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THE PRESIDENCY OF WILLIAM M. PEARCE, JR.:
A HISTORY OF TEXAS WESLEYAN COLLEGE
FROM 1968 TO 1978

DISSERTATION

Presented to the Graduate Council of the
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By

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For almost two hundred years, liberal arts colleges dominated the American system of higher education. The Wesleyan movement into education was a missionary movement to provide an education to those denied this privilege by the class prejudices of the eighteenth century. Founded by the Methodist Episcopal Church, South, Texas Wesleyan University (originally known as Polytechnic College) began in 1891 with 11 faculty members and 173 students. It has survived despite the hardships of The Depression, economic adversities, and a severe financial crisis in the 1980s. Today with 73 faculty and 1,550 students, Texas Wesleyan remains committed to its original mission that the goal of education is the development of each student to his or her greatest potential.

William M. Pearce, born in the woman's dormitory of Seth Ward College in Plainview, Texas, resigned his position as executive vice-president of Texas Technological University to become the thirteenth president of Texas Wesleyan College in June 1968. Upon assuming office, Pearce realized the need to concentrate his efforts on those things in need of repair and improvement. There was no faculty organization, no tenure,

no formal budget process, and Texas Wesleyan was lacking many other standards usually found in institutions of higher education. Following his grassroots philosophy, Pearce began making immediate changes. Pearce brought to the college widely used and accepted practices of college and university administration. Pearce's administrative style was autocratic yet contained a degree of participative management. His organizational structure provided avenues for faculty and student participation in college administration. His accomplishments during his 10-year administration, while not extraordinary, were necessary and added to the future health and success of Texas Wesleyan College. Without them the college would have remained in the dark ages of higher education. A reserved man, Pearce's experience, capabilities, straightforwardness, and quiet initiative were necessary for Texas Wesleyan's evolution into modern higher education. A history of the presidency of William M. Pearce is critical to understanding where Texas Wesleyan University has been, where it is now, and where it may be in the future.

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CHAPTER I

THE SETTING

Liberal Arts Institutions in American Higher Education

For almost two hundred years, from 1640 into the 1800s, liberal arts colleges dominated the American system of higher education. These colleges ". . . maintained the residential character, the classical curriculum, and control over student life and acted within the tradition of the ancient liberal arts preparatory schools." (Pfinister, 1984, p. 148). Most of these institutions, such as Harvard, William and Mary, Yale, and Brown, grew out of the churches and were modeled after the European universities which had their beginnings in the medieval church. Speaking on the importance of private, mainly church-related institutions, then Secretary of Education Shirley M. Hufstedler (1980) stated that such institutions of higher education have been the ". . . backbone of American higher education.". They can ". . . trace their origin and their inspiration back over eight hundred years. By their continued existence and vitality, church-related colleges--even the newest and most modern--are constant reminders of a rich cultural and national heritage" (Hufstedler, 1980, pp. 138-139).

Church-related institutions dominated American higher education for 150 years before the first public university opened and it was yet another 150 years before enrollments in these public institutions grew larger than those of the private schools (Hufstedler, 1980, pp. 138-139). Today, the independent and church-related college and university is that ". . . independent sector . . ." that is ". . . outside the government and outside the sector of profit-making business." (Bolling, 1980, p. 22). Broadly defined, church-relatedness can range anywhere ". . . from a close relationship with control to a more informal relationship of a commonality of inspiration." ("Affirmations for Renewal," 1980, p. 31).

Throughout their history, church-related institutions have prepared their students ". . . to deal with their world braced by moral reinforcement. This strand of morality, however defined and interpreted and however tenuous it may seem to have become, threads its way dramatically through two centuries of American higher education." (Mobberley, 1974, p. 44). According to F. Thomas Trotter (Summer, 1974), "no other Protestant church movement has been so intimately and consistently involved with higher education" than that of the United Methodist Church. From the beginning, the Wesleyan movement into education was a missionary movement to provide an education to those denied this privilege by the deeply

held class prejudices of the eighteenth century. One of the first acts of the 1784 Christmas Conference was to authorize the founding of Cokesbury College in Abingdon, Maryland.

Methodist Institutions

Methodists have maintained their involvement in higher education for several reasons: ". . . the need for well-trained, learned clergy, the educational needs of an increasingly affluent church membership, and interdenominational competition." (National Commission on United Methodist Higher Education [NCUMHE], 1976). Essentially, Methodists see ". . . education as a means to serve . . ." and although it has a "religious dimension," it is not ". . . religious education." (NCUMHE, 1976). The primary focus of Methodist education has been on ". . . helping individuals make full use of themselves in service to their people or given community, to the greater society, and, hence to themselves." (NCUMHE, 1976, pp. 15-16). These purposes are also central to the philosophy of the liberal arts colleges and universities.

Wallace Graves (1985), president of Methodist institution The University of Evansville, believes that in modern society, the liberal arts have two missions, each vitally important. "One is to conserve and transmit the wisdom of the ages from generation to generation . . ." and the other is ". . . to make responsible citizens and whole

human beings of students heading for professional careers and specializations.". Graves (1985) goes on to state that if the liberal arts are taught properly, they ". . . provide a sense of dignity all humankind craves, a dignity tortuously wrested from life and tenuously clung to through the centuries", and that "liberal arts awakens an appreciation of the vast potential of human creativity.". Another Methodist institution president, Jerald Walker (1983), also supports the liberal arts philosophy that ". . . development of the ability to make crucial value judgments . . ." should be a primary goal of a person's educational experience.

The philosophies supported by these two Methodist college presidents clearly reflect the major themes of the 200-year history of United Methodist higher education:

1. Education should be available to all people regardless of social standing, ethnic identity, or gender.

2. Education should appropriately relate faith and reason.

3. Education should help individuals make full use of their capabilities and experience for service.

Therefore, liberal and classical learning is critical along with professional and vocational training and neither is subservient to the other.

4. Education should aim at high standards of

student achievement based on deep concern for what is best for the person (NCUMHE, 1976, pp. 13-14).

In many ways the development of Methodist educational institutions paralleled the development of the United States. "They arose and closed in response to the moving population, and as they developed, they reflected the American ideals of democracy by emphasizing the provision of educational opportunity for all . . . the system was dynamic, never being frozen in an artificial equilibrium, but always responding to the changing society it served." (NCUMHE, 1976, p. 30).

By 1984, there were 128 Methodist institutions of learning, of which 103 were four-year undergraduate colleges and universities. With a total enrollment of 212,630 and a faculty of 13,313, these institutions collectively boasted assets of more than \$5.6 billion (Trotter, 1984, pp. 3-4). Like other private institutions, the church-related college or university is independent, however that does not mean "absolute freedom from entanglements and obligations . . . they must attract students, renew faculties, impress private donors, and retain denominational support . . ." (Hufstedler, 1980, p. 140).

Governance

Each institution is governed by its own board of trustees and each determines its own relationship to the church (Conn, 1984, p. 1). The definition of

church-relationship varies greatly within United Methodist higher education. Some institutions are owned by an annual conference or by several conferences, others maintain a merely operational relationship to the church rather than a direct one (Harris, 1974, p. 15). To provide some cohesiveness to this diverse group of schools, the National Association of Schools and Colleges of the United Methodist Church (NASCUMC) ". . . draws the institutions together around common issues--political, institutional, or church-related." (Conn, 1984). While degrees of participation vary, there is a significant collective effort by all institutions for ". . . a scholarship program, renewed conversations with the Council of Bishops, shared programs in international education, and political action against federal legislation that would leach away the strength of independent colleges." (Conn, 1984, pp. 1-2).

Responding to the growing number of United Methodist-affiliated institutions, the church in 1892 established the University Senate of the United Methodist Episcopal Church. This was the first attempt to certify schools claiming affiliation with the United Methodist Church and is frequently cited as the ". . . first voluntary accrediting organization in higher education . . ." (NCUMHE, 1976, p. 18). Reorganized in 1980, the University Senate ". . . reviews the church's educational institutions--their

programs, management and relationships with the denomination." ("Four Elected to University Senate," 1984, p. 3). While the Senate atmosphere is familial, having the Methodist affiliation does not automatically make one a ". . . member of the family.". Institutions must justify to the Senate their church affiliation and right to receive denominational funds (Conn, 1984, p. 2).

Survival

F. Thomas Trotter (1974, p. 14) believes that the United Methodist Church ". . . has a profound moral responsibility to see to it that this community of schools survives.". Less than three out of ten institutions founded still exist today as separate, United Methodist institutions (NCUMHE, 1976, p. 18). Since their foundings, the role of the private, church-related institution has been questioned many times throughout the development of American higher education.

Major challenges came at the beginning and end of the nineteenth century and have continued into the 1980s. Responding to the early challenges, the liberal arts college ". . . reaffirmed its dedication to an older tradition and emerged in a stronger position with a clearer sense of purpose." (Pfinister, 1984, p. 167). By the post World War II period, American higher education had changed vastly. Most important to the church was the ". . . decisive shift from a majority private sector system to a majority public

sector system." (Trotter, 1984, p. 4). Immediate response to this situation was postponed however, because of the vast reservoir of students created by the Government Issue Bill. This seemingly endless population moved many church-related colleges into a period of faculty increases and program expansion. It was also during this time that governmental funding became an essential part of higher education economics. Many church-related institutions distanced ". . . themselves from their church connections because of 'first amendment' scruples and the confident assumption that federal support would indefinitely expand." (Trotter, 1984, p. 4). It was not until 1976 that this fatal drift out of church-relationship was halted by the Roemer decision. In this case, the Supreme Court ruled ". . . that denominational colleges do not have to separate themselves from their religious communities as long as they are not 'pervasively sectarian.'" (K. Weeks, et. al. cited in Trotter, 1984, p. 5).

The future of many liberal arts institutions was threatened by the economic adversities of the late 1960s (Hammond, 1982, p. 11). After studying individual liberal arts colleges (1965 to 1967), Keeton and Hilberry (1969) stated that the typical private liberal arts college of the mid-twentieth century had become obsolete. These small, autonomous institutions existed in a vocationally-oriented

world where large centralized institutions were becoming increasingly characteristic of higher education in America (Pfinister, 1984, pp. 162-163).

All colleges and universities were affected by the economic adversities but liberal arts colleges suffered most. Despite the optimism of state and national governments regarding the continued growth of American higher education and statistical predictions for increasing numbers of students in postsecondary institutions, the flood of college graduates on the job market had a devastating effect on the value of a college degree. Student recruitment became increasingly difficult as employment opportunities for college graduates decreased (Hammond, 1982, p. 11).

In the 1980s, because of declining enrollments and decreasing revenues, the challenges of the early 1900s returned to the liberal arts institutions with renewed force. The role of the colleges in postsecondary education for the remainder of this century is questionable. Many institutions have changed their missions and expanded their roles (Pfinister, 1984, p. 166). Colleges and universities have become increasingly dependent on donations from alumni, foundations, communities, and friends. It is these resources that many times make the ". . . difference between solvency and survival." (Gordon, 1974, p. 53). Liberal arts institutions will not disappear but will ". . . shift

emphasis, modify programs, balance out the new with some form of the old." (Pfinister, 1984, p. 167).

The small liberal arts college has ". . . managed to retain a place in higher education by attracting a clientele interested in their particular characteristics: a traditional arts curriculum, concern for the individual student and his or her personal development, a small, often rural, campus, and value orientation." (Hammond, 1984, p. 360). Martha Peterson (1982, p. 25) writes that the outstanding characteristic of these hundreds of small colleges is that "they are special places of teaching and learning, carefully and wisely limited to established disciplines--history, science, the arts, literature and language, economics, anthropology.". Peterson believes the liberal arts college will exist in the twenty-first century but that its future will be just as uncertain as it always has been (1982, p. 25).

Institutions of the United Methodist Church continue ". . . the historic obligation expressed in the famous Wesley dictum: 'Let us unite the two so long disjoined, knowledge and vital piety.'" (Scott, 1984, p. 1). David G. Mobberly (1974, p. 51) writes that the ". . . principal task of the church-related college is to create a climate for wisdom to flourish--not merely for knowledge to accrue . . . this represents the highest ideal of what a college could and

should become.". At a time critical to most small, private liberal arts colleges and universities, a study of an institution's past is crucial to the future success of the institution.

The History of Texas Wesleyan College

Polytechnic College

Bishop Joseph S. Key, headquartered in Fort Worth in 1890, recognized the need for a college belonging to the Methodist Episcopal Church, South in the north Texas area. Southwestern University at Georgetown, Texas was, at that time, the central institution of the Methodist Episcopal Church, South; it provided studies in literary subjects only. The idea conceived by Bishop Key was to establish a college where men and women could study many subjects. The majority of colleges in the state offered courses of study that were academic. The proposed college was to offer vocational training as well as academic studies (Polytechnic College Catalog, 1891-92).

After months of overcoming obstacles, Bishop Key and several Fort Worth men began to solicit donations of cash and land for the proposed college. A. S. Hall, W. D. Hall and George Tandy donated 25 acres of land four miles southeast of downtown Fort Worth (Records of Deeds, Tarrant County, Texas, Book 73). The proposition to establish the college in Fort Worth was made at the Northwest Texas Conference of the

Methodist Episcopal Church, South on November 13, 1890. A committee appointed by the Conference met in Fort Worth on December 18, 1890 and elected 13 men to form a board of trustees. The criteria used in selecting trustees for membership are not known, however, it can be speculated that they were Methodist ministers and/or lay people. A president, vice-president, secretary, and treasurer were elected to govern the board which was authorized to manage the business of the college and elect its president (Northwest Texas Conference Minutes, 1890). Other responsibilities which may have been given to the board are not known; inference may be made, however, that the trustees took an active role in managing the routine affairs of the college.

The name Polytechnic College was given to the new institution and reflected the original concept of Bishop Key. The original plan of a technical college was never realized, however, for adequate funding was unavailable. In February 1891, the board of trustees elected Reverend J. W. Adkisson as the first president of Polytechnic College (Matthews, 1930). The criteria used in the selection of the president are not known, however, it is a recorded fact that the majority of presidents appointed to office since 1891 have been ordained Methodist ministers (Texas Wesleyan College Bulletins and Texas Wesleyan College Catalogs, 1958 to

1989). Detailed descriptions of the responsibilities of the early presidents are not available. It is known that Adkisson was given the authority to acquire and organize a faculty and with 11 faculty members, the college began its first term on September 14, 1891. A total of 173 students enrolled for the school year 1891-92 (Matthews, 1930).

Courses of study offered by the school were divided into five departments: Liberal Arts, Scientific, Primary and Preparatory, Music, and Elocution. The music department advanced rapidly and was divided into five schools: piano, violin, vocal, guitar, and orchestra (Polytechnic College Catalog, 1891-92). The school of commerce, established in 1894, also became a successful part of the college.

By 1899 the courses of study had been separated into schools: Mathematics and Astronomy, English, Natural and Physical Science, Greek, Latin, Modern Languages, History and Economics, Philosophy and Pedagogy, Biblical Literature, Preparatory School, Art, and Business. The curriculum was reorganized in 1906 into units: the College, the Preparatory School, and the School of Fine Arts. Although an integral part of the College, the School of Fine Arts was separate. It maintained its own faculty and curriculum (Polytechnic College Catalog, 1899-1900).

In 1907 the charter was amended and with the hope that a larger number of people could be interested in Polytechnic,

the number of trustees was increased from 13 to 25. Two preachers and two laymen were appointed from each of the five English-speaking Annual Conferences of the Methodist Episcopal Church, South. In addition, five men were appointed to the board from the city of Fort Worth or surrounding areas by the Annual Conference of that city. The governance of the college was vested in the board which held its regular meetings at commencement (Matthews, 1930).

The success of Polytechnic College gave impetus to the growing need for a larger educational institution in Texas. Rather than expand the existing schools, the majority of the Northwest Texas conference members wanted to create a new institution. Despite opposition from those who felt Southwestern University should remain the "chief educational center of the church", the conference sanctioned the founding of Southern Methodist University. Concurrently, members of the conferences throughout Texas began to share the opinion that control of all church-related schools should be placed under one governing body. Therefore, in 1910 an Educational Commission was appointed to take control of the Methodist institutions in Texas. Southern Methodist University, Southwestern University, and Polytechnic College were placed under the control and operation of the participating Texas conferences through a single board of trustees (Matthews, 1930).

In November 1911 the Educational Commission accepted title to and control of all property belonging to Polytechnic College, including the institution itself. Additionally, it established Southern Methodist University as the central institution in Texas. Polytechnic College was to continue its status until the opening of Southern Methodist at which time it would become the Women's College of Texas Methodism. All graduates and ex-students of Polytechnic College were to be given the rights and privileges of the graduates and ex-students of Southern Methodist University (Polytechnic College Catalog, 1912-13). From 1911 to 1914, the diplomas of Polytechnic read "Polytechnic College of Southern Methodist University" (Matthews, 1930).

Students of Polytechnic were disturbed, the women could remain, but the men would have to attend college elsewhere. Faculty were equally unsettled, some would stay, others would choose to teach at Southern Methodist University. A success to some, a failure to others, Polytechnic College came to an end with the commencement exercises in June 1914 (Matthews, 1930).

Texas Woman's College

It was unanimously approved on May 20, 1914 by the board of trustees, to change the name of the college to Texas Woman's College. At that time, it was the only exclusive women's institution established and controlled by Texas

Methodists. Reverend Hiram A. Boaz, last president of Polytechnic College, was reappointed president of Texas Woman's College in September 1914. The first school year, 1914-15, had an enrollment of 317 students (Sone, undated).

The new college was governed by a board of trustees under the 1914 charter. The board was empowered to elect the president of the college, its deans, faculty, and financial agents. It also managed the property and determined the general policy of the college. The executive committee, composed of five board members, was authorized by the board to conduct college business during the interval between the board's regular meetings. To the faculty, the board committed departmental control of instruction and discipline, subject to approval of the board (Texas Woman's College Bulletin, 1915-16).

Most of the faculty at Polytechnic College remained with the institution when it became Texas Woman's College. The curriculum of the new college was divided into four schools, each having a separate faculty. The College of Liberal Arts offered studies leading to a Bachelor of Arts or Bachelor of Science degree. The Preparatory School was established to prepare students for college or university study or to provide a secondary education to those students who did not wish to enter college. The School of Fine Arts, even though an integral unit of the college, operated as a separate

school. It established its own policies and maintained a separate faculty. The School of Fine Arts was divided into three departments: Music, which included piano, violin, and voice, Expression, and Art (Texas Woman's College Bulletin, 1914-15). The School of Household Arts and Sciences opened as a separate school in the fall of 1914. As other various departments grew, they were incorporated into the College of Liberal Arts. The Academy, or model kindergarten training school, remained a separate school until 1928 when it was discontinued (Sone, undated).

During the years 1930 and 1931, Texas Woman's College suffered serious financial difficulties, presumably as a result of The Depression. The board of trustees, after several meetings, decided to close the college at the end of the school year. At the final board meeting, however, on the day of commencement, the decision was reversed. President Henry E. Stout resigned and a new president, Tom W. Brabham, was appointed to the college. Although it was too late to organize a summer session, the fall semester 1931 opened with a substantial enrollment. Many changes took place among the faculty and administration during the years 1932 to 1934, including the appointment of Law Sone, who served as dean for a year and the next year as dean and registrar of the college (Sone, undated).

Texas Wesleyan College

In September 1934 on recommendation of President Brabham, the executive committee of the board of trustees voted in favor of allowing men to enroll as students at Texas Woman's College. The college officials hoped this would increase, not only the enrollment, but the tuition income as well so that the college could be self-supporting. More than 80 young men enrolled the first semester; all commuter students, since there was no male dormitory on the campus. Literary societies were formed, basketball and other activities were provided so that the men felt welcome at the college (Sone, undated).

The project, watched closely by college trustees and administrators, proved successful. They sought opinions from former students and friends of the college and in 1935, after much discussion, changed the name of the institution from Texas Woman's College to Texas Wesleyan College, preserving the initials "TWC" (Sone, undated).

Law Sone Administration

In 1935 Law Sone became president of Texas Wesleyan College, a position he held for the next 33 years. The indebtedness of the college was a serious concern for the new president; consequently, he immediately began a reorganization of the financial structure. President Sone, along with Sam J. Calloway, the college attorney, negotiated

a \$100,000 loan from the discontinued Texas Wesleyan Academy in Austin, Texas. The loan was made on the condition that all other college debts would be liquidated. The mortgage holders agreed to accept a percentage of the face value of the mortgage as full payment (Board of Trustees Minutes, January 31, 1936). In October 1938 the executive committee of the board of trustees requested an extension on the loan from Texas Wesleyan Academy, but before any action was taken on the request, the Southern Association Conference of the Methodist Episcopal Church, South decided to give the \$100,000 to Texas Wesleyan College. The authority of the Southern Association Conference was questioned by Texas Wesleyan Academy and the matter had to be resolved in court. On June 19, 1941 the 48th District Court, Tarrant County, Texas upheld the rights of Texas Wesleyan College to receive the \$100,000 from Texas Wesleyan Academy. The decision was appealed by the Academy, but later withdrawn. The board of trustees, as well as citizens of Fort Worth, praised President Sone and attorney Sam Calloway for their diligence, the result of which was a determining factor in the recognition of Texas Wesleyan College by the regional and national accrediting agencies (Board of Trustees Minutes, October 23, 1938, June 7, 1940, and May 23, 1941).

The academic structure of the college was reorganized into divisions in 1941. There were seven divisions, separated according to similarity and academic affiliation. Enrollment had been at its highest in 1940-41 with 1,025 students. During World War II, Texas Wesleyan College experienced a decline in enrollment because of the number of young men entering the armed services, as well as the men and women who left college to work in defense industries (Board of Trustees Minutes, May 23, 1941).

A successful campaign was conducted in Fort Worth to raise the funds necessary to liquidate the remaining debts of the college. The debt-free college dedicated its buildings and grounds on December 15, 1942 and immediately began seeking the endowment necessary for accreditation by the Southern Association of Colleges and Secondary Schools (Board of Trustees Minutes, May 31, 1943). By 1946 enrollment had increased and additional facilities were needed for housing and recreation. Approximately 200 veterans of World War II were enrolled in Texas Wesleyan during the 1945-46 school year (Board of Trustees Minutes, May 31, 1946). After several fairly successful, but amateur, fund-raising campaigns, the board of trustees decided to engage professional leadership in future campaigns. On September 3, 1946, a contract was signed with the Wells Organization, a professional fund-raising establishment, to conduct a

\$500,000 campaign. The goal was later increased to \$750,000 which, with previously raised funds, would provide \$1,000,000 for buildings and endowment. The results of the campaign exceeded the goal (Board of Trustees Minutes, September 5, 1946).

By the 1947-48 school year, enrollment had reached 1,835 students. This growing campus population emphasized the need for a recreational facility. The student body petitioned the administration for a student union center and offered to pay a per capita fee to maintain and operate the facility. The competitive situation of attracting new students and the need for facilities to care for 600 to 800 daytime students justified the request for a student center. The formal opening of the Student Union Building was held in September 1949. Providing a place for recreation and a meeting place for students, faculty, and visitors, it contained a snack bar, soda fountain, bookstore, main lounge, and a faculty lounge. Additionally, there was a checkroom and a small lounge each for men and women (Board of Trustees Minutes, May 23, 1949 and April 12, 1949).

In November 1949 the Southern Association of Colleges and Secondary Schools admitted Texas Wesleyan College to full membership. This accomplishment provided opportunities for recognition of the college by other national organizations. By 1950 Texas Wesleyan had been elected to membership in the

Methodist Senate and through the efforts of Donald M. Bellah, chairman of the Department of Fine Arts, had also received accreditation from the National Association of Schools of Music (Cox, 1953).

Curricular changes were made during the 1949-50 academic year based on recommendations of the Southern Association of Colleges and Secondary Schools. Texas Wesleyan was criticized for having too many majors. Psychology and mathematics were dropped as majors and music was discontinued as a major for the Bachelor of Arts degree. Music was offered as a major for the Bachelor of Music degree only (Cox, 1953).

The nursing education program, a cooperative plan of Texas Wesleyan and City-County Hospital in Fort Worth, consisted of three years of academic work and nursing training. After completion of the three-year program, students were eligible to take the examination to qualify as registered nurses. Upon completion of a fourth year of academic study, a candidate could receive a Bachelor of Science degree in Nursing Education (Texas Wesleyan College Bulletin, 1949). Thirty students enrolled in the program during its first year, 1949-50. College entrance requirements for nursing students were identical to those of other students at Texas Wesleyan. Faculty members of the nursing program were approved by the Southern Association of

Colleges and Secondary Schools and grade requirements were the same as those for other courses taught at Texas Wesleyan (Cox, 1953).

Teacher education has been a major aim of Texas Wesleyan College from its beginning. In 1949 the Texas legislature passed the Gilmer-Aiken Bill and began the reorganization of public school administration at the state level. One major area this bill affected was that of teacher certification in Texas. Five years of college course work was proposed for a standard teaching certificate. Students completing a Bachelor's degree were to receive a provisional certificate that had to be renewed after three years (Cox, 1953).

Recognizing the impact of the Gilmer-Aiken Bill on the teacher preparation program, faculty and administrators of Texas Wesleyan began an intensive study of the state proposals. On the basis of this study, it was decided that Texas Wesleyan would offer a Master of Education degree. Eighty-eight students enrolled in the program when it was first offered in June 1951. Thirty semester hours with a thesis or 36 hours without a thesis were the requirements for the degree (Cox, 1953).

Application for approval of this graduate division was made to the Texas Education Agency (Cox, 1953). A 15-member team would visit the college and evaluate the course work leading to the Master of Education degree. Texas Wesleyan

College was the first college in Texas to be visited by TEA and was somewhat of a "guinea pig" in the evaluation process of graduate programs in Texas (J. E. Mitchell, personal communication, April 3, 1987). The evaluation committee for TEA visited Texas Wesleyan in 1952 and recommended temporary approval of the graduate program and degree. Final approval awaited adoption of permanent standards by which all colleges in Texas would be judged. A year after this initial evaluation, TEA's evaluation committee recommended without reservation, approval of the Graduate Division and Master of Education degree of Texas Wesleyan College--the first in the state to receive approval since the Gilmer-Aiken Bill (Board of Trustees Minutes, 1949 to 1959).

A proposal was made in 1951 by the chairman of the board of trustees to conduct a promotional campaign. Letters were sent to trustees, bankers, attorneys, physicians, and other professional people informing them of the opportunity to help Christian education and Texas Wesleyan College. The following spring, President Sone created the position of Assistant to the President to promote the college in the wills of friends of the institution, an important field of promotion. A specialist in private solicitation of maintenance funds was hired in 1953 to collect funds from corporations, firms, and professional people (Board of Trustees Minutes, 1951 to 1953).

A management survey, sponsored by the Ford Foundation and the General Board of Education of the Methodist Church, was conducted in 1954. The study concluded that an alumni association should be established to maintain the interest of graduates in college activities. It was also suggested that the tuition rates remain unchanged. An evaluation of student recruiting procedures, annual salary increments, the establishment of a retirement plan, and construction of new or renovation of old buildings were additional recommendations of the management study. The retirement fund was established in 1956 from the interest in oil properties bequested by Rebecca Gray Estes; full security was thereby provided for the fund (Board of Trustees Minutes, 1956).

The last capital fund campaign for the college had been conducted in 1945; consequently, in 1956 the executive committee approved a fund-raising campaign for \$1,000,000. That same year, the college applied to the Federal Housing Authority for a \$1,000,000 loan designated for the construction and furnishing of two dormitories and a cafeteria. As a result of the construction projects, President Sone departed from a 20-year principle of "no indebtedness" but he felt this was necessary because of the anticipated increase in student enrollment during the 1960s. In the course of President Sone's tenure, six buildings were constructed on the Wesleyan campus: the Judge George W.

Armstrong Library, O. C. Armstrong and Elizabeth Means Armstrong dormitories, Dora Roberts Cafeteria, the Science Building, and Stella Russell dormitory. Although completed after his retirement, the construction of the Sid W. Richardson Gymnasium was started during President Sone's term. Various buildings were renovated during this time, including the Fine Arts building (Board of Trustees Minutes, 1945 to 1959).

The ever-increasing costs of operating expenses and faculty salaries dictated that tuition had to be raised several times. The tuition rate was \$12 per semester hour in 1958-59 and rose steadily in \$2 increments until in 1964-65, tuition was \$20 per semester hour (Texas Wesleyan College Catalogs, 1958 to 1965). In addition to the increased tuition income, some financial support was received from the Texas Methodist College Association, individuals, and businesses interested in higher education (Board of Trustees Minutes, 1958 to 1965).

During the 1960s, there were significant improvements in the Alumni Association and in public relations. Increases in student enrollment and heightened support from friends and benefactors enabled Texas Wesleyan to reduce the capital liabilities on the construction and renovation projects. While there were no major changes in the undergraduate curriculum, a few minor revisions were made to meet the

demands of society. Low salaries, however, continued to be a problem in recruiting quality faculty members to Texas Wesleyan (Board of Trustees Minutes, 1965 to 1969).

By 1963 difficulties had begun in the Graduate School. Previous reviews from the Southern Association of Colleges and Secondary Schools and the Texas Education Agency had indicated several shortcomings in the graduate program. Inadequate library holdings, lack of faculty with earned doctorates in the teaching fields, and teaching loads that exceeded 12 hours were the most significant criticisms of the accrediting agencies. In an effort to meet student needs, college divisional chairmen met long hours with trustee members considering changes in the academic offerings. A committee was formed to study the graduate program, but lacking institutional resources, Texas Wesleyan could not correct the program's deficiencies. After thoughtful deliberation, the administration, the faculty, and the committee decided that the master's degree program and graduate school should be discontinued and that efforts be concentrated on improving the undergraduate curriculum. The situation was brought before the Faculty Assembly. A number of faculty, including the director of the graduate program, strongly opposed the proposal; after votes were cast, however, a majority favored discontinuance. Despite this solid, but minority, opposition and obvious disappointment

among the students, the master's degree and graduate program were discontinued in 1963 (J. E. Mitchell, personal communication, April 3, 1987).

The 1914 charter of Texas Wesleyan expired in 1964 and the board of trustees adopted the Restated Articles of Incorporation with Amendments and the Bylaws of Texas Wesleyan College in 1965. Originally composed of 5 members, the executive committee in 1950 had been expanded to 7 members, one of whom was the president of the college. The 5-member executive committee was reinstated in 1956. The charter was amended in 1965 empowering the board to appoint an executive committee consisting of not less than 3, nor more than 11 members. In 1966 the charter and bylaws of Texas Wesleyan College were amended to include, as a trustee, the Bishop in Residence in which the campus of Texas Wesleyan was located and his successors in office. This increased the total number of trustees to 26 (Board of Trustees Minutes, 1965 to 1966).

Anticipating President Sone's retirement in 1968, the board of trustees developed and adopted a plan for the selection of a new president. A committee was appointed from the board to nominate a candidate, and an advisory committee, composed of faculty members of Texas Wesleyan College, was formed to recommend qualifications of a president. One, two, or three nominees were to be presented to the board of

trustees who would select the president by a majority vote. Criteria by which prospective appointees were measured included the experience, character, credentials, and capabilities which the faculty believed should be possessed by the next president (Board of Trustees Minutes, 1968).

William M. Pearce Administration

After 33 years of administration, Law Sone retired in May 1968. The board of trustees appointed William M. Pearce as the next president of Texas Wesleyan College. During the 10-year administration of William Pearce, the construction of the Sid W. Richardson Gymnasium was completed, the Holland Educational Television Center was housed in a reconstructed building, carpet was installed in the Judge W. Armstrong Library, and renovations of the Boaz Student Union Building and the Music Rehearsal Hall were completed (Board of Trustees Minutes, 1968 to 1978).

Revisions were made in the business office and in the accounting procedures, the Faculty Assembly was reorganized, a tenure policy was established, a code of student conduct was developed, the pension plan was revised; and for the first time, faculty and staff handbooks were published in 1970-71. Texas Wesleyan conducted the first Annual Sustentation Fund campaign in 1969 and continued the fund-raising drives each year until 1978 when major changes were made in the development areas of the college (Board of

Trustees Minutes, 1968 to 1978).

Beginning in 1967, student enrollment decreased with the decline of freshmen students. This may have been caused, in part, to the existence of the newly opened junior colleges in Tarrant County. Enrollment figures indicated a 4% to 7% decrease from 1968 to 1977, with the exception of 1971, 1974, and 1975 which showed 5% to 6% increases in total enrollment (Annual Reports, 1968 to 1977). A majority of the college operating costs were funded by student tuition which had to be raised yearly to cover expenses. The tuition rate in 1965 was \$20 per semester. Rising in \$5 increments, tuition costs had increased to \$50 per semester hour by the fall of 1977 (Texas Wesleyan College Catalogs, 1965 to 1977). Studies covering a three-year period from 1975 to 1977 indicated there was no correlation between increases in tuition and the fluctuations in enrollment. Declines in student enrollment, rising operating costs, and salary increases forced Texas Wesleyan, on three occasions, to transfer funds totaling \$300,000 from the endowment fund to the operating budget (Board of Trustees Minutes, 1967 to 1978).

In 1972 an amendment was adopted by the board of trustees stating that members from the Central Texas Conference of the United Methodist Church were to serve for three years, with one-third of the terms expiring annually. Members of the Texas Conference, the Southwest Texas

Conference, the North Texas Conference, and the Northwest Texas Conference were to serve for two years, with one-half of the terms expiring annually. A trustee, properly appointed and qualified, could not be dismissed nor his service terminated without majority action of the board, or good cause, and only after notice and a hearing conducted under due process of law. Prior to adoption of this amendment, a provision did not exist for the removal of a trustee. There have been additional changes in the charter and bylaws since the 1972 amendments. In 1974 the position of honorary chairman of the board of trustees was created by amendment and in 1978 the number of at-large members was increased to 10, bringing the total to 36 (Board of Trustees Minutes, 1972 to 1978).

Approximately one year before Pearce's retirement, the board of trustees and a faculty committee began to develop the criteria for selecting a successor. It was a general consensus that the next president of Texas Wesleyan should possess, among other qualifications, a dynamic personality and expertise in institutional fund-raising and development. With the retirement of William M. Pearce, Jon H. Fleming was appointed president of Texas Wesleyan College (Board of Trustees Minutes, 1977 to 1978).

Jon H. Fleming Administration

Upon assuming office in June 1978, Fleming immediately

began developing a long-range or master plan for Texas Wesleyan. The beginning phase of the master plan started with the renovation of Dan Waggoner Hall and the Oneal-Sells Administration Building. Construction of the 20,000 square foot Brown-Lupton Student Center began in August 1980 and the completed building was dedicated on December 1, 1981 (Board of Trustees Minutes, 1978 to 1981).

In October 1980 Eunice and James L. West presented to Texas Wesleyan College, a \$12 million gift designated to construct and furnish a library. From 1978 to 1980, the Annual Fund, previously known as the Sustentation Fund, successfully reached and exceeded its goal. The Alumni Association increased alumni involvement both in school activities and in support of the Alumni Scholarship Fund and the Annual Fund Campaigns. The 1979-80 curriculum revision provided "integration of the human experience through humanities and the liberal arts" and was designed to "develop within the students, a responsibility toward individuals." (J. H. Fleming, public information publication of Texas Wesleyan College, 1980). The Graduate Program, reinstated in September 1980, offered a master of arts and a master of science degree in education. This new program was designed to broaden the skills and increase the knowledge of the classroom teacher (Wesleyan Graduate Studies Catalog, 1980-81).

The primary objective of the Pre-Professional Program, started in 1980 and funded by a grant from the M. D. Anderson Foundation, was to enhance the students' understanding of their chosen profession and the "responsibilities in the practice of that profession." (The Pre-Professional Program of Texas Wesleyan College, academic publication, 1980). The program involved students studying medicine, law, dentistry, the ministry, and college teaching.

Many of Fleming's accomplishments were made possible through the support of the trustees. Since 1891 there have been many changes in the composition of the board of trustees of Texas Wesleyan College. The responsibilities of the board have changed as well. The board is no longer involved in the operation of the college nor the election of faculty members and administrative staff, yet the trustees occupy more than a mere place of honor (J. H. Fleming and D. Fleming, unpublished paper, 1979). Fleming defined the primary responsibilities of the board of trustees as follows: "(a) to develop the general institutional policy, (b) to elect the president of the college, and (c) to obtain adequate funding for the college" (J. H. Fleming, personal communication, December 4, 1980). Fleming further described the board as the chief policy-making body of Texas Wesleyan which broadly defined the policies that guaranteed its future. The trustees were also involved in the planning

process of the institution.

Knowing that the college needed financial and academic improvements, Fleming reorganized the administrative structure of the college shortly after assuming office in 1978. There were 10 administrative staff members reporting to William Pearce during his 1968 to 1978 administration. Fleming streamlined the administrative structure into one he believed was more commonly found in the corporate business world. The college administrative structure was divided into four distinct units: academic, financial, student life, and external affairs. The chief operating officers for those units were the provost, vice-president for finance, vice-president for student life, and vice-president, respectively (J. H. Fleming, personal communication, December 5, 1980). The president sought advice and recommendations from each of the four administrative officers to whom he delegated the responsibilities and authority necessary to assist him in the overall operation of the college.

The academic unit of the college was converted from seven divisions to four schools: Business, Fine Arts, Science and Humanities, and Education. The provost delegated the administrative responsibilities to the dean of each school. Under William Pearce's administration, the majority of academic duties were the responsibility of the dean of the college.

In addition to the overall academic program direction and development, the provost supervised the administrators of the Library, the Instructional Media and Television Center, and the Registrar's Office. A 1979-80 revision of the degree requirements was the most substantial change in the curriculum which has occurred in the modern history of the college (W. L. Hailey, personal communication, October 28, 1980).

The vice-president for finance directed the administration of fiscal affairs of the college. The primary responsibility of the chief financial officer was the continuous evaluation and improvement of the budget process. Additional duties included the supervision of college personnel, buildings and grounds, including renovation and construction projects, and the college bookstore. The comptroller assisted the vice-president for finance by assuming complete management of the accounting functions (T. D. McSkimming, personal communication, December 1, 1980).

A management study conducted in 1978 identified 28 areas that required improvement. Recommendations included personnel changes and improvements to the accounting process. Significant accomplishments were the reduction of audit expenses and the publication of a staff personnel handbook. Continuous improvement of the budget process resulted in informative computer print-outs of monthly budget reports and

the entrance of the general ledger into the computer system (T. D. McSkimming, personal communication, December 1, 1980). Responsibility for the buildings and grounds, renovation and construction projects, and supervision of college staff personnel was assumed by the vice-president of administration in 1981.

Prior to 1978, the tasks of public relations and development had been the responsibility of the president of the college, a public relations committee, and an assistant to the president. Under Fleming's direction, the administrative reorganization placed all of the "public interface" under the supervision of the vice-president, who developed a full-range external relations program. The vice-president was responsible for fund-raising, constituent relations, public relations, public information, advertising and marketing, and alumni relations. The broad range of responsibilities required that the vice-president be assisted by a staff composed of a director of public information, a director of development, a director of college relations, and a director of alumni affairs. Originally, the vice-president supervised admissions and student recruiting; these responsibilities were later assumed by the vice-president for administration.

The major function of the external relations program was to obtain support for Texas Wesleyan from students through

tuition, from alumni through gifts and time, from community friends through financial support, and from organizations through communication. Programs were to have reflected Texas Wesleyan's quality, the urgency of its needs, and the honesty about what Wesleyan had to offer its constituents (J. B. Schrum, personal communication, December 3, 1980).

The vice-president for student life was responsible to the president for all aspects of student affairs. Prior to 1978, the dean of students was the primary administrator of this area. The vice-president for student life directed the administrative staff of the financial aid office, counseling and testing, health services, the residence halls, the placement and continuing education office, the reading and study skills center, and the campus center. The dean of students was in charge of student activities and organizations and reported directly to the vice-president for student life (J. G. Bawcom, personal communication, December 5, 1980).

Student discipline, student government, freshman leadership and orientation, fraternities, and student parking were the direct responsibility of this vice-president. Additional responsibilities included campus security, arrangement of academic convocations and graduations, the Ram Band and mascot, and the honors scholarship program. The vice-president for student life was also the legislative

liaison to the Independent Colleges and Universities of Texas organization (J. G. Bawcom, personal communication, December 5, 1980).

In response to the dynamic nature of the institution the vice-president for student life became the vice-president for administration. The duties of this executive administrator broadened from a singular responsibility to the multifaceted responsibilities for student life, admissions-financial aid, plant maintenance and grounds, food service, publications, and supervision of college staff personnel (J. G. Bawcom personal communication, December 5, 1980).

The 10-year master plan, implemented in 1978, contained an academic program plan or "blueprint" based on the perceived needs of the students and the community. The physical plant needs and the fiscal plan were based on the academic program plan. The environmental analyses, both internal and external, indicated two primary areas needing improvement: (a) the quality of student life and (b) the library holdings and facility. Based on this information, goals were formulated to build a campus center and a new library. Institutional goals were matched with potential donors, pinpointed by the resources analysis, and within a short period of time the college had received the necessary funding for a new campus center and a new library. The college functioned well under the master plan, however, it is

possible movement through the plan was too rapid (W. L. Hailey, personal communication, October 28, 1980).

In May 1983 Texas Wesleyan College announced its plans to relocate the campus to the far west side of Fort Worth, Texas. The genesis of the relocation idea is untraceable, but the decision to relocate and refound Texas Wesleyan College changed the direction of its long-range planning. Movement through the original master plan digressed to new directions and new goals. At the time the master plan was developed and implemented, there were no plans nor provisions made within the long-range plan for relocation of the institution. Environmental and resource analyses were conducted without consideration of a new campus location and projected resources were to be accrued in stages--stages created for the current campus location (W. L. Hailey, personal communication, April 30, 1984).

The refounding of an institution is no simple task, and is, in fact, a mammoth undertaking. Within a year of the relocation announcement, it became apparent to the board of trustees and the executive administrators of Texas Wesleyan College that the financial status of the institution was precarious. Budgets were cut, and along with some other corrective measures, some immediate relief was provided to the financial crisis (J. G. Bawcom, personal communication, April 19, 1984 and W. L. Hailey, personal communication,

April 30, 1984).

By April 1984 Texas Wesleyan had been put on a two-year probation by the University Senate of the United Methodist Church because of the ". . . grave financial situation . . ." brought on by ". . . fiscally irresponsible management." ("Wesleyan on Two," April 27, 1984). Amid mounting controversies, Jon H. Fleming, fourteenth president of Texas Wesleyan College, resigned on July 1, 1984. At that time, the college debt amounted to \$11 million.

Jerry G. Bawcom Administration

The executive committee of the board of trustees appointed Jerry G. Bawcom, then vice-president for administration, as interim president of the college and began the search for a new president ("Rise to Presidency," September 19, 1985). Under the interim leadership of Bawcom and the board of trustees, Texas Wesleyan began to ". . . regain its balance and establish forward momentum.". An extended line of credit with Fort Worth banking institutions was negotiated and a 24-month plan was developed for the debt elimination ("Letter from the President," public information publication, Texas Wesleyan College, Summer 1984).

To ". . . restore the financial credibility of the College . . .", the board of trustees appointed an experienced and highly qualified individual as vice-president for finance ("Letter from the President," public information

publication, Texas Wesleyan College, Summer 1984). The presidential search continued for more than six months and concluded when the executive committee of the board of trustees appointed Jerry G. Bawcom as president of Texas Wesleyan College. Bawcom was inaugurated as Wesleyan's fifteenth president on September 16, 1985.

While the financial clouds of doom did not lift entirely, some positive effects of the new administration were evident. By October 1985 it had been decided that the college would remain at its present location, the college debt had been reduced to slightly over \$2 million, and Texas Wesleyan's endowment increased by \$14.7 million ("Financial Stability," October 3, 1985 and "For Your Information", news bulletin, Texas Wesleyan College, November 1985). While the 1985 enrollment increased nearly 8% to 1,414 students, a 10-year comparison to the 1975 enrollment indicates a 25% decrease in students attending Texas Wesleyan. An enrollment comparison to the 1,800 students enrolled in 1965 shows a 21% decrease over a 20-year period (J. B. Gross, personal communication, April 10, 1975 to March 29, 1978 and W. L. Hailey, personal communication, September 16, 1980 to September 10, 1985).

A significant indication of institutional renewal was the groundbreaking ceremony held on April 2, 1986 for the Eunice and James L. West Library. The board of trustees gave

final approval to the plans for the \$10 million project. The 85,000 square foot library was completed in May 1988 and dedicated on October 21, 1988. The board of trustees also approved the development of a new campus master plan ("The President's Perspective," public information publication of Texas Wesleyan College, Winter 1986). Bawcom believed ". . . Texas Wesleyan is securely past the danger component of its recent crises . . ." and was ". . . laying the groundwork for an even brighter future. Through our financial stabilization, internal realignment, and consistently expressed determination, we have proven that we are indeed going forward and that we will continue to do so." ("The President's Perspective," public information publication of Texas Wesleyan College, Winter 1986).

Texas Wesleyan University

On October 14, 1988, the board of trustees voted unanimously to change the name of the institution to Texas Wesleyan University. The trustees elevated the status of Texas Wesleyan in order to ". . . officially acknowledge that the term 'university' rather than the term 'college' more accurately described the scope of Texas Wesleyan's programs" (J. R. Nichols, personal communication, October 14, 1988). The mission of the institution did not change. "Texas Wesleyan University reaffirms its belief that the primary goal of education is the development of students to their

full potential, a goal which emphasizes the importance of teaching rather than research, personal attention to the individual student and the responsibility to produce graduates who are informed, committed and articulate citizens." (J. R. Nichols, personal communication, October 14, 1988). By September 1988 enrollment had reached 1,550 and the university offered 56 undergraduate majors and master's degrees in education and in nurse anesthesia (Press Release, Texas Wesleyan College, October 14, 1988). U.S. News and World Report, in the October 10, 1988 issue, ranked Texas Wesleyan as one of the five best small comprehensive colleges in terms of resources.

CHAPTER II

THE MAN

Born on March 11, 1913 in the woman's dormitory of Seth Ward College near Plainview, Texas, where his parents were residents, William M. Pearce, Jr. began his life in the midst of a Methodist institution of higher education. His father, William M. Pearce, Sr. was president of Seth Ward College and his mother was on the faculty. Shortly after the birth of his son, William M. Pearce, Sr. left Seth Ward College to become a Methodist minister. His first pastorate was in a small country church located in Bovina, Texas; later he was sent to a second church in Crosbyton, Texas (W. M. Pearce, personal communication, July 21, 1985).

During the First World War, Pearce, Sr. had tried to enlist in the United States Army, but failed the eye examination. He still had a chance however, to serve his country when the Northwest Texas Conference of the United Methodist Church of which he was a member, sent him to manage a service hall (similar to what is now known as a United Services Organization or USO) at Camp Bowie located in Fort Worth, Texas. It was here, William Pearce, Jr. saw his first soldier (W. M. Pearce, personal communication, July 21, 1985).

At the end of World War I, Pearce, Sr. was sent to pastor a church in Dalhart, Texas where his son began his public school education. Another move in 1921 sent the Pearce family to Abilene, Texas. Five years later, they moved to Amarillo, Texas when Pearce, Sr. was named district superintendent in the Amarillo district. Pearce graduated from Amarillo High School in 1930 and enrolled in Kemper Military School in Boonville, Missouri. At that time in his life Pearce, Jr. had no real career goal but was encouraged by his parents to further his education. Unsure of the reason he chose a military school, Pearce was attracted to the orderliness and the opportunity to be in small classes. Pearce graduated from Kemper two years later with an associate of arts degree (W. M. Pearce, personal communication, July 21, 1985).

Following graduation in 1932, Pearce, Jr. enrolled in Southern Methodist University in Dallas, Texas. Financing a college education during The Depression was difficult, and Pearce had to drop out of Southern Methodist for the 1933-34 academic year. About this time, Pearce, Sr. and his wife moved from Amarillo to Vernon, Texas and shortly thereafter moved on to Lubbock, Texas. Pearce, Jr. left Dallas and joined his parents in Lubbock. In the spring of 1934 he enrolled in Texas Technological (Tech) University. It was at Tech, Pearce, Jr. made his first archaeological trip. When

the economic crisis eased, Pearce, Jr. returned to Southern Methodist and, fulfilling his father's dream, graduated in 1935 with an Bachelor of Arts degree. Interested in continuing his education, Pearce, Jr. returned to Texas Tech in 1935 to begin work toward a master's degree in archaeology which he completed in 1937 (W. M. Pearce, personal communication, July 21, 1985).

Pearce's first job after graduating from Texas Tech was a teaching position in Dalhart where he had begun his own public school education. A year later, Pearce, Jr. left Dalhart for a higher-paying position in the Odessa public school system. After teaching one year at Odessa High School, Pearce, Jr. left public school education in 1938 to become an instructor in history at Texas Tech University. A year after beginning his teaching career at Texas Tech, William Pearce, Jr. was married to Frances Elizabeth Campbell, a Tech student, on September 6, 1939. His first son, William M. Pearce III was born a year later on November 29, 1940 (W. M. Pearce, personal communication, July 21, 1985).

Pearce, Jr. had been teaching history at Texas Tech for four years when World War II began. He joined the United States Army in 1942 and was first sent to Fort Warren, Wyoming for basic training. There were heavy losses in the tank corps stationed in North Africa and Pearce along with

many of his compatriots believed they had better opportunities for advancement in the tank corps. After completing basic training, he applied for and was accepted to armor officer candidate school which was located at Fort Knox, Kentucky. Pearce later graduated and was commissioned as an officer. In 1944 Pearce was sent to Europe, where he served as a replacement officer and tank commander in four European campaigns. He saw a great deal of action in the "race across Germany", where he remained until the end of World War II (W. M. Pearce, personal communication, July 21, 1985). He was wounded twice, and for valorous action, he received the Bronze Star and two Purple Hearts. Pearce continued his service as an Army Reserve officer and retired as a colonel in 1966 (Clough, 1967).

Returning to civilian life after World War II, Pearce was told he would have to complete a doctoral degree program if he planned to continue a teaching career in higher education. Few schools in Texas offered doctoral degrees in history at that time. Pearce was torn between two choices: the University of Texas at Austin and the University of California at Berkeley. Pearce chose the University of Texas because it offered more credit for his minor courses in anthropology. Pearce moved with his family (which now included his second son Richard who was born on September 12, 1946) to Austin, Texas and enrolled in the University of

Texas in 1947. He completed his course work in two years and in 1949 he was offered a teaching position in the history department at Texas Tech University in Lubbock, Texas. The position was not held for Pearce while he worked on his doctorate, but there was an understanding between Pearce and the chairman of the history department that he would return to Texas Tech. Fortunately, Tech was growing and recruiting faculty at the time Pearce completed his course work at the University of Texas (W. M. Pearce, personal communication, July 21, 1985).

Having the position at Tech proved advantageous to Pearce in the spring of 1951 when he took his final oral comprehensive examinations at the University of Texas. Pearce's doctoral supervisor was Walter Webb, who during the entire oral examination kept checking his watch. The University of Texas had a baseball game that afternoon and Webb wanted to see the game. After Pearce had been asked a few questions by other examining members, Webb, glancing again at his watch, terminated the examination by saying 'Pearce already has a job and we don't have to worry about that . . .'

(W. M. Pearce, personal communication, July 21, 1985).

Pearce remained at Texas Tech for the next 19 years. By 1953, he held the rank of associate professor and had become the head of the history department. In that position, Pearce

spent the next seven years teaching and recruiting the additional faculty needed to accomodate the growing student population (W. M. Pearce, personal communication, July 21, 1985).

In 1960 R. C. Goodwin, president of Texas Tech, asked Pearce if he would like to be the academic vice-president of the university. Pearce responded with two questions: "Well, what's the job; what do you want done?" (W. M. Pearce, personal communication, July 21, 1985). Goodwin told him that the main task was a two year self-study of Texas Tech University. Pearce accepted the appointment and directed the institutional self-study. In December 1966 Pearce was named executive vice-president of Texas Tech by newly appointed president Grover Murray (W. M. Pearce, personal communication, July 21, 1985). His primary responsibility, both as academic and executive vice-president, was the continuous reevaluation and improvement of Texas Tech's entire educational program (Clough, 1967). Pearce served under two very different presidents at Texas Tech and both required that he assume many of their presidential responsibilities. Goodwin was handicapped by a physical problem that limited his mobility. Pearce stood in for him at meetings and similar functions and acted on his behalf in front of the legislature and in many other situations (W. M. Pearce, personal communication, July 21, 1985).

It was for a different reason Pearce assumed presidential duties under the next president of Texas Tech. At the request of Tech's governing board, Murray traveled extensively. In Murray's absence, Pearce became the chief executive officer of the university. "I was very busy" said Pearce in an interview (July 21, 1985). In addition to the routine business of a sizeable university, Pearce had to handle the typical crises created by the transition between the presidencies of Goodwin and Murray (W. M. Pearce, personal communication, July 21, 1985).

In addition to these responsibilities, Pearce was involved in civic, church, academic, and historical activities. A "leading historical researcher and teacher in the Southwest" and author of a book on Texas' Matador Ranch, Pearce was a member of the American Historical Association and the Western History Association ("Board Names," 1967). He served as president of the Southern Conference of Academic Vice-Presidents and Deans of Faculties and was a member of the Commission on Colleges of the Southern Association of Colleges and Schools. Pearce was listed in Who's Who in America, the Directory of American Scholars and Who's Who in Education ("Board Names," 1967). For a number of years he taught an adult Sunday School class in St. John's Methodist Church ("TWC President," 1967). Active also in civic affairs, Pearce served as director and treasurer of the

Lubbock Chamber of Commerce and was on the board of trustees of Methodist Hospital in Lubbock ("Board Names," 1967). 'Dr. Pearce can keep up 76 balloons at one time', a friend and co-worker John A. Logan was quoted as saying about Pearce's capabilities ("TWC President," 1967).

The relationship between Pearce and Texas Wesleyan College in Fort Worth, Texas began in 1966. During an inaugural luncheon held in honor of Grover Murray, newly appointed president of Texas Tech, Pearce was seated next to Law Sone, then president of Texas Wesleyan College. Pearce knew of Sone but had never met him. As they became acquainted, Pearce discovered Sone was also from west Texas and the two men enjoyed a lengthy conversation (W. M. Pearce, personal communication, July 21, 1985).

Aware of his nearing retirement, Law Sone contacted Pearce in 1967, a year after their first meeting, and asked that they have lunch together while attending a meeting of the Southern Association of Colleges and Schools. Sone and J. Elmer Cox, dean of Texas Wesleyan College, met with Pearce and over lunch Sone asked him if he had any interest in the presidency of Texas Wesleyan College. Until this meeting, Pearce had not aspired to be the president of any institution (W. M. Pearce, personal communication, July 21, 1985).

On April 18, 1967, Ed L. Baker, chairman of the board of trustees at Texas Wesleyan, appointed a nominating (search)

committee whose purpose was to select the next president of the college. The committee was composed of three board members, the chairman of the executive committee, and the chairman of the board of trustees. At least two members of the committee were ministers. Board members appointed to serve on this committee were: Ralph McCann, chair; Gaston Foote; Alsie Carlton; O. C. Armstrong; and Ed L. Baker. A faculty committee, acting in an advisory capacity to the board of trustees search committee, recommended presidential qualifications deemed important by the faculty (Board of Trustees Minutes, March 8 to April 18, 1967).

A. He should be a member of the Methodist Church, dedicated to the ideals of Christian higher education.

B. He should have at least ten years of service before he must retire.

C. He should hold an earned doctorate from a recognized institution.

D. He should have a broad understanding and appreciation of the many disciplines of the college community and their needs and interests.

E. He should have had successful administrative experiences in the field of higher education.

F. It would be desirable for him to have had teaching experience, preferably at the college or university level.

G. He should possess an understanding of finance and a knowledge of sound financial management.

H. He should have an understanding of, and commitment to, the ideals of higher education such as academic freedom and responsibility, scholarly enquiry, community leadership, and service to the legitimate desires and aspirations of today's youth. He should further understand and be committed to the importance of the liberal arts as the center of the curriculum.

I. He should be personable and pleasing in appearance with the drive and articulateness to interpret the needs and hopes of the college to the people who are the sources of our support.

J. The wife of the president should have the same social graces, dignity, and sincerity as those now exhibited by the president's wife (Proposal for Presidential Selection Criteria, May 19, 1967).

The search committee requested from Myron Wicke, general secretary of the Methodist Board of Education in Nashville, Tennessee, a list of all men in the education field who might be interested in the position. A "sizeable" list was received immediately and contacts were made with each individual listed, including those living outside the state of Texas. Additionally, the committee made inquiries of other educators and friends of the college. With one

exception, every individual contacted responded to the search committee and expressed interest in the position. Each prospective nominee was sent information about Texas Wesleyan, a description of the physical plant, and a copy of the student yearbook (Board of Trustees Minutes, September, 26, 1967).

The committee chairman, Ralph McCann, felt it was not only '. . . important to find a man to carry on the great traditions of this institution but a man who could follow our distinguished president.'. The committee's search brought them '. . . back to the man in Texas'--William M. Pearce (Board of Trustees Minutes, September 26, 1967). In addition to Sone, Pearce was known by two members of the search committee: Alsie Carlton and Gaston Foote. By mail and telephone, the committee requested permission to visit with Pearce. McCann and Foote traveled to Lubbock on more than one occasion to meet with Pearce. Subsequently, Pearce came to Fort Worth to meet with the search committee (Board of Trustees Minutes, September 26, 1967).

After reviewing the qualifications and prospective nominees, the search committee '. . . unanimously agreed that if we could interest our Texas friend [Pearce] in accepting this position, he would most nearly meet the qualifications set by the Academic Council.'. Prior to presenting Pearce's name to the full board of trustees, McCann and Sone visited

with Pearce again in Lubbock (Board of Trustees Minutes, September 26, 1967).

Tiring of his situation at Texas Tech, Pearce considered the presidency of Texas Wesleyan. He talked it over with his wife and together they decided to change their lives and break away from Texas Tech (W. M. Pearce, personal communication, July 21, 1985). Within a few days, Pearce informed the committee that he would accept the nomination (Board of Trustees Minutes, September 26, 1967). Shortly before simultaneous press releases were made in both Lubbock and Fort Worth, Pearce informed Murray, Tech's president, of his acceptance of the presidency of Texas Wesleyan College. Murray graciously accepted Pearce's resignation as executive vice-president of Texas Tech and was a source of encouragement to Pearce for many years (W. M. Pearce, personal communication, July 21, 1985).

On Wednesday, September 27, 1967, Ed L. Baker, chairman of the board of trustees, announced the election of William M. Pearce as president of Texas Wesleyan College (Clough, 1967 and Board of Trustees Minutes, September 26, 1967). According to Baker, the search committee interviewed several outstanding candidates from various parts of the nation. The search consistently led back to Pearce, who possessed ". . . every qualification we were looking for in terms of academic background, Christian character, churchmanship, leadership

and proven administrative ability" (Board of Trustees Minutes, September 26, 1967 and "Board Names," 1967).

Pearce was appointed president of Texas Wesleyan College at a yearly salary of \$25,000. There was no written contract or other known agreements between Pearce and the college. The college provided to him a rent-free residence and a college-owned automobile. Upon Pearce's arrival, the board of trustees authorized \$20,000 in repairs and alterations to the president's residence (Board of Trustees Minutes, June 24, 1968). Other benefits included health insurance and participation in the retirement program. Pearce's annual salary at Texas Tech was \$30,000, however he had to provide his own house and automobile. It was reported that he considered the ". . . difference in remuneration . . . a small matter. He is dedicated to his church and is most anxious to serve in the field of Christian education, and is anxious to make a contribution to this field and to Texas Wesleyan College." (Board of Trustees Minutes, September 26, 1967).

Accepting the presidency of Texas Wesleyan meant ". . . pulling up deep roots . . ." for Pearce (W. M. Pearce, personal communication, July 21, 1985). He had lived most of his life in west Texas. His home in Lubbock was only 47 miles from his birthplace. Texas Tech had been a part of his life for more than 30 years (Clough, 1967). But it was time

for a change and Pearce and his wife looked forward to this new challenge (W. M. Pearce, personal communication, July 21, 1985). The student population at Texas Wesleyan was 2,000, one-tenth the size of Texas Tech, but Pearce ". . . had no feelings about whether a school was large or small. Our purpose is to assist young people in getting their formal training and preparing for their careers." ("TWC President," 1967). It was an added pleasure for Pearce, a Methodist, ". . . to be associated with a church-related school and to work with it in its program of higher learning." (Clough, 1967).

On May 7, 1968 at the annual meeting of the board of trustees of Texas Wesleyan College, Pearce expressed his appreciation for the opportunity given him to serve as president of Texas Wesleyan College and his hope that the fine work of the college would continue under his administration. Pearce and his wife, Frances had met many new friends and the move to Fort Worth and Texas Wesleyan was indeed a happy experience (Board of Trustees Minutes, May 7, 1968). William M. Pearce assumed office as the thirteenth president of Texas Wesleyan College on June 1, 1968.

CHAPTER III

TEXAS WESLEYAN COLLEGE DURING THE PRESIDENCY OF WILLIAM M. PEARCE

The Beginning

William M. Pearce, Jr., thirteenth president of Texas Wesleyan College assumed office on June 1, 1968. His predecessor, Law Sone, had been president of the college for 33 years--the longest tenure in Texas. The transition between presidents was quite harmonious and without crises (C. W. Hager and A. G. Cleveland, personal communications, October 28, 1986 and May 8, 1987). Sone had left the college "in good shape" (W. M. Pearce, personal communication, July 21, 1985).

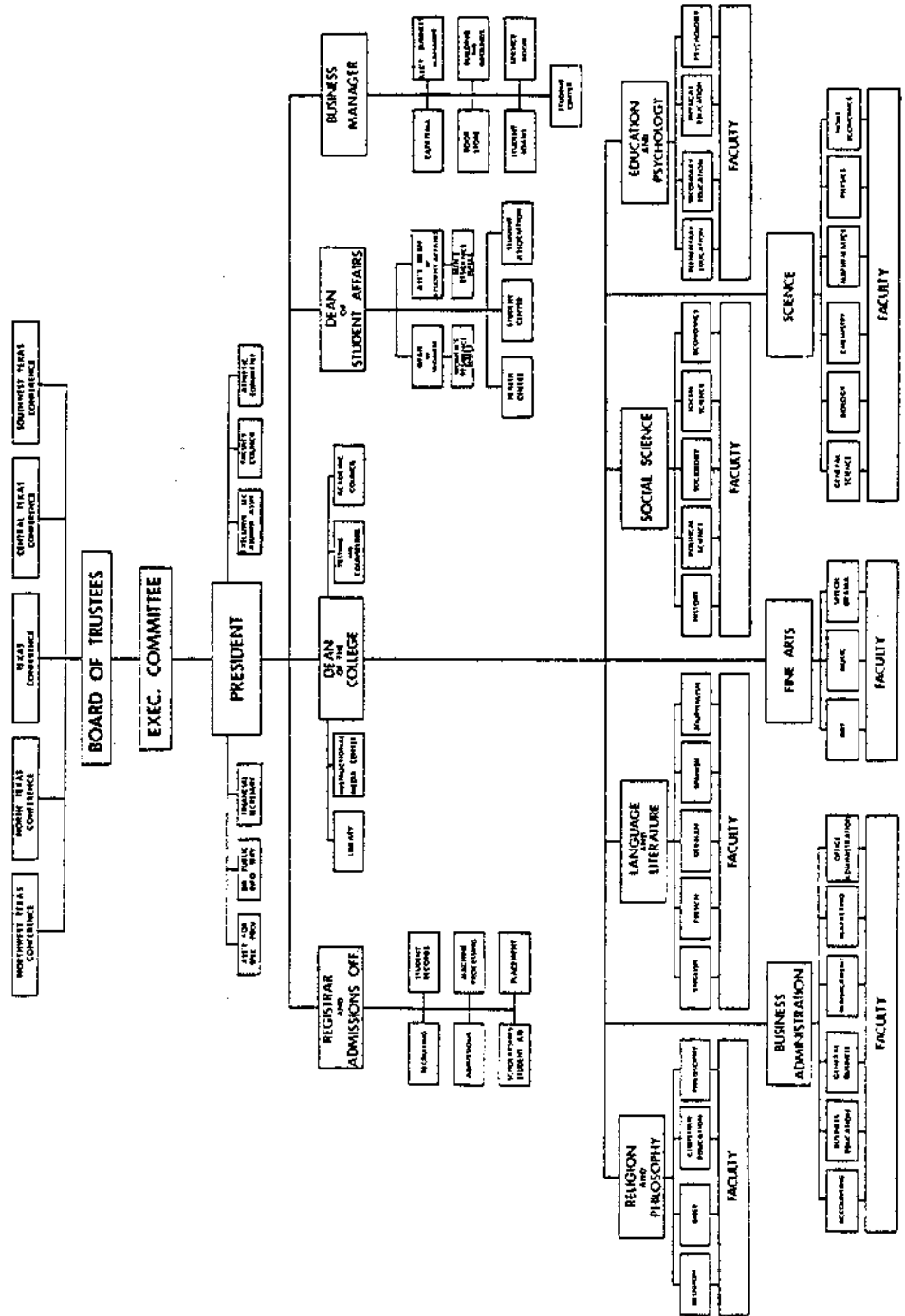
In 1968, Texas Wesleyan had a student enrollment of 2,020 students. There were 490 freshmen, 517 sophomores, 522 juniors, 420 seniors, and 71 special students. There were 75 full-time faculty and 25 part-time. Thirty-five had earned doctorates, 58 had master's degrees and 17 had bachelor's degrees. Twelve faculty held the rank of professor, 16 were associate professors, 29 were assistant professors, and 50 were instructors. The college budget for 1968-69 totaled \$2.1 million.

Organizational Structure

Prior to June 1968, the organizational structure consisted of the board of trustees, the president, the business manager, the dean of the college, and the registrar. Decision making primarily rested with the president and the dean of the college. Pearce approved of Sone's basic administrative framework but from 1968 to 1972, a great deal of time was spent on internal reorganization (Annual Report, March 30, 1971). Some changes were made to meet the requirements of the Southern Association of Colleges and Secondary Schools. Others were reflective of Pearce's own philosophy and management style. In addition to the business manager, registrar, and dean of the college, the executive officers included the dean of student affairs. Pearce believed it was important that students have representation within the executive administration. The faculty had been isolated during Sone's presidency and were not asked to participate in the governance of the college. Pearce gave the faculty a "greater voice" but maintained that their primary role as faculty was "to teach and do research." (W. M. Pearce, personal communication, July 21, 1985). As in the previous administration, the majority of the decision-making responsibilities remained with the president and the dean of the college. Pearce's organizational structure is shown in Chart I (Self-Study, 1972, pp. 32, 271).

CHART 1

TEXAS WESLEYAN COLLEGE
1970-71
ORGANIZATIONAL CHART



Board of Trustees

The board of trustees consisted of 26 members, both ministers and laymen, and was responsible for the management of the business and affairs of the institution. All executive functions were delegated to the president. As president, Pearce was not a member of the board of trustees. He believed that the relationship between the board and the president was "well-defined and distinct." (W. M. Pearce, personal communication, July 21, 1985). Each had a role and a set of responsibilities. The board might find it necessary to discipline the president; such decisions must be unanimous. There could be difficulties if the president also had board membership. The board voted on all fiscal policies recommended by the president and approved the election of faculty members recommended by the president. The executive committee, composed of the trustee officers, was the only standing committee of the board. Trustees were only partially responsible for financing the institutional program. The majority of college funding was the responsibility of the president and a special assistant. The board authorized the preparation, presentation, and subsequently, the adoption of the annual budget report.

In the spring of 1971, at the suggestion of several board members, one member residing outside of Tarrant County was named to the executive committee of the board of

trustees. Some board members believed this would strengthen the committee. A year later, in February 1972, a visiting team for the Southern Association of Colleges and Schools noted that there was no provision in the Charter for removal of a trustee. At the annual board of trustee meeting in March 1972, Pearce recommended that the Charter be amended to include a provision for removal of a trustee "for good cause, and after notice and hearing conducted under the principle and process of due and fair process of law." (Board of Trustees Minutes, March 21, 1972). The board unanimously approved the amendment. To date, no trustee has been removed from the board. Other action taken at this board meeting was the approval of an increase in board membership. By permitting the election of 7 additional members-at-large, the board of trustee membership was increased to 33, the majority of whom were laymen (Board of Trustees Minutes, March 21, 1972).

Pearce believed the board of trustees had a "grave responsibility" to the college, especially during the stressful times of the early 1970s (Annual Report, March 21, 1972). Neither the responsibilities of the board nor the relationship between the board and the president changed during Pearce's administration. The organizational line of communication for all members of the faculty and staff passed through Pearce to the board (Self-Study, 1972, p. 14).

President

During his 10-year term, Pearce continually received the support of the board of trustees (W. M. Pearce, personal communication, July 21, 1985). The board delegated to him all executive functions and the responsibilities for the overall operation of the college (Self-Study, 1972, p. 16). Pearce, as president of Texas Wesleyan, was the chief executive officer and, to the general public and the campus community, was the highest personal symbol of the college. After his long experience at Texas Tech with its 18,000 students, Pearce had "every confidence" in his ability to manage Texas Wesleyan (W. M. Pearce, personal communication, July 21, 1985). The president carried out the decisions of the board of trustees and reflected the desires of the board as they related to the performance and service of the college. It also was his responsibility to organize the agenda for the trustees' meetings and to bring to their attention pertinent information. Seeking financial support for Texas Wesleyan was one of Pearce's more important responsibilities. Because Texas Wesleyan was a private institution, the president had to raise money for its support and determine how best to spend those funds. Fund-raising activities required Pearce to work very closely with the Fort Worth community. One of his ". . . most eye-opening experiences was learning to deal with the business community"

(W. M. Pearce, personal communication, July 21, 1985). Additionally, Pearce worked very closely with the state legislature in establishing the Texas Tuition Equalization Grant for private higher education.

Pearce used a line-and-staff structure to organize the administration of Texas Wesleyan. Above him were the policy-making bodies of the executive committee and the board of trustees. Beyond these were the members of the Texas conferences of the United Methodist Church. Below the president the line passed through the dean of the college and the division chairpersons to the faculty. As president, Pearce had the authority, subject to board approval, to organize his subordinates to carry out the administrative functions and accomplish the objectives of the institution (Self-Study, 1972, p. 15).

Dean of the College

It was necessary that Pearce select and appoint a new dean of the college. J. Elmer Cox, dean of Texas Wesleyan for 20 years, had retired in May 1968 along with Law Sone. Prior to Pearce's move from Lubbock to Fort Worth, Sone informed him of a potential replacement for Cox. Sone told Pearce that the trustees believed it would be beneficial to Texas Wesleyan if J. Birney Gross was appointed dean of the college (D. E. Carter, personal communication, May 29, 1987). Gross had resigned his position as vice-president for church

relations and institutional studies at Mount Union College in Alliance, Ohio. His father, John O. Gross, had served as executive secretary of the Methodist Board of Education, Higher Education Division, in Nashville, Tennessee until his retirement in 1965 ("Dean Believes," 1968 and "TWC Gets," 1968). The board believed Texas Wesleyan might benefit from this relationship. Assuming the board was acting in the best interest of the college, Pearce agreed to appoint Gross to the dean's position without meeting or interviewing him (D. E. Carter, personal communication, May 29, 1987). It is uncertain whether others were considered for the dean's position; some speculated that the board of trustees wanted Gross and no one else for the position (C. W. Hager, F. G. Norwood and W. L. Hailey, personal communications, April 28, 1987, May 13, 1987 and May 19, 1987).

Along with Pearce, Gross assumed office on June 1, 1968. Gross expressed his philosophy concerning the church-related college in a 1968 interview. 'It provides a personalized education with opportunities for a student to be known as an individual and to develop his own abilities in a variety of ways.' ("Dean Believes," 1968). Gross did not have any plans for major academic changes at Texas Wesleyan, but indicated he would '. . . work closely with the new president to develop a program that suits the students' needs.' ("Dean Believes," 1968). As dean of the college, Gross administered

the line organization from Pearce downward through the seven academic divisions of the faculty: (a) Religion and Philosophy, (b) Language and Literature, (c) Social Science, (d) Education and Psychology, (e) Business Administration, (f) Fine Arts, and (g) Science. Gross was responsible for the total academic program of the college--the curriculum, the faculty, and students. He was responsible for developing standards and coordinated the activities of all personnel as they related to the academic programs. In the absence of the president, the dean served in that capacity. Gross served as chairman of the Academic Council which included all academic division chairpersons and the registrar. As needed, the council recommended changes in course offerings, degree requirements, admission policies, student probation and suspension, the college calendar, and long-range academic plans. The council could, if necessary, recommend administrative changes relative to the non-academic operations of the college. The dean was further assisted in maintaining the academic standards of the college by his service staff: (a) the director of library services, (b) the director of the Instructional Media Center, and (c) the director of the Testing and Counseling Center (Self-Study, 1972, pp. 21-24).

Division Chairperson

The division chairpersons administered the affairs of

the seven divisions into which the academic program was organized (Self-Study, 1972, p. 21). They recruited students, and along with the dean, developed the schedule of classes (W. M. Pearce, personal communication, July 21, 1985). Each chairperson taught classes and supervised instructional activities. In an effort to allow more faculty participation, Pearce gave the responsibility of the departmental budget preparation and administration to the division chairpersons. During Sone's administration, division chairpersons were not given the opportunity to participate in budgetary matters (W. M. Pearce, personal communication, July 21, 1985). Additionally, chairpersons interviewed, evaluated and recommended new faculty members, evaluated present faculty members, and made recommendations regarding tenure, promotion, and salary increases. The chairpersons represented their division on the Academic Council, counseled students, and prepared degree plans for students majoring in the division areas.

Faculty

The faculty educated the students. Faculty prepared and conducted their courses in accordance with the best standards of scholarship within the discipline. Faculty counseled students, performed limited administrative duties, made curriculum studies, and served on committees. Participation in the decision-making process within each division was

accomplished through the Academic Council, the Faculty Council, the Faculty Assembly, and the standing committees of the college (Self-Study, 1972, pp. 21-22, 28).

General Staff

Responsibilities for the non-academic areas of the college were handled by the president's general or service staff which consisted of the registrar and admissions officer, the dean of student affairs, and the business manager. Although each of these officers performed a staff function to the president, the officer also had line authority over his own subordinates.

Registrar

Under Sone's administration the registrar, Harry W. Rice, was responsible for compiling student records, collecting grades from the faculty, preparing faculty grade distributions, student grade evaluations, and other records pertaining to the enrollment and distribution of students. He was required to make statistical reports of grade distribution and enrollment analyses. The registrar awarded scholarships and was also the placement and recruitment officer of the college (Self-Study, 1961, p. 12). Rice continued to serve as registrar under Pearce's administration until he retired May 31, 1969. Donald E. Carter was appointed by Pearce to succeed Rice as registrar and admissions officer. A year later, the title was changed

slightly to registrar and director of admissions.

Carter directed the recruiting effort, implemented the college admissions policy, received applications for scholarship and student financial aid, kept the official student records and provided a placement service for students. The following offices were his direct responsibility: (a) Recruiting, (b) Admissions, (c) Scholarships and Student Aid, (d) Student Records, (e) Machine Processing (processed student data using IBM unit-record equipment), and (f) Placement. In June 1971, the Scholarship and Student Aid Office and the Placement Office were combined to form the Office of Financial Student Aid and Placement. The Director of Financial Aid and Placement consolidated and coordinated all student aid, including scholarships, grants, workships, and loans. This office provided aid in part-time and full-time employment of students, graduating seniors, and alumni (Self-Study, 1972, pp. 17-18, 203).

Dean of Student Affairs

The position of dean of student affairs was modified several times after Pearce's arrival. Prior to 1968, Sone had appointed a dean of men and a part-time dean of women to oversee student affairs. By 1968, the dean of men, Harry Greene, had resigned and returned to a full-time faculty position in the Division of Business Administration. An

acting dean was appointed until a replacement could be found. Dennis Watkins was appointed dean of men in June 1968. During the school year 1970-71, Watkins' title was changed to dean of student life. A year later, his title was changed again to dean of student affairs. The dean of women's position, held by Catharine Wakefield, did not change until 1971 (Texas Wesleyan College Catalogs, 1968 to 1971).

Under Sone's administration, the dean of men had been responsible for the male dormitories, discipline of male students, supervising fraternities, and counseling male students. Conversely, the dean of women was responsible for the women's dormitories, discipline problems involving female students, counseling women students, and preparing the social calendar (Self-Study, 1961, pp. 11-12). Along with the title changes in the early 1970s came alterations in responsibilities. The dean of student affairs, assisted by the dean of women and the assistant dean of student affairs, was responsible for the operations of the women's and men's residence halls, health services, student activities, and conduct (except in areas of athletics and academics). This staff also implemented policies and regulations of the college through the Student Association and was responsible for programs and activities in the Student Center. The dean of student affairs and the business manager jointly administered the Student Center and the dining hall

(Self-Study, 1972, pp. 19, 182).

From 1968 to 1971, the dean of women, Catharine Wakefield, kept the social calendar and the school bulletin board, served as co-sponsor of the Student Senate and assigned rooms in the women's residence halls. Additionally, she sponsored the Intersorority Council, counseled female transfer students, was responsible for the general welfare of women students, and as necessary, administered disciplinary actions to female students. The assistant dean of student affairs, Jerry G. Bawcom, was hired in 1971-72 and assumed many of the duties formerly assigned to the dean of men. He assigned rooms in the men's residence halls, sponsored the Interfraternity Council, served as head resident of O. C. Armstrong Hall, co-sponsored the Student Senate, and counseled male students when necessary. He also collected delinquent library book fines and parking fines (Self-Study, 1972, pp. 18, 182). Although not supervised by the dean of student affairs office, the Student Association was sponsored by and received advisement from the dean and his staff. Wakefield resigned as dean of women on June 1, 1971 and assumed a full-time faculty position in the Health and Physical Education Department. The part-time position was changed to full-time and the title changed to associate dean of student affairs. Lorelee Pohl was appointed to the new position for the 1972-73 school year

(Texas Wesleyan College Catalogs, 1971 to 1972). Watkins resigned as dean of student affairs to begin work toward a doctoral degree and Jerry G. Bawcom, assistant dean of student affairs, was appointed dean in March 1973 (J. B. Gross, personal communication, March 8, 1973).

Business Manager

The third member of the president's service staff was the business manager, Charles E. Roach. Appointed by Sone, Roach had assumed this position three months prior to Pearce's administration. According to the minutes of an executive committee meeting (Board of Trustees Minutes, May 7, 1968), Sone planned to seek counsel from Pearce regarding a replacement for the business manager who had resigned February 2, 1968. Roach had audited Texas Wesleyan for 12 years and was therefore quite familiar with the finances of the institution. As the chief fiscal officer and purchasing agent of the college, Roach received, deposited, disbursed, and accounted for institutional funds. He, along with the assistant business manager, supervised the management of the cafeteria, bookstore, the student loan office, buildings and grounds, maintenance, and the catering service in the Student Center. The business manager acted for the president in the absences of both the president and the dean of the college. Roach held the office of assistant secretary on both the board of trustees and the executive committee of the board.

In April 1969, acting on a recommendation from Pearce, the board of trustees appointed Roach to the retirement committee of the Rebecca Estes Gray Retirement Fund of Texas Wesleyan College, succeeding Harry Rice, the registrar who retired May 31, 1969. Roach was charged with maintaining the records and keeping track of prospective retirees.

The assistant business manager was responsible for maintaining the personnel records on all employees and for preparing the payrolls. He also purchased supplies, received and disbursed funds, and maintained an accounting system for the college. Other staff personnel reporting to the business manager were the cafeteria manager, the bookstore manager, the student loan officer, the superintendent of buildings and grounds, and the service room supervisor (Self-Study, 1972, pp. 20, 82).

Special Staff

In addition to the general or service staff, Pearce was assisted by a special staff which included four administrative officers and the chairpersons of the Faculty Council and the Athletic Committee. The officers were the (a) assistant to the president and financial secretary, (b) assistant to the president for public information services, (c) assistant to the president for special projects, and (d) executive director of the alumni association. All but one of these positions, the assistant for special projects, were

created by Law Sone during his tenure as president. With the exception of the alumni director, the individuals appointed to these positions by Sone remained with Pearce in their respective positions throughout his administration.

Financial Secretary

The financial secretary, J. D. Livingstone, was the principal director of the Annual Sustentation drive of the college. He directed the program of seeking continual support for the operating budget of Texas Wesleyan. Livingstone's responsibilities remained the same under Pearce's administration as they had been under Sone (Self-Study, 1972, p. 16).

Assistant to the President for Public Information Services

The assistant to the president for public information services, William A. Ward, was responsible for building the public understanding of and support for the college. Ward maintained contacts with newspapers, radio, and television stations. He provided the media with information on college events, prepared press releases, and wrote special interest stories for papers and magazines. Ward also represented the college through service in community, civic, and religious organizations. Ward's responsibilities during Pearce's administration were similar to those under Sone, with one exception. He did not research and prepare presidential speeches for Pearce as he had done for Sone (Self-Study,

1961 and Self-Study, 1972, p. 16).

Executive Director of the Alumni Association

The executive director of the alumni association, Hallie Dozier, directed the operations of the alumni association office, served as editor of the Texas Wesleyan Alumnus, directed the alumni association board, and conferred with the president regarding alumni affairs. The Alumni Office functioned quite independently from the college and Pearce had little to do with its operations (W. M. Pearce, personal communication, July 21, 1985). Hallie Dozier retired in 1977 and Jean Kirkpatrick was appointed executive director. It appears this office remained unchanged from Sone's administration through all but the last year of Pearce's administration. While there were no major changes, Kirkpatrick updated and improved the publications and alumni organization.

Assistant to the President for Special Projects

Pearce added the position, assistant to the president for special projects, in 1970. Frank W. Wright, Jr. was appointed to the position and was responsible for engaging in institutional research activities. He prepared reports and responses to questionnaires from federal and state agencies and he did "follow-through" work in connection with campus and off-campus activities of the office of the president. Additionally, he prepared proposals to the federal government

and to foundations for funds in support of special projects (Self-Study, 1972, pp. 16-17). He also acted as a liaison between the president and the faculty and staff (Texas Wesleyan Alumnus, January 1971, p. 12). Wright resigned in 1973 to pursue a doctoral degree and the vacancy was not filled.

Director of Development

Prior to Pearce's tenure, there had been a director of development. Charles W. Chadwick had held this position since 1966. A graduate of Texas Wesleyan, he had been the executive director of the alumni association from 1964 to 1966 (Texas Wesleyan College Bulletins, 1964 to 1966). Chadwick continued into Pearce's administration until December 1, 1968, when he resigned to begin work toward a doctoral degree. The position was never filled and the responsibilities of his office were subsequently absorbed by others or eliminated completely.

Chairpersons of the Faculty Council and the Athletic Committee

The chairpersons of the faculty council and the athletic committee completed the president's special staff. The chairperson of the faculty council conferred with and reported to the president any motion passed by the faculty council or the faculty assembly. He was elected by members of the council from among the council membership. All

members of the council were elected by the faculty. Through this chairperson, a direct channel of communication from the faculty to the president was established and thereby provided an avenue through which opinions of the faculty could be expressed to the president (Self-Study, 1972, pp. 16-17). During Sone's administration, there was no faculty representation to the president or board of trustees, except through the dean of the college. A pseudorepresentative entity was the academic committee which was composed of the dean of the college and the division chairpersons, however, voicing faculty concerns was not one of its purposes. Basically the purpose of this committee was administrative; it made curricular recommendations (Self Study, 1961 and C. W. Hager, personal communication, June 2, 1987).

The chairperson of the athletic committee reported to the president on intercollegiate affairs and represented the college in the Big State Athletic Conference and the National Association of Intercollegiate Athletics. The chairperson of the athletic committee was a senior faculty appointed to this position by the president (Self-Study, 1972, p. 17).

Nonacademic Personnel

The organization for administrative services by nonacademic personnel in areas such as clerical services, plant operations, and maintenance required that the employees be hired by the supervisor, be informed of their job

requirements by this supervisor, and be responsible to the supervisor for fulfilling their tasks (Self-Study, 1972, p. 29).

Financial Administration

Pearce and his staff were responsible for securing adequate financial resources and maintaining ". . . proper control and dedicated stewardship in the receipt and disbursement of college funds." (Self-Study, 1972, p. 82). The board of trustees voted on all fiscal policies recommended by the president. Additionally, the board authorized the preparation, presentation, and subsequently the adoption of the annual budget report; the report was not published. The board was only partially responsible for financing the institution (Self-Study, 1961, p. 7). As chief administrator, Pearce directed the acquisition of funds for the continuous operation and future growth of the institution. In financial matters, the business manager, Charles Roach, served as chief advisor to the president. His duty was to safeguard the institutional funds so that disbursements were made in accordance with budget requirements. Primarily, the president and the business manager controlled the institutional budget (Self-Study, 1972, pp. 82-84).

The business office was a service department to the institution. As business manager, Roach was the senior

financial officer of the college and was responsible for all transactions that pertained to Texas Wesleyan. He was responsible to the president. The assistant business manager functioned primarily as the accountant and answered directly to the business manager. It was his responsibility to insure that all business transactions were recorded in the accounting processes of the institution. Assisting him were several accounting clerks who handled the detailed work of the accounting procedures.

A limited review of the business office systems and procedures was made by the company conducting the 1968 audit of Texas Wesleyan. The following recommendations were brought to the attention of the business manager in November of 1968: (a) the chart of accounts should be grouped according to funds, (b) budgets should be prepared with sufficient detail so that an annual comparison could be made of budgeted and actual expenditures, (c) the student bank should be discontinued because of increased bookkeeping costs and the availability of cost-free banking services, (d) to discourage mishandling of disbursements, more control of the signature plates was desirable and it was suggested that reconciliation procedures be performed by someone independent of cash-related activities, (e) all cash receipts and disbursements relating to the bookstore should be handled through the business office (" . . . percentage of gross

profits is extremely low compared to bookstores of other institutions. . ."), and (f) the practice of making loans from the Student Loan Fund to faculty and staff should be discontinued (C. E. Roach, personal communication, November 26, 1968). Additionally, it was strongly recommended that Fort Worth National Bank handle the institution's securities. This would safeguard the securities and would provide a "systematic review of investments and ease in verifying and recording income." (C. E. Roach, personal communication, November 26, 1968). It was also suggested that numerous, small savings accounts be combined into one account and invested.

At least four of the above recommendations were approved by Texas Wesleyan. The student bank was discontinued as was the improper practice of making loans to faculty and staff from the Student Loan Fund. College securities were turned over to Fort Worth National Bank for investment. The chart of accounts was grouped according to funds and the budget format and preparation were revised significantly (C. E. Roach, personal communication, November 26, 1968).

Budget Preparation

During Sone's administration, the president was primarily responsible for allocating college funds and determining salaries. When a faculty member or division chairperson needed funding, their request was made directly

to Sone or Cox. The yearly "budget" was simply prepared on a sheet of paper by the president, the dean, and the business manager. There was no provision for assistance from division chairpersons, administrative staff, nor anyone else. The "budget" listed anticipated income in one column and anticipated expenditures in another. This was the only method used by the college to budget and allocate its funds. Upon his arrival at Texas Wesleyan, Pearce recognized immediately the need for a formal budget process. The proposed budget for 1969-70 was prepared in a new format, ". . . one recommended for and used by practically all colleges and universities in America." (W. M. Pearce, personal communication, July 21, 1985). This particular revision was also necessary to meet the accreditation standards of the Southern Association of Colleges and Universities. The new budget procedures were a ". . . real turnabout . . ." but the change was not considered traumatic for the institution (W. M. Pearce, personal communication, July 21, 1985). Budgeting decisions were made by Pearce and the business manager.

The preparation of the proposed operating budget for a particular year began with an estimate, by the business manager, of the predicted income for that year. His prediction was based on historical data and on enrollment prospects. The business manager, Charles Roach, estimated

the revenue from student tuition and fees, endowment income, gifts and grants, and miscellaneous sources. Table 1 shows the amount budgeted for each year from 1968 to 1978. Since the institution is church-related, some funds were received from the United Methodist Church. These funds were unrestricted and were used by Texas Wesleyan for the current operations of the college. Occasionally, the college

TABLE 1
TOTAL BUDGET BY FISCAL YEAR

Fiscal Year	Total Budget
September 1, 1968 through August 31, 1969	\$2,090,000
September 1, 1969 through August 31, 1970	2,537,106
September 1, 1970 through May 31, 1971*	2,612,085
June 1, 1971 through May, 31, 1972	2,608,408
June 1, 1972 through May, 31, 1973	2,902,170
June 1, 1973 through May, 31, 1974	2,814,338
June 1, 1974 through May, 31, 1975	3,027,025
June 1, 1975 through May, 31, 1976	3,289,646
June 1, 1976 through May, 31, 1977	3,853,146
June 1, 1977 through May, 31, 1978	3,953,861

*A change in fiscal year dates accounts for the nine month period.

received grants from the federal government. The institution was responsible for allocating these funds according to the requirements and/or specifications of the grant. Funds received from the church and from the government were controlled by the trustees through the president and his staff. Other sources of income were the "auxiliary enterprises" which included the residence halls, the cafeteria, and the bookstore. Generally, these enterprises operated on a "break-even" basis.

If the total estimated income allowed for increases over the previous year's budget, division chairpersons and certain other administrative officers were given the opportunity to prepare, on a printed form, the budget requests for their particular area of responsibility. These budget requests were usually expressed in terms of percentage increases. Categories on the printed budget request form were (a) salaries (for faculty and staff), (b) student assistants and part-time help, (c) travel, (d) other current expenses (such as expendable supplies), and (e) capital outlay. Salary increases were given on a merit basis or to "correct inequities". Requests for exceptional expenditures required written justification.

Academic budget requests were forwarded to the dean of the college; all others were sent to the business manager. The requests were examined and occasionally amended. These

amendments were generally not returned to the division chairpersons nor administrative officers for their information and review.

The dean of the college and the business manager consulted with the president and made their recommendations regarding the budget requests. The president approved the requests or amended requests which were then incorporated into the institutional budget. This proposed budget was presented in detail to the board of trustees for their review and approval at their spring meeting. Division chairpersons and office administrators were then given copies of the approved budget for their respective area of responsibility.

A detailed, monthly statement was prepared for the president and the business manager. These statements provided information which was used to predict trends in expenditures. If an overexpenditure was indicated or predicted within a particular departmental budget, the respective division chairperson or administrative officer was questioned and appropriate action taken. Monthly budget statements were not sent to division chairpersons nor administrative officers responsible for budget administration. This information was available only to the president and business manager (Self-Study, 1972, p. 85). Many individuals responsible for budgets developed their own accounting systems of recording monthly expenditures.

Usually these individual records agreed with statements compiled by the business office, however, occasionally there were conflicting figures. Discrepancies were corrected during meetings between the business manager and the budget administrator. A 1972 institutional self-study noted two problematic situations that resulted in a "communications break-down". Budget administrators were not notified of amendments to their yearly budget requests and they did not receive monthly reports of their departments' fiscal activities. Before completion of the 1972 institutional self-study, division chairpersons and others responsible for budget administration began receiving copies of the monthly budget statements. This practice allowed the divisions and departments of the college the flexibility to spend allocated funds ". . . within the limits of legality, policy and availability" (Self-Study, 1972, p. 85).

From 1968 to the early part of 1975, the institutional budget had been successfully developed from requests made by the division chairpersons and other office administrators. While the faculty still had some concerns about the budget needs and restrictions, the Faculty Council agreed that ". . . important progress . . ." had been made toward involving the faculty in future budget considerations (Faculty Council Minutes, February 12, 1974). Beginning in fiscal year 1975-76, however, the proposed budget was

prepared by the executive administration. This was attributable, in large part, to the prior year's across-the-board salary increase for all full-time employees of the college. That salary level was reflected in the 1975-76 budget which was substantially the same as the 1974-75 budget (Board of Trustees Minutes, March 18, 1975). Pearce informed the faculty that the method of budget preparation would ". . . return to division planning and recommendations by department heads as soon as economic conditions stabilized." (Faculty Assembly Minutes, October 25, 1975).

An audit was conducted yearly by a national auditing firm. The audit report was prepared according to the principles listed in the revised edition of College and University Business Administration (Self-Study, 1972, p. 85). Periodic audit reports prepared by the business office were given to the president and the board of trustees.

Occasionally, the auditing firm made recommendations to college administrators regarding the internal financial procedures and systems. Several times the auditors recommended mechanization of the payroll and accounts receivable functions. As late as January 1976, however, there were no mechanized processes within the business office. Lack of control in areas such as cash receipts, signature plates, student loan funds, and donations was noted

following both the 1968 and 1976 audits. The 1976 review also suggested the college adopt a ". . . more intense collection effort . . ." to minimize future losses (Audit Reports, 1968 to 1976).

According to the auditing firm, the college, in their opinion, had ". . . a well-organized program of internal audit and control." (Self-Study, 1972, p. 85). At the request of Jon H. Fleming, Pearce's successor, a review of the management and operations of the business office was conducted in 1978 by Arthur Young and Company. This study revealed "organizational, management and methodology deficiencies . . . that have adversely affected virtually every other area of the College. Most importantly, financial information has not been reported in either an accurate or timely basis." (Arthur Young and Company, Final Report of a Management and Operations Review of the Business Office, November, 1978). Subsequently, many deficiencies noted by Arthur Young and Company were corrected or improved during the Fleming administration.

Income

The sources of income to the college were categorized as follows: (a) student tuition and fees, (b) endowment income, (c) gifts, grants, and student aid, (d) other sources (e.g. rent on real estate, interest on temporary investments), and (e) auxiliary enterprises. The relationship of these sources

to the total income received each year from 1968 to 1978 is shown in Table 2.

TABLE 2
ANALYSIS OF CURRENT FUND REVENUES

Year	Total	Tuition Fees	Endowment	Gifts/ Grants	Student Aid	Aux. Enter.
'68	\$2,331,429	\$1,392,209	\$265,615	\$251,694	\$ 45,133	\$313,465
'69	2,742,286	1,549,914	288,777	408,377	65,457	324,150
'70	2,227,142	1,259,995	218,188	337,227	64,203	274,018
'71	2,930,783	1,596,780	294,188	600,921	116,062	337,215
'72	3,410,319	1,699,540	351,103	953,791	131,006	309,128
'73	3,122,851	1,647,593	449,113	560,072	78,887	327,076
'74	3,430,639	1,899,782	425,860	620,252	83,310	372,573
'75	3,958,467	2,199,951	419,722	820,536	102,550	419,748
'76	4,603,487	2,292,467	427,059	951,079	100,839	429,198
'77	4,670,484	2,233,366	401,339	603,529	102,597	462,655

Income rose steadily during nine of the ten years Pearce was president. (The figures shown for fiscal year 1970-71 represent only nine months and therefore appear lower by comparison. A change in fiscal year dates accounts for the nine month period). By 1978, the total income to the college had increased 100%. Tuition income grew 60%, endowment

increased 50% while gifts, grants, and student aid rose 390%.

Tuition Income and Enrollment

An examination of Table 2 shows the changing relationships of income sources to total income. In the later years of Sone's administration, student tuition and fees accounted for approximately two-thirds of the total income. During Pearce's presidency, the 10-year average of tuition income to total income was 54%. Throughout this 10-year period, 1968 to 1978, there were several noteworthy changes that merit discussion.

Tuition was \$25 per semester hour for the fiscal year 1967-68. In December 1968, Pearce reported to the executive committee that owing to the ". . . rising costs of commodities and purchased services, including instructional salaries", consideration should be given to a \$5 increase in tuition for the school year 1969-70 (Board of Trustees Minutes, December 9, 1968). At the proposed tuition rate of \$30 per semester hour, Texas Wesleyan remained less expensive than Texas Christian University and Southern Methodist University both of which had a tuition rate of \$40 per semester hour. According to the United States Office of Education, the national average cost of tuition was \$1,380 per school year (Board of Trustees Minutes, December 9, 1968). Tuition cost at Texas Wesleyan was \$900 per school year.

The percentage of total income from tuition and fees varied from year to year. Using the information found in Tables 3 and 4, it may be inferred that increases and decreases in enrollment had a direct relationship to tuition income.

TABLE 3
TUITION COSTS PER SEMESTER HOUR

Academic Year	Semester Hour Cost
1968-1969	\$25.00
1969-1970	30.00
1970-1971	30.00
1971-1972	30.00
1972-1973	35.00
1973-1974	35.00
1974-1975	40.00
1975-1976	45.00
1976-1977	50.00
1977-1978	54.00

"Following the trend among most private colleges throughout the country and continuing a pattern begun four years ago", student enrollment, shown in Table 4, dropped 6% and 7%

during 1969-70 and 1970-71 respectively (Annual Report, March 30, 1971 and Audit Reports, 1969 to 1971).

TABLE 4
STUDENT ENROLLMENT

Academic Year	Number of Students
1968-1969	2,020
1969-1970	1,901
1970-1971	1,760
1971-1972	1,875
1972-1973	1,779
1973-1974	1,700
1974-1975	1,790
1975-1976	1,883
1976-1977	1,781
1977-1978	1,588

The percentage of student tuition to total income declined from 60% in 1968-69 to 56% in both 1969-70 and 1970-71 despite the increase in tuition from \$25 to \$30 per semester hour. Predicted by college administrators, the drop in enrollment was most likely caused by the tuition increase, the opening of a second campus of Tarrant County Junior

College, and an increase in the scholarship requirements for admission to Texas Wesleyan (Annual Report, April 7, 1970). The Selective Services draft during the Vietnam war may have effected enrollment as well (D. E. Carter, personal communication, March 21, 1989).

At the spring meeting in 1971, Pearce informed college trustees that based on tuition costs alone, "private colleges faced their greatest competition from the publicly supported universities, and senior and junior colleges". In 1970-71, tuition cost at all Texas state-supported institutions was fixed at \$50 per semester or \$100 for a 9-month academic year. Additional fees, such as student activities and building-use, charged by the public institutions, were insignificant.

According to Pearce (Annual Report, March 30, 1971), the private colleges and universities in Texas were "plagued by inflation-rising costs of instruction, construction, utilities, insurance, maintenance, and security". He further reported on a recent study conducted by the Association of American Colleges. The results indicated that the "'average' private institution finished 1968 in the black; one year later it finished with a deficit, and by June 1970, was firmly 'in the red'." (Annual Report, March 30, 1971). At Texas Wesleyan, fiscal year 1969-70 ended with an excess of income over expenditures. Pearce predicted correctly that

continuation of this excess was problematical.

To avoid deficits, Pearce recommended the "most commonly used method" of raising tuition which was the "most flexible and immediate source of income." (Annual Report, March 30, 1971). However, Pearce knew that raising the tuition involved "two hazards--the need to extend scholarship money to those unable to pay and the danger of further loss of enrollees. This leads to a continuation of the cycle and of the spiral." (Annual Report, March 30, 1971).

Pearce recommended to the trustees that the college address the "problem created by the 'Price-gap' between the public and the private sector . . . in one, or a combination, or all of three ways".

1. Through governmental aid (state or federal) to private institutions.

2. Through a reduction in personnel (hence a reduction in services).

3. Through a curtailment of programs offered.

(Annual Report, March 30, 1971)

Having raised tuition in 1969, Pearce was reluctant to suggest another increase in tuition costs, however, if the 1971-72 enrollment remained static or declined, he would raise tuition for the 1972-73 academic year. At that time, it was not known whether or not state and/or federal aid to private institutions was forthcoming. Dependent on the

1971-72 enrollment, Pearce was prepared to reduce the "faculty/staff force" by spring 1972. If the outlook was "bleak", Pearce would proceed with staff reductions and curtailment of offerings. Viewing the situation realistically, Pearce proposed a budget for 1971-72 that reflected a reduction from the 1970-71 budget (Annual Report, March 30, 1971).

Enrollment rose 6.5% in 1971-72 but tuition income dropped to 54% of the total. The increase in enrollment could possibly be attributed to the addition of a full-time admissions counselor in the fall of 1971 and the availability of the Tuition Equalization Grant funds. Based on this increase, the dean of the college predicted another rise in enrollment for 1972-73, however it was not known if this upturn was indicative of a trend or a one-time occurrence. The college continued to expand its recruiting activities and hoped to attain an enrollment of 2,000 students (Annual Report, 1972, pp. 2-6). A 1972 institutional self-study stated that ". . . students must share more and more the cost of their higher education . . ." and recommended a tuition increase (p. 100). The self-study (1972) committee further expressed that state sharing of tuition costs for students attending private colleges was almost a necessity (p. 100). Another \$5 tuition increase in 1972-73 resulted in a tuition income of only 50% of the total because enrollment had

dropped 5%.

In 1973-74 the total college income fell approximately 8% from the previous year. This was the only time total income decreased during Pearce's presidency. It was hoped that the activities of the professional recruiter hired in 1972 would prove fruitful and increase enrollment for 1973-74. He had traveled to the Chicago, St. Louis, and Kansas City areas in an attempt to attract students to Texas Wesleyan (Annual Report, 1973, p. 4). Enrollment, nevertheless, dropped another 4% but the percentage of tuition income to total income rose slightly to 53%. An increase in enrollment and a \$5 increase in tuition brought the 1974-75 tuition income up to 55% of the total. An additional 5% increase in the 1975-76 enrollment, along with another \$5 increase in tuition, resulted in a tuition income of \$2,199,951, slightly more than 55% of the total college revenue.

Tuition was increased again in 1976-77, but a 5% decrease in enrollment dropped tuition income to 50% of the total. The college suffered an 11% drop in enrollment in 1977-78, the last year of Pearce's administration. Despite a \$4 increase in tuition, the income generated by tuition and fees fell to 48% of the total income received by the college (Audit Reports, 1968 to 1978 and Annual Reports, 1968 to 1978). A possible cause for the decrease in enrollment was

the effect of the first delimiting date on veterans utilizing the Government Issue (GI) Bill to fund their college education. GI Bill entitlements expired on August 31, 1976 for all veterans discharged prior to that date. Many veterans lost their GI benefits before they could complete their degrees. Beginning in the fall of 1976, veteran enrollment dropped at Texas Wesleyan (D. E. Carter, personal communication, March 21, 1989).

Endowment Income

A much smaller portion of the total revenue of the college was earned by the endowment. The executive committee of the board of trustees had the responsibility for the management of the endowment fund of the college. A local bank invested these funds on behalf of the college and acted as an advisor to the executive committee of the board of trustees (Self-Study, 1972, p. 105). The endowment fund totaled \$2,697,991 in 1968 at the time Pearce assumed the office of the president of Texas Wesleyan College. For the fiscal year 1967-68, the college received \$118,083 in income from the endowment investments, approximately 5% of the total college revenue. As shown in Table 5, 72% of the endowment income came from the dividends and interests on the endowment investments. Roughly 15% came from oil and gas royalties. Real estate rentals and contributions from the Board of Education of the United Methodist Church equaled 6%

respectively.

TABLE 5
ANALYSIS OF ENDOWMENT INCOME

Year Ending	Dividends/ Interest	Oil and Gas Rent/Royalties	Real Estate Rent	Methodist Church
1968	\$ 85,518	\$17,413	\$7,225	\$7,227
1969	105,314	12,985	7,180	4,883
1970	121,619	8,694	7,278	3,027
1971	102,375	5,197	3,824	4,119
1972	138,041	10,307	5,168	3,582
1973	188,878	5,214	4,501	6,722
1974	277,512	13,877	3,294	5,310
1975	351,724	6,052	1,126	4,578
1976	394,659	7,949	4,171	3,943
1977	398,906	6,756	7,493	4,904
1978	372,186	6,969	7,200	3,734

On October 2, 1968, Texas Wesleyan College received the largest gift in its history. Houston Endowment, Incorporated donated to the college an 18-story office building located in the downtown area of Fort Worth. The gift was unrestricted and was therefore placed in the general endowment fund of the college. The market value of the property, commonly known as

"The Electric Building", was estimated at \$3 million (Board of Trustees Minutes, October 3, 1968). The building was fully tenanted, with the exception of one floor, by the Texas Electric Service Company (TESCO) (W. M. Pearce, personal communication, August 7, 1985). During the first year of ownership, the college received \$129,733 in current revenue from rental operations of the building. Income from the Electric Building was placed into the general fund and its use was unrestricted. According to the minutes of an executive committee meeting of the board of trustees, Pearce explained that the money was needed to ". . . meet the advancing costs of our present program." (October 3, 1968).

Income from the endowment for the fiscal year 1968-69 increased 125% over the previous year. Income from the endowment continued to rise steadily from 1969 to 1974. By 1974 endowment income accounted for 14% of the total college revenue, approximately one-half of this income came from the rental operations of the Electric Building. The remaining one-half came from the dividends and interests of the endowment investments. Less than 2% respectively, came from the Board of Education of the United Methodist Church and from other real estate rentals.

For six years, Texas Wesleyan ". . . enjoyed the rental income . . ." from the Electric Building until 1974 when TESCO moved its entire operation to another downtown office

building (W. M. Pearce, personal communication, August 7, 1985). Texas Electric informed college officials of the planned move in 1972 and it was then members of the executive committee began discussing the ". . . ultimate disposition of the Electric Building property." (Board of Trustees Minutes, March 15, 1972). Two tenants leased space in the building: Texas Electric Service Company and Trans-Texas Theaters, Incorporated whose lease was to expire shortly. In May 1972, Trans-Texas Theaters asked the college to consider reducing their annual rent of \$42,500. Trans-Texas Theaters, operators of the Hollywood Theater, advised the executive committee that they had been operating at a loss for some time. Four months later, Trans-Texas requested a 50% reduction in the monthly rent. The executive committee unanimously agreed that ". . . no reduction in rent be granted . . . in the rental rates." (Board of Trustees Minutes, May 15 to September 21, 1972).

By January of 1973, the college considered the possibility of selling the Electric Building. One real estate agent believed the property could sell for approximately \$1 million. First National Bank expressed some interest in purchasing the building. Discussions with bank representatives continued until May 29, 1973. The board of trustees of Texas Wesleyan authorized Pearce and another college trustee, who was also director of First National

Bank, to negotiate the sale of the Electric Building to First National Bank at not less than \$600,000 net to the college. The sale was consummated when Texas Electric Service Company moved out of the Electric Building. The trustees of the college decided that the proceeds from the sale should be invested in certificates of deposit with the First National Bank at the highest rate possible. Several discussions had taken place among members of the executive committee concerning the use of a portion of the Electric Building sales proceeds. It was agreed no more than \$100,000 be transferred to the current operating budget of the college (Board of Trustees Minutes, January 1973 to September 17, 1974).

Endowment income for the year ending May 31, 1974, four months prior to the sale of the Electric Building, equaled \$449,113. Thirty-one percent of that total came from rental operations of the Electric Building. Dividends and interest accounted for 62% of the total. Composition of the endowment income changed significantly when the Electric Building was sold. The total endowment income for the year ending May 31, 1975 dropped almost \$24,000. Income from dividends and interest accounted for 83% of the total endowment income. Other sources of endowment income, such as the Board of Education of the United Methodist Church, real estate rentals, and two restricted sources accounted for less than

5% of the total. Oil and gas rent and royalties dropped from 6% in 1968 to less than 1.5% in 1975.

Income from endowment sources dropped slightly again in 1976. The following year, 1977, there was a slight increase in both dividends/interest income and real estate rentals. In 1977-78 however, the last year of Pearce's administration, the endowment suffered a 25% drop in income. A significant loss occurred in dividends and interest income and only slight changes occurred in income from the United Methodist Church and real estate rentals. The total increase in endowment income from 1968 to 1978 was 50%.

Gifts and Grants

Under Law Sone's administration, gifts and grants constituted 15% of the annual income in 1967-68. Church sources accounted for 30% of the total received in gifts and grants. By the end of the first year of Pearce's administration at Texas Wesleyan, income received in the form of gifts and grants dropped to 11% of the total annual income. Of the \$251,694 received, \$117,000 was given by church sources as an unrestricted gift to the college (Audit Report, 1969). Other sources included private and federal contributions. In the 1969 Annual Report, members of the executive committee stated that the college should improve its effort to secure gifts and grants in support of the annual operating budget. Beginning in the fall of 1969,

Texas Wesleyan conducted its first annual Sustentation Fund Campaign. Purposes of the two-week campaign were to ". . . obtain a broader base of support for the institution, to secure increased giving by friends of Texas Wesleyan, and to inform the community on the programs and nature of the college." (Annual Report, April 29, 1969). Pearce believed that it was

. . . essential that contact and communication between the College and the business community be maintained consistently in order that the institution may know the climate and temper of the business world, and so that the accomplishments of the College can be made known, on a personal basis, to supporters and prospective supporters of Texas Wesleyan College. These matters are of particular importance in these times. (Annual Report, April 29, 1969)

In return for its generosity, the community benefited from Texas Wesleyan's \$2.5 million annual budget which was pumped ". . . back into the mainstream of Tarrant County economy". Additionally, ". . . hundreds of graduates [of Texas Wesleyan] pour annually into the mainstream of Fort Worth's business and community life" ("Upper Education," September 1969). As indicated in Table 6 for the year 1969-70, the percentage of gifts and grants income increased over the previous year from 11% to 15% of the total college

income.

TABLE 6
GIFTS AND GRANTS

Academic Year	Total Gifts and Grants Income	Church Sources	Supplemental Fund	Other Sources
1968-69	\$ 251,694	\$117,000	\$ 43,550	\$ 91,144
1969-70	408,377	120,000	111,155	177,222
1970-71*	337,227	95,000	159,586	82,641
1971-72	484,859	123,000	142,804	219,055
1972-73	822,785	120,000	461,753	241,032
1973-74	481,185	124,000	136,690	220,495
1974-75	536,942	127,000	138,691	271,251
1975-76	717,986	148,000	147,351	422,635
1976-77	1,247,792	148,000	124,525	975,267
1977-78	1,354,599	160,000	145,500	1,049,099

*A change in fiscal year dates accounts for the nine month period.

Particular efforts were made to increase support of the college from the Fort Worth community. The first annual sustentation campaign goal of \$200,000 was reached

successfully, however the college received only \$111,155 of the pledged \$200,000. Still, the funds received provided ". . . a substantial increase . . ." to the college supplementary fund (Annual Report, 1970, p. 3 and Audit Reports, 1970 and 1971). Contributions from church sources totaled \$120,000 or 29% of the total received in gifts and grants. Increasing significantly over the prior year, income from other sources reached \$177,222 or 43% of the total received in gifts and grants.

In 1970-71, a second sustentation campaign was conducted and efforts to obtain increased support from the Tarrant County community were continued by Texas Wesleyan. Led by the campaign chairman, R. E. Cox, Jr., the college successfully reached and exceeded its goal of \$200,000 by 9%. Again, however, only \$156,786 was actually received by the college (Annual Report, March 30, 1971 and Audit Reports, 1971 and 1972). Gifts and grants for 1970-71 constituted 15% of the total income. Significant increases in gifts and grants the following two years were the result of increases in giving by private foundations and individuals. These sources of income constituted 45% of the total received in 1971-72 (Audit Reports, 1971 to 1972). In November 1972, in cooperation with Texas Christian University, Texas Wesleyan participated in certain activities designated by the mayor and City Council of Fort Worth as 'Fort Worth Higher

Education Month'. Each institution conducted its own sustentation campaign. R. E. Cox, Jr. again chaired Texas Wesleyan's campaign which significantly exceeded a goal of \$200,000 and brought \$461,753 in sustentation income to the operating funds of the college. According to Pearce, the sustentation campaigns kept Texas Wesleyan in the "public's eye", broadened the institution's base of community support, and maintained tuition at below-the-average cost for independent colleges and universities (Texas Wesleyan Alumnus, September 1974, p. 2). Pearce attributed the success of the campaign to the "hard work, the sacrifice in terms of time given, and the generosity and influence of our trustees, alumni, and other friends of the college who served as campaign workers." (Annual Report, March 27, 1973). This \$318,949 boost in the 1972-73 sustentation fund resulted in a 223% increase in that area over the prior year. Gifts from private foundations and individuals accounted for 30% of total gifts and grants received in 1972-73. One significant gift, from the Annie Y. Hughey estate equaled \$103,742. Of the total annual college income for 1972-73, gifts and grants accounted for 24% of that total (Audit Reports, 1968 to 1973).

Church support of Methodist colleges and universities increased appreciably from 1968 to 1972. The Texas Methodist College Association (TMCA), established in 1949, provided

financial assistance to member institutions which included Texas Wesleyan College, Southern Methodist University, Southwestern University, Lon Morris College, and McMurry College. Two predominantly black, Methodist institutions, Huston-Tillotson College and Wiley College, were added to the membership in 1970-71 (Annual Report, March 30, 1971). After 1972, contributions from TMCA remained at approximately \$120,000 per year. The 1972 institutional self-study reported that more gifts and grants were needed from the church and the business community. The study strongly urged the trustees, the president, and all college personnel to ". . . dedicate their efforts to selling Texas Wesleyan College to the community at large." (Self-Study, 1972, p. 100).

Annual income to the college dropped in 1973-74 because of decreases in enrollment, tuition income, and gifts and grants. Again in the fall of 1973, Texas Wesleyan College and Texas Christian University participated in 'Fort Worth Higher Education Month' and simultaneously conducted their annual fund-raising campaigns. Led by chairman Judson Cramer, the Texas Wesleyan campaign raised \$252,775 in gifts and pledges exceeding its goal of \$225,000 by 12% (Annual Report, March 27, 1973). Unfortunately, by the end of fiscal year 1973-74, the college had received only \$136,690 of the gifts and pledges promised during the 1973-74 campaign.

Scarcely 15% of the total income was received in gifts and grants. The TMCA contributed \$124,000, a 3% increase over the previous year. Additionally, other sources of gifts and grants reduced their giving substantially, falling almost 14% below the previous year. The 1973-74 sustentation fund plummeted 70%.

The downward trend of 1973-74 reversed somewhat the following year. Total income to the college increased almost 10% in 1974-75. The TMCA strengthened its support by more than 2% and other sources added a healthy 20% to the previous year's balance. This period of growth continued through 1975-76. The Texas Methodist College Association fortified its support with an additional \$21,000 or 16.5%. The goal for the 1975-76 sustentation fund campaign was only slightly higher than the previous year. The administration believed that the 'philanthropic climate' was unfavorable at that time (Faculty Assembly Minutes, October 23, 1975). Nevertheless, a 6% increase in the sustentation fund and a generous \$174,395 boost from other miscellaneous sources provided a total gifts and grants income of over \$717,900 or 18% of the 1975-76 annual college revenue. In 1976-77, income from gifts and grants had reached over \$1,247,700 and by 1977-78 had increased to approximately \$1,354,600 (Audit Reports, 1968 to 1978).

Student Aid Income

Funding for student aid was received from numerous sources: (a) federal, (b) state, (c) church, (d) foundation, (e) business, and (f) individual. Federal and state sources included (a) (Supplemental) Educational Opportunity Grant Program (SEOG), (b) National Direct (Defense) Student Loan Fund (NDSL), (c) College Work-Study Program (CWS), (d) Texas Tuition Equalization Grant (TEG), and (e) State Student Incentive Grant (SSIG).

From 1968 to 1978, funding for the (Supplemental) Educational Opportunity Grants program increased nearly every year. The exceptions occurred in 1969 and 1973. Over the 10-year period, funding for this program increased from \$5,950 in 1968 to \$31,590 in 1978. The number of students benefiting from SEOG increased from 19 in 1972-73 to 96 in 1976-77 (Institutional Fiscal-Operations Reports, 1968 to 1977). Federal contributions to the NDSL fund varied each year depending on the balance of the fund. The level of lending for Texas Wesleyan varied from \$45,000 in 1971 to \$2,050 in 1978. The number of students participating in this program decreased from 46 in 1974-75 to only 10 in 1977-78. No new NDSL funds were requested from 1975 to 1978, since collections from previous borrowers made this fund self-sustaining. The College Work-Study program was not used by Texas Wesleyan until 1971, however by 1975-76, the CWS

program had become the college's most effective federal program (Institutional Application, 1974-75). Funding for this program increased from approximately \$18,000 in 1971 to \$106,671 in 1975. Federal allocations to the program declined to \$87,000 in 1976 and 1977 possibly due to underutilization of the prior years' funds (Institutional Fiscal-Operations Report, 1976-77). The number of students working in the CWS program increased from 67 students in 1972-73 to 167 or 10.5% of the total student population in 1977-78 (Institutional Fiscal-Operations Report, 1968-69). Within a year of his arrival at Texas Wesleyan, Pearce was diligently seeking additional sources for student financial aid. Pearce, along with other presidents of private colleges and universities in Texas, banded together to form an organization called the Independent Colleges and Universities of Texas (ICUT). Together, the presidents met with the Texas Coordinating Board for Higher Education, and subsequently with the state legislature, to secure passage of financial state assistance to students attending private institutions. The background of their proposal was that ". . . throughout the 1960s, higher education was still burgeoning and institutions were still building buildings to house the influx of students" (Annual Report, March 23, 1973). The state of Texas was allocating funds for costly expansions of its state colleges and universities. The ICUT organization

informed the Coordinating Board and the legislature that facilities were being underutilized in the private colleges and universities. The proposal developed by ICUT requested that the Coordinating Board reallocate funding for expansion of state institutions to the private colleges and universities in the form of a tuition equalization grant. With this financial assistance students could more easily choose a private or public school (Annual Report, March 27, 1973). Students would be given a choice and would no longer be forced to enroll in the more economically priced state institutions. Further, state costs for each student enrolled in a state college or university would be twice the cost of the tuition equalization grant (Texas Wesleyan Alumnus, January 1977, pp. 42-43).

In addition to the activities of ICUT and the presidents of the independent institutions, board members from these institutions such as Rice University, Southern Methodist University, Texas Wesleyan College, and Austin College, lobbied key legislators in an effort to secure passage of the proposal (W. M. Pearce, personal communication, July 21, 1985). Pearce encouraged the faculty members to write their Senators and Representatives urging their support of the proposed legislation (Faculty Assembly Minutes, October 21, 1970). The private sector was successful and in 1971-72, after vigorous debate, the 62nd Legislature passed an act

establishing the Texas Tuition Equalization Grant (TEG) program and appropriated \$1 million to fund the program. Supporters of the TEG program included Senator A. M. Aiken (chair, Senate Finance Committee), Representative W. S. Heatly (chair, House Appropriations Committee), and floor leaders in the House, Representatives Lynn Nabors, John Taeger, and Grant Jones. In the Fort Worth area, advocates were Senators Don Kennard and Tom Creighton and Representatives Gib Lewis, Cordell Hull, Bill Hilliard, Mike Moncrief, Tommy Shannon, W. C. Sherman, and Joe Spurlock (Texas Wesleyan Alumnus, October 1971, p. 2). Texas Wesleyan College received \$23,000 for the 1971-72 school year. Students graduating from high school after 1970 were eligible to receive up to \$600 per semester in tuition grants. Payments from the state were made directly to the students, therefore, the church-state question was not a "matter of consideration in the minds of most people" (Annual Report, March 21, 1972). It was required that students be residents of Texas as defined by the Coordinating Board and that they meet the ". . . resident requirements as defined by law for Texas resident tuition in fully state-supported institutions of higher education . . ." (Annual Report, March 27, 1973). Students had to be enrolled full-time in an approved institution and were required to pay more tuition than that charged by a state college or university. Students

were not allowed to receive any type of athletic scholarship nor could they be enrolled in a theological or religious degree program. Designed for middle income families, it was necessary that the students ". . . establish family financial need in accordance with procedures and regulations of the Coordinating Board (Annual Report, March 27, 1973 and Texas Wesleyan Alumnus, January 1977, p. 43). By 1972-73, Texas Wesleyan's TEG allocation had increased to \$71,000 (Annual Report, March 27, 1973).

Following the 1972 elections, a "considerable turnover" occurred in the membership of the state legislature. The Independent Colleges and Universities of Texas, Incorporated (ICUT) had to inform the new legislators about the TEG program and solicit their support for "full funding" of the program for the next biennium. On April 11, 1973, ICUT hosted a luncheon for the entire state legislature in Austin. Six Texas Wesleyan board of trustee members from Tarrant County took, as their guests, members of the Tarrant County delegation. The trustees had also written to this delegation requesting their advocacy. Additionally, at the spring meeting of the board of trustees, Pearce urged each member to write or call his senator and his representative and seek support for "full funding" of the TEG program (Annual Report, March 27, 1973 and J. B. Gross, personal communication, April 12, 1973).

The TEG program continued despite opponents both in and out of the legislature. A "small, but vigorous minority" existed in The Constitutional Convention who attempted to modify the revised constitution by adding "specific prohibitions against the use of appropriated funds to assist anyone enrolled in an institution that is church-related." (Annual Report, March 26, 1974). Opponents of the proposal argued that providing financial assistance to church-related institutions would be unconstitutional. Crawford Martin, then Attorney General of Texas, ruled the use of state funds for tuition equalization grants to independent colleges and universities, including those that were church-related, was constitutional (Texas Wesleyan Alumnus, January 1977, pp. 42-43). Proponents of the TEG were successful in their defense and the revised constitution contained no provisions prohibiting or limiting the program. Each election year, Pearce and the board of trustees urged senators and representatives to continue their support of the TEG program.

On March 13, 1973, Pearce and two board members, Charlie Hillard and S. Wayne Reynolds, attended a luncheon in Austin where they heard Governor Dolph Briscoe speak about Texas higher education. Briscoe believed that

. . . one of the methods for realizing ultimate tax savings for the State of Texas is through the Tuition Equalization Grant Program When we consider

that it costs the State an average of \$1,200 for the education of each student in the four-year public college or university, the Tuition Equalization Grant Program saves the State the difference between the grant amount and the cost of a student in a public education institution We must also consider the matter of space for our students. Texas independent colleges and universities currently have space available to educate additional students and the utilization of these facilities should be of prime importance in the total picture of Texas higher education. (Annual Report, March 27, 1973)

According to Pearce, the TEG program would be ". . . ultimately the salvation of private schools." (Board of Trustees Minutes, March 30, 1971). Approximately \$9 million were appropriated for tuition equalization grants during the 1976-77 academic year. Texas Wesleyan's apportionment totaled \$265,000 and provided financial assistance to 475 students, more than 26% of the total student population (Texas Wesleyan Alumnus, January 1977, p. 2). Norman Hackerman, then president of the Independent Colleges and Universities of Texas and at that time, president of Rice University, said that continued legislative support of the TEG program was important 'in behalf of the many Texas young people who desire to attend the independent colleges and

universities which they feel will best fulfill their educational needs. It makes available to the student a diverse set of institutions to which he or she can go.' (Texas Wesleyan Alumnus, January 1977, p. 42). The TEG program helped "maintain a healthy, pluralistic and dynamic higher education system to serve the differing needs of Texans." (Texas Wesleyan Alumnus, January 1977, p. 42). Another federal program, the State Student Incentive Grant began providing financial assistance in 1974. These funds could be used to match TEG allocations (Notes in Annual Report, 1974). The 1974-75 allocation of \$21,000 helped 60 students pay rising tuition costs (Annual Report, 1975).

Numerous scholarships were available to the students of Texas Wesleyan. Student aid income from these private sources increased steadily from \$28,855 in 1968 to \$131,006 in 1973. These restricted or endowed scholarships were specifically designated by the donor to assist particular students. A significant drop in total gifts and grants to the college occurred in 1974; only \$78,887 was received from private donors for student aid (Audit Report, 1974). An earlier institutional self-study reported that ". . . more gifts are needed from churches and the business world . . ." to support the student aid program (Self-Study, 1972, pp. 100-101, 203). Increases in private student aid income occurred slowly, beginning in 1975 with \$83,310. By 1978,

student aid income from private sources had reached \$102,597 (Audit Reports, 1975 to 1978). Texas Wesleyan also provided substantial student assistance by awarding institutional scholarships. Allocations were made from the general operating fund of the college. Institutional scholarships increased substantially from \$51,605 in 1968 to \$167,605 in 1978 (Self-Study, 1972, pp. 203-204 and Audit Reports, 1968 to 1978). A number of these scholarships were available to students in the athletic programs of the college. Allocations to these athletic scholarships totaled \$23,206 in 1969-70 and grew to \$94,611 by 1978 (Self-Study, 1972, p. 205).

Pearce and his staff believed that in order to maintain an adequate student enrollment ". . . much money, including the time and effort to distribute it will have to be spent in financial aid to students." (Annual Report, 1975). Over the 10-year period 1968 to 1978, restricted income for student aid had increased from \$45,133 to \$102,597. Total student aid, restricted and unrestricted, increased from \$103,526 in 1968-69 to \$270,202 in 1977-78.

From 1968 to 1978, tuition income, endowment income, and gifts and grants constituted an average of 85% of the total college income. Student aid from private sources accounted for roughly 2.7% of the total, auxiliary enterprises (basically break-even operations) generated 10.5%, and the

remaining 2% came to the college from miscellaneous sources such as real estate rentals and interest on temporary investments. By the end of Pearce's administration, total income to the college had increased \$2,339,055, almost 100%. Enrollment had dropped 21%; tuition had more than doubled in costs per semester hour. Income from the endowment investments had grown 50% and Texas Wesleyan had gained an additional 438% in gifts and grants.

Expenditures

An examination of the data presented in Table 7 indicates that college expenditures remained somewhat consistent from 1968 to 1978. There are no drastic changes over the 10-year period in any of the individual areas. Subtle and consistent changes indicated in Table 7 merit discussion. Major categories shown in Table 7 are those listed in the audit reports 1968 to 1978.

General

During the fiscal year 1967-68, the last year of Law Sone's presidency, 42% of the total college expenditures were incurred for instructional purposes. Instructional expenditures included faculty salaries, students' salaries, laboratory and instructional supplies, student publications, travel, dependents' tuition allowance, and other miscellaneous expenses related to instruction. Faculty salaries accounted for 86% of the instructional expenditures.

TABLE 7
EXPENDITURES

YEAR	GENERAL ADMINISTRATION	STUDENT SERVICES	PROMOTION PUBLICITY	GENERAL INSTITUTIONAL	INSTRUCTIONAL	LIBRARY	PHYSICAL PLANT	STUDENT AID	AUX ENTER	STAFF BENEFITS	ATHLETICS	INSTRUCT MEDIA
1966-67	89,104	50,666	73,980	103,924	772,510	47,988	249,052	68,625	342,988	-	-	-
1967-68	169,329	57,272	63,877	118,214	847,888	54,617	258,991	80,460	347,421	-	-	-
1968-69	138,087	79,636	-	148,505	868,654	63,690	260,065	103,526	306,983	78,524	20,749	-
1969-70	182,625	110,068	-	156,683	970,001	143,019	291,017	142,499	342,001	91,836	23,206	51,346
1970-71	127,564	105,742	-	149,375	945,830	121,342	260,303	148,987	268,746	80,601	26,985	29,590
1971-72	172,141	162,902	-	201,097	1,098,236	146,265	435,177	222,676	306,679	112,545	31,162	57,767
1972-73	168,596	161,283	-	194,915	1,112,357	146,378	389,366	245,483	297,657	129,299	59,676	55,823
1973-74	168,445	156,146	-	211,481	1,130,581	151,605	469,529	188,905	301,101	137,007	43,750	51,046
1974-75	193,628	189,173	-	250,383	1,329,819	164,516	450,637	215,693	351,177	168,129	72,336	53,429
1975-76	196,453	208,477	-	246,742	1,369,225	172,949	519,573	227,021	384,215	182,575	71,264	59,969
1976-77	207,410	238,336	-	264,417	1,497,633	180,989	611,390	230,372	406,013	206,032	78,484	65,468
1977-78	239,906	256,654	-	311,199	1,501,908	189,043	683,678	270,202	446,585	239,085	94,611	70,932

Less than 5% of the total expenditures were incurred by each of the following: student services, promotion and publicity, the library, and student aid. Auxiliary enterprises (bookstore and cafeteria) constituted 17% of the total college expenditures and the physical plant operation accounted for 13%. Six percent of the total college outlay was for general institutional purposes which included association dues, commencement, employee insurance, Federal Insurance Contributions Act (FICA) taxes, legal expenses, ad valorem taxes, telephone costs, and various other expenses. The general administration category accounted for 8% of the total college disbursements. This category included the president's salary and those of his staff, expenses related to the president's automobile, and maintenance of his college-owned residence. Also included in the general administration category are salaries for the office of the dean, salaries and other expenses within the business manager's office, other office and clerical salaries, dependent tuition allowances, student salaries, office supplies and expenses, postage, and travel.

There were very few changes in the percentage breakdown of expenditures after the first year of Pearce's administration in 1968-69. As indicated in Table 7, expenditures went up slightly in the categories of student services, general institutional, and student aid. Lower

expenditures occurred in the categories of general administration, physical plant operations, and in auxiliary enterprises. Two new categories were added: staff benefits and athletics and one was deleted: promotion and publicity.

By the end of August 1970, Pearce's second year as president, expenditures had dropped again for general administration, the physical plant, and auxiliary enterprises. Expenditures decreased in the categories of general institutional and instructional. Increases were evident in student services, the library, and student aid.

In general, for the remainder of the Pearce administration, percentages of the individual categories to the total expenditures did not change. Only in the areas of instructional expenditures, physical plant, and auxiliary enterprises did significant changes occur. The percentage of instructional expenditures dropped from 42% of the total expenditures in 1968 to as low as 29% of the total in 1978. The 10-year average for instructional expenditures was 39% of the total college expenditures. Physical plant expenditures fluctuated from almost 13% of the total in 1968 up to 15% in 1973 and down to 13% again in 1978. Increases in physical plant operations were brought on by the energy crisis and higher utility costs. The 10-year average of physical plant expenditures to the total college expenditures was approximately 12.5%. Changes also occurred in the area of

auxiliary enterprises. Expenditures fluctuated from 14.5% in 1968 to 8.5% in 1978. The 10-year average of expenditures for auxiliary enterprises was slightly more than 10%.

The difference between income and expenditures for the 10-year period 1968 to 1978 is detailed in Table 8.

TABLE 8
DIFFERENCE BETWEEN INCOME AND EXPENDITURES
FROM 1968 TO 1978

Fiscal Year	Annual Cash Flow
1968-69	\$246,060
1969-70	205,180
1970-71*	-54,681
1971-72	-73,720
1972-73	-9,965
1973-74	5,783
1974-75	-38,213
1975-76	32,750
1976-77	-89,474
1977-78	33,323

*A change in fiscal year dates accounts for the nine month period.

From 1968 to 1978, total college expenditures increased 145%. Total college income for the same period had increased only 100%. The relationship between the institutional budget and actual expenditures and income is shown in Table 9.

TABLE 9

COMPARISON OF ACTUAL INCOME AND ACTUAL
EXPENSES TO THE INSTITUTIONAL BUDGET

Fiscal Year	Budget	Actual Income	Actual Expenditures
1968-1969	\$2,090,000	\$2,331,429	\$2,085,369
1969-1970	2,510,955	2,742,286	2,537,106
1970-1971	2,612,085	2,227,142	2,281,823
1971-1972	2,608,408	2,930,783	3,004,503
1972-1973	2,902,170	3,410,319	3,420,284
1973-1974	2,814,338	3,122,851	3,117,068
1974-1975	3,027,025	3,430,639	3,539,514
			3,468,852*
1975-1976	3,289,646	3,958,467	3,925,717
1976-1977	3,853,146	4,603,487	4,822,147
			4,692,961*
1977-1978	3,953,861	4,670,484	5,121,829
			4,637,161*

*Includes transfer from endowment

As indicated, during 5 of those 10 years, Texas Wesleyan expended more than it generated in revenue. During the 10-year period 1968 to 1978, it was more often that Texas Wesleyan operated over its budget than within it. In 1977-78 for example, the college, at year end, had expended more than \$1 million over the institutional budget for that year. The effects of the overspending were not as detrimental as they could have been since actual income for 9 of the 10 years exceeded expectations and the institutional budget. Despite this unexpected income, which at times totaled more than \$700,000 per year, the college reported deficits for the years 1971, 1972, 1973, 1975, and 1977.

On three separate occasions during Pearce's administration, funds were transferred from the college's endowment to the operating budget. On March 13, 1974, the executive committee (Board of Trustees Minutes) approved a \$100,000 transfer of the proceeds from the sale of the Electric Building (which had been placed in the endowment fund) to the current operating budget. The Electric Building had been sold for \$600,000 in 1974. Approximately 3 1/2 years later, on October 11, 1977, the executive committee (Board of Trustees Minutes) authorized a second transfer of \$100,000 from the endowment fund to the current operating or general fund. Pearce reported to the committee members that it was advisable to authorize the transfer. This second

\$100,000 also came from the sale proceeds of the Electric Building. Finally, on May 22, 1978, just weeks before Pearce's retirement as president of Texas Wesleyan, a third transfer was made from the proceeds of the Electric Building sale to the current operating fund. Charles Roach, business manager, reported to the executive committee members that he was predicting for the year an ". . . operating deficit of at least \$276,000 . . . with the possibility that it could be substantially more . . ." (Board of Trustees Minutes, May 22, 1978). Most of the excess expenditures were attributable to funding requirements of Jon H. Fleming, Pearce's successor to the presidency. Fleming requested allocations of approximately \$100,000 for repairs to the president's home and for scholarships. Whether or not these requirements were conditional upon Fleming's acceptance of the presidency of Texas Wesleyan is not known. Pointing out the "detrimental effect" of another deficit fiscal year on the "credit of the college", Roach recommended, and the committee approved, the transfer of \$100,000 from the endowment fund (proceeds from the sale of The Electric Building) to the general fund to "offset the operating deficits" (Board of Trustees Minutes, May 22, 1978).

Salaries

An analysis of Table 10 reveals that total salary expenditures increased each year.

TABLE 10

TOTAL SALARIES EXPRESSED IN ACTUAL AMOUNT
AND IN PERCENTAGE OF TOTAL EXPENDITURES

Year	Total Salaries		Total Expenditures
	Amount	Percent	
1968-69	\$1,303,382	62	\$2,085,369
1969-70	1,433,092	56	2,537,106
1970-71	1,375,605	60	2,281,823
1971-72	1,698,852	56	3,004,503
1972-73	1,727,142	50	3,420,284
1973-74	1,741,385	56	3,117,068
1974-75	2,048,308	58	3,539,514
1975-76	2,105,689	54	3,925,717
1976-77	2,324,965	48	4,822,147
1977-78	2,411,355	47	5,121,829

The percentage of salary expenditures fluctuated, however, between 62% of the total expenditures in 1968-69 and 47% of the total in 1977-78. These percentages were quite dependent on the total income received and total expenditures incurred by the college. As indicated in Table 11, faculty salaries on a nine-month basis constituted slightly more than one-half

of the total salary expenditures.

TABLE 11

FACULTY SALARIES EXPRESSED IN
PERCENTAGE OF TOTAL SALARIES

Academic Year	Percent
1968-1969	58
1969-1970	57
1970-1971	60
1971-1972	54
1972-1973	55
1973-1974	56
1974-1975	57
1975-1976	56
1976-1977	56
1977-1978	54

Salaries of the executive administrators on a 12-month basis accounted for 5% of the total salaries in 1966-67 and also in 1977-78. Administrative staff salaries for the years 1968 through 1977 are not available. Apparently, these records were discarded after Pearce's retirement. A 1972 institutional self-study reported that from 1966 to 1970, the average administrative salary was approximately \$10,000

higher than the average faculty salary.

Faculty salaries had been the subject of concern since Law Sone's administration. According to one faculty member, salaries were "pitifully low" (C. W. Hager, personal communication, March 16, 1989). During a December 1967 meeting, members of the executive committee discussed a comparison of Texas Wesleyan faculty salaries and faculty salaries at comparable institutions. The trustee committee unanimously agreed to make every effort to continue upgrading faculty salaries (Board of Trustees Minutes, December 8, 1967). Later, after Pearce became president of Texas Wesleyan, emphasis was again placed on salary increases for both faculty and nonacademic personnel. In 1968-69, Texas Wesleyan participated, for the first time, in the American Association of University Professors' annual report on salary data (J. B. Gross, personal communication, October 31, 1969).

On the AAUP salary scale of "AA" through "F", ("AA" being the highest), average faculty salaries at Texas Wesleyan fell within the "D" range for 1968-69 and 1969-70 ("On the Financial Prospects," 1967-68 and "Rising Costs," 1969-70). In subsequent AAUP salary surveys ("Coping with Adversity," 1971-72 to "Report on the Annual Survey," 1977-78), faculty salaries at Texas Wesleyan College consistently ranked second to the lowest in comparison to other institutions within the same category. One exception

was the average salary for instructors which ranked in the middle; an equal number of institutions offered instructor salaries above and below that of Texas Wesleyan. Table 12 shows the average faculty salary by rank from 1968-69 to 1977-78.

TABLE 12
AVERAGE FACULTY SALARY BY RANK

Fiscal Year	Professor	Associate Professor	Assistant Professor	Instructor
1968-69	\$ 13,111	\$11,275	\$ 9,385	\$ 8,470
1969-70	13,375	11,065	9,748	11,491
1970-71	14,001	11,602	9,768	8,892
1971-72	14,001	11,602	9,901	8,995
1972-73	14,409	11,912	10,241	9,568
1973-74	14,820	12,104	10,488	9,582
1974-75	15,460	12,992	11,260	10,142
1975-76	15,929	13,256	11,642	10,510
1976-77	17,756	14,628	12,690	11,340
1977-78	18,879	15,548	13,468	11,648

In comparison to other Methodist institutions in Texas, faculty salaries at Texas Wesleyan continuously ranked third behind Southern Methodist University and Southwestern

University. Until 1974-75, however, instructors at Texas Wesleyan were paid more annually than instructors at SMU or Southwestern University. Throughout Texas, average faculty salaries ranked second to the lowest when compared to other institutions participating in the nationwide AAUP salary survey. In 1975-76 however, faculty salaries in most state schools were raised and the average AAUP rating for Texas institutions increased to the middle and second highest ranges ("Nearly Keeping Up," 1975-76). By 1977-78, faculty salaries at Texas Wesleyan for professors, associate professors, and instructors were rated in the middle and salaries for assistant professors rated second to the lowest in the AAUP salary survey for that year ("Report on the Annual Survey," 1977-78). During the 10 years Pearce was president of Texas Wesleyan, faculty salaries increased each year except 1970-71. By the end of Pearce's tenure, salaries of full professors and of assistant professors each increased 44%. Salaries of associate professors and instructors each had increased 38% (Audit Reports, 1968 to 1978).

A comparison of faculty salaries from 1966 to 1971 (budget) revealed several unfavorable inequities. According to the 1972 institutional self-study, 20 instructors were in the same salary range as 16 of the 27 assistant professors (p. 95). Seven instructors were in the same salary range as two associate professors. Thirteen associate professors

received as much or more than two of the full professors. According to the 1972 self-study, in most situations, the differences in salaries were justified by ". . . the training and professional experience of the recipients."

(Self-Study, 1972, p. 95). More recently hired faculty members may have had an opportunity to negotiate a higher salary as a condition for acceptance of the position.

Salary increases and promotions were recommended at the discretion of the division chairperson to the dean of the college (F. G. Norwood, personal communication, May 9, 1989). Generally, each department was given a percentage of the prior year's payroll to use for salary increases. Adjustments for promotion or salary inequities were also made from this allocation (Self-Study, 1972, pp. 93-95).

In March of 1975, all employees of the college appointed prior to October 1, 1974 received, in addition to their regular monthly paycheck, a \$500 salary bonus (Board of Trustees Minutes, March 4, 1975). The \$500 figure evolved gradually from the original 3% increase proposed by Pearce into the equivalent \$100 per month for the remaining five months of fiscal year 1974-75 (Faculty Assembly Minutes, January 23, 1975). Capital expenditures were "frozen" for the remainder of fiscal year 1974-75. This new level of salaries remained the same in the proposed budget for the next fiscal year 1975-76. The 1975-76 budget was to be

funded by a \$5 per hour increase in tuition. In 1976, the faculty requested a 15% salary increase for the current year as well as an additional increase for the next fiscal year 1977-78. Enrollment, however, decreased 5.4% during the 1976-77 fiscal year. Inflation ". . . consumed the increase in income and there were no funds available for an adjustment in salaries . . ." for 1976-77 (Board of Trustees Minutes, March 16, 1976).

On March 8, 1976, Pearce presented three different budget plans for 1976-77 to the executive committee of the board of trustees:

Plan A--Tuition at \$45.00 per semester hour . . . with an 8% average salary increase. (Projected deficit, \$341,590).

Plan B--Tuition at \$49.00 per semester hour . . . with an 8% average salary increase. (Projected deficit, \$149,590).

Plan C--Tuition at \$50.00 per semester hour . . . with an 11% average salary increase (Projected deficit, \$156,178). (Board of Trustees Minutes, March 8, 1976)

The executive committee approved Plan C for recommendation to the full board of trustees, but with the following modifications. The income section of the proposed budget was to include an additional \$100,000 in special gifts to the college. The expenditure section had to be reduced by

\$56,178. It was the unanimous decision of the executive committee that ". . . no salary increases be given in the current year that would . . . 'put the college in the red'" (Board of Trustees Minutes, March 8, 1976). One of the executive committee members, Donald R. Benton, stated it was vitally important that the board not approve a deficit budget. He proposed a \$5 per semester hour increase in tuition for 1976-77 and further proposed that the board of trustees authorize a ". . . Board of Development to seek funds other than those acquired through . . ." the annual sustentation campaign. The board of trustees approved both of Benton's proposals. By the end of Pearce's tenure, total salaries had increased \$1,107,973 or 85%. Faculty salaries had increased \$557,255 or 74% (Board of Trustees Minutes, March 16, 1976 and Audit Reports, 1968 to 1978).

Student Aid

Expenditures for student aid came from various funds, some federal, some state, others from private sources, and from the college's own funds for institutional scholarships. Expenditures from the federal and state sources generally equaled the amount of income received from the programs. There were usually no surpluses at the end of any fiscal year.

Texas Wesleyan did not benefit from many of the federal and state programs until 1971-72. Prior to that, students

attending Texas Wesleyan could receive aid from the college through the National Direct Student Loan, the Educational Opportunity Grants Program, private and church sources, budgeted college scholarships funds, and on-campus jobs.

Expenditures for federal and state programs, shown in Table 13, equaled the amount of income received by the college for these programs.

TABLE 13

EXPENDITURES FOR THE (SUPPLEMENTAL) EDUCATIONAL
OPPORTUNITY GRANTS, COLLEGE WORK-STUDY, AND
NATIONAL DIRECT STUDENT LOAN PROGRAMS*

Year	Total	(S)EOG	CWS	NDSL
1972-73	\$ 67,917	\$11,654	\$35,739	\$20,524
1973-74	101,823	26,285	64,635	10,903
1974-75	121,048	31,429	63,891	25,728
1975-76	168,086	35,915	99,554	32,617
1976-77	151,113	42,786	96,627	11,700
1977-78	139,817	37,235	96,532	6,050

*Institutional Fiscal-Operations Reports, Department of Health, Education, and Welfare, Office of Education, Washington, D.C., 20202

Student aid expenditures shown earlier in Table 7 did not

include expenditures for (a) SEOG, (b) NDSL, (c) CWS, (d) TEG, nor (e) SSIG programs (Audit Reports, 1971 to 1973). Income and expenditures for these federal and state programs increased 105% from 1972-73 to 1977-78 (Institutional Fiscal-Operations Reports 1972 to 1978).

Table 14 indicates expenditures for institutional scholarships increased approximately 187%, from \$58,393 in 1968 to \$167,605 by 1978. Institutional scholarships were

TABLE 14

INSTITUTIONAL SCHOLARSHIPS

Fiscal Year	Institutional Scholarship Expenditures
1968-69	\$ 58,393
1969-70	77,042
1970-71	84,784
1971-72	106,614
1972-73	114,477
1973-74	110,018
1974-75	132,383
1975-76	124,471
1976-77	129,533
1977-78	167,605

available through the college divisions or departments. Applications were made directly to the academic division offices and awards were made on faculty recommendation. As indicated earlier in Table 7, expenditures for institutional scholarships and restricted sources of financial aid increased from \$80,460 in 1967-68 to \$270,202 by 1977-78, a significant 235% increase. Institutional scholarships alone made up approximately 55% of these expenditures and accounted for approximately 3% of the total expenditures for each year from 1968 to 1978. In 1967-68 expenditures for institutional scholarships, in addition to restricted sources of financial aid, accounted for 4% of the total expenditures, by 1977-78 student aid had increased to only 5%. A higher increase, to 7%, had occurred in 1971-72 and 1972-73. The figures shown in Table 14 include athletic scholarships. (Audit Reports, 1968 to 1978).

In summary, from 1968 to 1978 total college expenditures increased from \$2,085,369 to \$5,121,829, a 145% increase. By the end of Pearce's tenure, total salaries had increased \$1,107,973 or 85%. Faculty salaries had increased \$557,255 or 74%. Total salaries accounted for an average of 55% of the total institutional expenditures. A much less significant expenditure, but no less important was student aid. Expenditures for student aid from private sources averaged 4.5% of the total college expenditures. From

1968-69 to 1977-78, institutional scholarships averaged 3% of the total.

Endowment

The executive committee of the board of trustees was responsible for the management of the endowment fund. Investments of this fund were handled by the Investment Agency of the Fort Worth National Bank Trust Department, which acted in an advisory capacity to the executive committee. The yearly audit reports and general accounting procedures disclosed the maintenance and activity of these funds.

At the time Pearce became president of Texas Wesleyan College, the endowment totaled \$2,697,991. As mentioned earlier, this figure more than doubled four months later, when on October 2, 1968, Houston Endowment Incorporated contributed to Texas Wesleyan an office building located in downtown Fort Worth. The estimated market value of the property was listed at \$3 million. The gift was recorded in the general or unrestricted endowment fund of the college, and brought the total college endowment to \$5,947,987 in 1969.

The endowment contained restricted and unrestricted funds. Restricted funds were designated for specific uses: scholarships, maintenance or increases in faculty or staff salaries, building, and renovation projects. Unrestricted

funds or quasi-endowment could be used as endowment or for whatever the board of trustees deemed necessary or desirable (A. C. Husband, personal communication, July 23, 1987).

Table 15 indicates the growth of the endowment fund from 1968 to 1978.

TABLE 15
ENDOWMENT

Year	Restricted	Unrestricted	Total
1968	\$ 787,144	\$1,910,840	\$2,697,991
1969	958,778	4,989,209	5,947,987
1970	1,158,380	5,004,624	6,163,004
1971*	1,221,836	5,008,847	6,230,683
1972	1,481,869	5,332,625	6,808,494
1973	1,742,501	3,205,622	4,948,123
1974	1,889,605	3,401,523	5,291,128
1975	1,892,149	3,334,885	5,227,034
1976	2,709,400	3,339,575	6,048,975
1977	2,951,178	3,302,893	6,254,071
1978	3,190,162	3,071,264	6,261,426

*A change in fiscal year dates accounts for the nine month period.

The decrease in 1974 occurred when the Electric Building donated in 1968 by Houston Endowment Incorporated was sold to First National Bank of Fort Worth for less than \$600,000 (Audit Report, 1974). Property located in the downtown area of Fort Worth was not desirable at that time since real estate developers were more interested in suburban property. With the building untenanted, Texas Wesleyan trustees and administrators feared a further decline in the real estate market and believed it was best to sell the property for a price five times less than its original value in 1969. From 1968 to 1978, the endowment grew from \$2,697,991 to \$6,261,426, a 132% increase. Unrestricted contributions increased 60% and restricted funds increased 305%

Retirement

One of the major benefits to the faculty and staff of Texas Wesleyan College was a noncontributory retirement plan. Established in June 1956, the Rebecca Estes Gray Retirement Trust was administered by the Fort Worth National Bank. The primary source of revenue to this fund was from oil and gas payments. Other assets of the fund included investments in Common Trust Fund "A" and Combined Investments Funds--equity and fixed income--of the Fort Worth National Bank. Any deficiency in the actuarial requirements of the retirement fund was to be paid from the general funds of Texas Wesleyan College. There were 27 active retirees receiving benefits as

of April 1969 (Board of Trustees Minutes, April 29, 1969). Table 16 indicates that at the end of Pearce's first year as president of the college, the retirement fund balance was \$685,742. A change in fiscal year dates accounts for the lower figures listed for 1970-71.

TABLE 16
RETIREMENT

Fiscal Year	Balance	Income	Benefits Paid	Unfunded Liability
1968-69	\$ 685,742	\$ 86,956	\$ 67,369	\$384,752
1969-70	670,472	75,305	86,717	454,407
1970-71	703,033	56,467	17,756	454,407
1971-72	736,251	73,046	30,979	488,107
1972-73	906,719	225,295	42,211	552,881
1973-74	1,045,635	190,833	36,949	520,117
1974-75	1,208,873	213,631	32,937	626,948
1975-76	1,312,232	216,284	91,491	590,133
1976-77	1,379,628	223,137	138,382	826,576
1977-78	1,543,187	263,600	79,735	774,136

Income from the oil and gas properties began declining in 1966. However, benefits paid to retiring personnel increased from \$31,000 in 1966 to \$86,717 in 1970. The

balance of the retirement fund continued to rise, however by 1972, the unfunded liability to the retirement fund totaled \$488,107 (Self-Study, 1961, p. 95 and Self-Study, 1972, pp. 107-108). In a fall 1972 meeting, Pearce pointed out to the board of trustee executive committee members the necessity of additional funding ". . . to bolster the financial condition . . ." of the retirement program. Without such funding, support would have to come from the general fund of the college (Board of Trustees Minutes, September 21, 1972). Recommendations of a 1972 institutional self-study also indicated that the ". . . unfunded portion of the retirement plan be supplied by the college as soon as possible." (p. 109). Pearce recommended, and the board of trustees later approved, the transfer of the Annie Y. Hughey estate to the retirement fund (W. M. Pearce, personal communication, June 15, 1985 and Board of Trustees Minutes, September 21, 1972). The effects of this additional funding is reflected in the 1972-73 fund balance and income figures shown in Table 16 (Audit Reports, 1968 to 1973). Income from the Hughey estate, approximately \$50,000 per year, was also from oil and gas properties thus maintaining the dependence of the retirement program on the oil and gas industry (A. L. Smith, personal communication, October 5, 1972).

Prior to June 1976, the basis for retirement pay was figured on the average salary of an employee from 1965 to the

date of retirement. Pre-1965 service was based on the 1965 salary. This caused a significant reduction in the retirement pay of those servicing the college during that time period. The 1972 institutional self-study recommended the retirement pay be revised and updated so that ". . . retirement pay be based on the average pay of the employees' best five years." (pp. 107-109). Apparently, there were no revisions in the retirement plan until 1977-78, the last year of Pearce's presidency. The revisions were retroactive to June 1, 1976. Pearce reported to the executive committee (Board of Trustees Minutes, October 11, 1977) that because of the Employee Retirement Income Security Act of 1974 (ERISA), consideration must be given to proposed or required changes in the pension plan. Hand and Associates presented a plan that provided some voluntary improvement to the benefits received by future retirees. The college attorney was satisfied with the legal aspect of the proposed plan; however, he expressed concern about the funding of future obligations. Charles Roach, college business manager, explained that one of the major improvements in the proposed plan was the elimination of the 'career average' salary, in most cases, the salary received prior to June 1, 1976. The new method of computation would increase the salary average and would provide larger retirement benefits for participants retiring after June 1, 1976. Several additional changes were

made in the retirement program to insure the long-term health of the fund. Hospitalization premiums previously paid from the retirement fund would from this point forward be funded from the current operating budget of the college, thus relieving the retirement program of this burden. With only limited exceptions, the revised plan did not permit lump sum or cash-in-full withdrawals at the time of retirement. This would prevent excessive "draw-down" of the retirement fund. Death benefits would be smaller during the earlier years, increasing as the accrued retirement benefit increased. Executive committee members also agreed that the retirement fund trustees, Fort Worth National Bank, should be instructed to seek a higher yield on the retirement fund investments (Board of Trustees Minutes, December 6, 1977). The changes necessitated by ERISA increased unfunded liability of the retirement plan by \$250,000 (Audit Report, 1978).

At Pearce's retirement in 1978, the balance of the Rebecca Estes Gray Retirement program was \$1,543,187, a 125% increase from 1968. Income to the fund had increased 203% from 1968 to 1978. The unfunded liability to the retirement fund totaled more than \$700,000.

CHAPTER IV

THE FACULTY

Introduction

The average number of full-time faculty members during the 10-year period of Pearce's administration was 73. The number of faculty members remained almost constant from 1968 to 1978. Not surprisingly, the number of faculty members holding the ranks of professor and associate professor increased almost every year. The number of assistant professors remained the same while the number of instructors decreased 68% ("On the Financial Prospects," 1967-68, "The Threat," 1968-69, "Rising Costs," 1969-70, "At the Brink," 1970-71, "Coping with Adversity," 1971-72, "Surviving the Seventies," 1972-73, "Hard Times," 1973-74, "Two Steps," 1974-75, "No Progress," 1976-77, and "Report on the Annual Survey," 1977-78).

In 1968, 27 faculty members had their doctoral degrees. By the end of Pearce's administration that number had increased to 38. The education and psychology division had the largest number of faculty members with earned doctoral degrees. The second largest group of faculty holding doctorates belonged to the science division (Annual Reports, 1968 to 1978). The number of tenured faculty members rose from 39% in 1973 to 52% in 1978 (Annual Reports, 1973 to 1975

and Board of Trustees Minutes, March 16, 1976 to March 21, 1978).

Organization

There was no faculty organization prior to 1968. During Law Sone's administration, faculty reported to their division chairperson who in turn reported to the dean of the college. Faculty meetings over which the dean presided were held monthly (Self-Study, 1961, p. 14). The purpose of these meetings was primarily information-sharing. One faculty member viewed Cox, dean of the college prior to 1968, as quite dictatorial (J. C. Streett, personal communication, July 6, 1987).

Shortly after his arrival at Texas Wesleyan, Pearce realized the need for a faculty governance system for two reasons. First, some type of faculty governing system was required for accreditation with Southern Association of Colleges and Universities. Secondly, and perhaps more significantly, Pearce (July 21, 1985) wanted to ". . . give the faculty a larger voice in the college administration.". During the Sone-Cox administration, the faculty had little opportunities for participation in college affairs. Sone and Cox ". . . ran the show." (W. M. Pearce, personal communication, July 21, 1985). Both Pearce and the board of trustees were ". . . aware of the times and how American higher education was changing." (W. M. Pearce, personal

communication, July 21, 1985). It was time the faculty had a chance to participate in the college administration. Pearce and the trustees believed however, that the ". . . faculty's job is to teach and do research," not run the college (W. M. Pearce, personal communication, July 21, 1985).

Pearce charged the faculty to establish its own governing body (J. C. Streett, personal communication, July 6, 1987). On January 16, 1969, the faculty adopted the Constitution and Bylaws for Faculty Assembly of Texas Wesleyan College. The Constitution and Bylaws were approved by Pearce on February 10, 1969. The purpose of the Faculty Assembly was

. . . to assist the college in carrying out its responsibilities with maximum effectiveness and integrity by providing a direct line of communication from the faculty to the administration, thereby giving faculty voice at the policy-making level in determining the academic progress of the institution.

(Constitution and Bylaws, 1968)

The Faculty Assembly was composed of all full-time faculty and also included the dean of men, the dean of women, and the registrar. The executive committee of the Faculty Assembly was known as the Faculty Council. The primary purpose of the Council was to express the views of the faculty to the administration and trustees. There were 11 members on the

council, each chosen from the tenured faculty members. One representative was elected by each division, one elected from the library and three at-large representatives were elected by the faculty. An amendment in 1972 increased the at-large members to four. The term of office was three years. Administrative officials and division chairpersons were excluded from membership on the Faculty Council. The Chairperson of the Faculty Council presided at both the council and Faculty Assembly meetings. The Faculty Assembly met a minimum of once each semester; additional meetings were scheduled when necessary (Constitution and Bylaws, 1969 to 1978).

There were 21 permanent committees prior to 1968. All full-time faculty were given at least one committee assignment (Self-Study, 1961, p. 15). Pearce revamped the permanent committee structure and established 11 standing college committees. By serving on these committees, faculty members believed they could provide significant information for the policy-making decisions of the college administration. Committee members were appointed by the president from nominees elected by the Faculty Council. In 1970-71 the standing committees were (a) the Athletic Committee, (b) the Committee on the Code of Student Affairs, (c) the College Appeals Board, (d) the Library Committee, (e) the Religious Life Council, (f) the Committee on Scholarships

and Financial Aid, (g) the Committee on Student Organization, (h) the Student Publications Committee, (i) the Committee on Teacher Admission and Certification, (j) the Committee on Tenure and Privilege, and (k) the Faculty Welfare Committee. The Committee on Budget and Priority, later known as the Faculty Budget Committee, was added in 1973. Three of these committees had been modified or eliminated by 1976: the Committee on the Code of Student Affairs, the Committee on Student Organization, and the Committee on Teacher Admission and Certification. Five additional committees were listed in the 1976 Faculty Handbook: (a) the Faculty Recognition Committee, (b) the Committee on Grievances, (c) the Committee on Memorials and Senior Class Gifts, (d) the Committee on Student Affairs, and (e) the Teacher Education Council (pp. 7-10).

In addition to the above committees, Pearce created the Academic Council. Members of the council included the dean of the college (chair), the division chairpersons, the president of the Student Government Association, and the registrar. Later, the librarian and two faculty members elected by the Faculty Assembly were added to the membership of the Academic Council (Faculty Handbook, 1976, p. 4). The purpose of the council was the ". . . formation of policy recommendations regarding academic matters and for the interpretation and implementation of academic policies

approved by the president and the board of trustees." (Self-Study, 1972, p. 119). It developed admission standards and regulated scholarship standards, retention, and suspension. Additionally, the council was responsible for preparation of the college calendar and the development of long-range academic plans. Acting on request, the council could add, delete, or modify courses, programs, and degrees. If necessary, it could recommend administrative action regarding college operations. The Academic Council was the ". . . principal medium through which continuity and consistency was maintained in the academic area of Texas Wesleyan . . ." (Faculty Handbook, 1976, p. 4).

By establishing the Academic Council, the Faculty Council, the Faculty Assembly, and the standing committees, Pearce provided channels of communication from the faculty to the administration. Communication was further enhanced by the Faculty Handbook, published in 1971. Prior to 1965, the Faculty Handbook contained only the college calendar, examples of college forms, procedures, and materials related to curriculum and degree plans (Self-Study, 1961, p. 14). The 1965 edition was more complete and descriptive of the "goals, formal organization and rules and regulations of the College . . . as directed toward the concrete and specific delineation of acceptable procedure with respect to recurrent functions of faculty members." (Faculty Handbook, 1965).

Upon arrival at Texas Wesleyan, Pearce quickly realized the need for an improved faculty handbook. Using models from other institutions, Pearce wrote the 1971 edition of the faculty handbook during the summer of 1970 (W. M. Pearce, personal communication, July 21, 1985). The purpose of this publication was to furnish the faculty with the governance, procedures, and policies of Texas Wesleyan (Faculty Handbook, 1972, p. 1). A 1972 institutional self-study (p. 121) revealed 89% of the faculty members considered the faculty organization ". . . quite adequate". The study suggested there was no lack of communication between faculty and administration ". . . for an 'open-door' policy exists." (Self-Study, 1972, pp. 119-122). Having utilized their freedom to speak with Pearce directly, two faculty members commented on Pearce's sensitivity to both their personal and professional needs (J. A. Cooley, personal communication, July 3, 1985 and M. M. Johnson, personal communication, July 26, 1985). Pearce "always supported and backed the faculty and me" commented one division chairperson (F. G. Norwood, personal communication, May 9, 1989). One faculty member, however, expressed reluctance in communicating directly with Pearce because he felt that Pearce was receptive to advice from only a select group of people (R. K. McKenzie, personal communication, April 20 1989).

Responsibilities

The central responsibility of faculty members to the students was to teach their subjects in accordance with the best standards of scholarship in that discipline. Faculty members were to seek and state the truth in that subject (Faculty Handbook, 1976, p. 20). Their role was

. . . to inculcate values to integrate the liberal and the vocational and to assist in the development of a whole, well balanced, educated person, possessing skills and values, and inner resources. A faculty member should see himself as an educator in the larger sense of the word, not merely a teacher of a certain discipline. (J. B. Gross, personal communications, August 23 and September 24, 1976).

Faculty involvement in scholarly research and publication, knowledge, and appreciation of other achievements in a faculty member's field were of significant importance to the administration of Texas Wesleyan. Normally a full-time faculty member taught 15 semester hours during the fall and spring sessions and 6 hours during a summer term (Faculty Handbook, 1976, p. 20). Science faculty who taught laboratory courses were assigned 12 semester hours. The principal criterion in establishing faculty loads was the credit hour. Two additional factors considered were contact hours and the number of course preparations. The type and

level of instruction were not considered but were significant in determining student credit hour loads. According to a 1972 institutional study (p. 141), it was necessary in small departments to assign loads that required three or four preparations. The college provided clerical assistance for faculty who were assigned heavy student credit hour loads. Since, according to Pearce, the primary responsibility was to teach, reductions in course loads that would have provided time for research were not usually sought by the faculty (Self-Study, 1972, pp. 141-142). The 1972 self-study (p. 141) indicated that ". . . no appreciable changes in faculty load assignments . . ." were predicted for the near future. The financial condition of the college at that time prohibited increases in instructional costs.

Other faculty responsibilities included administrative duties, curriculum studies, committee assignments, and the direction of independent studies and/or extracurricular activities (Faculty Handbook, 1976, p. 20 and Self-Study, 1972, p. 142). Course load reductions were considered if committee assignments required significant faculty involvement. Divisional chairpersons typically taught one less course to allow sufficient time to carry out their administrative duties. Teaching loads were not reduced for faculty involved in independent studies and/or extracurricular activities or off-campus commitments.

The 1972 institutional study recommended that the college consider other factors for determining faculty course loads and state them in the Faculty Handbook. (The study does not delineate "other factors"). In addition, and perhaps more significant, the study (1972) asked that the college ". . . seriously study the merit of reducing the faculty credit load to twelve hours in keeping with the national trend." (pp. 141-143). Five years after this study, the Faculty Handbook still stated 15 semester hours as the normal teaching load (p. 20).

Selection and Appointment

Prospective faculty members were recruited from various sources including placement services of professional association meetings and a placement service of the United Methodist Church, Division of Higher Education. Candidates were brought to the college for interviews with the dean, the division chairperson, other members of the division, and, at times, with the president. Based on the recommendations of the dean and the division chairperson, the president appointed the candidate to the faculty of Texas Wesleyan College (Self-Study, 1972, pp. 117-118).

Pearce initiated formal, written contracts for faculty and staff. Prior to his presidency, faculty received only a letter stating their salary for the coming year (C. W. Hager, personal communication, June 2, 1987). Since there was no

structured orientation for new faculty members, the dean and the division chairperson provided the new faculty member with helpful information and copies of the faculty and student handbooks. After Pearce became president, an attempt was made to recruit faculty from a wider geographical area. A large number of the existing faculty members were from the Dallas/Fort Worth area and other areas in Texas (Self-Study, 1972, pp. 117-118).

Salaries and Promotion

During Sone's administration, there was no policy regarding faculty promotion. There were however, some guidelines established to ". . . maintain a reasonable balance of rank. . ." (Self-Study, 1961, p. 18). The rank of professor could be held only by a division chairperson or an administrative officer of the college. An earned doctorate was required for an associate professor and a masters degree was prerequisite for all instructors (Self-Study, 1961, p. 18). Upon becoming president, Pearce opened the rank of professorship to any qualified faculty member and initiated the development of a procedure for promotion of the faculty (F. G. Norwood, personal communication, May 9, 1989).

On December 8, 1969, the Faculty Council Committee on Rank and Salary made the following recommendations that (a) the annual AAUP salary report be circulated among the

faculty; (b) the Faculty Council annually review the proportion of faculty holding each rank; (c) there be an increase in the number of faculty holding the rank of associate professor and professor; (d) if funds were available, faculty salaries be adjusted each year to compensate for the cost-of-living increase; and (e) every effort be made to correct rank and salary inequities.

The council further recommended the adoption of the following as standard procedures regarding promotions in salary and rank:

1. A confidential folder for each faculty member shall be established in the division chairperson's office.

Information relative to promotion shall be placed in the folder. The individual faculty member shall be responsible for collecting pertinent material for his or her file.

2. A division council shall be established in each division. There shall be no less than two nor more than four members. One-half of the membership is to be appointed by the division chairperson, the remaining one-half shall be elected by the faculty within the division.

3. The folders of individuals being considered for promotion will be given to the division council. Current salary data was not provided to the council members.

4. The confidential recommendations of the council will be reported to the division chairperson as follows: (a) the

names of those recommended for promotion in rank, (b) the names of the remaining division faculty members grouped into categories--those who were to receive the largest salary increases, those receiving the next largest salary increases and so on, and (c) whether or not a portion of the division budget should be used for across-the-board salary increases.

5. After considering the recommendations of the division council, the division chairperson will make his or her recommendations to the dean of the college and to the president.

6. An individual faculty member has the right to speak on his or her own behalf or on behalf of a colleague (Committee on Rank and Salary, December 8, 1969).

Specific procedures for salary increases were contained in the Faculty Handbook. Originating with the division chairperson, recommendations for advancement were based on merit. These recommendations were reviewed by the dean of the college and subject to the president's approval. Salary increases were incorporated into the annual budget which was approved by the board of trustees (Faculty Handbook, 1976, p. 12).

Some flexibility in the decision-making processes regarding salaries was given each division chairperson, but the following standard contained in the Faculty Handbook (1976) was suggested as a model: an assessment of the

individual's teaching performance, professional development, and service to Texas Wesleyan College and to the community outside the college (p. 12). Other factors considered by division chairpersons included: ". . . cost of living indices, professional growth, and cooperation and involvement with divisional programs and activities." (Self-Study, 1972, p. 133). Teaching effectiveness was evaluated by a variety of methods including ". . . student, peer, and self-evaluation." (Faculty Handbook, 1976, p. 12). Research, publication, further study, travel, and participation in professional organizations were indicative of a faculty member's professional development. Service to students, colleagues, and the community beyond the college was considered an obligation of all Texas Wesleyan personnel. In keeping with Pearce's philosophy that the primary role of each faculty member was to teach, the most important criteria evaluated was that of teaching performance (Faculty Handbook, 1976, pp. 12-13). The policies and procedures for promotion in rank and salary increases were developed and adopted by the Faculty Council Committee on Rank and Salary (Faculty Council Minutes, December 8, 1969 and March 20, 1973). Not surprisingly, the 1972 institutional self-study found ". . . no general dissatisfaction . . ." with the divisional policies and procedures concerning salary increases (p. 133).

The faculty was concerned however, during both Sone's and Pearce's administrations, that salaries had not kept pace with the cost of living. The Faculty Council recommended in December 1969 that, if funds were available, all faculty salaries be adjusted to compensate for the increased cost of living (Faculty Council Minutes, December 8, 1969). A comparison of faculty salaries from 1966 to 1971 (budget) revealed several unfavorable inequities. It was not unusual that faculty with similar rank and responsibilities had quite dissimilar salaries. The Faculty Council urged that every effort be made to correct these inequities so that "similar salaries are earned by persons with similar qualifications and responsibilities." (Faculty Council Minutes, December 8, 1969). Some of the inequities were caused by the competitive marketplace. Salaries of more recently hired faculty tended to be higher than faculty appointed earlier. Other salary differences were promoted by two faculty who held partially endowed chairs in the Division of Social Science. In most cases, however, obvious salary inequities were justified by ". . . the training and professional experience of the recipients." (Self-Study, 1972, p. 95, 133).

Unfortunately, annual salary allocations were usually not large enough to correct significant salary deficiencies. The self-study (1972) further revealed that when this was done, ". . . the remaining members of that division were in

fact making a monetary contribution to the promotion of a colleague or to the correction of the inadequate salary of a fellow teacher." (p. 95). The self-study (1972) recommended that budgeted funds be allocated to all divisions for salary increases owing to promotion or correction of an inequity (p. 95). It also noted this budget practice allowed a division with a lower level of salaries to receive less than the other divisions and perhaps contributed to ". . . wider discrepancies." (p. 134). Recommendations listed in the 1972 self-study suggested the administration (a) locate resources for higher faculty salaries, and (b) allocate funds for salary increases needed to correct inequities in addition to the annual percentage allocations for merit increases (p. 136).

In 1974, Pearce requested advice from the faculty regarding salaries. It was the consensus of the Faculty Council that significant progress had been made in involving the faculty in future budget considerations (Faculty Council Minutes, February 12, 1974). A proposal, dated January 27, 1975, was sent to Pearce by the chairman of the Faculty Council on behalf of the Faculty Assembly. Faculty members were concerned and disappointed that salaries had not kept pace with the cost of living. "Inflation has caused a tremendous hardship on us. Our buying power . . . has decreased at an alarming rate." (E. Brown, personal

communication, January 23, 1975). The proposal asked Pearce to consider the following salary recommendations:

1. Call upon the trustees of this institution to provide immediate help and leadership in the area of financial support.

2. Immediately increase all teaching faculty salaries a minimum of \$500.

3. Accept as a goal for the next fiscal year, a faculty salary increase at least equal to the cost of living increase for this past year (E. Brown, personal communication, January 23, 1975)

It was noted that the "concern of the faculty is much more comprehensive" than that of faculty salaries. "The immediate concern is indeed an increase in faculty salaries; however, the greater concern of the faculty is for the continuing well-being of Texas Wesleyan College as a cohesive, viable educational institution." (E. Brown, personal communication, January 23, 1975). Pearce brought these recommendations before the executive committee of the board of trustees on March 4, 1975. According to the Bureau of Labor Statistics, the cost-of-living increase for 1974 was 12.2%. Pearce informed the executive committee that it was not financially possible to increase faculty salaries by 12.2% and that the faculty had been informed of this fact. It was therefore his recommendation that all full-time

employees, appointed prior to October 1, 1974, be given an immediate increase of \$500 for the current fiscal year. Certain part-time employees were given proportionate salary increases. The executive committee unanimously approved Pearce's recommendation and all full-time employees of the college appointed prior to October 1, 1974 received, in addition to their regular March 1975 paycheck, a \$500 salary bonus (Board of Trustees Minutes, March 4, 1975). The \$500 figure evolved from the original 3% increase proposed by Pearce into the equivalent \$100 per month for the remaining five months of fiscal year 1974-75 (Faculty Assembly Minutes, January 23, 1975). With the additional \$500 increase, salaries were raised to a new level. The new level of salaries remained the same in the proposed budget for 1975-76 which was to be funded by a \$5 increase in tuition.

A position statement submitted to Pearce by the Faculty Council (September 16, 1975) expressed concerns that "salary schedules have become retrogressive as a result of the general instability of the economy and that the necessity now in prospect of having to negotiate to [sic] overcome salary deficiencies diverts a teacher's attention to a degree from his classroom duties". Minutes of the Faculty Assembly (September 18, 1975) state that the Faculty Council had requested a study of the feasibility of salary increases for the fall semester of 1975. Pearce invited faculty

representatives to meet with him to discuss faculty salaries. Preceding this meeting, the Faculty Assembly convened in order to prepare the representatives for their upcoming meeting with Pearce. It was the consensus of the Faculty Assembly that the representatives should request (a) an increase in salary for the fall 1975 semester and (b) that the college return to the ". . . regular managerial process with division chairpersons recommending salaries as in the past". The assembly believed the meeting would strengthen the lines of communication between the faculty and the president and would convey to Pearce their attitudes and feelings, as well as facts and requests (Faculty Council Minutes, September 23, 25, and 30, 1975). The following is a summary of the meeting between Pearce and the faculty representatives.

1. Members did not attempt to tell Dr. Pearce what the faculty would accept, minimum or otherwise, recognizing that such information was beyond their knowledge.

2. They . . . suggested a substantial salary increase (. . . 15% . . . a reasonable figure) based on the increased fall enrollment and on a logical projection of a successful Sustentation Drive and a satisfactory spring enrollment.

3. The group requested that the proposed increase

be spread over the remainder of the contract year.

4. The group emphasized . . . that there was no increase in 1975-76 contract salaries after the \$500 increment was granted in March.

5. The members of the group assured the President of the conviction that the TWC faculty had achieved a high level of dynamic and creative teaching . . . faculty morale was good. They reiterated, however, . . . there was a need to provide relief from the inflationary cycle which has eroded buying power in recent years. (Faculty Council Minutes, October 28 and 30, 1975)

On October 23, 1975, Pearce met with the Faculty Assembly to address the matter of faculty salaries. Pearce showed, to the faculty present, financial statements reflecting the 1975-76 income to date and its relationship to an increase in faculty salaries. Pearce concluded that salary increases were not possible at that time. He further informed the faculty that if funds were available a 15% increase for salaries would not be objectionable. One faculty member stated his appreciation of Pearce's "forthrightness and felt that the information had been very enlightening." (Faculty Assembly Minutes, October 23, 1975).

In 1976, the faculty requested a 15% salary increase for the current year as well as an additional increase for the

next fiscal year, 1977-78. The request was based on the \$5 per semester hour tuition increase initiated in the fall semester of 1976 and the 1975-76 increase in enrollment. Disappointingly, enrollment decreased by 5.4% during the 1976-77 fiscal year. Inflation ". . . particularly in areas over which the college had no control (insurance, utilities, etc.) consumed the increase in income and there were no funds available for an adjustment in salaries . . ." for 1976-77 (Board of Trustees Minutes, March 16, 1976). For fiscal year 1977-78, Pearce recommended and the board of trustees approved an 11% increase in faculty and staff salaries. By the end of Pearce's tenure, expenditures for faculty salaries had increased \$557,255 or 74% (Board of Trustees Minutes, March 16, 1976 and Audit Reports, 1968 to 1978).

Tenure

During Law Sone's presidency, there was no "official contract" for faculty at Texas Wesleyan. Prospective faculty members were sent letters that asked them to serve on the faculty and described the nature of their responsibilities. This letter, along with an acceptance letter from the applicants, served as a contract. There were no written policies for tenure. "Custom and long usage" made the following policies acceptable as a basis for employment and tenure:

1. Every new faculty member was employed for a one-year term.

2. A faculty member who successfully completed his first year was employed again the following year.

3. Unless a written notice was given or conditions imposed at the time of employment were not complied with, it was understood that at the beginning of the third year, the individual became a member of the college retirement system and a permanent member of the faculty of Texas Wesleyan College (Self-Study, 1961, pp. 14-15).

Pearce quickly realized the need for a tenure policy at Texas Wesleyan. With help from the faculty, the AAUP guidelines, and a tenure seminar, he developed a policy for tenure (W. M. Pearce, personal communication, July 21, 1985 and C. W. Hager, personal communication, June 2, 1987). This concept of tenure, or continuing appointment, recognized the professional status of the teachers and assured that their employment would be terminated only for adequate cause (Faculty Handbook, 1976, p. 14). To achieve tenure, a faculty member must have satisfactorily completed a probationary period of five years with Texas Wesleyan. The probationary period was extended to six years in 1976. Some faculty members with prior experience were given only four-year probationary periods. A newly appointed faculty

member was observed by a committee of two to three colleagues from within the division. It was this committee's responsibility to track the progress of the new faculty appointee and make recommendations concerning the candidate's future at Texas Wesleyan. During the fourth year (fifth in 1976) of the probationary period, all tenured faculty from within the division voted to either grant or deny tenure to the candidate. Notice of this decision was given to the Committee on Tenure and Privilege (a standing committee of the Faculty Assembly) which then made a final recommendation to the dean of the college, the president, and the board of trustees (Self-Study, 1972, p. 144 and Faculty Council Minutes, February 5, 1976).

Administration of the tenure policy was the responsibility of the president. The interpretation, the study of problems, and the application of the tenure policy was the collective responsibility of the president, the faculty, and the board of trustees. Faculty members, the president, and board members referred all matters pertaining to tenure to the Committee on Tenure and Privilege (Faculty Handbook, 1976, p. 16).

Texas Wesleyan viewed tenure ". . . as a relationship between a teacher and the institution by which the faculty personnel . . ." had ". . . a secure future with the College." (Self-Study, 1972, p. 145). A member of the

faculty, however, had to perform traditional, professional duties satisfactorily (Self-Study, 1972, p. 145). Grounds for termination of tenure were ". . . only for adequate cause, except in the case of retirement . . . or under extraordinary circumstances because of demonstrably bona fide exigency." (Faculty Handbook, 1976, p. 17).

Before formal charges of "unfitness to teach" could be filed, "every reasonable effort" was made to ". . . mediate and conciliate differences." (Faculty Handbook, 1976, p. 17). Two professors, appointed by the Committee on Tenure and Privilege, were required to make ". . . a rigorous attempt at confidential, equitable, and expeditious mediation." (Faculty Handbook, 1976, p. 17). If it was necessary to file formal charges of unfitness to teach, the faculty member in question had to be informed in writing of the standing charges. These charges were then presented to a five member ". . . special hearing committee" (Faculty Handbook, 1976, p. 17). Two of these members were selected by the Faculty Council and two were selected by the president of the college. Members were not informed of the source of their selection. The fifth committee member was chosen by the four selected members of the panel. The ". . . fitness to serve . . ." of any member of the special hearing committee could be challenged by either the accused faculty member or the college (Faculty Handbook, 1976, p. 17).

During these special hearings, the accused faculty member had the right ". . . to appear in person with counsel of his own choice and to confront and cross-examine witnesses who may appear against him." (Faculty Handbook, 1976, p. 17). Additionally, the accused had the right to testify if the defendant so wished and to present ". . . all evidence, written or oral, which may be relevant or material to an effective defense." (Faculty Handbook, 1976, p. 17). The college administration had equal rights to ". . . counsel and presentation of charges." (Faculty Handbook, 1976, p. 17). A written record of the hearing was given to the president, the board of trustees, and the accused (Faculty Handbook, 1976, p. 17).

The Committee on Tenure and Privilege submitted to the board of trustees their ". . . written findings on the material facts of each charge . . ." along with their specific recommendations (Faculty Handbook, 1976, p. 17). The committee arrived at these findings and recommendations by majority vote. By a majority of the total membership, the board of trustees approved, rejected, or amended the committee's findings, recommendations, or suggestions (Faculty Handbook, 1976, p. 17). There were no tenured faculty members dismissed during Pearce's administration. Eight nontenured faculty members were terminated between 1968 and 1972. Nontenured faculty could be terminated at the end

of a contract period. The reason for the terminations occurring between 1968 and 1972 was the ". . . failure of the instructors to adjust and adapt satisfactorily to the program of Texas Wesleyan College." (Self-Study, 1972, p. 145). A 1972 institutional self-study reported that the tenure policy and the termination policies of tenured and nontenured faculty members were generally understood and considered satisfactory (pp. 146-147). This could be expected since the tenure policy, while written by Pearce, reflected the desires of the faculty. It was necessary to revise the tenure policy in 1977 because of probable legislation which could have extended mandatory retirement to age 70. Although retirement would not be mandatory, the administration wanted the tenure policy to state clearly that tenure would not extend beyond age 65 (Board of Trustees Minutes, October 11, 1977). According to the 1981-82 institutional self-study, the policy was consistent with the standards of the American Association of University Professors (Self-Study, 1981-82, pp. V27-V28).

Faculty Evaluation

Prior to 1968, teacher evaluation was accomplished by the ". . . subjective reaction of departmental and divisional chairmen and the Dean of the College." (Self-Study, 1961, p. 17). Objectively, faculty members were evaluated by their ". . . grade distribution, the success of their students

after graduation, and their general attitude towards routine and administrative requirements." (Self-Study, 1961, pp. 17-18). Many teachers used standard self-evaluation tests, but the use of such tests was not mandatory. Texas Wesleyan placed primary ". . . emphasis on excellent teaching performance . . ." however, it was ". . . not possible to make concise expert evaluation of teaching performance" (Self-Study, 1961, p. 18).

While there were no written criteria for faculty assessment during Pearce's administration, the college encouraged continuous evaluation of the faculty. In their 1972 report, the Southern Association of Colleges and Universities criticized the insignificance of faculty evaluations at Texas Wesleyan. A faculty conference was held in August of 1972; in his opening statement, J. Birney Gross, dean of the college, said that "faculty evaluation is going to come to the front more prominently in the future than in the past. Students will demand an opportunity to evaluate instruction". Gross urged the faculty to develop additional forms of evaluation (Faculty Conference, J. B. Gross, August 22, 1972). Such evaluations were accomplished in several ways. In 1969-70, a faculty-student committee conducted an ". . . extensive study. . ." and, from the results, produced a student evaluation form. Although this form was widely used, some faculty still favored either the Morningside

College Rating Scale or the Wilson Teacher Appraisal Scale. There were other teachers who preferred the use of student conferences to determine the effectiveness of their professional performance. In addition to these methods of self-evaluation, faculty evaluation was also involved in the administrative processes of appraising the effectiveness of the college programs. Some divisions and departments routinely surveyed recent graduates to ascertain how well the college programs prepared them for graduate or professional work. Finally, as discussed in the section titled "Tenure", continuous evaluation of a tenure-track faculty member was conducted by department heads, division chairpersons, advisory committees, and the dean of the college until the individual received tenure. It was understood by both the administration and the faculty, that these methods of evaluating teacher performance were subjective in nature and that it was necessary to continuously search for ". . . new creative evaluation instruments." (Self-Study, 1972, pp. 146-148).

Benefits and Privileges

Concerned for the continuous professional development of its faculty, Texas Wesleyan provided financial assistance for graduate work. The college paid all tuition costs and, when possible, made grants to faculty members who were on leave to pursue graduate study (J. B. Gross, personal communication,

August 22, 1989). Frequently, teaching loads were adjusted for faculty who needed to meet residency requirements. Doctoral candidates might receive financial aid for travel, typing, research, and/or graduation fees. At times, funds were available to faculty members who wished to conduct an individual research project. Usually, each faculty member could attend one professional meeting per year at the college's expense (Self-Study, 1972, pp. 126-127).

It was a policy of the college to grant leaves of absence to allow attendance at professional meetings and conferences. It was expected that attendance at such meetings would ". . . enhance the prestige of the College and contribute to the professional development of the individual and to the advancement of knowledge within his professional field." (Faculty Handbook, 1976, p. 18-19). Faculty were encouraged to seek outside funding for sabbatical leaves to conduct scholarly research or to undertake further study (Faculty Handbook, 1976, p. 19).

In 1973-74 a regular faculty seminar was established to enhance faculty development. Faculty met in several afternoon sessions during the semester to hear speakers present topics of interest in higher education. In addition to their educational value, these seminars provided a time for social fellowship as well (Annual Report, March 26, 1974). The Dean's Special Project Fund was established in

1974-75 to further encourage faculty development. Faculty could use the money to improve their teaching skills or contribute to their field of study. In his 1975 annual report, the dean of the college, J. Birney Gross, stated that "professional advancement and development of the faculty . . . cannot be neglected in higher education today". Texas Wesleyan encouraged ". . . this significant aspect of our faculty's professional qualifications . . ." which would subsequently improve ". . . the overall academic esteem of the college." (Annual Report, March 18, 1975).

Texas Wesleyan provided a retirement plan that vested at age 55 after 10 years of service. The pension benefit was 1.5% of the current monthly salary for each year of service. No contributions were required of the employee-participants. A \$1,000 life insurance policy was also contained in the retirement plan (Faculty Handbook, 1976, pp. 24, 32-33).

Full tuition scholarships to the college were granted to all full-time faculty and staff, their spouses, and dependents. Scholarships for part-time faculty and staff were prorated to the individual's work load. The college encouraged its faculty and staff to take advantage of this benefit whether the objective was a particular academic achievement or simply self-improvement (Faculty Handbook, 1976, p. 23).

The college paid the premiums on health insurance for

all full-time faculty and staff members. The employee paid the premiums for any dependent covered by the program. Faculty and staff could participate in tax-sheltered annuity programs with either Travelers Insurance Company or with TIAA/CREF. Every full-time employee of the college made payments through payroll deductions to the Social Security program. The college matched each contribution to Social Security (Faculty Handbook, 1976, pp. 23-24).

There were two apartment houses owned by the college in which housing could be leased by faculty or staff. The rental rates were negotiable. A parking space was reserved at no charge for each full-time faculty and staff member. The athletic facilities, including the swimming pool plus basketball, volleyball, badminton and tennis equipment, and courts were available to the faculty, staff, and their families at scheduled times. The Faculty Club facilities were also available to all faculty and nonstudent guests (Self-Study, 1972, p. 135). The 1972 institutional study reported that the administration had appointed a faculty committee to study the necessity of additional benefits. The study concluded the college would continue providing fringe benefits (pp. 135-136).

CHAPTER V

STUDENTS

Introduction

Upon accepting the presidency of Texas Wesleyan College, Pearce commented that the purpose of the college was '. . . to assist young people in getting their formal training and preparing for their careers.' ("Continued Quality," 1967). Historically, the role and purpose of Texas Wesleyan had been to provide ". . . an education in a Christian environment for discipline of the mind, assimilation of culture, preparation for self-government, and training in skills for the professions." (Self-Study, 1972, p. 3). The college had traditionally stressed the importance of providing individual attention to each student's needs for education (Self-Study, 1972, p. 5). Similarly, J. Birney Gross, dean of the college, felt ". . . it is up to the church schools to provide students with personalized educations . . . with opportunities for a student to be known as an individual." ("Dean-to-Be," 1968). Pearce's philosophy and that of Texas Wesleyan is reflected in the revised statement of purpose found in the 1969-70 college catalog: ". . . the primary goal of education is the development of the intellectual, moral, and spiritual strengths of the individual". The college ". . . seeks to provide for its students the opportunity to

attain this objective in a friendly, democratic, Christian environment." (Texas Wesleyan College Catalog, 1969-70, p. 8). Primary emphasis was given to academics, however the importance of extracurricular activities ". . . as good preparation for useful living . . ." was also acknowledged by the faculty and administration (Self-Study, 1961, p. 4). Because of the small enrollment, students at Texas Wesleyan could know and be known by their instructors. Student and faculty contacts occurred through ". . . faculty participation in extracurricular activity, accessibility of faculty offices, faculty use of the Student Center, the system of academic counseling, and student participation on faculty committees." (Self-Study, 1972, p. 5). Several students cited these reasons for attending Texas Wesleyan: (a) ". . . better student-teacher relationships", (b) "teachers seemed more concerned with the students", (c) "small size", (d) "friendly, caring, involved . . .", (e) "individual attention", and (f) "awarded a scholarship" (Texas Wesleyan Alumnus, January 1978, p. 33, T. R. Elliott, and M. S. Elliott, personal communications, March 26, 1988).

Recruiting and Admission

Enrollment began declining in 1967, caused primarily by the opening of Tarrant County Junior College and by the Vietnam War (D. E. Carter, personal communication, March 31,

1989). It was the opinion of college administrators that this downward trend must be reversed and attention turned toward the increasing number of students transferring to Texas Wesleyan from the junior college (Self-Study, 1972, p. 40). Pearce believed that all individuals within Texas Wesleyan were ". . . recruiting officers in that we carry the 'good word' to potential students . . . other than the faculty, our best publicity is the student body." (Faculty Assembly Minutes, October 21, 1970). In the fall of 1970, the college expanded its recruitment activities and conducted a "more vigorous campaign to recruit students . . ." (Annual Report, March 30, 1971). An admissions counselor was employed and given the responsibility of developing and implementing a new recruiting program. To attract transfer students from the junior colleges within a 125-mile radius of Fort Worth, the admissions counselor worked through junior college counselors and conducted student interviews in the campus centers of these junior colleges. Additional recruiting activities were held in local United Methodist churches (Self-Study, 1972, pp. 40-42). The counselor established contacts with high school counselors and participated in college-night programs (Self-Study, 1972, p. 41). Students and parents received follow-up correspondence and telephone conversations from the counselor subsequent to these campus visits (Annual Report, March 30,

1971). In 1971-72, approximately 2,000 letters were sent to high school seniors in Texas, Oklahoma, and Missouri. Names of these students were obtained from mailing lists of prospective students. An additional 300 letters were sent to members of the United Methodist Youth Conference in New Jersey, where colleges were overcrowded. Along with a new ". . . attractive, colorful . . ." brochure, a college catalog, a personal letter, and an application form were sent to each prospective student (Self-Study, 1972, pp. 41-42). The Student Government Association and other interested students sponsored a "week-end on campus" for local high school seniors. Seniors were invited to spend a night in one of the dormitories, eat in the cafeteria, meet with faculty and students, and tour the campus (Annual Report, March 30, 1971). In 1975, the Alumni Association sent over 8,000 letters to Texas Wesleyan alumni asking for names of prospective students. These potential students received "special letters and attention" from the admissions office (J. B. Gross, personal communication, January 31, 1975). Enrollment had increased 6.5% in 1971-72, however in spite of recruiting activities, the total number of students decreased 5% in 1972-73. The student population continued to decline until 1975 when enrollment increased by 90 students.

Having accepted a position as dean of admissions at East Texas State University, the admissions counselor resigned in

1975 and was replaced by a half-time admissions assistant. This weakened the intensive work that had been accomplished in recruiting new students (D. E. Carter, personal communication, March 21, 1989). The number of new students enrolling directly from high school was consistently low. In his annual report to the board of trustees (March 16, 1976), Gross stressed the importance of a ". . . continued effort to attract young people directly from high school to TWC". Despite the recruiting problems, a healthy increase in 1976 boosted enrollment to 1,883 students. In 1977 Texas Wesleyan hired an experienced, full-time admissions counselor (D. E. Carter, personal communication, March 21, 1989). The new counselor broadened the recruiting base by directing recruitment efforts on high schools in the Dallas/Fort Worth area and in San Antonio, Houston, Austin, and Lubbock. The college attempted to attract potential students in a variety of ways. High school students came to Texas Wesleyan to take the ACT examination, to attend high school basketball and volleyball tournaments, and to participate in Junior Achievement training seminars. Faculty members from Texas Wesleyan frequently spoke to students in area high schools on topics of their expertise. College facilities were frequently used by outside groups for their meetings. These visitors were met by the admissions staff and given information about Texas Wesleyan. Despite these continued

recruiting efforts, enrollment dropped to 1,588 in 1978, the lowest during Pearce's presidency. Other than the more rigid admissions requirements initiated early in Pearce's administration, reasons for this significant drop in enrollment are not known.

Students desiring entrance to Texas Wesleyan College were required to submit an application form containing background and pertinent demographic information along with a nonrefundable \$10 application fee. The application fee increased to \$25 in September 1977. A \$10 application fee was implemented for the summer sessions beginning June 1977. According to Pearce, sufficient research had been conducted on the subject of student fees and Texas Wesleyan was not ". . . out of line . . ." in raising these charges (Board of Trustees Minutes, March 15, 1977). The executive committee of the board of trustees along with the president and college business manager believed it was best to increase student fees rather than raise tuition at that time (Board of Trustees Minutes, March 15, 1977).

An official high school transcript, official transcripts from other colleges previously attended, a physical examination, and health form were also required for admission. Foreign students were required to submit a detailed admission application indicating academic preparation, English proficiency, and financial resources.

It was necessary for all international students to submit transcripts to the United States Department of Health, Education, and Welfare for evaluation. Texas Wesleyan could use these evaluations as a basis for admission to the college. A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) was acceptable. Students scoring less than 550 were advised to seek tutoring in the English language (Self-Study, 1972, pp. 42-43).

During Sone's administration, Texas Wesleyan had an "open-door" admissions policy. After Pearce became president, the 1968-69 admissions requirements were increased to exclude less qualified students by selective admission of students with higher test scores and class rank. As a result, the drop-out rate decreased and the students who were admitted under the new policy performed better and stayed in school longer (D. E. Carter, personal communication, March 21, 1989). Entering freshmen were required to take one of two standard college entrance examinations: the American College Testing program (ACT) or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (Self-Study, 1972, pp. 185-186). Minimum acceptable scores on the ACT were 17 and 750 on the SAT (D. E. Carter, personal communication, March 21, 1989). The 1972 self-study reported that even with the more stringent requirements the entrance policies were less selective than those of similar

institutions (p. 68).

Students were admitted to Texas Wesleyan based on their high school grades, test scores, and references. Transcripts and test scores became a part of the student's permanent file. Probationary admission was possible for students who did not meet the standard requirements. The registrar and the dean of the college separately interviewed the prospective student and collectively decided whether or not the student should be admitted to the college. Students admitted under these circumstances were required to make at least a "C" grade in every course taken the first semester. Subsequent registration required the approval of the dean of the college. While Texas Wesleyan ". . . desired well-qualified students . . .", the college would not "close its doors to prospective students who have potential for success in college." (Self-Study, 1972, pp. 37-38). The 1972 self-study reported that these students were usually quite successful at Texas Wesleyan. The study recommended that the college recruit more academically talented students and improve the remedial instruction of those less qualified students rather than raise the entrance requirements. Established by the Academic Council and college administration, the admissions policy could be amended if approved by the president, dean, registrar, and the Academic Council (Self-Study, 1972, pp. 37-38, 68).

Prior to 1969 and office mechanization, student records were filed alphabetically. This was a tedious and time-consuming task. After obtaining data processing equipment, it was easier to maintain student records by social security number (Self-Study, 1972, pp. 185-186).

Orientation

It was a long-held belief of college administrators that new students needed some orientation to Texas Wesleyan and to college life in general. Prior to 1966, students had to enroll in an orientation course which met one day per week for one semester. The course instructor, who was also the student's assigned counselor, helped students successfully adapt to college life. Many students felt the orientation experience was too long (Self-Study, 1972, p. 188).

In 1968, the college started a summer orientation for new students to Texas Wesleyan. Students could select one of three Friday-Saturday programs. Originally, the primary objective of the orientation program was to give the students an opportunity for counseling, orientation, and to visit the campus (Annual Report, April 7, 1970). Beginning in 1970, the primary purposes of the orientation program were to give the College Level Evaluation Program (CLEP) examinations and to allow students to register for classes before the regular fall registration. The CLEP examinations, given on Friday afternoon, determined the possibility of advanced placement

or credit in English, mathematics, and/or history. Students scoring in the upper 50% of the national norm received college credit for certain courses. Third quartile scores gave students an opportunity to register for an advanced course in a subject. Upon successful completion of the course, the student would have fulfilled the college requirements in that subject (Self-Study, 1972, pp. 38-39). Advanced placement examinations in a foreign language were also available. Test scores were sent to the academic counselor assigned to the new student.

Activities scheduled for Friday evening of the orientation program, included dinner, meeting with academic counselors, and either a theater performance or recreational time in one of the dormitories. On Saturday morning, students met with their academic counselors in 30-minute, private conferences. Using the test scores from the CLEP examinations and other pertinent information about the student's interests, counselors helped the student construct an appropriate class schedule. After registration was complete and all fees were paid, the students were given a brief tour of the campus. Parents were also invited to attend the orientation program. As a group, new students met again on the first day of classes with the dean of student affairs and the dean of the college for further orientation to Texas Wesleyan. The 1972 institutional self-study

indicated the summer orientation program was satisfactory and meeting most students' needs, however it suggested some improvement might be beneficial. There were no plans for immediate changes to the basic program (pp. 188-189).

In 1973 the orientation program was revised and offered just prior to registration for the fall semester rather than during the summer. Students did not register early but were prepared for the registration process which took place the following day. A new student-parent dinner was initiated to inform and assure parents of the students' well-being and quality education. The dinner was subsequently dropped because of the increased cost of providing a meal (L. Pohl, personal communication, May 30, 1989). There were no other major changes in the student orientation program during Pearce's administration.

Student Profile

Traditionally, the majority of students who attended Texas Wesleyan College were from Tarrant County and slightly more than 50% transferred to the college from junior or other four-year colleges or universities. Men usually outnumbered women by 10% (average). There were 20% more single students than married students. The majority of students came from lower middle-class income families. Some were "first generation" college graduates and had weak "intellectual and cultural backgrounds." (Self-Study, 1972, p. 68). The

lower 25% of the students scored lower on most national measures than students did from similar small private institutions (Self-Study, 1972, p. 68). The number of minority students remained a constant 17% to 18% from 1968 to 1978. Approximately 15% of these students were black (D. E. Carter, personal communication, March 21, 1989). Emphasis was placed on providing greater assistance in both the academic and financial affairs of the minority student (Annual Report, March 21, 1972). Sixty percent of the students were full-time and the single largest group (35%) of the total student populace majored in business.

Education-psychology majors accounted for roughly 25% and science majors averaged 12%. Class times were scheduled to meet the needs of the predominantly commuter-student population. The average class size was 22 and the faculty-student ratio averaged 23 students to each faculty member (Annual Report, 1973). Students were ". . . older and more mature than the previous decade" yet more than 60% were still under 24 years of age (Annual Reports, April 7, 1970 through March 25, 1974). The number of veterans attending Texas Wesleyan increased until 1975. The college experienced a decrease in veteran enrollment in 1976. A probable explanation for the decline was the first delimiting date (D. E. Carter, personal communication, March 21, 1989).

Veterans who were discharged from active duty prior to August

31, 1967 had 10 years or until August 30, 1977 to use their education benefits. Eligibility for veterans discharged after August 1967 ceased at the end of 10 years from the date of the veteran's release from active duty. The administration believed this was temporary and that once Veterans Administration benefits were absorbed, enrollment would return to normal (Institutional Fiscal-Operations Report, 1977-78). A number of religious affiliations were represented at Texas Wesleyan, however, students were predominantly Baptist or Methodist. The total number of new students ranged from a low of 434 in 1977 to a high of 601 in 1973. The average number of freshmen entering Texas Wesleyan from high school was 225. This consistently low number of students in the freshman class (595 in 1967 to 335 in 1972) concerned college officials. Consequently, a continuous effort was made to attract this particular student (Annual Report, March 16, 1976).

Administration of Student Affairs

From 1968 to 1978, many changes took place in the administration of student affairs. During Sone's tenure as president, a dean of men and a part-time dean of women administered the student affairs program. These deans were primarily responsible for the dormitories, student counseling and discipline, fraternities and sororities, and the school social calendar. The dean of women also taught part-time in

the department of physical education.

The dean of men resigned in 1968 and returned to teaching. Pearce appointed a replacement from Texas Tech and changed the title to dean of student affairs to more accurately reflect the expanded role of the position. Student life services were professionalized under the direction of the new dean (L. Pohl, personal communication, May 30, 1989). He was assisted by two part-time administrators: the dean of women and the newly appointed assistant dean of student affairs. The dean of women allocated 50% of her time to the student affairs office and 40% of the assistant's time was devoted to his student affairs responsibilities. The dean of women resigned and returned to a faculty position in 1971. Pearce's appointee assumed a full-time position as associate dean of student affairs.

The primary purpose of the Division of Student Affairs was ". . . to make available, promote, and coordinate student personnel services and co-curricular activities that facilitate student personal growth and academic achievements." (J. G. Bawcom, personal communication, November 15, 1976). The student affairs program was "service-oriented; students are consumers and expect support services for their financial investment in their education." (L. Pohl, personal communication, May 30, 1989). With his

staff, the dean of student affairs was responsible for the following areas and functions: operation of the dormitories and the cafeteria, health services, the student center, parking and security, counseling and discipline, student organizations, student government, academic study skills center, counseling and testing, and student activities and programs (except athletic and academic). The student center and cafeteria were jointly managed by the dean of student affairs and the business manager. While the total student affairs program was coordinated through the Division of Student Affairs, many times it was necessary to consult with the dean of the college and/or the business manager. Faculty were involved in student affairs only through policy-making committees (Self-Study, 1972, pp. 181-183). Activities were designed to assist the student in developing a "responsible attitude toward policy, regulations, and College requirements, as well as the everyday needs of life." (J. G. Bawcom, personal communication, November 15, 1976).

The Division of Student Affairs was also responsible for publishing the Student Handbook. Prior to 1968, a student handbook was published by either the Student Government Association or by Alpha Phi Omega, a campus service fraternity. The need for improvement prompted Pearce to write the first student handbook which was officially published by the college in October 1969 (W. M. Pearce,

personal communication, July 21, 1985). The purposes of the handbook (1969-70) were ". . . to set forth the standards of conduct which Texas Wesleyan College expects of its students, to inform the student body of individual and group rights and responsibilities, and to prescribe the procedures to be followed when citizenship violations occur." (p. 2). The handbook also explained student rights concerning confidentiality of individual academic, disciplinary, and personal records. Additional information contained in the handbook pertained to parking and traffic regulations, guidelines for student organizations and committees, and other facts on student services (pp. 9-35).

Student Conduct

Developed by students, faculty, and administrators, and printed in the Student Handbook, the code of student conduct contained guidelines for student behavior, procedures for disciplinary actions, and provided the ". . . legal basis for administrative action in cases involving citizenship and deportment." (Board of Trustees Minutes, April 29, 1969). Conduct policies assured the student 'due process' in disciplinary cases (Self-Study, 1972, p. 184). Disciplinary action could be taken for any of the following reasons:

Dishonesty in any form (including cheating, plagiarism, unauthorized access to an unadministered

test, forgery, falsification of records, lying, stealing, unauthorized entry into College facilities, misuse of ID card or meal ticket, etc.).

Use or possession of any alcoholic beverage on the campus or at any College function.

Use, possession, or transmission of any drugs having narcotic, addictive, hallucinogenic, or similar strong psychological [sic] or physiological effects.

Failure to discharge all financial obligations to the College. (The College reserves the right to withhold academic credits until a student's financial obligations to the College are settled.)

Use or possession of weapons, firearms, or fireworks on campus or at a College function.

Gambling on campus or at any College function.

Participating in or encouraging hazing.

Failure to comply with housing regulations of the College.

Failure to comply with the traffic and parking regulations on campus.

Lewd, indecent, or obscene conduct or any behavior which would tend to bring discredit to the college or fellow students. (Student Handbook, 1976, pp. 14-15)

Alcohol violation was the most common discipline problem and typically involved dormitory students. Visitation

violations were also common among resident students. Behavior problems were usually precipitated by alcohol consumption. Drug abuse was not a major problem at Texas Wesleyan; violators were dismissed immediately from the college. Overall, student conduct problems were few in number each year and insignificant (L. Pohl, personal communication, May 30, 1989). Texas Wesleyan did not experience any incidences of campus unrest or demonstrations that were typical during the late 1960s and early 1970s on college and university campuses. Most students attending Texas Wesleyan were not only conservative but quite apathetic. Many students showed little or no interest in events occurring on or off the campus. The student newspaper rarely contained stories reporting local, state or national events. There were sporadic articles concerning student apathy and lack of interest in Texas Wesleyan or other particular causes. Occasionally, student leaders petitioned the administration; in most instances the students' requests were granted by Pearce.

When minor offenses occurred, the dean of students usually counseled with the individual or group and issued a written warning that stronger action would be taken if the problem occurred again. Major offenses warranted more serious disciplinary action. Individuals or groups being charged were informed in writing (a) that disciplinary action

was being initiated, (b) of the nature of the charges, (c) of the name of the accuser, and (d) of the judicial procedure. The dean of students decided whether the hearing should take place before him or before the Student Hearing Board. At least two days prior to the hearing, the parties involved were notified of the time and place of the hearing (Student Handbook, 1978, p. 16).

The Student Hearing Board was composed of students only. Each had to be at least a sophomore, be a full-time student, and had to have attended Texas Wesleyan for at least one academic year. Members included (a) one representative from each of the three dormitories, appointed by the hall president and approved by the Residence Hall Council, (b) four students who lived off-campus and were selected by the Student Government Association president and approved by the SGA, and finally (c) the chief justice, elected to that position by the student body in the general student elections. The chief justice served as chairperson and voted only when necessary to break a tie vote (Student Handbook, 1978, p. 15).

The accused, whether an individual or a group, could be assisted by an advisor or counsel during the hearing proceedings. Hearings were not open to the public, the press, nor anyone not called in as a witness. Decisions were to be based solely on the evidence presented in the hearing.

Hearings were held as scheduled with or without the accused. The number of witnesses could be limited, if necessary, by the chairperson of the hearing board. A record was kept of all hearing proceedings, except voting and procedural matters. The Student Hearing Board recommended its decision to the dean of students for final judgment. Hearing procedures required the accused to receive written notice of the decision within three days from the hearing date. The dean of students could impose (a) probation for a stated time period with or without restrictions, (b) suspension from classes and college-related activities, and/or (c) restitution in the form of a cash repayment or appropriate service (Student Handbook, 1978, pp. 15-18).

The accused individual or organization was allowed to appeal the decision of the Student Hearing Board. Appeals were made before the College Appeals Board whose membership included four faculty representatives with two faculty alternates appointed to three-year staggering terms, and three student representatives with two student alternates appointed for one academic year. Only two of the student representatives could be members of the SGA, all had to be at least a sophomore, and neither of the alternates could be a senior. Under no circumstances could there be a duplication of membership on these judicial boards. The appeal had to be filed with the dean of students within three days of

receiving the written notice of the Student Hearing Board's decision. The College Appeals Board, after hearing the case, could either accept the original recommendation without change, accept the recommendation but reduce the penalty, or completely dismiss one or more of the charges. The appeals board recommended its decision to the dean of students for final judgment. The student or group could further appeal the decision of the College Appeals Board directly to the president of the college. The written request of this appeal had to be made within three days of receipt of the written notice of the decision of the College Appeals Board. The president notified, in writing, the individual or group of his decision which was final (Student Handbook, 1978, pp. 16-19).

Housing

Resident students of Texas Wesleyan were housed in three dormitories on the campus. Completed during Sone's administration, O. C. Armstrong and Elizabeth Means Armstrong Halls were built in the late 1950s and construction of Stella Russell began in 1966. Elizabeth M. Armstrong and Stella Russell dormitories were designated for women residents; O. C. Armstrong housed only men (Board of Trustees Minutes, 1956 to 1966). There were no facilities available for married students. Total resident capacity in the three dormitories was 350. The largest, Stella Russell, could

house 156 with two students per room. O. C. Armstrong and Elizabeth M. Armstrong each provided rooms for 98 residents, but could accommodate 108 students. Income from the dormitories is detailed in Table 17.

TABLE 17
COMPARISON OF DORMITORY INCOME TO TOTAL INCOME

Year	Dormitory Income	Percent of Total
1969	\$61,126	2.6
1970	60,493	2.2
1971*	48,272	2.2
1972	60,134	2.0
1973	57,074	1.7
1974	59,501	1.9
1975	71,504	2.1
1976	81,335	2.0
1977	86,154	1.9
1978	79,615	1.7

*A change in fiscal year dates accounts for the nine month period.

Room and board for one semester was \$337.50 for the fall 1968 and spring 1969 semesters. The number of students living on campus began to decrease in 1969. It was

determined by the business manager that the 1968 rate did not produce ". . . sufficient revenue to do more than break-even." (Board of Trustees Minutes, December 9, 1968). Rising cafeteria costs for wages, utilities, garbage, and janitorial services prompted a request for an increase in board charges. The board of trustees approved a \$45 increase in the room and board fees. Effective September 1, 1969, room and board charges rose to \$382.50 per semester (Board of Trustees Minutes, December 9, 1968). Beginning in September 1973, all resident students were housed in two of the three dormitories (Board of Trustees Minutes, October 18, 1973). O. C. Armstrong was closed from September 1973 until after Pearce's administration. Basically a break-even operation, dormitory income fluctuated slightly between 1968 and 1978 but consistently accounted for approximately 2% of the total college income (Self-Study, 1972, p. 83 and Audit Reports, 1968 to 1978).

The dean of student affairs managed and coordinated all student housing on the campus until 1977 when a director of housing was appointed to take over those responsibilities. Each dormitory was supervised by a live-in "house mother" or "house parents" who prior to 1977 reported directly to the dean of student affairs and dean of women. Following national trends and the drift away from the "in loco parentis" role, Texas Wesleyan switched from the "house

mother/parents" to more "professional, graduate students as hall managers" (L. Pohl, personal communication, May 30, 1989. Dormitory regulations were kept to a minimum. Nevertheless, students were expected to adhere to the rules concerning alcohol, drugs and visitation (L. Pohl, personal communication, May 30, 1989).

Beginning in the fall of 1971, the college, on a trial basis, permitted coeducational living arrangements in Elizabeth M. Armstrong dormitory. Upper-class men were allowed to live on the first floor; women were housed on the second floor. The experiment was considered a success by both administrators and students and the dormitory remained coeducational throughout the remainder of Pearce's presidency. Students reported that the coeducational living arrangements ". . . added a new dimension to their college experience." (Self-Study, 1972, p. 192). Student responses to the 1972 self-study (p. 192) indicated a ". . . high degree of satisfaction . . ." with the dormitory facilities.

Prior to 1973, persons under the age of 21 were considered minors, consequently, most of the rules and regulations governing students under 21 years of age were dictated by that fact. Several modifications in these regulations were necessary when, in 1973, 18 year-olds were by law given full rights as adults. The new law particularly effected the curfew rules for all dormitory residents. All

references to a curfew were subsequently eliminated from the rules and regulations governing resident students (Board of Trustees Minutes, October 18, 1973).

Food service for the resident students was provided by the college cafeteria. Charges were included in the semester fees for room and board. Students were not given any options for excluding meals from the room and board fee. Meals could also be purchased by faculty, staff, and guests. The manager of the cafeteria reported directly to the business manager of the college. His responsibilities included the supervision of the purchase, preparation, and serving of food. Basically a break-even operation, the cafeteria received income from room and board fees, daily food sales, and facility rental and catering services to both campus and off-campus groups (Self-Study, 1972, p. 193). The 1972 institutional self-study (p. 193) indicated students were satisfied with the cleanliness, the service, and the amount of available food. Several students reported that the length of serving time was too short, they had no voice in menu selections, and the food lacked taste and visual appeal. The faculty recommended there be a choice for either a light or full meal (Self-Study, 1972, p. 193).

Student Services

Texas Wesleyan provided several services that were developed to meet particular needs of both the resident and

commuter student. The student affairs division was "service-oriented" and the staff committed to support services for all students (L. Pohl, personal communication, May 30, 1989). Generally, these services were free of charge.

Health Center

Located in Elizabeth M. Armstrong dormitory, the four-bed facility provided routine health care to the resident students, faculty, and staff of the college. Dormitory students were entitled to the health center services for one week each semester at no charge. Staffed by a registered nurse, the center was open from 8:00 a.m. to 5:00 p.m., Monday through Friday. The nurse, supervised by an off-campus physician, reported directly to the dean of student affairs. Services included first aid, dispensing of nonprescription medicines, and administration of physician-prescribed injections and medications. When necessary, dormitory students were referred either to their personal or a local physician. In emergencies, students were sent to the emergency room of a local hospital. The parents of seriously ill students were notified immediately. For counseling and guidance, the nurse referred students to either the counseling center, the assistant dean of student affairs, the dean of student affairs, or the dean of the college. Health center records listed the names of all

patients treated, the name of a physician for each dormitory student, names of vaccines and narcotics dispensed, the names of all bed patients, and their length of stays. Weekly reports were made to the assistant dean of student affairs and the dean of student affairs and yearly reports were sent to the business manager (Self Study, 1972, p. 194).

Approximately 100 to 150 people, including faculty and staff, utilized the health center each month (L. Pohl, personal communication, May 30, 1989). The 1972 study recommended that priority be given to the planning of a new health care facility (p. 195). Because of its small size and location, the center did not adequately meet the students' needs. Other suggestions included registered nurses on duty for 24 hours a day and a physician employed on a retainer basis (Self-Study, 1972, pp. 194-195). In 1972 shortly after the self-study, the health center was relocated to the O. C. Armstrong dormitory. More spacious and centrally located, the new facility contained a reception room, a treatment room, an observation room with two beds, and an office for the nurse. A local physician was contracted to provide scheduled on-campus medical care. With these changes in 1972, health services at Texas Wesleyan were considered more than adequate for a small college (Self-Study, 1981-82, pp. VII-35-VII-36 and Student Handbook, 1978, p. 9). By 1976, special programs offered by the Health

Center included (a) blood drives, (b) screenings for blood pressure, diabetes and sickle-cell anemia, (c) drug education, (d) American Heart Association programs, and (e) family planning, counseling, and pregnancy testing (J. G. Bawcom, personal communication, November 15, 1976).

Testing and Counseling Center

Established in 1962, the testing and counseling center, open on a part-time basis, provided personal, social, religious, academic, and vocational guidance for all students at Texas Wesleyan College. During Pearce's administration, the center was directed by a full-time licensed psychologist who reported directly to the dean of the college. The counseling program operated within the guidelines for university and college counseling services adopted by the International Association of Counseling Services, Incorporated and the American Personnel Association (Self-Study, 1972, pp. 189-190 and Self-Study, 1981-82, pp. VII-9-VII-10).

Aptitude, achievement, and special interest tests were available in addition to programs for career exploration, reading improvement, and study skills. As their number increased, the program included specific counseling services to the international students at Texas Wesleyan. The counseling center also administered the English Proficiency Examinations and the Placement Examination for foreign

students. All counseling was done on an individual basis and conducted in the strictest confidence (Self-Study, 1972, p. 190, Self-Study, 1981-82, pp. VII-9-VII-10, and Student Handbook, 1978, p. 10). The center was staffed by volunteers from upper-level psychology, sociology, and guidance-counselor students who worked under the director's supervision. These students provided group counseling sessions to young people and their parents. The center received no outside funding from any source (Texas Wesleyan Alumnus, May 1973, p. 21). Then Senator John Tower (Texas) said of the Testing and Counseling Center, 'it was developed on the sheer determination, compassion and humanitarianism of its counselors . . . I am particularly gratified to see my constituents engaging in such altruistic activities, and commend their efforts.' (As quoted by J. B. Gross, personal communication, March 22, 1973).

Placement

Prior to 1972, student employment and graduate placement were handled in various ways. A placement director was employed in 1971 to direct the newly established placement office. Incorporated into the Office of Financial Aid, the placement director was responsible to the director of financial aid. The purposes of this office were to maintain student placement files and help students find part-time or summer employment and career or permanent employment after

graduation. Job opportunities were posted regularly on a designated bulletin board outside the placement office (Self-Study, 1972, p. 190, Self-Study, 1981-82, pp. VII-10-VII-11, and Student Handbook, 1978, p. 11). Students were also referred to companies for interviews. Several off-campus employers scheduled interviews on campus to seek graduates. A 1976 report indicated the service was used "almost exclusively by education majors." (J. G. Bawcom, personal communication, November 15, 1976). Statistics on the use of the placement service are nonexistent.

Financial Aid

Prior to 1968, students could receive financial aid only in the forms of loans, scholarships, grants-in-aid, and college workships. Awarded on a competitive basis, the amount of aid varied according to the available resources and the student's need. Evaluations were also made of the student's academic record, academic potential, and character (Self-Study, 1961, pp. 45-46). In 1961, 22% of the students received scholarships, 61% worked an average of 33 hours per week at off-campus jobs, and only 12.5% of the students had on-campus workships (Self-Study, 1961, p. 29).

Texas Wesleyan was in desperate need of "scholarship money . . . endowed scholarship money, to compete with other institutions" (Annual Report, 1967-68, p. 2). Within a year of his arrival, Pearce was diligently pursuing additional

sources for student financial aid (W. M. Pearce, personal communication, July 21, 1985). Along with the presidents of other private colleges and universities in Texas, Pearce was successful in securing passage of state legislation for state assistance to private higher education. The Texas Tuition Equalization Grant (TEG) assisted students in paying tuition costs at private institutions in Texas.

At the beginning of Pearce's tenure, the loan office administered student financial aid, with the exception of scholarship awards which were handled by the registrar's office. In 1971 the Office of Financial Student Aid and Placement was established thus consolidating and coordinating all student aid, including scholarships, grants, workships, and loans (Self-Study, 1972, pp. 17-18). Beginning in 1975-76, all students were required to complete a needs analysis form which was used to determine the students' financial need. Prior to that year, completion of the form was optional. Texas Wesleyan utilized the College Scholarship Service for needs analyses. The results of this requirement indicated a ". . . substantially greater amount of 'exceptional need' than was thought to have existed heretofore . . ." (Institutional Fiscal-Operations Reports, 1976 to 1978). Efforts were made to interview each student personally so that proper consideration could be given to individual circumstances (J. G. Bawcom, personal

communication, November 15, 1976).

Generally defined, financial aid is ". . . any money, given or lent to a student on the basis of need . . . or ability . . ." (Self-Study, 1972, p. 203). Eligible students could receive financial aid from federal, state, church, foundation, business, and individual sources. By 1974-75, one out of three students at Texas Wesleyan was receiving some form of financial assistance (Annual Report, March 18, 1975). Federal and state sources included: (Supplemental) Educational Opportunity Grants program (SEOG), National Direct (Defense) Student Loan fund (NDSL), College Work-Study program (CWS), Texas Tuition Equalization Grant (TEG), and the State Student Incentive Grant (SSIG) (Self-Study, 1972, p. 203).

From 1968 to 1978, funding for the (Supplemental) Educational Opportunity Grants program (SEOG) increased from \$5,958 in 1968 to \$31,590 in 1978 (Audit Reports, 1968 to 1978). The number of students benefiting from this program increased from 19 in 1972-73 to 96 in 1976-77 (Institutional Fiscal-Operations Reports, 1972 to 1977). Funding of the College Work-Study (CWS) program increased from \$18,000 in 1971 to \$106,671 in 1975. Annual federal allocations to the program dropped to approximately \$87,000 in both 1976 and 1977. The declines were possibly caused by underutilization of prior years' funds. The College Work-Study program was

not implemented by Texas Wesleyan until 1971; the reason for its exclusion is unknown. By 1975 however, the CWS program had become the "college's most effective federal program." (Institutional Application, 1974-75). There were 67 students working under the CWS program in 1972-73. By 1977-78 that number had increased to 167 (Institutional Fiscal-Operations Reports, 1971 to 1978). Contributions to the National Direct (Defense) Student Loan varied each year depending on the balance of the fund. The level of lending for students varied from \$45,000 in 1971 to \$2,050 in 1978. A decreasing number of students participated in the NDSL program. There were 46 participants in 1974-75 and only 10 in 1977-78. No new NDSL funds were requested by Texas Wesleyan from 1975 to 1978 since collections from previous borrowers made this fund self-sustaining. From 1972-73 to 1976-77, the total number of students receiving federal aid increased from 117 to 261. A slight decrease to 213 occurred in 1977-78 possibly because of a 10% decrease in total enrollment. The percentage of the total student population receiving federal aid increased from 6.6% in 1972-73 to 14.6% in 1976-77. The majority of these recipients were women (Institutional Fiscal-Operations Report, 1968 to 1978).

All students graduating from high school in 1971 and years following were eligible to receive up to \$600 per semester in tuition grants through the Texas Tuition

Equalization Grant program. Payments were made directly from the state to student. Another federal program, the State Student Incentive Grant, began providing financial assistance in 1974 and was used to match TEG allocations (Annual Report, March 26, 1974).

Numerous scholarships were available to the students of Texas Wesleyan. Many students attended Texas Wesleyan only because they received a scholarship. Restricted or endowed scholarships from various sources were specifically designated by the donor to assist students in certain disciplines. In 1968, these scholarships accounted for \$28,855 in financial assistance and had increased to \$102,597 by 1978 (Self-Study, 1972, p. 203 and Audit Reports, 1968 to 1978).

Texas Wesleyan also provided substantial student assistance in the form of institutional scholarships. Application for this type of scholarship was usually made through an academic division of the college and awarded by faculty recommendation. Allocations for institutional scholarships increased substantially from \$51,605 in 1968 to \$167,605 in 1978 (Self-Study, 1972, pp. 203-204 and Audit Reports, 1968 to 1978).

A number of designated scholarships were available to students in the athletic programs of the college. Scholarships were divided among the sports programs as

follows: basketball, ten; golf and tennis, three each; and baseball, two. Full athletic scholarships included tuition, fees, room, and board. Most athletes, however, received only partial scholarship awards. Athletic scholarships increased from \$23,206 in 1969-70 to \$94,611 in 1978. Money for these scholarships was budgeted each year from the general operating fund of the college. Athletic scholarships were administered and awarded by the athletic department (Self-Study, 1972, p. 205).

The importance of financial support for students to the administrators of Texas Wesleyan is evident in this statement: ". . . if a college expects to maintain its enrollment necessary to meet its budget, much money, including the time and effort to distribute it will have to be spent in financial aid to students." (Annual Report, 1975). From 1968 to the end of Pearce's presidency, income for student aid averaged 2.5% of the total yearly income.

Student Government

Elected by the students, the Student Government Association (SGA) represented the student body. Officers of the organization were the president, vice-president, secretary, treasurer, and chief justice. Other members of the Student Government Association were elected as representatives of each academic division and one representative was elected by the freshman class. The senior

class president also served as a member of the SGA. The SGA, governed by a well-organized constitution, bylaws, and election code, was committed to the improvement of student life at Texas Wesleyan. Through this organization, students participated in the administrative processes of the college. The SGA channeled students' needs, opinions, petitions, and recommendations to the appropriate college administrators (Student Handbook, 1978, p. 25).

Despite widespread student apathy, the SGA members actively sought institutional reform in student-related areas. The rising tuition costs prompted the SGA, in 1971, to propose a contract for a constant tuition rate. It was recommended that ". . . the tuition rate during a student's first semester at the college be considered a contract with the school . . ." and remain constant through the student's continuous enrollment at the college (Board of Trustees Minutes, March 30, 1971). Pearce brought this proposal before the board of trustees for their consideration. According to Pearce, some institutions had unsuccessfully followed this plan. The board of trustees rejected the SGA proposal and cited the following reasons: "first, it creates two classes of students when new students pay a higher rate; second, it removes from the College the flexibility to adjust the budget according to inflation, etc.; and third, it is not good business from the College point of view." (Board of

Trustees Minutes, March 30, 1971).

On behalf of students and faculty, the SGA recommended the initiation of an experimental free period in the class schedule. Beginning in January 1971, no classes were scheduled from 10:50 a.m. to 11:40 a.m. on Tuesdays and Thursdays. This free period provided two hours per week during which campus and commuter students could participate in student organizations, student-faculty conferences, special campus lectures and programs, and other "unstructured activities." (Self-Study, 1972, p. 34). At the end of the spring semester of 1971, a student-faculty committee evaluated the effectiveness of the free period and determined that the positive results of the period warranted its continued inclusion in the schedule (Annual Report, March 30, 1971). As of the fall semester 1989, the free period was still included in the schedule.

In 1972 the SGA succeeded in soliciting the funds to remodel and refurnish the Student Union Building, or SUB, as it was known. The SUB, built and furnished in 1949, was well-worn and outdated. The SGA officers proposed to pay one-third of the remodeling costs out of student activity fees. Approximately \$40,000 was needed to fund the project. The board of trustees approved the proposal and agreed to provide supplemental funding as needed from a restricted gift to the college (Board of Trustees Minutes, March 15, 1972).

In each of the proposals described above, students were given the opportunity to petition the president of the college. As with the faculty, Pearce provided avenues for active student participation in the decision-making processes. The level of interest in decision-making was quite dependent on the leadership abilities and personalities of the SGA officers. At times during Pearce's administration, the SGA officers were apathetic and chose not to participate in the decision-making affairs of the college.

The Student Government Association president was given the significant responsibility of appointing student members to institutional committees. Students served ex-officio on some committees but had full voting rights on others. Committees on which students served were (a) Athletic Committee, (b) College Appeals Board, (c) Committee on Memorials and Senior Class Gifts, (d) Committee on Scholarships and Financial Aid, (e) Committee on Student Services, (f) Religious Life Council, and (g) Student Publications Committee. Student memberships on these committees provided valuable information on student reactions and opinions. According to the 1972 institutional self-study, these committee appointments gave ". . . a spurt of new life to the students' sense of involvement in academic policies." (p. 200). The study further indicated that many students did not understand the responsibilities of the

Student Government Association nor did they choose to participate in it (p. 201). Perhaps a reflection of their attitude toward life, several students stated that they "didn't care" about the SGA and only voted in student elections when someone they knew was running for an office. Many elections were nothing more than popularity contests (T. R. Elliott, S. M. Elliott, and S. M. Munger, personal communications, August 25, 1988).

The Student Government Association was given the opportunity to actively participate in the academic life of students at Texas Wesleyan. Using money generated by the student activity fee, the SGA assisted the academic divisions by providing honorariums to speakers invited to the campus. Visitors included a United Methodist bishop from India, a music professor from a local college, a United States representative to a United Nations commission, and opposing candidates for a state senate race (Annual Report, March 18, 1975, p. 9).

In addition to opportunities for active involvement in college decision-making and the academic life of the campus, the Student Government Association, along with the Office of Student Affairs, was responsible for student entertainment. The Celebrity Series program brought well-known performers, musicians, lecturers, and dramas to the campus. Program costs were funded by a student activity fee of \$20 per

student, paid each semester at registration (Self-Study, 1972, p. 202 and Texas Wesleyan College Catalog, 1968 to 1978). From 1968 to 1978, SGA brought celebrities and lecturers such as Lily Tomlin, Vincent Price, John Howard Griffin, Robert Klein, Jim Croce, and Kreskin. Dances and certain homecoming activities were also sponsored by the SGA. These major events were usually well-attended, while attendance at less popular programs was mediocre (L. Pohl, personal communication, May 30, 1989). The predominance of commuter students might have been a significant factor affecting attendance at college events.

The SGA participated in the College Weekend on Campus program. High school students were invited to spend two days on the campus visiting classes, attending student activities, and becoming familiar with campus life. The president of the SGA was also involved in the summer orientation for new students (Self-Study, 1972, p. 202). In the spring of 1974, the Student Association Council placed an advertisement in a local newspaper informing potential students of the "educational advantages" of the college (Annual Report, March 26, 1974).

Student Activities

In addition to the programs sponsored by the Student Government Association, the dean of student affairs planned a host of extracurricular activities. Funding for these events

came from student activity fees and the annual operating budget for the Office of Student Affairs. In an effort to enhance the intellectual life on campus, the Celebrity Series brought lecturers and performers from the arts and sciences fields (Self-Study, 1972, p. 66). Activities for special emphasis weeks, such as Black History Week and Howdy Week, included lectures, displays, dances, free soft drinks, and/or informal discussion groups. The Film Series program brought twelve recently released feature films to the campus for entertainment throughout the year. There was no charge for attendance; the budget was provided by the student activity fee. Student-faculty forums, held several times each semester, provided opportunities for open discussion of a variety of topics and contributed to a better understanding of faculty-student concerns about the college (Self-Study, 1972, p. 34 and Annual Report, March 18, 1975). The Freshman Leadership Class was initiated for "the purpose of recognizing and developing leadership qualities and human relations skills for a selected group of superior high school students . . . [and to] . . . enrich the educational experiences of Texas Wesleyan College students." (J. G. Bawcom, personal communication, November 15, 1976). Regular worship services were held on campus and services were conducted on special occasions (Annual Report, March 27, 1973). Students could participate in "socio-political"

activities such as Earth Day and Moratorium Day with the assent of the administration. Student involvement in these activities was impassive and attendance was low. At the end of each academic year, an honors banquet was held to recognize students' accomplishments (Self-Study, 1972, p. 66).

According to the 1972 institutional self-study, Texas Wesleyan experienced a decline in the level of student and faculty interest in campus activities. Apathy and lack of time were responses given by two former students (T. R. Elliott and S. M. Munger, personal communications, August 25, 1988). The "turbulence in world affairs" and the predominance of commuter students were also cited as possible reasons for the disinterest (Self-Study, 1972, pp. 67, 196-201). The objective of many students was a "narrowly-defined vocational one." (Self-Study, 1972, p. 66). The self-study suggested that attendance might improve if (a) the proportion of resident students were increased, (b) the number of academically superior students were increased, and (c) the number of faculty participating were increased (p. 67). The situation had not improved by 1976, in fact attendance at some programs was "embarrassing" (Annual Report, March 16, 1976). Dean Gross thought perhaps limited time and busy schedules were the reasons for the poor attendance (Annual Report, March 16, 1976). Nevertheless,

low student participation did not diminish the importance of these activities. According to Gross, "they are an integral part of college life and contribute far beyond the eye and the presence of the beholder." (Annual Report, March 15, 1977).

Student Organizations

Campus organizations were established ". . . to meet religious, cultural, political, professional, academic, social, service, and common interest needs . . ." of all students (Student Handbook, 1978, p. 25). Memberships in these organizations was open to any student and could not be denied ". . . solely on the basis of race, religion, creed, or national origin." (Student Handbook, 1978, p. 25). Each organization was required to have an approved faculty or staff sponsor. Campus facilities were available to the organizations; all activities had to be scheduled on the activities calendar kept in the student activities office. A copy of each organization's constitution and bylaws had to be filed in the activities office. These requirements were developed by the Committee on Student Organizations.

Social sororities and fraternities were supervised by the dean of student affairs and the Interfraternity Council or Intersorority (Panhellenic) Council. These councils were made up of one representative from each of the social organizations. There were several national honor and

scholastic societies on campus. Special interest clubs, service (altruistic) organizations, and professional groups, usually sponsored by a faculty member, also fell within the jurisdiction of the dean of student affairs.

Prior to 1972, social fraternities and sororities were local in origin and had no affiliation with the national Greek organizations. An institutional self-study reported that since the mid-sixties interest in the social clubs had declined to a point that many faculty and students questioned their relevance to a college environment. Again, the commuter nature of the student body was the cited reason for the lack of interest in these organizations. In October 1971, the social clubs collectively requested permission to affiliate with the national organizations. It was commonly agreed that change was necessary for the survival of the fraternities and sororities (Self-Study, 1972, pp. 66, 196). On Pearce's recommendation, the board of trustees approved their request and by 1972 all six social organizations had been chartered by a national Greek fraternity or sorority. Affiliation with the national organizations, while significantly more expensive to the student, did spark new interest in these clubs. Membership rose to an average of 35 students and by 1978 the average had increased to 55 students (L. Pohl, personal communication, May 30, 1989).

Athletics

The intercollegiate athletic program was regulated by the college, the National Association of Intercollegiate Athletics (NAIA), and the eligibility requirements of the Big State Conference. Intercollegiate sports included men's basketball, baseball, golf and tennis, and women's basketball and volleyball. Beginning in 1973-74, Texas Wesleyan competed in the newly created Texoma Athletic Conference of the NAIA. In four sports--basketball, baseball, golf, and tennis--Texas Wesleyan competed against other conference members: Bethany College of Oklahoma, Dallas Baptist College, Lubbock Christian College, McMurry College, Midwestern University, and Wayland Baptist College (Annual Report, March 27, 1973). Financed through the general operating funds of the college, the intercollegiate program was supervised by the Athletic Committee (Self-Study, 1972, p. 197). This standing committee recommended policies on intercollegiate athletics, membership in conferences, supervised the distribution of athletic scholarships, approved schedules, and determined athletic eligibility (Student Handbook, 1978, p. 32). The college had competed in intercollegiate baseball for a number of years but did not have a baseball field of its own. Players had to commute to one of the city-owned fields for practice and games. In the fall of 1972, the college leased a former little league field

from the Tarrant County Water Control and Improvement District Number One Board. The site was less than a mile from the college campus. The 10-year lease set payments at \$100 per year. Texas Wesleyan expended almost \$25,000 enlarging the field, renovating the playing area and stands, and modifying the field for collegiate play (Annual Report, March 27, 1973). During the 10-year period 1968 to 1978, intercollegiate sports achieved outstanding recognition for their achievements. In 1973 the baseball team ranked sixth in the nation and in 1975 Texas Wesleyan won the NAIA National Golf Tournament (Texas Wesleyan Alumnus, January 1973, p. 17 and September 1975, p. 17).

An opportunity to participate in intramural sports was also available to the student athlete. Participants could be either full-time or part-time students or staff members of the college. Directed by the Athletic Committee, the intramural program was budgeted and supervised by the physical education department (Self-Study, 1972, p. 197).

Student Publications

The two-fold purpose of student publications was first, to provide journalism students with a laboratory experience for skills development and second, to provide a forum through which information and students' views could be disseminated to the college community. Budgeted through the general operating fund, the student newspaper, The Rambler, was

published on a weekly basis during the fall and spring semesters. Student opinion of the newspaper's adequacy varied from year to year and was quite dependent on the editor and newspaper staff. From 1968 to 1978, The Rambler won recognition almost yearly from the Texas Intercollegiate Press Association (TIPA).

A pictorial view of college life, the TXWECO yearbook also provided a unique laboratory experience for journalism students. Like The Rambler, the TXWECO won a number of TIPA awards each year. The college annually budgeted approximately \$20,000 for production of the yearbook. Students received the TXWECO free of charge.

Both the TXWECO and The Rambler editors and staffs were supervised by a faculty sponsor and the Student Publications Committee. The committee was also responsible for developing and enforcing student publications policies. The president of the college appointed the editors based on the recommendations of the Student Publications Committee. The president of the college was the publisher of both student publications and had ultimate authority over each. Staff positions on The Rambler and the TXWECO were open to any student of Texas Wesleyan College.

Alumni

By 1968, there were over 5,500 alumni of Texas Wesleyan College. The goal of the Alumni Association was ". . . to

develop and keep alive the interest, loyalty, participation, and support of the alumni in their alma mater" (Self-Study, 1972, p. 205). Attempts were made to keep the alumni informed about the college and other ex-students through the Texas Wesleyan Alumnus magazine, periodic newsletters, homecoming events, class reunions, and special seminars. The alumni program was financed through the general operating budget of the college.

The alumni office was administered by the executive director who reported directly to the president of the college. With only student assistance, the executive director coordinated all activities of the alumni program. An alumni board of directors and an executive committee met annually with the alumni director to plan alumni events and programs. The director worked closely with the college fund-raising office and the public relations office to avoid duplication of certain fund-raising efforts. The alumni office conducted an annual fund-raising campaign usually in conjunction with the annual sustentation campaign of the college. Donations to the alumni effort could be designated to either the Alumni Scholarship Fund or the Alumni Appeal. Alumni scholarships provided three \$100 awards each semester. Alumni Appeal funds were placed into the general operating funds of the college.

Direct mail was the most effective method used to reach

Texas Wesleyan alumni during the fund-raising drives. The material was written and designed to ". . . keep alive the loyalty of the alumnus" (Self-Study, 1972, pp. 207-209). In 1972 the alumni mailing list exceeded 7,660 former students. By the end of Pearce's presidency that number had reached over 9,000. Annual giving by the alumni was relatively new to the college when Pearce became president. In 1964 the Alumni Asssocation joined the College Loyalty Alumni Support Program (CLASP), a group of similar alumni organizations from other colleges. CLASP provided advanced publicity in designated cities and pertinent literature to mail to the alumni. The CLASP program boosted the annual income donated by college alumni from \$2,000 to approximately \$4,000, however costs for the CLASP services totaled \$7,000 resulting in a \$3,000 deficit. Membership was subsequently dropped by the alumni association. The direct mail program was continued, and later was followed by a telephone campaign. By 1971-72, giving to the annual alumni fund-raiser reached \$12,000. Records of alumni contributions from 1972 to 1978 could not be located for this study.

The relationship between Texas Wesleyan and its alumni was unique and at times unclear (Self Study, 1972, p. 206). Pearce maintained a minor role in alumni affairs thereby giving the major leadership responsibilities to the executive director (W. M. Pearce, personal communication, July 21,

1985). Interest in the alumni was evidenced by the number of activities planned and supported by the college faculty and administration. A reciprocal interest by alumni in Texas Wesleyan was not as apparent (Self-Study, 1972, p. 206). Contributions of \$12,000 to the 1972 alumni fund amounted to less than \$2 per alumni. A 1961 institutional self-study reported that the majority of Texas Wesleyan alumni did not support the college in any way. Since the college was not coeducational until 1936, a large majority of the ex-students were female. This, coupled with the fact that the majority of male graduates were not yet established in their careers, was cited as a possible cause for the poor support. During the 1972 self-study, 7,667 questionnaires were mailed to alumni, less than 6% responded by returning information to the college. Respondents indicated they were satisfied with the alumni programs, events, and publications, however, all questions were not answered by all alumni. The alumni criticized both the quality and quantity of communication from the college. Whether or not this was a major contributing factor to alumni disinterest is not known as are other possible reasons for the lack of alumni support. Students exhibited a relatively high degree of disinterest in college affairs while attending Texas Wesleyan. It is probable that these apathetic students became apathetic alumni.

CHAPTER VI

CONCLUSION

After assuming office as the thirteenth president of Texas Wesleyan, Pearce realized the college was lacking many things common to modern American colleges and universities. Following his "grassroots" philosophy, Pearce began "fixing that which was broken", leaving intact those things that were "in good shape" (W. M. Pearce, personal communication, July 21, 1985). There was no faculty organization, no tenure policy, and no formal budget process. To encourage faculty participation in college decision-making, Pearce charged the faculty to organize themselves, thus giving them the opportunity to voice their concerns as a whole and govern themselves (J. C. Streett, personal communication, July 6, 1987). This was a welcome change for the faculty who had no organization under Law Sone. Although Pearce gave the faculty the freedom to govern themselves without assistance or interference from the administration, he always retained the right to "run the college" and have final authority on all college affairs. On one occasion, Pearce chastized a faculty committee chairperson for crossing the line into Pearce's area of responsibility. In general, Pearce approved the proposed actions of the Faculty Assembly, Faculty Council, and Academic Council, the majority of which focused

on salary issues. The administration approved almost every request for faculty salary increases; at times to the detriment of the fiscal health of the college.

Pearce, continuing his efforts toward reformation, developed a tenure policy consistent with the standards of the American Association of University Professors. Tenure was no longer automatic; it became an earned privilege. A very necessary improvement to the academic division of the college, the tenure policy better enabled Texas Wesleyan to recruit and retain highly qualified faculty.

By creating a formal budget process, Pearce seriously involved the faculty and the administrative staff in managerial decisions of the college--a significant step toward modernizing the outdated budget procedures of the Sone administration. Agreeing with Peter Drucker's statement (1966) that ". . . decision-making can no longer be confined to the very small group at the top", Pearce delegated financial responsibility for each division to the chairpersons, thus bringing them into a more responsible position. The new budget format, while an important step, had several weaknesses. The chairpersons' lack of experience in properly developing and adhering to their financial plans contributed to the frequent budget deficits. The president and business manager did not exercise their authority to control campus-wide overspending. Insufficient communication

between the president, business manager, and chairpersons created continuous budget problems. Furthermore, the business manager's lack of experience in private higher education finance methods, which are very dissimilar to business and personal accounting, may have compounded the fiscal difficulties.

The failure to avoid budget deficits was perhaps the only significant shortcoming of Pearce's administration. Technically, these deficits were erased by transferring unrestricted funds from the endowment thereby allowing the college to complete each fiscal year "in the black". Pearce succeeded in bringing more income to the college than the budget predicted, but expenditures more often than not, exceeded the revenue received by the college. Fortunately, the repeated borrowing from the endowment did not seriously deplete the endowment fund. This practice of borrowing from the unrestricted endowment fund is not uncommon in higher education, nonetheless, repeated transfers from unrestricted funds indicate poorly developed and inadequately supervised budgets. Whether or not this practice is predictive of a trend is uncertain; it is known that since 1978, a budget deficit has been recorded each fiscal year and has been eliminated by unrestricted endowment funds (A. C. Husband, personal communication, July 26, 1989).

In addition to changes in faculty organization, tenure, and the budget process, Pearce modified the organizational structure of Texas Wesleyan. The organizational structure he inherited from Law Sone was pyramidal with only a select few individuals reporting directly to the president. An analysis of the structure developed and preferred by Pearce reveals a somewhat flat or horizontal framework. Pearce created an extensive span of control by having nine individuals report directly to him. He used a line and staff system to organize his subordinates at Texas Wesleyan (Self-Study, 1972, p. 15). Line positions had authority and decision-making responsibilities within the college. Staff positions functioned in advisory capacities, but had no authority. While allowing limited decision-making in his subordinate ranks, Pearce maintained his position as the ultimate authority for those who worked under him. The board of trustees served as the ultimate authority for Pearce but were rarely involved in the routine business of the college. Pearce's administrative philosophy parallels Henry Fayol's (1949) description of the scalar principle: ". . . the chain of supervisors ranging from the ultimate authority to the lowest ranks". Pearce strongly adhered to the chain of command principle. "The line of authority is the route followed . . . by all communications which start from or go to the ultimate authority." (1949, p. 14). Through the

scalar chain of authority, Pearce directed the action of his subordinates and brought about positive change. Such changes were necessary to recruit qualified faculty, to attract talented students, and for accreditation.

Further analysis of Pearce's administrative style denotes an autocratic yet somewhat collegial type of governance. He could not be characterized as a dictator who listened to no one and prescribed every action. Rather, he appropriately chose to surround himself with capable advisors from whom he received advice. He and the board of trustees above him then either retained the right to make the final and ultimate decision or to approve of the decisions of those to whom they had delegated authority. This method has been utilized by Jerry G. Bawcom but not Jon H. Fleming, Pearce's presidential successors. Fleming, Pearce's immediate successor, significantly changed the organizational structure of the institution (J. H. Fleming, personal communication, December 4, 1980). While Fleming's administrative style might appear participative, a more accurate assessment would indicate he was quite autocratic and at times, dictatorial. In addition, he became a voting member of the board of trustees--something Pearce found quite "peculiar" (W. M. Pearce, personal communication, July 21, 1985). This was in direct opposition to Pearce's belief in the scalar principle: that there is a final and ultimate authority in

every organization. The relationship between the president and the board is "well-defined, it's distinct and each has a role." (W. M. Pearce, personal communication, July 21, 1985). Pearce disagreed that a president could or should be a member of the very board that governed him.

"Governance and power . . . are not ends in themselves. It is what the leader accomplishes in the exercise of power that is the critical goal of any structure of governance and management." (Millet, 1974). His accomplishments during his 10-year administration, while not extraordinary, were necessary and added to the future health and success of Texas Wesleyan College. Without them, the college would have remained in the dark ages of higher education.

a. At his urging, the faculty formed the Faculty Assembly and the Faculty Council.

b. He, along with the faculty, developed a tenure policy that was common among American colleges and universities.

c. He published the Faculty Handbook.

d. He published the Student Handbook and assisted in the development of the code of student conduct.

e. He overhauled the accounting procedures and developed the first formal budgeting system.

f. He initiated the first formal written contracts for faculty and staff.

g. He significantly contributed to the establishment and continuation of the Texas Tuition Equalization Grant.

h. He diverted necessary income into the retirement fund to insure its future.

i. He revised the college catalog.

j. Along with the Fort Worth Chamber of Commerce, he established the Business Executive of the Year award.

k. He gave the faculty and students the opportunity to voice their needs and concerns.

l. He brought to Texas Wesleyan widely used and accepted practices of college and university administration.

m. He initiated the Annual Sustainment Fund campaigns to bring necessary support to the operating funds of the college.

The effects of Pearce's administrative changes on Texas Wesleyan are similar to some of the positive effects of the Hawthorne studies by Elton Mayo (cited in Gellerman, 1966): (a) the faculty and department heads seemed to respond favorably to the opportunity to make decisions that affected their area of responsibility, (b) the faculty as a group developed a sense of responsibility and recognition as a "constructive force", and (c) decision-makers felt that they were valued by the administration (Eastlick, 1977, pp. 128-129). The 1972 self-study used an institutional functioning inventory to evaluate the democratic governance

of Texas Wesleyan (p. 27). The results indicated that a majority of administrators, faculty, and students agreed that in making policies, the college involved all parties affected by the decision. There was also a majority opinion that administrators, faculty, and students were given the opportunity for "real involvement" in the governance of the college and that the authority was shared by both the administration and faculty (pp. 27-28). The inventory indicated accurately that power was not widely dispersed and that a small group "actually ran the institution." (p. 28). One faculty member believed that Pearce was a "loner, preferred doing things by himself, and wanted to run the college without much assistance" (R. K. McKenzie, personal communication, April 20, 1989). Other faculty and administrative staff seemed to resent the centralized power of the executive administration.

Pearce possessed the leadership traits that made the difference between a successful and a mediocre administration. Pearce was considered a "logical, sensible man" (L. Pohl, personal communication, May 30, 1989). He "supported and backed the faculty" (F. G. Norwood, personal communication, May 9, 1989). Pearce was a "listener, tried to help even if he disagreed, and resolved conflict when it arose" (D. E. Carter, personal communication, May 29, 1987). Sympathetic to faculty needs, both personal and

professional", he was also "generous" (J. A. Cooley, personal communication, July 3, 1985 and M. M. Johnson, personal communication, June 26, 1985). Pearce said "what he meant and laid it all on the line" (D. E. Carter, personal communication, May 29, 1987). Frequently, faculty and staff commented that "nothing happened" during Pearce's administration, that he did nothing while in office, or that he came to Texas Wesleyan only to retire. Pearce's accomplishments during his 10-year administration strongly contradict these statements. Had Pearce done "nothing" while in office, Texas Wesleyan would not have emerged from the Stone Age of higher education. A quiet, reserved man, Pearce was not highly visible around campus. Staff said that they rarely saw him and students commented that they would not have recognized him. This unassuming personality trait may have attributed to the perception that he did nothing while in office. Texas Wesleyan needed Pearce's experience, capabilities, straightforwardness, and quiet initiative to evolve into modern higher education.

A study of the past may enable the educational historian and the college or university historian ". . . achieve a better understanding of present institutions . . ." and the "practices and problems in education." (Borg and Gall, 1979, p. 373). Historical research in education ". . . enables educators to learn from past discoveries and mistakes; to

perceive needs for education reform; and to a certain extent, to predict trends." (Borg and Gall, 1979, p. 372). "The problems confronting higher education today have led a number of university administrators to take a closer look at both the past and present." (Winkler, 1983). "University officials are interested in trying to find out where they were, to know how they got to where they are now." (Christian as quoted in Winkler, 1983). The events, contributions, and philosophies of the presidency of William M. Pearce are crucial keys to understanding where Texas Wesleyan has been, where it is now, and where it may be in the future.

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