by the Regents at the request of the College in the spring of 1944.<sup>65</sup>

It would seem there was some doubt as to the permanence of the pharmacy program in that it was being approved on a year to year basis. Fortunately, the program proved itself and remained a part of the curriculum.

The administration continued to seek ways to increase the enrollment, making a gain in the fall of 1944 when thirty-six cadet nurses enrolled in a training program on the campus. The new students were quartered in Stewart Hall for their four-month stay at Southwestern.<sup>66</sup> Spirits were low in the fall of 1944 when the enrollment reached a total of only one hundred seventy-two, the lowest of the war years.<sup>67</sup>

Despite the wartime shortage of students, President Sanders' rather optimistic report to the State Regents for Higher Education included the following:<sup>68</sup>

---

<sup>64</sup>Ibid., Meeting of September 28, 1943, pp. 374-375.

<sup>65</sup>Ibid., p. 375.

<sup>66</sup>The Southwestern, September 13, 1944, p. 1.

<sup>67</sup>Records, Office of the Registrar, Southwestern State College. Of the one hundred seventy-two, one hundred thirty-one were women, forty-one were men.

<sup>68</sup>Second Biennial Report, Oklahoma State Regents for Higher Education, Period ending June 30, 1944, pp. 101-102. The initials AAFTTC stand for Army Air Force Technical Training Command.

The total number of persons served by classes, training school, extension courses, AAFTTC, and short courses during the biennium was 4,853. Excluding all duplications the full time resident civilian enrollment of students on the campus at Weatherford in 1942-43 was 950; for 1943-44 638; . . . Bachelor's degrees granted 1942-43, 129, 1943-44, 68. . . .

Further describing Southwestern's activities during the last two years, Sanders noted that:

Southwestern has continued functioning as a teacher training institution endeavoring to help alleviate the acute war time shortage of teachers.<sup>69</sup>

Thus the teacher training purpose of the College remained important in that "approximately five hundred teachers have been trained and placed in teaching positions over the state" in the last two years.<sup>70</sup> Other departments of the College fared well considering the wartime problems. "The watchmaking and repair department," noted Sanders, "has had capacity enrollment throughout the biennium and has graduated 34 students all of whom have been employed immediately in excellent positions in the watchmaking industry."<sup>71</sup> The president further praised the accomplishments of the Commerce Department and the School of Pharmacy, pointing out that graduate pharmacists were in short supply in Oklahoma. The school, he noted, was not only helping to relieve this need but was also supplying students who entered the medical corps of the armed services as pharmacists. Sanders proudly noted that "All graduates of the school have taken the State Board of Pharmacy examination and passed with good to excellent ratings."<sup>72</sup>

---

<sup>69</sup>Ibid., p. 101.

<sup>70</sup>Ibid.

<sup>71</sup>Ibid.

<sup>72</sup>Ibid.

In contributing more directly to the war effort Southwestern had offered instruction for young men planning to enter the air force. As a part of their training they were taught navigation, meteorology, civil air regulations, theory of flight, aerodynamics, mathematics, physics, general aircraft service, and flight. In cooperating with the navy, the College had trained twenty-three men as radio technicians. In addition to training six hundred clerks for the air force, Southwestern also trained six hundred twenty-five mechanics through a program contracted with the Army Air Force Technical Training Command. Through the two-year period ending June 30, 1944, Southwestern trained a total of 1,318 service men for the federal government.<sup>73</sup> In addition to the regular enrollees and the programs for the federal government in 1942-1943 and 1943-1944, the institution served three hundred twenty in extension classes, four hundred fifty through correspondence courses, and sixty-five in special short courses.<sup>74</sup>

As of June 30, 1944, Southwestern had 1,033 graduates and former students serving in the armed forces. One of those who heeded the call as war threatened was Albert DeFehr of Corn, Oklahoma. He was one of seven student pilots who completed the first flight course offered by Southwestern.<sup>75</sup> Chosen as the "best citizen" of 1940, DeFehr won high honors while also serving as president of the senior class, the Student Council and the Senate.<sup>76</sup> In addition to filling the post of editor of

---

<sup>73</sup>Ibid.

<sup>74</sup>Ibid., p. 102.

<sup>75</sup>The Southwestern, January 3, 1940, p. 1. This issue of the newspaper included a photograph of the seven students and their training plane.

<sup>76</sup>Ibid., April 19, 1944, p. 1.



The Bulldog in 1940, he worked as a staff member of The Southwestern. When the possibility of American involvement in the war increased, DeFehr withdrew from school to enter the air force. He completed his degree work by correspondence while in the service and was graduated in 1941. He quickly won promotion to the rank of major and in the course of the war he flew in the European theater of operations, winning several commendations and awards. On March 15, 1944, Major DeFehr was killed while flying a mission over Italy.<sup>77</sup> His was but one example of the cost of winning the war. There were many others associated with Southwestern who also became casualties as the intensity of the conflict increased both in Europe and in Asia.<sup>78</sup>

Americans were elated when the European phase of the conflict ended in May, 1945. Attention then shifted toward the Pacific theater of operations as military pressure against Japan rapidly increased. The last year of the war passed rather uneventfully on the campus of Southwestern. In the summer of 1945 President Sanders submitted a letter of resignation in which he pointed out that while he was president the College was continuously engaged in war training of some type and that by the spring of 1945 it was meeting the needs of returning war veterans.<sup>79</sup>

R. H. Burton was in June, 1945, a member of the State Board of Education which accepted Sanders' resignation. The presidency of

---

<sup>77</sup>Ibid.

<sup>78</sup>A. Russell Buchanan, The United States and World War II, Vol. II (New York: Harper, 1964). pp. 359-378, 509-528.

<sup>79</sup>Minutes, State Board of Education, Meeting of June 22, 1945, pp. 457-458.

Northwestern State College at Alva was also vacant. Burton and another Board member, J. R. Holmes, declared in the course of their meeting that they had resigned from the Board. The two then went into an adjoining room, and while they were gone the remaining Board members elected Holmes to the presidency of Northwestern and Burton to that of Southwestern.<sup>80</sup> The Board later met with Governor Robert S. Kerr and discussed the validity of this election. They subsequently held another vote in which they affirmed the previous decision.<sup>81</sup>

Burton, a native of Virginia, had attended Washington and Lee University, Central State College, and had earned a master's degree from Oklahoma A. and M. College. For ten years he had been serving as Superintendent of Schools at Idabel, Oklahoma.<sup>82</sup> When he took over in August he announced that he would make no new changes in either program or personnel.<sup>83</sup>

August, 1945, was an eventful month in the history of the United States and the world. Two mushroom clouds over Japan not only signalled the end to World War II but also ushered in the atomic age. The world, America, and Southwestern, would never again be the same.

---

<sup>80</sup> Ibid.

<sup>81</sup> Ibid., Meeting of July 13, 1945, p. 473.

<sup>82</sup> The Southwestern, July 4, 1945, p. 1.

<sup>83</sup> The Weatherford News, August 9, 1945, p. 1.

## CHAPTER X

### GROWTH AND DEVELOPMENT, 1945-1953

#### The Post-War Years, 1945-1950

The adjustment to peace came quickly on the campus. Early in January, 1946, the varsity sports program resumed when Southwestern played its first conference basketball game since the beginning of World War II.<sup>1</sup> In May the College observed Senior Day after a four-year absence, at which time approximately one thousand high school seniors from western Oklahoma schools came to the campus.<sup>2</sup> Football was revived in the fall of 1946 along with the annual homecoming celebration.<sup>3</sup>

While the transition to a peacetime campus was routine in many ways, there was one feature stemming directly from the war which made it different. Thousands of war veterans, taking advantage of educational benefits offered by the federal government, enrolled in the nation's colleges and universities. These men and women, many of them married and with families, required housing which invariably was inadequate. Because housing in Weatherford was in short supply, Southwestern hastened to provide for these students by securing a number of

---

<sup>1</sup>The Weatherford News, January 10, 1946, p. 1.

<sup>2</sup>Ibid., May 2, 1946, p. 1.

<sup>3</sup>The Southwestern, July 23, 1946, p. 1; The Weatherford News, October 24, 1946, p. 1. The homecoming observance had been abandoned when World War II started.

barracks-type buildings from the federal government. Erected on city-owned property adjacent to the southwestern corner of the campus, these frame buildings were converted into apartments for married students.<sup>4</sup> Dubbed Vetsville by the students, the name soon won acceptance by the entire community.

Typical Vetsville residents were Mr. and Mrs. G. Blaine Tucker and their two children, a boy seven and a girl three. Tucker, originally from Hollis, Oklahoma, served with the navy in the Pacific theater of operations for eighteen months, thereafter coming to Southwestern to major in horology.<sup>5</sup> The birth rate was high among the residents of Vetsville, and diapers on the clotheslines became a familiar sight. The occupants of the married student's housing, usually faced with limited financial resources, helped each other with baby-sitting and other problems.

Anticipating a record enrollment for the fall term of 1946, in August a committee representing both the College and the city of Weatherford canvassed the entire community to locate possible student housing.<sup>6</sup> In mid-September, 1946, The Southwestern happily reported that registration was more than double that of any semester since 1942.<sup>7</sup> An estimated seventy-five per cent of the total enrollment was

---

<sup>4</sup>The Weatherford News, January 31, 1946, p. 1; April 18, 1946, p. 1. The buildings, moved from Wichita, Kansas, were allocated to Southwestern by the Federal Public Housing Authority.

<sup>5</sup>The Southwestern, November 12, 1946, p. 1.

<sup>6</sup>The Weatherford News, August 8, 1946, p. 1.

<sup>7</sup>The Southwestern, September 17, 1946, p. 1. By September 11, enrollment reached seven hundred eighty-one, according to Millie Alexander, the registrar. *Ibid.*, September 12, 1946, p. 1.

of freshmen or unclassified students.<sup>8</sup> Enrollment for the fall term over a four-year period was as follows:<sup>9</sup>

	<u>1945</u>	<u>1946</u>	<u>1947</u>	<u>1948</u>
Men	104	581	464	582
Women	<u>226</u>	<u>265</u>	<u>243</u>	<u>232</u>
Total	330	846	707	814

In 1946, evidence of veterans taking advantage of educational opportunity was indicated when of eighty-five students enrolled in pharmacy, fifty-four were former servicemen. In order to cope with the large number of students, the administration secured the former officers' club building from the Frederick Army Air Base, Frederick, Oklahoma. This building was moved to the campus where it was used for classes in air conditioning and refrigeration.<sup>10</sup>

Despite the mushrooming enrollment, students generally found prices reasonable. In 1946 fees per semester came to a total of only \$13.50 including incidental, student activity, and library assessments.<sup>11</sup> The dormitory rates of both Stewart and Neff Hall were as follows: private rooms cost from \$16.00 to \$28.00 per month; two students per room paid from \$8.00 to \$14.00 per month per person, and three sharing a room paid from \$7.00 to \$9.00 per month each. Board cost approximately \$28.00 per month.<sup>12</sup>

---

<sup>8</sup>ibid., September 17, 1946, p. 1. Unclassified students were those enrolled in horology, shop, or cosmetology.

<sup>9</sup>Records, Office of the Registrar, Southwestern State College.

<sup>10</sup>The Weatherford News, November 14, 1946, p. 1.

<sup>11</sup>Quarterly Bulletin, Annual Catalog, Southwestern Institute of Technology, 1946-1947, pp. 17-19.

<sup>12</sup>ibid., p. 17.

Another pre-war campus activity returned in April, 1947, when the College again hosted the traditional Southwestern Interscholastic Meet. Featuring both academic and musical contests, the meet attracted more than three thousand students representing fifty-four high schools of western Oklahoma.<sup>13</sup>

Generally, the transition to a peacetime campus was affected with a minimum of difficulty. In the fall of 1947, despite some inconveniences and shortages because of the rapid growth of the student body, the editor of The Southwestern expressed almost unlimited optimism and proudly noted that "Tech Has Everything Needed."<sup>14</sup> Unfortunately, Tech did not have everything it needed. Southwestern desperately needed additional housing facilities, so much so that College officials reported the "shortage of rooms and apartments is holding back several hundred more prospective students."<sup>15</sup> In 1947, as in the previous year, over fifty per cent of the student body was composed of freshmen, indicating that classes in the future would be considerably larger than those in the past. The increased number of students brought a change in the operation of the library. In the fall of 1947, Ernest Thomas, the librarian, initiated a policy of allowing open stacks.<sup>16</sup> In May, 1948, an editorial, praising the new library rules, reported that since the

---

<sup>13</sup>The Southwestern, April 15, 1947, p. 1. More than twenty-two high school bands also visited the campus and participated in the meet.

<sup>14</sup>ibid., September 16, 1947, p. 1.

<sup>15</sup>ibid.: The School of Pharmacy turned away several students because they were unable to find housing. The Department of Horology resorted to a waiting list.

<sup>16</sup>The Weatherford News, October 9, 1947, p. 1. The library had about 35,000 volumes in 1947.

fall term opened a total of 2,344 books had been checked out whereas only 2,300 had been used in all of the previous four years. The editor explained, 'whereas formerly, the Tech library was dull and cold with formal disciplined rules, now the students are allowed to look into the stacks. . . .'<sup>17</sup>

In the fall of 1947, the administration, mindful of the need for a place where students could spend some of their free time, procured a building from the former air base at Frederick, Oklahoma. Erected to the north of Stewart Hall, this building, equipped with a snack bar and recreation area, became the first student center on the campus. This structure also housed the veterans' guidance center, publication department, and speech classrooms.<sup>18</sup> Although the new student center was only a temporary frame building, it was a welcome addition to the campus.

In April, 1948, the Board of Regents, confronted with a long-range prospect for the growth of higher education, and seeking to alleviate the immediate problem of overcrowded classrooms, authorized the construction of a new classroom building at Southwestern.<sup>19</sup> The new facility, located to the west of the administration building, was two and one-half stories high, had approximately twelve thousand square feet of floor space, and cost approximately \$138,000.00. On September 8, 1949, a committee representing the Regents inspected the new structure,

---

<sup>17</sup>The Southwestern, May 11, 1948, p. 2.

<sup>18</sup>ibid., September 16, 1947, p. 1. An agency of the federal government, the Bureau of Community Facilities, moved the building at no cost to Southwestern.

<sup>19</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of April 5, 1948, p. 101.

named the Education Building, and officially accepted it in October.<sup>20</sup> Two years later the building was enlarged when new wings were built on both sides.<sup>21</sup>

The physical plant was further enlarged in the fall of 1948 when the College acquired the land on which Vetsville was located.<sup>22</sup> The Board, continuing to plan for the future with a definite trend toward ever-increasing college enrollments, authorized the president to purchase four acres of land lying on the north and approximately two acres lying on the east side of the campus.<sup>23</sup> The Board's policies proved wise in that the College continued to grow. The student body in the fall of 1948 represented fifty-seven Oklahoma counties, seven additional states, one territory, and one foreign country.<sup>24</sup> The growth trend continued, so much so that in the fall of 1949 over one thousand students enrolled.<sup>25</sup>

Because of rising enrollments the legislature found it necessary to increase appropriations for Southwestern in the post World War II

---

<sup>20</sup> *ibid.*, Meeting of September 5, 1949, p. 438; October 23, 1949, p. 481.

<sup>21</sup> The Weatherford News, June 29, 1950, p. 1.

<sup>22</sup> Minutes, Board of Regents of Oklahoma Colleges, Meeting of July 23, 1948, p. 206; August 23, 1948, p. 209; September 11, 1948, p. 237.

<sup>23</sup> *ibid.*, Meeting of October 23 and October 24, 1949, p. 474.

<sup>24</sup> Records, Office of the Registrar, Southwestern State College. Custer County provided the greatest number of students, two hundred thirty-six, with Washita County second with one hundred six. The out-of-state students came from Arkansas, Missouri, New Mexico, California, Connecticut, and Wisconsin. One student came from Alaska and one from China. As of September 15, 1948, four hundred sixty-one veterans enrolled compared to three hundred forty-six the previous year. The Weatherford News, September 16, 1948, p. 1.

<sup>25</sup> The Weatherford News, September 22, 1949, p. 1.



years. From a total of \$290,820.00 for the biennium from 1945-1947 the appropriation was increased to \$345,618.00 for 1947-1949.<sup>26</sup> Income derived from the Veterans Administration also rose during this period. For example, Southwestern received \$122,560.81 in 1947-1948 compared to \$91,144.91 the previous year.<sup>27</sup>

With higher education involving greater numbers, larger appropriations, and becoming increasingly important, an event occurred in the summer of 1948 which assured an orderly growth of the state colleges, including Southwestern. On July 6, 1948, in the regular primary election, the people of Oklahoma approved Senate Joint Resolution No. 16, culminating a decade of educational reform effort. Amending the Constitution, this measure created a Board of Regents of Oklahoma Colleges which succeeded the old Board. The new body of nine members, appointed to nine-year staggered terms by the governor, had complete "supervision, management, and control" of the six state colleges, including Southwestern.<sup>28</sup> Educators throughout the state welcomed the establishment of a constitutional board. Governors could not interfere with the various colleges, and partisan politics would no longer retard the development of higher education. The twenty-second legislature vitalized Article 13-B of the Oklahoma Constitution on April 1, 1949.

---

<sup>26</sup>Third Biennial Report, Oklahoma State Regents for Higher Education, Period ending June 30, 1946, p. 66; Fourth Biennial Report, Oklahoma State Regents for Higher Education, Period ending June 30, 1948, p. 40.

<sup>27</sup>Fourth Biennial Report, Oklahoma State Regents for Higher Education, Period ending June 30, 1948, p. 74.

<sup>28</sup>Oklahoma, Session Laws, 1949, p. 800.

The amendment was truly a milestone in the history of Oklahoma higher education.<sup>29</sup>

### The Winning of Accreditation

On August 9, 1948, after a two-year effort on the part of L. M. Lewis, the head of the Horology School, the United Horological Association of America placed Southwestern's school on their accredited list.<sup>30</sup> Also, in 1948 friends of Southwestern were hopeful when an inspection team from the North Central Association of Colleges and Secondary Schools visited the campus to consider an application for re-instatement. However, optimism quickly turned to disappointment when the committee rejected the application.<sup>31</sup>

Among the reasons for the failure of the academic portion of the College to win acceptance were an excessive curricula proportionate to the appropriation and a misleading name, Southwestern Institute of Technology. In commenting to the Board of Regents on the committee's rejection, President Burton pointed out that the College supported both a trade and a pharmacy school while its appropriations were no larger and in some cases less than those of other state colleges which did not

---

<sup>29</sup>Ibid., pp. 799-801.

<sup>30</sup>Fifth Biennial Report, Oklahoma State Regents for Higher Education, Period ending June 30, 1950, p. 27; The Weatherford News, August 12, 1948, p. 1. In order for the Horology School to qualify for accreditation the College instituted a new record system, added visual aids as a teaching device, provided what the committee felt was adequate equipment, and increased the teaching personnel to seven.

<sup>31</sup>The Weatherford News, March 18, 1948, p. 1. The committee also rejected the applications for accreditation of Northwestern and Northeastern State Colleges.

offer vocational training.<sup>32</sup> The North Central committee also felt that if the trade school and the Pharmacy School were to continue, Southwestern should have an annual budgetary increase of at least \$30,000.00.<sup>33</sup> Burton, apparently somewhat disenchanted with the trades curriculum, further reported to the Board that offering refrigeration, auto mechanics, radio, cosmetology, horology, and pharmacy cost approximately \$72,000.00 per year, while his appropriations from the legislature were about the same as those of teachers colleges which did not have the technical function.<sup>34</sup> Insofar as the name Southwestern Institute of Technology was concerned, the committee felt that Southwestern was "not a technical institution because the curricula in the technical field are entirely on a trade level."<sup>35</sup>

The Board of Regents immediately recommended a change of name to the legislature, which was then in session. On April 26, 1949, the legislature officially changed the name from Southwestern Institute of Technology to Southwestern State College.<sup>36</sup> The Board, however, ordered a continuation of the trade offerings.<sup>37</sup>

---

<sup>32</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of March 21, 1949, p. 303.

<sup>33</sup>ibid.

<sup>34</sup>ibid.

<sup>35</sup>ibid.

<sup>36</sup>Oklahoma, Session Laws, 1949, p. 616.

<sup>37</sup>Auto mechanics remained a part of the College curriculum until the department was closed on May 26, 1960. Thirty-eight students enrolled in auto mechanics in 1948-1949, forty-two the following year, and thirty-one in 1950-1951. Enrollment dropped to eighteen during the last year of operation. The radio school was relatively short-lived, lasting from 1947 until April, 1951, when it transferred to the Oklahoma A. and M. Technical School at Okmulgee. The refrigeration school operated from 1944 until it was terminated on August 1, 1951. Records, Office of the Registrar, Southwestern State College.

In March, 1948, hoping to improve the curriculum of all the state colleges, the Board of Regents ordered a change in the general education requirement. The humanities, offered in place of mathematics and languages, required students to study literature, art, music, philosophy, hygiene, or general humanities.<sup>38</sup> The purpose of the new general education program was "to develop those understandings, attitudes, skills, and values designed to equip one for personal and family living and for responsible citizenship in the American way of life" and was further defined as follows:<sup>39</sup>

Regardless of the field in which one specializes, there are some needs basic to successful living. One must be able to read, speak, write, and listen intelligently. He must know how to maintain and improve his own health and to cooperate actively and intelligently in solving community health problems. One must understand himself, his family, and the people with whom he associates in order to make the necessary adjustments for efficient group living. One must have an understanding and participate actively in solving the political, economic, and social problems in his community, state, and nation. One must understand and enjoy music, art, literature, and other cultural activities and participate to some extent in some form of creative activity. One must have an understanding of the common phenomena in one's physical environment; how it changes the way we live; how it develops the habit of applying scientific thought to personal and civic problems; and how it develops an appreciation for the implications of scientific discoveries for the good of all humanity.<sup>40</sup>

To carry out this purpose was indeed an ambitious challenge for any college, yet, as the administration indicated, "the personnel of Southwestern State College believes that no individual can be well educated who has not learned to adjust his life to the complex world in

---

<sup>38</sup>The Southwestern, March 30, 1948, p. 1.

<sup>39</sup>Annual Catalog, Quarterly Bulletin, Southwestern State College, 1949-50, Vol. 35, No. 3, June, 1949, p. 18.

<sup>40</sup>*ibid.*

which he lives.<sup>41</sup> Hoping to achieve this goal in part, the administration required five broad areas as a part of the general education curriculum: English, humanities, social science, natural science, and health and physical education.<sup>42</sup> Compared to 1943, the mid-World War II period, the catalog course listings had been reduced from a total of four hundred ninety-five to three hundred eighty-four. Disciplines which carried fewer courses were as follows: agriculture reduced from fourteen to one, education from thirty-five to twenty, home economics from twenty-four to eighteen, pharmacy from twenty-six to fifteen, sociology from twenty to four, and all fifteen French courses eliminated. Additions included art, which listed twenty-nine courses compared to twenty-two in 1943, while five new German and six humanities courses appeared for the first time.<sup>43</sup>

Much progress toward improving the College's offerings was accomplished because on March 22, 1950, following another inspection, the North Central Association of Colleges and Secondary Schools accredited Southwestern.<sup>44</sup> The long-sought goal, finally realized, brought joy and pride to the campus. But there was still another goal of importance unfulfilled, for the School of Pharmacy was not yet accredited. Two years previously, in the summer of 1948, the Board of Regents of Oklahoma Colleges authorized the appointment of additional

---

<sup>41</sup> Ibid.

<sup>42</sup> Ibid., pp. 18-19.

<sup>43</sup> Quarterly Bulletin, Annual Catalog, Southwestern State College, 1949-50, Vol. 35, No. 3, pp. 100-130.

<sup>44</sup> Fifth Biennial Report, Oklahoma State Regents for Higher Education, Period ending June 30, 1950, p. 27; The Weatherford News, March 23, 1950, p. 1.

staff members for the Pharmacy School as a first step toward winning accreditation.<sup>45</sup> Later, in March, 1949, the Board authorized Bert Brundage, a member of the State Board of Pharmacy, and President Burton to attend the National Pharmaceutical Meeting held at Jacksonville, Florida. They made this trip specifically for the purpose of "securing a Dean of Pharmacy and getting the institution accredited."<sup>46</sup> Shortly thereafter, the Board appointed Mr. W. D. Strother, then Professor of Pharmacy at the University of Georgia, as Dean of Southwestern's School of Pharmacy.<sup>47</sup> After conducting an inspection in November, 1950, the American Council of Pharmaceutical Education in February, 1951, officially accredited the Southwestern School of Pharmacy.<sup>48</sup>

#### Student Activities and Interests

In addition to sports, Southwestern students had various non-academic interests during the years following World War II. On numerous occasions the tennis courts were the scene of one of the latest campus fads, square dancing, while other students challenged each other at Canasta tournaments.<sup>49</sup> The students also initiated a Backward or

---

<sup>45</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of July 23, 1948, p. 210.

<sup>46</sup>Ibid., Meeting of March 21, 1949, p. 304.

<sup>47</sup>Ibid., Meeting of August 15, 1949, p. 426. The Board also appointed the Dean of the University of Georgia School of Pharmacy, Dr. R. C. Wilson, to the faculty of Southwestern. Wilson had been past president of the Georgia State Pharmaceutical Association.

<sup>48</sup>The Southwestern, February 6, 1951, p. 1; Minutes, Board of Regents of Oklahoma Colleges, Meeting of February 12, 1951, p. 415. Three pharmacists who diligently labored to achieve this goal were Burt Brundage of Thomas, Albert Eaton of Weatherford, and W. D. "Pat" Patterson of El Reno. The Weatherford News, February 8, 1951, p. 1.

<sup>49</sup>The Southwestern, June 12, 1951, p. 1.

Dogpatch Week to be observed each year. During this time girls openly made dates with boys and were expected to pay for all of the expenses.<sup>50</sup> The idea came from a popular newspaper comic strip, "Li'l Abner."

In April 1952, the College, in an effort to foster interest in religion, initiated what became known as Religious Emphasis Week. The theme for the activities this particular year was "Faith In Our Times."<sup>51</sup> In order for students to hear the various ministers who participated in the discussions, the administration dismissed all classes for one hour each day during the week.

Another change occurring in the post-war period were women's fashions when dress lengths began to fall. Partly because of the costs involved in keeping attired in the latest style, some coeds initially resisted the new trend; as reported by the student newspaper, "so far most of the local belles have defied fashion and kept skirts to the 'little below the knee' mark."<sup>52</sup> In a matter of a few weeks, however, the girls wore coats which came almost to their ankles, and in the course of the next year their dresses followed the national pattern. Between 1948 and 1953 the well-dressed coed wore saddle oxfords with her skirt approximately six inches above the ankle.

But while skirts were coming down, prices were still going up. Inflation was one of the major problems facing the nation as American industry attempted to satisfy the pent-up demand for consumer goods which had been accumulating during and since World War II. The post-war

---

<sup>50</sup>Ibid., November 13, 1951, p. 1.

<sup>51</sup>Ibid., April 1, 1952, p. 1.

<sup>52</sup>Ibid., November 11, 1947, p. 3. The story indicated that skirts would soon come down.

inflationary pressures forced the College administration to gradually increase student fees. For the first time in the history of the school, students found their education costs based in part on the number of credit hours in which they enrolled. In 1948 the fee per semester hour was set at \$3.00 with a maximum charge of \$33.00 and a minimum of \$15.00.<sup>53</sup> Because many students attending Southwestern were of moderate means, the administration attempted to keep student expenses as low as possible despite the inflation. Five years later the fees had been increased to only \$3.25 per semester hour.<sup>54</sup> Room rent in Stewart and Neff Hall varied from \$50.00 to \$70.00 per semester while married couples' housing cost from \$21.00 to \$32.00 per month. Meals at the college cafeteria could be purchased for \$142.00 per semester, which meant that total room and board for a single student could be acquired for \$192.00 per semester.<sup>55</sup>

In the late 1940's a major development occurred in Oklahoma higher education which eventually affected Southwestern. In accordance with her southern Indian Territory tradition, Oklahoma had since statehood rigidly enforced Negro-white segregation at all levels of education. Heavy penalties were decreed by law for any violation of segregation within the state's educational system.<sup>56</sup> In January, 1946, Ada Lois Sipuel (Fisher), a Negro, applied for admission to the University of

---

<sup>53</sup>Quarterly Bulletin, Annual Catalog, Southwestern Institute of Technology, 1948-49, pp. 20-21. The non-resident fee was set at \$8.00 per semester hour.

<sup>54</sup>Quarterly Bulletin, Annual Catalog, Southwestern State College, 1953-54, Vol. 39, No. 2, June, 1953, pp. 26-27.

<sup>55</sup>ibid.

<sup>56</sup>Gibson, Oklahoma, pp. 401-404.



Oklahoma Law School, Norman, Oklahoma. Denied admission, she sought relief, ultimately carrying her case to the United States Supreme Court. In January, 1948, the Court ruled in her favor. That same month, a newsworthy event indirectly related to the decision in the Sipuel case occurred when six Negroes applied for admission to the University of Oklahoma Graduate College. When refused admission, one of the group, George W. McLaurin, later filed suit in federal court.<sup>57</sup> This further attempt to break down segregation laws attracted both statewide and national attention and hence became a matter of interest to students at Southwestern, and especially so because the Sipuel decision presumably struck down segregation in technical schools, which had previously barred Negroes.<sup>58</sup>

The editor of The Southwestern, in commenting on the Sipuel ruling, noted "there are many howls from this campus and every campus concerning this new ruling, but they are fewer than ever before in the history of Oklahoma."<sup>59</sup> Posing the question, "Are people gradually wiping out the old idea of race prejudice" and "are people becoming more intelligent," he concluded that "college students (many of them are veterans), can see that race will not change the essential goodness of men."<sup>60</sup> Student interest in the events taking place at Norman was further revealed when The Southwestern conducted a poll, asking the question, "What do you think of colored students attending school with white students; and,

---

<sup>57</sup> *ibid.*, p. 403.

<sup>58</sup> Oklahoma did not provide technical schools for Negroes, therefore the principle of separate but equal could not apply.

<sup>59</sup> The Southwestern, January 20, 1948, p. 2.

<sup>60</sup> *ibid.*

more specifically, letting them attend Southwestern?<sup>61</sup> The writer of the news story, Ivar Heggen, reported that many of those polled expressed a sympathetic attitude toward integration although more unfavorable than favorable comments were printed in the paper.<sup>62</sup> An interesting feature of this poll was that those students who favored Negro rights had no objection to identifying themselves whereas those who opposed them apparently asked that their names be withheld. Some time later The Southwestern ran an editorial with the following comments, "Christianity? What is it? . . . Christianity, primarily set up under Jesus Christ was international, interracial and intersocial. Its theme was universal brotherly love . . . . Is America a Christian nation?"<sup>63</sup> The editorial writer hinted that in his opinion the answer was no. The presence of older veterans on the campus probably tended to discourage prejudice, as a revolution in American social and cultural history was underway, a revolution which would eventually have a direct affect on Southwestern.

#### War Again - The Korean Conflict

Student interest focused generally on local and domestic problems until the summer of 1950, when the Cold War between the United States and the communist world suddenly erupted into an armed clash in Korea.

---

<sup>61</sup> *ibid.*, February 3, 1948, p. 2.

<sup>62</sup> *ibid.* Typical unfavorable comments ran as follows: "They should get an education but I wouldn't want one sitting next to me." "I sure wouldn't want my sister to marry one." "They should be sent back to where they came from" and "I think it would lower the standards of the school." Aubrey C. Witt, president of the Student Council, publicly expressed support for integration, and a student war veteran commented, "During the war they ate with us, slept next to us and fought next to us, so there is no reason they shouldn't go to school with us."

<sup>63</sup> *ibid.*, March 16, 1948, p. 2.

With World War II still fresh in their minds, many young men again faced the prospect of military service. However, manpower demands for a "limited war" in Korea were considerably less than in World War II; hence, draft deferments could be obtained by college students. In August, 1950, before the fall term began, the Custer County draft board listing several factors involved in granting deferments, stated that a registrant who had never attended college in order to receive a deferment had to satisfy the Board that he had fully intended to enroll full time before the Korean War began. Also, men in the upper half of their classes and who had completed at least one full year of higher education fulfilled the requirement for deferment.<sup>64</sup>

Despite a liberal deferment policy, enrollment fell approximately fifteen per cent in the fall of 1950, largely as a result of World War II veterans completing their courses of study. As of September 19, 1950, two hundred sixteen veterans enrolled in both the academic and trade course compared to three hundred seventy-seven in 1949.<sup>65</sup> Near the end of 1950, with increased intensity of military action in Korea, the prospect for a further decline in the number of male students mounted. In January, 1951, President Burton, speaking before a special assembly of the men enrolled at Southwestern who faced possible early military service, urged them to "avoid mass hysteria" and to take full advantage of the deferments offered them.<sup>66</sup> In the course of the meeting, Burton and the Acting Dean, Clarence McCormick, outlined the

---

<sup>64</sup>The Weatherford News, August 31, 1950, p. 1.

<sup>65</sup>The Southwestern, September 19, 1950, p. 1.

<sup>66</sup>ibid., January 9, 1951, p. 1.

procedures whereby students could request re-classification from their local draft boards.<sup>67</sup>

Concern over the declining enrollments continued into the summer when Burton, speaking before the Weatherford Chamber of Commerce, told his listeners that the College would be forced to reduce its staff and to eliminate some courses. In order to compensate for students taken by the draft, the president urged Chamber members to seek ways to provide financial help for potential students through more scholarships and loans.<sup>68</sup>

Burton had valid reason for concern because the total enrollment for the fall semester of 1951-1952 came to only eight hundred thirty-two. This was one hundred less than the total of nine hundred thirty-two the previous fall term of 1950-1951.<sup>69</sup> The total summer school enrollment of 1952 also experienced a sharp downturn to five hundred fifteen compared to seven hundred eighty-five the previous summer.<sup>70</sup> By September, however, anxiety over low enrollments diminished as students again came to Southwestern in record numbers. The freshman class in 1952 was the largest since 1949, indicating that registrations were again rising.<sup>71</sup> Nine hundred twenty-six students descended on the

---

<sup>67</sup>Ibid.

<sup>68</sup>The Weatherford News, June 14, 1951, p. 1. Courses eliminated included refrigeration, cosmetology, and the kindergarten.

<sup>69</sup>Records, Office of the Registrar, Southwestern State College.

<sup>70</sup>Ibid.

<sup>71</sup>The Southwestern, September 16, 1952, p. 1. The male students outnumbered the women by a margin of three to one. Many of the men were veterans of the Korean War.

College in the fall of 1953, revealing a trend toward continued growth.<sup>72</sup>

A major step in the development of the College's offerings came in the early 1950's. After various members of Southwestern's Alumni Association contacted the Board of Regents requesting that the College be authorized to offer graduate work, the Board took the matter under advisement.<sup>73</sup> The Board later gave approval for graduate-level courses in the field of education after the Graduate Council of the University of Oklahoma accepted transfer toward a higher degree of eight hours resident graduate credit from the state colleges.<sup>74</sup> The Board's decision to offer graduate credit for purpose of transferring to the University was but the initial step in authorizing a program leading to a master's degree in the field of education, including a specific plan whereby the program would fulfill the requirements of the North Central Association. The Board instituted a Master of Teaching program in May, 1953.<sup>75</sup>

---

<sup>72</sup>Records, Office of the Registrar, Southwestern State College.

<sup>73</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of December 29, 1950, p. 405.

<sup>74</sup>The Weatherford News, May 10, 1951, p. 1. In June the Board of Regents approved two members of Southwestern's staff as graduate faculty, Joseph B. Ray and Verle W. Vance. Minutes, Board of Regents of Oklahoma Colleges, Meeting of June 13, 1951, p. 479.

<sup>75</sup>Minutes, Board of Regents of Oklahoma Colleges, Meeting of May 14, 1953, pp. 279-281. In order to be admitted to the master's program one was required to have a bachelor's degree and at least one year of professional teaching experience. The degree included completion of at least thirty-two semester hours of graduate work.

### The End of an Era

As the summer of 1953 approached, the College and the community made plans to observe the fiftieth anniversary of the founding of Southwestern. The major festivities commemorating the founding centered about the homecoming activities in October and consisted of a banquet attended by Governor and Mrs. Johnston Murray; College officials, two former presidents of Southwestern, James B. Boren and J. W. Turner; Austin E. Wilber, a member of the first faculty; and alumni including several who were members of the first class of 1903.<sup>76</sup> Former students returning to the campus for the fiftieth anniversary observed many new changes in the physical facilities. The campus now consisted of sixty-two acres with the following buildings:

Administration Building  
Library  
Education Building  
Field House  
Science Hall  
Physical Education Building  
President's Home  
Industrial Arts Building  
Stewart Hall  
Neff Hall  
Student Union  
Music Hall  
Y.M.C.A.-Y.W.C.A. Chapel

Also a part of the physical plant were tennis courts, an open-air amphitheater, baseball diamond, and football field.<sup>77</sup>

The last half century had been eventful years for Southwestern.

---

<sup>76</sup>The Weatherford News, October 8, 1953, p. 1; The Southwestern, October 6, 1953, p. 1; The Weatherford News, October 15, 1953, p. 1.

<sup>77</sup>Quarterly Bulletin, Annual Catalog, Southwestern State College, 1953-54, Vol. 39, No. 2, pp. 19-20.

From a small group of students attending classes in a church and abandoned saloons in 1903, it had developed into a thriving college with over a dozen buildings and hundreds of students. The friends, alumni, faculty and students of Southwestern who gathered to celebrate this important milestone could justly take pride in the institution "standing firmly on the hilltop."

## CHAPTER XI

### SUMMARY AND CONCLUSIONS

Oklahoma originally was deeply rooted in the rural tradition. It was a desire for land which led men to settle in western Oklahoma, and it was land which provided the main source of income and wealth. But these settlers wanted more than land and wealth. After the initial settlement the families who occupied homesteads wanted their children educated. Therefore, after providing for the immediate shelter of the family and livestock, the men erected one-room township school houses. Since the county institutes had obvious shortcomings insofar as preparing teachers was concerned, competent instructors were not always available to staff these schools. The search for a better means to train teachers led directly to the territorial legislature authorizing the establishment of a normal school for southwestern Oklahoma.

Normal schools, in many ways, represented more than a means to train competent teachers for rural schools. They also generated economic activity and brought status to the communities in which they were located, hence, the intense struggle to secure the normal school, a struggle which also involved state and national politics. Had the president of the United States been a Democrat instead of a Republican, undoubtedly he would have appointed a territorial governor of his own party affiliation who in turn would have influenced the selection of a location in a predominantly Democratic county. Fortunately, for



Weatherford, Custer County was largely Republican during the territorial years, and this, along with the zeal of Weatherford backers, was a major factor in selecting the location of the normal school.

James R. Campbell, the first president of Southwestern, deserves recognition for his part in launching the Normal school. Despite the many hardships of a semi-frontier environment, he succeeded in making the school an effective instrument for improving and training teachers before being relieved of his office in 1907.

The literary and debating societies, Athenian, Aurora, Senate, and Forensia, played an important part in encouraging a vigorous intellectual life during the early years. They also provided a useful outlet wherein students could express themselves without restraint. It was tacitly understood that members of the literary and debating societies could express their views, regardless of how unorthodox they might be, without embarrassment. Furthermore, individuals with opposing views were treated with respect, courtesy, and tolerance. Many of the students, feeling concern for matters beyond the confines of the immediate campus, seemed anxious to acquire more information and to air their opinions on virtually any topic.

Public speaking was an art which future teachers valued highly. Debating, sermonizing, and meaningful oratory helped students clarify their thinking on various issues. It is significant that the first "heroes" were the leaders of the literary and debating societies. Engaged in intense competition, the societies demanded from the members a strong sense of loyalty, loyalty which was attached to the Normal school itself. Later, in the 1920's, when the athletic teams won several honors, some of this loyalty was transferred to them.

The popularity of the literary and debating societies coincided with what might be called the age of lectures, which extended into the first two decades of the twentieth century. Virtually everyone, students and non-students alike, welcomed and seemingly enjoyed the traveling lecturer, regardless of his topic. Although most of the visiting lecturers coming to the campus were relatively unknown, occasionally a person of renown such as Hamlin Garland spoke at Southwestern. The attractiveness of speakers can be explained in part by the rural isolation of the people of Southwestern and Weatherford. Somewhat superficial insofar as education itself was concerned, the lyceums and Chautauqs, nevertheless, provided an entertaining social outlet.

During the first three decades of its existence, Southwestern, reflecting the will of the majority of the people in western Oklahoma, attempted to develop in their students character traits based upon Christian principles. Extra-class religious activities and compulsory semi-religious chapel programs were the principal devices to achieve this end. Ministers, speaking at the Normal school, usually equated religion and morality with the abstention from alcohol, tobacco, and dancing, along with frequent church attendance and Bible reading. Church groups such as the Y.M.C.A., Y.W.C.A., B.S.U., and Wesley Foundation were popular and influential with the students. Also, the close association of faculty and students, along with frequent contacts with Weatherford ministers, helped students to identify with and emulate those whose value system was based upon fundamentalist Protestant traditions.

However useful the compulsory chapels may have been initially, in the long run they were probably detrimental to the religious attitudes

of the students in that they merely became an annoying routine. While it is difficult to determine accurately the majority attitude toward the chapel gatherings, complaints about the programs stemmed from boredom rather than from the conviction that intellectual freedom to reject or ignore religion was being violated. Undoubtedly there was a high degree of religious indoctrination present in the programs, which often included sermons by local ministers and the singing of hymns. Nevertheless, religious toleration developed on the campus because students were encouraged to attend churches of their choice. The occasional discussion of current issues in the programs also contributed to the cultivation of an open mind and a more liberal attitude toward secular as well as religious matters.

In the course of time a definite trend emerged in which student interest shifted from the religious to the secular. While some of those associated with Southwestern continued to have concern for the spiritual, by the half-century mark the vast majority focused their attention on more worldly activities. Another interesting trend was a decline in the public expression of attitudes on current issues. During World War II and in the years that followed, the official publications of Southwestern seldom reveal student discussion of local or national issues. For example, the writer found no mention of the furor raised by Senator Joseph McCarthy's investigations of alleged communists holding influential positions in government in the early 1950's, and only one news story expressing support for Oklahoma's 1951 legislation requiring teachers to sign a loyalty oath. Although they did not often express their feelings in print, undoubtedly some students were sensitive to current problems; and yet it appears that controversy

became less important at Southwestern.

The surge of super-patriotism which swept the Southwestern campus in World War I, and virtually all of the United States for that matter, had most unfortunate results. Americans, taking pride in the value of exercising grass roots democracy, seldom admit that it can also be stifled at the local level. One might well ask who was doing the greater harm to Southwestern in the spring of 1918, C. H. Simpson, a member of the faculty who at most was somewhat outspoken in his views toward certain governmental policies, or the overzealous patriots of the Weatherford community? The Simpson affair is an excellent example of violation of academic freedom, of the dangers inherent in fanaticism cloaked with patriotism, and of the paradox of a college community curtailing freedom supposedly in order to preserve it.

The transition from a normal school to a four-year college in 1920 was an important milestone in the history of Southwestern. The necessity for this action stemmed from the changing nature of Oklahoma public education. Most public schools were challenged to offer a different type of education than that normally found in the one-room township schools. The country schools had served their communities well, and in some areas would continue to do so for several decades, but by 1920 vast changes were taking place in Oklahoma and at Southwestern. Industry and commerce expanded greatly as a result of World War I, and the accompanying technology, exerting its influence in all areas of society, made the need for change at the school imperative.

By the end of World War I Southwestern's academic standards, in reality, were not much above the level of a first-class high school. Furthermore, the general educational level of the population had

advanced to the point that a normal school no longer filled the needs of the teaching profession, hence the necessity for the gradual phasing out of the Academy or high school department of the Normal, and the offering of a higher level of instruction. Through the efforts of the faculty and administration, the institution made the transition to an actual college and improved enough to win accreditation by the North Central Association of Colleges and Secondary Schools. The construction of a library building in 1928 further symbolized the transition to a full-fledged college.

The Great Depression had less effect on Southwestern than one might expect. Enrollments remained fairly constant because the local economy could not employ the graduates of high schools. Consequently, a significant number of young men and women of western Oklahoma attended the College because there was little else for them to do. Another attraction of the College was the low cost of living which it offered. The institution, fully aware that most of its charges were the sons and daughters of parents with limited means, had always been considerate of students who "worked their way" through college by keeping expenses as low as possible. Unfortunately, while the number of students seeking instruction at Southwestern remained relatively constant during the depression, the College's income fell because the legislature was unable to maintain the appropriations. As a result, the faculty worked harder for less pay; the students accepted any job they could find, including picking cotton; the Chautauquas and school annuals were canceled, and by these and various other means, the institution survived.

The greatest test of survival came during World War II when military and industrial demands for manpower almost depleted the male

and, to some extent, the female student body. A steady attrition of the faculty also occurred during the wartime period. The federal government assumed a new role at Southwestern and in higher education during World War II, a role which continued after the hostilities ceased. Utilization of the facilities and faculty for the training of military personnel, airplane engine mechanics, and army clerks was the key to survival at a time when, based upon wartime necessity, the closing of the College would have been an easy decision to make. The value of the training contracts was clearly revealed in 1943 when enrollments fell to a new low after the military programs were canceled.

The federal government directly helped Southwestern at the end of World War II by the enactment of the so-called G. I. Bill of Rights, officially the Servicemen's Readjustment Act of 1944, and by donating to the College surplus frame buildings from abandoned military installations. The G. I. Bill encouraged veterans, who often came from backgrounds which normally would not have produced college students, to take advantage of educational opportunities. Beginning in 1945 the sudden influx of former servicemen created housing problems and crowded conditions at Southwestern, in contrast to the scarcity of students during the war years. But despite the problems of overcrowding, the administration and the community welcomed the veterans. The post-war years also witnessed the coming of increasingly greater numbers of non-veteran students, further swelling the enrollments. The complexities of an industrial society with its demands for skilled and highly trained workers also motivated young people to seek a college education. Higher education increased one's chances for social mobility and for greater income in America's rapidly expanding

consumer-oriented society.

While the Korean War in 1950 and the completion of many veterans' courses of study halted the trend toward growing enrollments, it was only a temporary situation. The tendency for young people to seek a college education continued into the 1950's and especially so when Congress in 1952 enacted Public Law 550 which, like the G. I. Bill of 1944, provided educational benefits to the men who fought in the Korean War. By 1953 Southwestern was experiencing many changes reflecting the continued public interest in higher education, and again, although the physical facilities were often overtaxed, the College welcomed the ever-growing numbers of students.

While Southwestern was primarily concerned with the training of teachers for the first four decades of its history, by the late 1930's new functions were added to its mission. Non-teaching careers beckoned many young people, and the College sought to fulfill their needs. Consequently, trade and non-teaching professional courses were made a part of the school's offerings. Reflecting a shift from teacher-training and more classical learning to scientific and secular education, Southwestern by 1939 was no longer a single-purpose institution. The new curriculum permitted students to earn degrees and certificates in areas other than education. The offering of vocational training in many ways symbolized the ideal of equality of opportunity, including respect for all occupational groups. In upholding the principle of the dignity of all work, President James Boren, who enthusiastically guided the non-academic program during its early years, indirectly upheld the worth of each person by recognizing that some individuals might be better suited for certain types of occupations. Southwestern,

emphasizing its non-academic offerings, tended to give as much status to auto mechanics or cosmetology as to pre-medicine or pharmacy. Thus Southwestern's climate in the late 1930's and early 1940's revealed a sense of egalitarianism by placing the trade courses on an approximate level with the traditional offerings.

The establishment of a Department of Pharmacy in 1939 was a highly significant event, although few people probably realized its full potential at that time. Its importance soon became evident, however, and the College sought to upgrade its pharmacy offerings and faculty. The winning of accreditation in 1951 for what had become the School of Pharmacy was an historic accomplishment for Southwestern. While much of the vocational curriculum was destined to attract fewer students and eventually was abandoned, the pharmacy offerings became increasingly important. Teacher-training, however, remained the chief function of the College. In many ways the changing nature of Southwestern was reflected by its various names, from a Normal School to a four-year Teachers College, to an Institute of Technology, to simply a State College.

While Southwestern experienced a steady evolution of purpose over the years, funding was the ever-present problem confronting every president from Campbell to Burton. Some presidents were better managers than others; therefore, when less capable financial managers headed the College, it suffered even more from the difficulties accompanying underfinancing. By 1953 the people of Oklahoma and their elected representatives had not yet fully acknowledged the needs of Oklahoma's institutions of higher learning. Furthermore, there was little evidence that the immediate future, insofar as financing was



concerned, would be different from the past. The lack of adequate monies would continue to be a problem.

While the difficulties involved with funding plagued the Southwestern administration over the years, another equal if not greater problem stemmed directly from politics. For almost forty years the State Board of Education theoretically had full control of Southwestern. Unfortunately, the Board was appointed by, and hence subject to the will of, the various governors who were limited to only one term of office by the Constitution; therefore, it is perhaps understandable if not excusable why they succumbed to the temptation to engage in excessive patronage. The greatest administrative problem of Southwestern was the relatively brief tenure of the presidents. Southwestern had twelve presidents between 1903 and 1953, an average of approximately four years each. Political patronage made any type of long-range administrative planning impossible, in addition to creating innumerable frustrations for those presidents who were dedicated educators. While most of the governors were satisfied with replacing the previous administration's presidential appointee with their own, a few interfered with the faculty itself. For forty-five years Oklahoma's political system actually hindered rather than helped higher education, including Southwestern. It was truly an historic and progressive event when the constitutional Board of Regents of Oklahoma Colleges met and took their oath of office on July 23, 1948. Southwestern was at last free of petty state politics.

In contrast to financial and political difficulties originating primarily from external forces, Southwestern's students seldom created serious problems for the administration and faculty. Coming from farm backgrounds where the authority of the father was paramount, most

students accepted and abided by the rules and regulations of the Normal, and later of the College. Although they lived in the town during the early years, the students, because of small numbers, similar cultural background, and a common goal, teaching, developed a strong sense of loyalty to Southwestern. As the enrollments, the physical plant, and the tendency to commute increased after World War II, student loyalties seemingly lessened, although perhaps their devotion to Southwestern was simply less obvious.

In observing the fiftieth anniversary of Southwestern in the fall of 1953, the students, faculty, alumni, and friends of the College could justly take pride in the accomplishments of the previous half century. From temporary quarters in a church and two abandoned saloons in 1903, Southwestern had developed into a college with well-kept lawns and many buildings. But the real accomplishments cannot be measured in terms of land, buildings, or number of students. And while the conferring of many certificates and degrees represents a tangible step, in the final analysis Southwestern must be judged not only by how it prepared students to make a better living, but also by whether it gave meaning to their lives.

Looking back to 1903, one might well be inclined to boast of Southwestern's past accomplishments and traditions, and yet this College in 1953 faced far more challenges in the future than it ever confronted in the past. In order to remain a viable institution of higher learning it had to be oriented not toward the past, but to an ever-changing future.

## BIBLIOGRAPHY

### Biennial Reports

Second Biennial Report, Department of Public Instruction, State of Oklahoma, Guthrie, Oklahoma, 1908. Vol. 1, Biennial Reports of Oklahoma Department of Education, 1908-1912.

This report is for the years 1906-1908. Contained photographs of the first Normal building and the presidents. Was brief insofar as the state's normal schools were concerned. The First Biennial Report is not available. The Biennial reports listed are located in the office of Mr. Joe Hurt, Room 330, State Capitol Building, Oklahoma City, Oklahoma.

Third Biennial Report, Department of Public Instruction, State of Oklahoma, Guthrie, Oklahoma, 1908-1910. Vol. 1, Biennial Reports of Oklahoma Department of Education, 1908-1912.

This report discusses the various departments of the Southwestern Normal, including the staff and curriculum. It told about the progress made since statehood.

Fourth Biennial Report, State Superintendent of Public Instruction, together with the First Report of the State Board of Education, Oklahoma, 1912. Vol. 1, Biennial Reports of Oklahoma Department of Education, 1908-1912.

Fifth Biennial Report, State Superintendent of Public Instruction together with the Second Report of the State Board of Education, Oklahoma, 1914, Vol. II.

Sixth Biennial Report, State Superintendent of Public Instruction together with the Third Report of the State Board of Education, 1916, Vol. II.

Seventh Biennial Report, State Superintendent of Public Instruction together with the Fourth Report of the State Board of Education, 1918, Vol. II.

Eighth Biennial Report, State Superintendent of Public Instruction together with the Fifth Report of the State Board of Education, Oklahoma, 1920, Vol. II.

Ninth Biennial Report, State Superintendent of Public Instruction together with the Sixth Report of the State Board of Education, Oklahoma, 1922, Vol. II.

Tenth Biennial Report, State Superintendent of Public Instruction together with the Seventh Report of the State Board of Education, Oklahoma, 1924, Vol. III.

The report on the colleges and universities was extremely brief with each institution described in one short paragraph.

Eleventh Biennial Report, State Superintendent of Public Instruction together with the Eighth Report of the State Board of Education, Oklahoma, 1926, Vol. III.

Twelfth Biennial Report, State Superintendent of Public Instruction together with the Ninth Report of the State Board of Education, Oklahoma, 1928, Vol. III.

Thirteenth Biennial Report, State Superintendent of Public Instruction, and the Tenth Biennial Report of the State Board of Education, Oklahoma, 1930, Vol. III.

Fourteenth Biennial Report, State Superintendent of Public Instruction and the Eleventh Biennial Report of the State Board of Education, Oklahoma, 1932, Vol. III.

Higher education was practically ignored in this report with only three pages devoted to the colleges and universities. William H. Murray was governor at this time.

Fifteenth Biennial Report, State Superintendent of Public Instruction and the Twelfth Biennial Report of the State Board of Education, Oklahoma, 1934, Vol. IV.

Sixteenth Biennial Report, State Superintendent of Public Instruction and the Thirteenth Biennial Report of the State Board of Education, Oklahoma, 1936, Vol. IV.

Seventeenth Biennial Report, State Superintendent of Public Instruction and the Fourteenth Biennial Report of the State Board of Education, Oklahoma, 1938, Vol. IV.

Eighteenth Biennial Report, State Superintendent of Public Instruction and the Fifteenth Biennial Report of the State Board of Education, Oklahoma, 1940.

This was the last report in which the Board of Education had jurisdiction of all of the state colleges. Jurisdiction passed to the Board of Regents of Oklahoma Colleges although Southwestern later became subject to the Board of Education.

First Biennial Report of the Oklahoma State Regents for Higher Education, Period ending June 30, 1942.

These reports were compiled by the Regents for Higher Education for use by the governor, the legislature, and constituent institutions. Not meant to be comprehensive, the reports were limited to information the Board felt was essential. The term "constituent institutions" refers to

public supported institutions under the jurisdiction of the Regents for Higher Education. These reports were helpful in supplying useful information about Southwestern.

Second Biennial Report of the Oklahoma State Regents for Higher Education, Period ending June 30, 1944.

Third Biennial Report of the Oklahoma State Regents for Higher Education, Period ending June 30, 1946.

Fourth Biennial Report of the Oklahoma State Regents for Higher Education, Period ending June 30, 1948.

Fifth Biennial Report of the Oklahoma State Regents for Higher Education, Period ending June 30, 1950.

Sixth Biennial Report of the Oklahoma State Regents for Higher Education, Period ending June 30, 1952.

Seventh Biennial Report of the Oklahoma State Regents for Higher Education, Period ending June 30, 1954.

#### Bulletins and Catalogs Southwestern State College

First Annual Year Book, Southwestern Normal School, 1903-1904.

These catalogs provided considerable information about every phase of the history of Southwestern. They were especially useful for curriculum, faculty credentials, and physical plant. The early catalogs also listed the entire student body by name. They are located in the library of Southwestern State College.

Second Annual Year Book, Southwestern Normal School, 1904-1905.

Third Annual Year Book, Southwestern Normal School, 1905-1906.

Fourth Annual Year Book, Southwestern State Normal School, 1906-1907.

Fifth Annual Year Book, Southwestern State Normal School, 1907-1908.

Bulletin of the Southwestern State Normal School, Catalogue Number, 1908-1909, Vol. III, No. 1, July, 1908.

Bulletin, Southwestern Normal School, 1909 [1910], Vol. IV, No. 1, July, 1909.

Bulletin, Southwestern Normal School, 1910 [1911], Vol. V.

Fall Term Bulletin, Southwestern Normal School, 1912.

This particular bulletin is not the annual catalog.

Bulletin, The Southwestern State Normal School, 1912-1913.

Summer Term Announcements and Report of the House Investigating Committee, the Southwestern State Normal School, Summer, 1913.

This bulletin is not the annual catalog.

Bulletin, Southwestern State Normal School, 1913-1914.

Bulletin, The Southwestern State Normal School, 1914-1915.

Announcements, The Southwestern State Normal School, 1915-16.

Announcements, The Southwestern State Normal School, 1916-17.

Bulletin, Southwestern State Normal School, 1917-18.

This bulletin was actually a small folder, not the annual catalog.

Announcements, The Southwestern State Normal School, 1918-1919.

Announcements, The Southwestern State Normal School, 1919-1920.

Announcements, The Southwestern State Normal School, A College for Teachers, 1920-1921.

Announcements, The Southwestern State Teacher's College, 1921-1922.

Announcements, The Southwestern State Teachers' College, 1922-1923.

Announcements, The Southwestern State Teachers' College, 1923-24.

Announcements, The Southwestern State Teachers College, 1924-25.

Quarterly Bulletin, Southwestern State Teachers College, Fall  
Announcement, 1925-26, Vol. 11, No. 1, September, 1925.

Quarterly Bulletin, Southwestern State Teachers College, Fall  
Announcement, 1926-27, Vol. 12, No. 1, September, 1926.

Quarterly Bulletin, Southwestern State Teachers College, Fall  
Announcement, 1927-28, Vol. 13, No. 1, September, 1927.

Quarterly Bulletin, Southwestern State Teachers College, Fall  
Announcement, 1928-29, Vol. 14, No. 1, September, 1928.

Quarterly Bulletin, Southwestern State Teachers College, Fall  
Announcement, 1929-30, Vol. 15, No. 1, September, 1929.

Quarterly Bulletin, Southwestern State Teachers College, Fall  
Announcement, 1930-31, Vol. 16, No. 1, September, 1930.

Quarterly Bulletin, Southwestern State Teachers College, Fall  
Announcement, 1931-32, Vol. 17, No. 1, September, 1931.

Quarterly Bulletin, Catalog Number, Southwestern State Teachers College,  
1932-1933, Vol. 18, No. 1.

Quarterly Bulletin, Catalog Number, Southwestern State Teachers College,  
1933-1934, Vol. 19, No. 1.

Quarterly Bulletin, Catalog Number, Southwestern State Teachers College,  
1934-1935, Vol. 20, No. 1.

Quarterly Bulletin, Catalog Number, Southwestern State Teachers College,  
1935-1936, Vol. 21, No. 1.

Quarterly Bulletin, Catalog Number, Southwestern State Teachers College,  
1936-1937, Vol. 22, No. 1.

Quarterly Bulletin, Catalog Number, Southwestern State Teachers College,  
1937-1938, Vol. 23, No. 1.

Quarterly Bulletin, Catalog Number, Southwestern State Teachers College,  
1938-39, Vol. 24, No. 1.

Quarterly Bulletin, Catalog Issue, Southwestern State College of  
Diversified Occupations, 1939-40.

Quarterly Bulletin, Catalog Issue, Southwestern State College of  
Diversified Occupations, 1940-41, Vol. 26, No. 1.

Quarterly Bulletin, Catalog Issue, Southwestern Institute of Technology,  
1941-42, Vol. 27, No. 1.

Quarterly Bulletin, Catalog Issue, Southwestern Institute of Technology,  
1942-43, Vol. 28, No. 1.

Quarterly Bulletin, Catalog Issue, Southwestern Institute of Technology,  
1943-1944, Vol. 28 /29/, No. 1.

Quarterly Bulletin, Annual Catalog, Southwestern Institute of Technology,  
1946-47, Vol. 32, No. 3.

Quarterly Bulletin, Annual Catalog, Southwestern Institute of Technology,  
1947-48, Vol. 33, No. 4, September, 1947.

Annual Catalog, Quarterly Bulletin, Southwestern Institute of Technology,  
1948-1949, Vol. 34, No. 3, June, 1948.

Annual Catalog, Quarterly Bulletin, Southwestern State College, 1949-  
1950, Vol. 35, No. 3, June, 1949.

Annual Catalog, Quarterly Bulletin, Southwestern State College, 1950-51,  
Vol. 36, No. 2, June, 1950.

Annual Catalog, Quarterly Bulletin, Southwestern State College, 1952-1953,  
Vol. 38, No. 2, June, 1952.

Annual Catalog, Quarterly Bulletin, Southwestern State College, 1953-1954, Vol. 39, No. 2, June, 1953.

### Newspapers

Custer County Republican, 1900-1909.

This weekly newspaper was especially helpful in reporting the competition over winning the location of the normal school. It changed its name to The Weatherford Booster on December 2, 1909. It is on microfilm in the newspaper room of the Oklahoma Historical Society, Oklahoma City, Oklahoma.

The Daily Oklahoman

A series of four articles on Oklahoma governors written by Otis Sullivant and published in December, 1967, were helpful.

The Granite Enterprise, 1900-1903.

This was a useful source of information for giving an opposite view of the controversy over the location of the normal school. It is a highly readable newspaper with interesting editorial comments. On microfilm in the newspaper room of the Oklahoma Historical Society.

The Mangum Star, 1898-1903.

This newspaper was used for information relating to the struggle over the normal school location. On microfilm in the newspaper room of the Oklahoma Historical Society.

The Southwestern, 1916-1953.

The official journal of the Normal School, The Southwestern had various forms before adopting the format of a newspaper in 1923. Between 1916 and 1923 it was a monthly 6" x 9½" pamphlet-type publication with essays, poems, and news. When it was in this form it was very helpful as a source for determining opinion about current issues. It was more properly a journal of opinion rather than a newspaper at this time. After adopting the makeup and style of a newspaper, however, it continued to provide information about current events and attitudes. Located in the library of Southwestern State College.

The Weatherford Booster, 1909-1923.

Formerly named The Custer County Republican, this weekly paper was most helpful in reporting events in Weatherford and at Southwestern. On microfilm in the newspaper room of the Oklahoma Historical Society.

Weatherford Democrat, 1904-1913.

Although this was a highly readable weekly newspaper it carried little information about the Normal School. On microfilm in the newspaper room of the Oklahoma Historical Society.



The Weatherford News, 1931-1936, 1940-1953.

This source was very helpful in providing information concerning both the community of Weatherford and Southwestern. During the depression years the College apparently was unable to bear the expense of printing The Southwestern separately. Consequently, both papers were combined with two front pages. From 1931-1936 located in the Southwestern State College Library. From 1940-1953 on microfilm in the newspaper room of the Oklahoma Historical Society.

Public Documents

Oklahoma, Oklahoma Statutes, 1961, Vol. 1, St. Paul: West Publishing Company, 1961.

Territory of Oklahoma, Session Laws of 1901. Guthrie: State Capital Printing Company, 1901.

Territory of Oklahoma, Session Laws of 1903. Guthrie: State Capital Printing Company, 1903.

Oklahoma, Session Laws of 1939, Guthrie: Co-Operative Publishing Company, 1939.

Oklahoma, Session Laws, 1941, Guthrie: Co-Operative Publishing Company, 1941.

Oklahoma, Session Laws, 1949, Guthrie: Co-Operative Publishing Company, 1949.

U.S. Department of Commerce, Statistical Abstract of the United States, 1923.

U.S. Department of Commerce, Statistical Abstract of the United States, 1932.

U.S. Report of the Governor of Oklahoma to the Secretary of the Interior, 1901, Washington: Government Printing Office, 1901.

U.S. Report of the Governor of Oklahoma to the Secretary of the Interior, 1903, Washington: Government Printing Office, 1903.

Unpublished Material

Black, Ina G. "A Monument on the Plains: A History of Southwestern State College School of Pharmacy."

Professor Black, a member of Southwestern's faculty, presented this nine-page paper to the Section on Historical Pharmacy at the annual meeting of the American Pharmaceutical Association in Las Vegas, Nevada, April 12, 1967.

Campbell, Walter S. Collection, Division of Manuscripts, Library, University of Oklahoma, Norman, Oklahoma.

A miscellaneous collection of letters, programs, handbooks, and memorabilia accumulated by Stanley Vestal while he was a student at Southwestern.

City of Weatherford, Ordinance Book, City Hall, Weatherford, Oklahoma.  
Contains ordinances enacted during the territorial years.

Custer County, Records, Office of the County Clerk, Arapaho, Oklahoma, Book "G" of Deeds, pp. 484-485.

Dunlap, E. T. "The History of Legal Controls of Public Higher Education in Oklahoma." Unpublished Ed. D. dissertation, Oklahoma Agricultural and Mechanical College, 1956.

This dissertation is helpful in understanding the legal position of colleges in Oklahoma.

Enrollment Records, Bound Volume, Office of the Registrar, Southwestern State College, Weatherford, Oklahoma.

Letter, Dr. James B. Boren to Dr. Al Harris, April 22, 1968.

Boren discusses some of the events which took place at Southwestern while he was president.

Letter, Dr. B. B. Chapman to Dr. Al Harris, December 10, 1963.

Dr. Chapman, Professor of History at Oklahoma State University, tells of his research related to President J. F. Sharp and the poem "The Sculptor from Tennessee." He also discusses his interview with Mrs. Nell A. Snider, the writer of the poem. A copy of the poem as she wrote it was included with the letter.

Letter, Mattie Driskill to M. F. Fiegel, February 28, 1968.

Miss Driskill, a long-time member of the faculty at Southwestern, tells of the insecurity present during the William H. Murray administration and how the College was improved by the establishment of a constitutional Board of Regents.

Letter, Lorena Savage Males to M. F. Fiegel, October 25, 1967.

Mrs. Males, the daughter of Mrs. E. B. Savage, the first girl to enroll at Southwestern Normal, included newspaper clippings about life at the College during the first few years and how her mother was a part of the early history.

Oklahoma, Minutes of Meetings, Board of Regents of Oklahoma Colleges, 1939-1943, 1948-1953.

The minutes between 1939 and 1943 are extremely brief, stating only the topic under discussion. The State Board of Education had jurisdiction over Southwestern between 1943 and 1948. These minutes are in bound volumes located in Room 329 of the State Capitol Building, office of Mr. M. C. Collum, Executive Secretary of the Board of Regents of Oklahoma Colleges.

Oklahoma, Minutes of Meetings, State Board of Education, 1908-1939, 1943-1948.

These minutes were a valuable source of information about Southwestern and higher education in Oklahoma. They were first typewritten in 1911. Bound volumes located in Room 329 of the State Capitol Building.

Territory of Oklahoma, Minutes of Meetings, Territorial Board of Education, Guthrie, Oklahoma, 1904-1907.

Prior to 1907 the minutes were fragmentary. The Board, primarily concerned with the public schools, had little interest in the Normals. Bound volume located in Room 329 of the State Capitol Building.

Thomas, Ernest A. "The History of the Library of Southwestern State College."

This is a seven-page history of the library built in 1928.

Woodruff, Joe Harold. "History of Theatrical Activities at Southwestern State College, Weatherford, Oklahoma." Unpublished M.A. thesis, Southern Methodist University, 1952.

A chronological account of theatrical activities held at Southwestern.

#### Annuals, Books, Journal Articles, Reports

A System of Higher Education for Oklahoma, The Report of The State Coordinating Board with a Supplemental Statement Concerning the Activities of the State Regents for Higher Education, Oklahoma State Regents for Higher Education, Oklahoma City, June 1, 1942.

The recommendations of this Board aided in the passage of a constitutional amendment placing the state colleges under a governing board free of political pressures.

Alexander, Charles C. The Ku Klux Klan in the Southwest. University of Kentucky Press, 1965.

This is a history of the Ku Klux Klan in Texas, Louisiana, Oklahoma, and Arkansas as it existed in these states during the 1920's. Chapter seven discusses the role of the Klan in the 1922 gubernatorial campaign which included R. H. Wilson, the State Superintendent of Public Instruction.

Allen, Frederick Lewis. Only Yesterday, An Informal History of the Nineteen-Twenties. New York: Harper & Brothers, 1931.

This is an interesting history of life in the United States during the 1920's. Chapter five, "The Revolution in Manners and Morals," tells how middle-aged adults reacted to the activities and attitudes of the young. This volume describes how America changed between World War I and the Great Depression.

---

Since Yesterday, The Nineteen-Thirties in America. New York: Harper, 1939.

This history starts with the depression in 1929 and ends with the British declaration of war against Germany in September, 1939. It is helpful in understanding how the Great Depression affected Americans psychologically, emotionally, and economically.

Buchanan, A. Russell. The United States and World War II, Vol. I. New York: Harper and Row, 1964.

This is the first of a two volume series describing America's role in World War II. Volume one covers the immediate background for American entry into the war and the events through May, 1944. Emphasizes military activities.

\_\_\_\_\_. The United States and World War II, Vol. II. New York: Harper and Row, 1964.

This covers wartime diplomacy, the home front, and military activities from June, 1944, to the end of the war in August, 1945. Has an excellent bibliography of World War II.

Bulldog, The. 1940-1953.

This is the year book of Southwestern State College. The successor of the previous year book, The Oracle, it was first published in 1940. Had very little information about Southwestern except for photographs.

Bulletin of the American Association of University Professors, Volume One, Part One, Annual Address of the President and General Report of the Committee on Academic Freedom and Tenure, December, 1915.

Discusses what the Association feels should be the proper procedure to be followed in the dismissal of faculty members.

Campbell, Walter S. The Booklover's Southwest. Norman: University of Oklahoma Press, 1955.

This book is by the step-son of James R. Campbell, the first president of Southwestern. Here Campbell, who usually wrote under the pen name of Stanley Vestal, tells of Hamlin Garland's visit to Southwestern. Campbell devoted most of his writing to the life of the Plains Indians.

Gibson, Arrell M. Oklahoma: A History of Five Centuries. Norman: Harlow, 1965.

This is a well-written account of Oklahoma's history. The portions covering Oklahoma politics were useful in understanding the part which political activity played in the development of higher education.

Halliburton, R. "Reasons for Anti-Evolutionism Succeeding in the South," Proceedings of the Oklahoma Academy of Science, 1965, pp. 155-158.

This is helpful in understanding Oklahoma attitudes regarding the evolution issue in the 1920's.

Hicks, John D. Republican Ascendency, 1921-1933. New York: Harper and Row, 1960.

This is a well-balanced account of American political, social, and economic history of the 1920's. Chapter eight, "Social Insecurity," is helpful in understanding why Americans experienced anxieties from changes taking place in society which they neither recognized nor understood.

Hilton, O. A. "Public Opinion and Civil Liberties in Wartime, 1917-1919," The Southwestern Social Science Quarterly, Vol. 28, No. 3 (December, 1947), pp. 201-224.

\_\_\_\_\_. "The Oklahoma Council of Defense and the First World War," The Chronicles of Oklahoma, Vol. 20 (March, 1942), pp. 18-42.  
A good analysis of the Oklahoma Council of Defense.

Hofstadter, Richard. The Age of Reform, From Bryan to F.D.R. New York: Random House, 1955.

This is a somewhat controversial account of the Populist and Progressive periods of American history. It is helpful in understanding some of the issues confronting the nation from approximately 1890 to the beginning of World War I.

Hofstadter, Richard and Hardy, C. DeWitt. The Development and Scope of Higher Education in the United States. New York: Columbia University Press, 1952.

This volume is an excellent analysis of higher education in America and is useful for background study. Chapter IV discusses the implications of outside control of institutions of higher learning.

Hofstadter, Richard, and Metzger, Walter P. The Development of Academic Freedom in the United States. New York: Columbia University Press, 1955.

This is a history of the development of academic freedom in the United States and how the American Association of University Professors was established in 1915. Chapter ten, "Organization, Loyalty, and War" discusses events during World War I. This study is helpful in understanding the phrase "academic freedom" and its relationship with the process of education.

Lambert, Guy H., and Rankin, Guy M. A History Outline - Oklahoma State Department of Education for the Period 1900 to 1965.

Provides much useful information about Oklahoma public schools.

Leuchtenburg, William E. Franklin D. Roosevelt and The New Deal, 1932-1940. New York: Harper and Row, 1963.

This is a well documented history of the United States during the depression. While it emphasized the impact of the depression on the nation, other events are included to make this a most readable history. The book, however, devotes little attention to the problems of education during the depression.

Litton, Gaston. History of Oklahoma. Vol. II. New York: Lewis Historical Publishing Company, 1957.

This is a comprehensive four-volume history of Oklahoma published when the state was observing its fiftieth anniversary. Volume II has a brief history of Southwestern.

Mukwisto, The., 1905-1909.

This was the first periodical published by the Southwestern Normal School. The forerunner of The Southwestern, it is helpful in determining student interests. Published monthly, it contained essays, short stories, poems, and news items. Only a few issues published between 1905 and 1909 are still in existence. They are located in the Southwestern State College library.

Neuringer, Sheldon. "Governor Walton's War on the Ku Klux Klan: An Episode in Oklahoma History." The Chronicles of Oklahoma, Vol. 45 (Summer, 1967), pp. 153-179.

This article tells how Walton waged war on the Klan and the extent of its power in Oklahoma during the early 1920's.

Oracle, The., 1906-1917, 1919-1930, 1932.

The year book of the Southwestern Normal School, first published in 1906. Published from 1906 to 1932 with two exceptions, 1918 and 1931. No year books were published from 1933 to 1939 when the depression was taking place. It was revived in 1940 under a new name, The Bulldog. This was a most useful source of information about the Normal School. Located in Southwestern State College library.

Paxson, Frederic Logan. American Democracy and the World War. Vol. II: America at War, 1917-1918. Boston: Houghton Mifflin Company, 1939.

An excellent account of the impact of World War I on American institutions and upon the people themselves. Chapter ten, "War Madness," tells how many Americans became so emotionally involved in patriotic activity that they lost their sense of proportion.

Rudolph, Frederick. The American College and University. New York: Alfred A. Knopf, 1962.

Provides good background information on higher education.

Shannon, Fred A. The Farmer's Last Frontier, Agriculture, 1860-1897, Vol. V, The Economic History of the United States. New York: Holt, Rinehart and Winston, 1945.

An excellent history of American agriculture between the outbreak of the Civil War and the end of the nineteenth century.

Shirk, George H. Oklahoma Place Names.

Norman: University of Oklahoma Press, 1965.

An excellent reference for the origin of place names in Oklahoma.

Wish, Harvey. Society and Thought in Modern America. New York: David McKay Company, 1952.

This is a social and intellectual history of the United States from 1865 to the present. Chapter seventeen analyzes the impact of World War I on American ideals and how governmental agencies employed propaganda in order to win public support for the war. Chapters twenty-one, twenty-two, and twenty-three discuss how World War II influenced society.

#### Other Sources

Interview, Dr. James B. Boren, Oklahoma City, Oklahoma, March 22, 1968.

Boren was president of Southwestern from 1939 to 1942.

Currently lives in Oklahoma City.

\_\_\_\_\_, Mattie Driskill, Weatherford, Oklahoma, October 12, 1967.

Miss Driskill, a graduate of Southwestern, joined the faculty in 1925 as a supervising teacher in the training school. She retired in 1965 and currently lives in Weatherford.

\_\_\_\_\_, Frank D. Eaton, Weatherford, Oklahoma, February 16, 1968.

A graduate of Southwestern, Eaton served as the secretary to President E. E. Brown.

\_\_\_\_\_, Mrs. Dwade Noyes Hudson, Hammon, Oklahoma, April 21, 1967.

Mrs. Hudson was born April 5, 1887, at Arapaho, I. T.

She was in the first class at the Normal. Currently lives in Springdale, Arkansas.

\_\_\_\_\_, Ella Hunt, Oklahoma City, Oklahoma, March 23, 1968.

Miss Hunt worked in the State Department of Education from 1920 until 1965. She knew many of the political leaders of the 1920's and 1930's.

\_\_\_\_\_, Dr. Grace E. Jencke, Weatherford, Oklahoma, November 4, 1967.

Miss Jencke joined the faculty of Southwestern in 1921 as the head of the English Department. She retired in May, 1957.

\_\_\_\_\_, Dr. Clarence McCormick, Weatherford, Oklahoma, September 23, 1967.

McCormick came to Southwestern in the fall of 1918 as the head of the Mathematics Department. Currently retired and living in Weatherford.

\_\_\_\_\_, Dr. Louis Morris, Weatherford, Oklahoma, May 1, 1968.

Dr. Morris, a former student at Southwestern, joined the faculty in 1938. Currently is the Dean of Instruction.

\_\_\_\_\_, M. A. Nash, Edmond, Oklahoma, March 23, 1968.

Nash served as the State Superintendent of Public Instruction from 1922 to 1927. From this post he went to Chickasha as president of Oklahoma College for Women, remaining there from 1927 until 1943.

Interview, J. R. Pratt, Weatherford, Oklahoma, April 30, 1968.

Pratt joined Southwestern's faculty in 1927. Retired in 1965.

\_\_\_\_\_, Mrs. E. B. Savage, Hammon, Oklahoma, April 21, 1967.

Mrs. Savage, the former Mary Mabry, was the first girl to enroll in the Southwestern Normal. She was born July 4, 1887. Currently lives in Hammon, Oklahoma.

\_\_\_\_\_, Nannie Smith, Weatherford, Oklahoma, September 23, 1967.

Miss Smith was a member of the 1916 graduating class of Southwestern. Currently lives in Weatherford.

\_\_\_\_\_, Dr. Dora Stewart, Alva, Oklahoma, May 26, 1968.

Dr. Stewart joined Southwestern's faculty in 1909, retiring in 1948. She is now living in Alva, Oklahoma.

\_\_\_\_\_, Mrs. Millie Alexander Thomas, Weatherford, Oklahoma,

January 20, 1968. Mrs. Thomas served as registrar of Southwestern from 1940 until 1966.

\_\_\_\_\_, Hubert Van Duyne, Weatherford, Oklahoma, July 12, 1967.

Van Duyne was a student at Southwestern during the early years of the depression. Currently living in Gillette, New Jersey.

\_\_\_\_\_, L. E. "Polly" Wheeler, Weatherford, Oklahoma, April 25, 1968.

Wheeler served in the Oklahoma Senate from 1940 to 1948 as the representative from the area in which Custer County is located. Now living in Weatherford.

\_\_\_\_\_, Leonard A. White, Weatherford, Oklahoma, April 7, 1968.

White served as mayor of Weatherford from 1940 to 1946, the war years. Helped secure military training programs for Southwestern. Currently living in Weatherford.



APPENDIX A

ORIGINAL PLAN OF STUDY, 1903-1904<sup>1</sup>

SOUTHWESTERN NORMAL SCHOOL

Sub-Normal - Prescribed Subjects

First Year

Fall: Grammar and English  
Elementary Mathematics  
Geography and History  
Word Analysis and Orthography  
Music and Drawing

Winter: Grammar and English  
Elementary Mathematics  
Geography and History  
Word Analysis and Orthography  
Music and Drawing

Spring: Grammar and English  
Elementary Mathematics  
Geography and History  
Word Analysis and Orthography  
Music and Drawing

Second Year

Fall: Latin I  
Grammar I  
Arithmetic I  
Drawing I  
Music

Winter: Latin II  
Grammar II  
Arithmetic II  
Drawing II  
Music

---

<sup>1</sup>First Annual Year Book, Southwestern Normal School, 1903-1904, pp. 39-40. See Chapter 11, page 21.

Spring: Latin III  
 Composition I  
 Arithmetic III  
 Physiology I  
 Music

Third Year

Fall: Latin IV  
 Composition II  
 Algebra I  
 General History I  
 Music

Winter: Latin V  
 Rhetoric I  
 Algebra II  
 General History II  
 Music

Spring: Latin VI  
 Rhetoric II  
 Algebra III  
 General History III  
 Music

Normal Department - Prescribed Subjects

Academic: First Year

Fall: Vocal Music I  
 Latin VII  
 Geometry I  
 American Literature I  
 Physical Training I

Winter: Vocal Music II  
 Latin VIII  
 Geometry II  
 American Literature II  
 Civics I  
 Physical Training II

Spring: Vocal Music III  
 Latin IX  
 Geometry III  
 English Literature I  
 Civics II  
 Physical Training III

Academic: Second Year

Fall:            Latix X  
                   Physics I  
                   Zoology  
                   English Literature II

Winter:          Latin XI  
                   Physics II  
                   Botany I  
                   Elective

Spring:          Latin XII  
                   Physics III  
                   Botany II  
                   Elective

## Normal Department - Prescribed Subjects

Professional: Third Year

Fall:            Psychology I  
                   Advanced U. S. History I  
                   Reading and Orthoepy I  
                   Trigonometry I

Winter:          Psychology II  
                   Advanced U. S. History II  
                   Reading and Orthoepy II  
                   Trigonometry II

Spring:          General Method  
                   Advanced Physiology  
                   Advanced Grammar  
                   Advanced U. S. History III

Professional: Fourth Year

Fall:            Teaching  
                   History of Education  
                   Philosophy of Education I  
                   Elective

Winter:          Teaching  
                   Physical Geography I  
                   Philosophy of Education II  
                   Elective

Spring:          Teaching  
                   Physical Geography II  
                   School Law  
                   Elective

## APPENDIX B

THE SCULPTOR FROM TENNESSEE<sup>1</sup>

By Nell Smith Snider

Oh say, my friend, have you ever heard  
The tale that is told in Weatherford  
Of a deed that was done in the art musee  
By a modern sculptor from Tennessee?  
There are other tales that are somewhat gory,  
And celebrated in song and story  
But the three blind mice and the farmer's wife  
Who cut off their tails with a carving knife  
Could not compare with the statues three  
Who met with the self-same cruelty.

This modern sculptor was fresh and green,  
And he evidently had never seen,  
Since he left the nooks of his native heather,  
A statue posed in the altogether;  
So he called for chisel and hammer and tong  
To handle the things that didn't belong  
In the realm of art; and with one swift blow  
He removed the cause of old Adam's woe,  
And left the poor statues standing there  
The pictures of impotent, wild despair.

That night as he slept in his trundle bed,  
The spooks came floating around his head;  
They pointed their fingers at him in scorn  
And made him wish he had never been born.  
There were doctors there and sculptors too  
And they raised a regular hullabaloo;  
The doctors shrieked, "You measly skate  
Who gave you license to amputate?"  
And the sculptors screamed, "You infernal quack  
You'd better get busy and put them back;

---

Dr. B. B. Chapman to Dr. Al Harris, December 10, 1963. See Chapter III, page 56. Chapman obtained the original version of the poem in an interview with Mrs. Snider.

For if you do not we'll cut--(ahem!)  
 We'll do unto you as you did to them."  
 They flourished their knives in fiendish glee  
 While the old man begged on his bended knee  
 And told them they mustn't emasculate  
 A man so essential to church and state;  
 "This world," said he, "will go straight to perdition,  
 Unless I can issue a second edition."  
 At that, his inquisitors formed a ring  
 And danced a regular Highland fling.

They rode him around from Beersheba to Dan,  
 Till he woke a sadder and wiser man  
 That day the illustrious president  
 Bought him a bottle of good cement  
 And returned to the school with a single thought--  
 To repair the damage that he had wrought;  
 But "there's many a slip 'twixt the cup and the lip"  
 And the boys hadn't left him a single chip,  
 Those innocent cherubs of tender years  
 Had carried them off for souvenirs.

There was naught remaining for him to do  
 But to manufacture a thing or two.  
 So he moulded and chiseled with might and main  
 Till his mind gave way from the terrible strain  
 For the only model he had, Alas!  
 Was the one that he saw in the looking glass.  
 Imagine the stalwart Hercules  
 With pygmy attachments, if you please,  
 And I think you'll then be prepared to say,  
 "No wonder the old man's mind gave way!"

Now the modern sculptor is running rife  
 With pinchers and saw and a carving knife  
 And if you linger outside the gate  
 You'll be a eunuch as sure as fate.  
 He never stops for bone or gristle  
 But whittles them off as slick as a whistle;  
 He hopes to find when he looks them o'er,  
 An appendage to fit on the Discus Thrower,  
 A match for Apollo (The Belvedere),  
 And another for Hercules too, I hear.

But you never can find in a little town  
 A very good fit in a hand-me-down;  
 Good models are scarce in these latter days,  
 The average men look more like jays;  
 And that is the reason I apprehend  
 That no one can tell where the trouble will end.

Now the moral to this isn't hard to find:--  
 The nastiness is all in your mind;  
 So unless for sculpture you have a knack,  
 Don't take things off that you can't put back.

## APPENDIX C

THE SOUTHWESTERN ALMA MATER SONG<sup>1</sup>

By Mrs. G. B. Arnold

Standing firmly on the hilltop  
Clearly outlined 'neath the blue  
Emblem of the best and noblest  
Alma Mater true.

Foster mother, friends so loyal  
Honor, love, and faith we bring.  
With thy spirit ever near us  
This our song shall ring.

(Chorus)

Hail! All hail! to thee Southwestern  
Alma Mater true  
We will ever sing our praises  
To the White and Blue.

<sup>1</sup>The Weatherford News, October 8, 1953, p. 12. See Chapter V,  
p. 112.

VITA

Melvin Frank Fiegel

Candidate for the Degree of

Doctor of Education

Thesis: A HISTORY OF SOUTHWESTERN STATE COLLEGE, 1903-1953

Major Field: Higher Education

Biographical:

Personal Data: Born in Cunningham, Kansas, May 1, 1925, the son of Emil Conn and Mary Katherine Fiegel

Education: Attended Loyal elementary school and graduated from Loyal High School, Loyal, Oklahoma, in 1943. Received the degree of Bachelor of Science from Oklahoma State University, Stillwater, Oklahoma, in 1950; the Master of Education degree from the University of Oklahoma, Norman, Oklahoma, in 1963; and the Master of Arts degree in history from Oklahoma State University, Stillwater, Oklahoma, in 1965; completed the requirements for the Doctor of Education degree in July, 1968.

Professional Experience: Engineering Assistant with the Superior Oil Company of California, 1951-1964. Graduate Assistant in the Department of History, Oklahoma State University, 1964-1966. Appointed Assistant Professor of History, Southwestern State College, Weatherford, Oklahoma, in 1966.