

379
N81d
NO.2993

THE HISTORICAL DEVELOPMENT AND DEMISE
OF THE UNIVERSITY OF PLANO

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Linda Foxworth Revel, B.A., M.Ed.

Denton, Texas

May, 1989

OBL

Revel, Linda Foxworth, The Historical Development and Demise of the University of Plano. Doctor of Philosophy (Adult/Continuing Education), May, 1989, 171 pp., bibliography, 134 titles.

The University of Plano was a private, liberal arts college with a campus in Plano, Texas and an extended campus in Frisco, Texas. The University was incorporated in 1964 under the original name of the University of Lebanon. Classes began in temporary space in downtown Dallas in 1964 and continued on its campuses in Plano and Frisco until the summer of 1976.

The University of Plano was comprised of two separate schools within the University: the School of Developmental Education and the Frisco College of Arts and Sciences. This study explores the curricula of both schools and the students and faculty who participated in both programs. This study focuses on the establishment, development and final closing of a wholly privately supported university which accepted both traditional college students and students whose basic academic skills or neurological development prevented their acceptance into traditional college programs. It addresses the history of the University, the roles of its leaders, and the lasting effects of its programs.

TABLE OF CONTENTS

Chapter		Page
I.	A BACKGROUND STUDY OF THE UNIVERSITY OF PLANO.	1
	Introduction Statement of the Problem Purposes of the Study Questions for Study Background and Significance of the Study Methodology Limitations of the Study Delimitations of the Study Liberal Arts Colleges in the United States What is Developmental Education? The Leaders Summary	
II.	EARLY DEVELOPMENT OF THE UNIVERSITY OF PLANO.	40
	Legal Steps in Establishing a University in the State of Texas The Board of Trustees Educational Philosophy Pilot Studies in Neurological Organization Site Selection and Building Program Funding Sources The First Class Offerings	
III.	PROGRESS OF THE UNIVERSITY OF PLANO.	88
	A Profile of the Students The School of Developmental Education Liberal Arts College Accreditation Additional Programs Summary	
IV.	THE CLOSING OF THE UNIVERSITY OF PLANO . . .	123
	Signs of Impending Closing Financial Problems	

	Legal Problems	
	Communication Problems	
	No Accreditation	
	Foreclosure	
	Activities After July 6, 1976	
	Summary	
V.	THE AFTERMATH.	144
	The Students	
	The Campus	
	Current Activities	
	Conclusions	
	APPENDICES	153
	BIBLIOGRAPHY.	177

CHAPTER I

A BACKGROUND STUDY OF THE UNIVERSITY OF PLANO

Introduction

The University of Lebanon was established in May, 1964 as evidenced by the Articles of Incorporation filed with the Secretary of State of Texas (3). The name was changed to the University of Plano in 1964 to allow the university to identify more closely with the community where it would be located (1). The College Blue Book includes an entry description for the University of Plano in the Twelfth Edition in which it states that classes began in the fall of 1965 with 65 students enrolled (8). By 1968 the enrollment had increased to 205 men and 67 women (9). In 1971 the enrollment had dropped to 143 men and 59 women (10). This enrollment was maintained through 1975 (11). The Seventeenth Edition of The College Blue Book simply lists "CLOSED" beside the name "University of Plano" (12).

This study constituted historical research on the University of Plano from its inception in 1964 to its closing in 1976. The University of Plano was incorporated to "establish, maintain and operate a university comprising a liberal arts college and such other graduate and

undergraduate schools as would traditionally constitute a university" (3). The availability of primary sources is enhanced because of the recent past of the University - only twenty-four years ago - making it possible for the researcher to interview people involved in the establishment of the institution who are still living. The history of the University of Plano included a study of diversified businessmen and businesswomen, educators, doctors, lawyers, and scientists who, along with Robert Morris, President of the University, had visions of nontraditional educational opportunities for young adults.

Robert Morris, President of the University of Plano and Chairman of the Board of Trustees, defines more clearly the innovative approach to education applied at the university:

At the University of Plano, where we are essaying a new thrust into the field of education, we are staking out in our Department of Education a new area of development between the mind and the body, the intermediate zone of the neurological, which is made up of the pathways to the brain, the focal point of the mind (26, p. 19).

Morris further explains in his book titled What Is Developmental Education? that his whole perspective on education changed when he studied under Glenn Doman at the Institutes for the Achievement of Human Potential in Philadelphia in 1963. The experimental program in Developmental Education established at the University of Plano is based on the work of Glenn Doman and Carl Delacato whom Morris defines as "trailblazers" in this field (26).

Developmental Education is defined as "the work . . . of assessing, organizing and developing the neurological pathways to and from the brain" (26, p. 15). This term specifically applies to the theories of Doman and Delacato and their work at the Institutes for the Achievement of Human Potential. In the Fourteenth Edition of the College Blue Book, the School of Developmental Education at the University of Plano was said to afford a placement for the student whose "basic academic skills or neurological development are such that he is unable to pursue successfully a traditional course" (10).

The Frisco College of Arts and Sciences was maintained under the more conventional guidelines of a liberal arts college and was the cornerstone of the university. This was an important premise that would direct the activities of the entire University of Plano system. The overall educational experience at the University featured a religious and an athletic orientation. Morris again clarifies this in his chapter "What Is The University of Plano?":

Our premise is that the human personality has four facets - the spiritual, the physical, and the mental and the neurological. If any one of the four is neglected, the resulting performance will be inadequate, sub-standard or not conducive to personal fulfillment (26, p. 55).

As a liberal arts college the University of Plano was an institute of higher learning with emphasis on the study of history, science, literature and the arts.

There were other programs at the University of Plano that provided unique learning opportunities for students. These activities included (1) student exchange programs for international understanding and exposure through association with Fu Jen University in Taipei, Taiwan as well as the China Institute in New York City and the Center for Asian Studies in the District of Columbia; (2) scientific and curriculum research through the Institute for Environmental Studies with summer institutes offered in Baja, California del Mexico; (3) credit for learning while traveling with assigned faculty through the Campus in the Air project; and (4) enrichment with fine arts activities through the Plano Music Academy (35). The University also expanded its purpose in 1965 "to operate in addition to the institutions of higher learning, a preparatory school, looking toward High School accreditation, and to operate such other schools as may be necessary to effectuate the other purposes of the University" (2). Appropriate individualized curriculum for young adults experiencing failure with traditional high school education offered students an opportunity to work towards a General Education Diploma for high school equivalency through the Middle College Program while preparing to bridge the jump to college work.

Another element within the University of Plano that supported the basic philosophy of the development of the whole person was the importance of campus life. In the

1971-72 Student Handbook the goal of residence hall living is clearly stated:

It is the goal of the residence hall program at the University of Plano that the hall life will contribute significantly to the student's total college education (30, p. 19).

This enabled students to attend school functions, relate to others, participate in intramural programs, discuss problems with residence hall supervisors, and eventually become self-disciplined. University policy required that students in the School of Developmental Education also participate in a two-hour study period four nights a week. This closely-supervised lifestyle on campus contributed to a sense of community within the University of Plano.

Statement of the Problem

The problem of this study was the historical development and demise of the University of Plano.

Purposes of the Study

The purposes of this study were (1) to identify the early leaders of the University of Plano and their contributions to the University, (2) to identify significant events and legal steps leading to the establishment of the University of Plano, (3) to describe the student population who attended the University, (4) to describe the programs offered at the University, (5) to trace the development and growth of the University, and (6) to identify the events which led to the closing of the University.

Questions for Study

To achieve the purposes of this study, the following questions were formulated and used to guide the historical research:

1. How did the University of Plano receive its legal status in the State of Texas?
2. What goals and objectives did the trustees, incorporators, and officers have for the University?
3. What curricula were offered at the University?
4. What types of students enrolled and/or graduated from the University of Plano?
5. What was the relationship between the School of Developmental Education and Frisco College of Arts and Sciences?
6. What were the relationships between the University of Plano and other educational institutions and organizations?
7. What were the characteristics and qualifications of the faculty at the University of Plano?
8. What accreditation, if any, did the school have?
9. What circumstances forced the closing of the University?
10. How and where are the experimental programs in adult education that were established at the University of Plano being implemented today?

Background and Significance of the Study

According to Dyer, almost as soon as colleges were established in the United States, historians began writing institutional histories which proved useful for the eighteenth and nineteenth century prototypes of the college administrator (17, p. 283). Beach states that "the reluctance to enter seriously into the study of education in twentieth century America has resulted in neglect of several significant questions and continuities" (4, p. 572). This historical research offers a unique opportunity for educators to study the entire life-span of an institute for adult education. A study of the critical years 1964-1976 following the establishment, growth, and dissolution of the University of Plano provides valuable insights for today's college administrators who must manage the futures of our universities.

Current conditions of private liberal arts colleges and their prospects for the future have received much attention in the past two decades (5). Peterson identified the concern of liberal arts colleges as first and foremost the quality of their teaching and learning. But she cautioned that "these colleges must also manage and monitor carefully their resources" in order to ensure their survival (28, p. 25). According to Smith, small liberal arts colleges have a kind of choice and type of freedom because they are responsible only to their own boards of trustees;

therefore, these private colleges may be highly experimental and bring fresh ideas and approaches to higher education (29, p. 51). The Board of Trustees of the University of Plano encouraged the development of innovative programs that have contributed to higher education.

A study of the entire history of this institute of higher education provides valuable insights into the process of establishing and maintaining adult education activities in a formalized institutional setting such as that of the University of Plano. An historical approach to higher education also provides administrators and planners with descriptions or explanations for institutional change. Historians also interpret "the highly visual and emotional character of colleges and universities" (31, p. 570). This was accomplished by studying the people involved in the work of the University of Plano. Contributions by faculty and staff, members of the board of trustees, patrons of the university, students, alumni, and its president were examined to determine the emotional character of this university.

The significance of this research is further evident because of the lack of other studies which document the work of the University of Plano as an institute of higher learning. A computer search of Dissertation Abstracts International, ERIC, and Current Index to Journals in Education revealed no references in the educational

literature to the University of Plano nor any dissertation studies which have addressed this University. Individuals associated with the University of Plano, however, have continued to be major contributors in other arenas. This is particularly the case with the work of Doman at the Institutes for the Achievement of Human Potential; Delacato with Delacato and Delacato Learning Consultants; and Robert Morris as an author and consultant in geopolitics.

Methodology

This study was historical research. "The past exists in its own right and demands to be understood on its own terms" (7, p. 330). Good refers to an earlier definition of history when he states that history is "an integrated narrative or description of past events or facts, written in the spirit of critical inquiry to find the whole truth and report it" (20, p. 115). Mouly reflects that one of the purposes for historical research is the simple scholarly desire of the researcher to give an accurate account of the past (27, p. 204). This desire is increased when the subject of the historical study has been previously unexamined.

Historians must follow a systematic procedure which meets the same criteria as other forms of research (27, p. 205). VanDalen agrees with Mouly that the collection of source materials must be followed by establishing its validity (36, p. 160). Implementing this step was possible due to the large number of primary sources

available. Primary sources selected for this study were personal interviews with faculty, staff, students, members of the Board of Trustees, and the founder and President of the University of Plano, Robert Morris. Although the University of Plano has been closed for more than a decade, the official records are available in the private library in the home of Robert Morris in Mantoloking, New Jersey, and include minutes to the meetings of the Board of Trustees, institutional memoranda and reports, self-study reports, handbooks, catalogs, curricula, and student records. The University of Plano maintains its official address as Post Office Box 1, Mantoloking, New Jersey.

Although primary sources are preferred in historical research, secondary sources also contribute to the study. With secondary sources "a middleman comes between the original witness and the present consumer" (27, p. 208). This often is someone who reports rather than experiences an event, such as an editor or reporter. Secondary sources for this study included newspapers from Plano and Dallas, Texas, and other newspaper, magazine and journal articles relevant to the study. These sources provide information concerning the impact and influence of the University of Plano on the communities of Plano and Frisco and other surrounding areas.

"Modern historical research is critical; it is search for truth." Therefore historians must "apply the same scholarly standards whether the problem is concerned with

the history of a nation . . . or the history of a state educational association" (36, p. 160). Criticism of historical data is the dual process of establishing its authenticity and the validity of its content (27, p. 209). Each source for this study was evaluated in terms of external criticism which "deals with the genuineness of the document" and internal criticism which "deals with the meaning and trustworthiness of statements within the document: (20, pp. 130-137). Only those sources which meet this examination were included. The establishment of the general reputation, integrity, and competence of the authors of these sources was simplified by examining their work following the close of the University of Plano and by verifying its contents through interviews with the original authors.

With relation specifically to educational history, Good classified sources as either "documents," the written reports of events, or "relics and remains," the physical objects produced "without the conscious intention of imparting connected information" (20, pp. 123-125). The most significant remains are the buildings of the two campuses which are still in existence. There are many other relics that also contributed to this study. These include collections of student yearbooks, personal mementos such as graduation programs and photographs, and a pictorial history of the buildings on campus photographed by Nickey Naumovich,

the contractor responsible for the construction of these buildings.

Historians must be cautious not to oversimplify when seeking explanations nor to allow personal bias to influence research procedures and generalizations. However, another common error with historical research is to recite facts only and not synthesize or integrate these facts into meaningful generalizations (6, p. 198). The questions for study identified in this proposal required the researcher not only to discover the facts about the University of Plano but also to seek explanations and generalizations concerning establishing and dissolving a university in a time span of less than fifteen years.

The historical research for this study was accomplished by following a five-step procedure: (1) select the problem; (2) collect source materials; (3) criticize source materials; (4) formulate questions to guide the study; and (5) interpret and report the findings (36, p. 160). With careful attention to these procedures this study attempted to meet the "historian's goal . . . to liberate us from the burden of the past by helping us to understand it" (7, p. 330).

Limitations of the Study

This study is limited by the sources used and the methods by which data were obtained from these sources. These sources may be grouped into the following four

categories: (1) University of Plano publications, documents, and yearbooks; (2) interviews with faculty, board members, administrative personnel, and students from the University of Plano; (3) interviews, studies and articles by groups and individuals not employed by the University of Plano; and (4) legal documents and records related to University activities. Sources in category one include minutes of Board Meetings, articles and books written by the President of the University of Plano, and by faculty describing programs used at the University of Plano, and original yearbooks from 1966 through 1975. Category two included personal interviews using structured interview questions (see Appendix E). These were valuable primary sources of information. Although the interview information may be biased due to personal perceptions and a time lapse of twelve to twenty-four years, the use of structured interview questions reduced this bias by substantiating answers to the same questions by more than one person.

This study is further limited by a void of any other published studies on the University of Plano. This prevented the author from making any comparisons with other research on the University of Plano. It cannot be assumed that Morris' private library contains all the documents, publications, and records produced by the University of Plano during its twelve year history.

Delimitations of the Study

This study is also limited by logistical procedures. This study included interviews of students, faculty, administrators, board members, and employees of the University of Plano. They also represent long-term and short-term employees; local and distant residents; and people associated with the University of Plano during its first year through its last year of existence. These interviews, however, did not include all the people who were associated with the University of Plano or were affected by its activities. Therefore, the study is limited by the information gathered from this smaller group of people.

Liberal Arts Colleges in the United States

Conditions at the time and prospects for the future of private liberal arts colleges were the concerns of educators in the two decades of the existence of the University of Plano. Berte and O'Neil identified five reasons for this concern:

- (1) reduction of the traditional college-age population
- (2) an overwhelming increase in the cost of education due to inflation
- (3) a proliferation of public senior and junior colleges
- (4) undergraduates' growing interest in vocational majors
- (5) increasingly larger gap between tuition rates at public institutions and those at private institutions (5, p. 25).

Berte and O'Neil state that even if these private colleges survived, their traditional mission might be endangered (5, p. 25). The University of Plano clearly defined its mission in a statement of philosophy printed in 1973:

The University of Plano is founded upon the belief that man created in the image of God, lives in an ordered universe which is sustained and functions according to great truths which we seek to discover through study of the arts and sciences. For one to know his purpose and reach his potential, he must know the Creator of the Universe and his relationship with the Creator.

With this philosophy the faculty of the University of Plano endeavors to promote learning in an atmosphere of freedom and strives to develop the intellect of students to the fullest potential (35, p. 10).

Peterson agrees that the first and foremost concern of liberal arts colleges must be the quality of their teaching and learning (28, p. 26). According to Smith, small liberal arts colleges such as the University of Plano could be highly experimental and receptive to innovative approaches to higher education because they are primarily responsible to their own Boards of Trustees (29, p. 51).

The University of Plano took full advantage of this freedom by introducing many experimental and innovative programs. One of these programs was the School of Developmental Education. This was intended to be a new educational remedy for students who had been labeled "slow learners" with limited academic ability attributable to inabilities to comprehend the written word. In more recent

years educators have commonly used "dyslexic" or "learning disabled" to describe these students. The University of Plano, therefore, immediately differed from other universities because in addition to the high standards of its liberal arts curriculum, it was also devoted to "the reclamation of potentially excellent students who dropped out of other colleges and universities or who failed to enroll for a variety of reasons other than basic capability." (32)

When writing about the changing admissions policies of colleges and universities in the United States, Thomas Mendenhall questions the specific consequences for the small, independent liberal arts college. He projects a modification or elimination of conventionally-demonstrated academic ability as the determining qualification for admission. He supports this approach based on the "limited significance" of high scores on college entrance examinations such as the Scholastic Achievement Test (SAT) and the College Entrance Examination Board (CEEB) (23, p. 285-289).

The experiences of Robert Morris as President of the University of Dallas prior to his establishing the University of Plano reinforces Mendenhall's observations. In discussions with Glenn Doman at the University of Plano, Morris often mentioned his frustrations with admissions standards at the University of Dallas where minimum scores

on the SAT were the basis for acceptance or rejection of a student. Morris' own observations had caused him to question this as an accurate projection of a student's success. Although he had no empirical data to support his opinions, he often felt that some students were not accepted whose abilities and general intelligence may have exceeded others who were admitted on the basis of test scores but who were not as serious about their education. These observations were often mentioned by Morris when he and Doman would discuss the progress they were making with lagging students by using the methods of neurological organization in the School of Developmental Education at the University of Plano (14).

When emphasizing the merits of a liberal arts education, Peterson identified established disciplines to be studied: history, science, the arts, literature and language, economics and anthropology (28, p. 25). The University of Plano included courses in all these disciplines from the first semester in 1965 (32, p. 28-31). Although anthropology was not a separate department, Raymond Dart served as the visiting faculty who presented lectures for all the students during special assemblies. Dart is recognized as a leader in the field of anthropology following his discovery in the 1920s of Australopithecus Africanus Dartii, sometimes known as "the Missing Link."

The University of Plano further emphasized its commitment to a liberal arts curriculum by adopting these goals:

- (1) to search out, explore and assess the foundations of our civilization through the pursuit of history and a study of the lives and utterances of leading men of the past;
- (2) to develop in the undergraduate the capacity to express, articulate and communicate the truths of our heritage through languages, literature and philosophy;
- (3) to preserve this heritage through the study of our constitution, our legal institutions, the structure and functioning of our governments with their political, cultural and religious roots, contemporary history and the physical and social sciences (32, p. 12).

There are many means to accomplishing these goals, and several methods in addition to classroom instruction were used at the University of Plano. The business of the University, according to Robert N. McCauley at Indiana Central University, is inquiry and, therefore, the University is a community of inquirers who debate new ideas in open discussions (22, p. 27). This approach to education was implemented at the University of Plano by using visiting faculty of high-ranking positions in their own fields of expertise in presenting saturated courses of intensive lecturing and open discussions for one to two weeks at a time. This enabled the University of Plano to attract special lecturers who were not available or affordable as permanent faculty members. These lecturers included Ludwig von Mises, Austrian economist; Raymond Dart, anthropologist;

Wallace Savage, economics; Glenn Doman, Director of the Institutes for the Achievement of Human Potential; Carl H. Delacato, Director of the Reading Clinic; Genevieve V. deChellis, Professor of Political Science at Aurora University in Shanghai, China; Norman Dodd, Distinguished Professor of the Civilizing Arts from Yale University; Percy Greaves, Professor of Economics from New York University; Edward B. LeWinn, experienced medical doctor and Distinguished Professor of Human Development at the Institutes for the Achievement of Human Potential; Paul Henshaw, Director of Medicine and Biology for the Atomic Energy Commission. These and others were part of the Lyceum Faculty who visited the campus in Plano to provide this type of open discussion for students and faculty to hear and scrutinize others' views (33, 34, 35).

Arden Smith wrote in 1969 that the smaller liberal arts colleges were entering the most difficult decade they had ever had to confront for financial survival. Smith describes accurately the dilemma that the University of Plano was enduring in the 1970s, i.e., "the small private college - competing increasingly with low-cost public higher education; often geographically isolated and relatively unknown - could collapse under the effort of trying to keep up with the 'big boys'" (29, p. 52). The advantages of the small liberal arts colleges are the opportunities to combine both a religious and an educational experience, to be highly

experimental and to choose as its clientele special audiences of students. However, these same advantages can become disadvantages if the new ideas, freedom of action, and fresh approaches to curricular problems are not understood or accepted by the broader educational community. The School for Developmental Education at the University of Plano became one of these misunderstood experimental programs.

What is Developmental Education?

There are links between the brain and the rest of the body which are called neurological pathways. Education has generally attended to both the mind and body but has overlooked neurological organization. The University of Plano attended to four distinct dimensions of the student: the spiritual, the intellectual, the physical, and the neurological (26, p. 22). Morris was known to have often referred to the neurological as the forgotten fourth dimension of education. Properly, this work should be called neurological organization as it is referred to in the published works of Glenn Doman and Carl Delacato with the Institutes for the Achievement of Human Potential in Philadelphia, Pennsylvania. The term "Developmental Education" was adopted by Robert Morris, however, to describe the work of assessing, organizing, and developing the neurological pathways to and from the brain of people over the age of sixteen who were targeted as students for the University of

Plano. Morris answers many questions related to Developmental Education in a book published by University of Plano Press in 1967. He dedicated this book to his son, William Esdaile Byles Morris, "whose brain injury set in motion my interest in Developmental Education" (26, p. 1).

In his preface Morris explains:

In writing this short volume, I will not only be writing as an educator immersed in this work, but as a parent who has seen his own son, blighted somewhat during the birth ordeal, emerge from a distinctly underdeveloped condition which the world would have called retardation, to take his place in school with his peers. Our hopes and doubts in this experience provide good first hand evidence of the efficacy and even the limitations of this approach to education (26, p. 9).

William was born in 1960, the fifth child of seven children in the Morris family. He had a slight oxygen deficiency at birth but the obstetrician determined there was no serious problem. However, William was delayed in learning to talk and the Morris' detected a lack of sharpness in his eyes. After visits to several pediatricians and a child neurologist, the Morris' were told that nothing was wrong with William. When William was 39 months old in 1963, Mrs. Winifred Campbell, the sister of Mrs. Robert Morris, suggested that they take William to the Institutes for the Achievement of Human Potential in Philadelphia, Pennsylvania (24).

During this visit, William's parents attended lectures by Glenn Doman explaining the brain and its development.

Morris' whole perspective on education changed, and he became a proponent of the Doman-Delacato methods which were soon to be employed at the University of Plano (25).

William was also diagnosed at the Institutes as having sustained minor brain injury because of anoxia in the birth process. But more significant was the fact that William had not crawled or crept as an infant which the Morris' realized after reconstructing William's medical history. It was, the Morris' surmised, the lack of developmental experience coupled with the anoxia that resulted in William's underdevelopment (26, p. 29, 34).

This diagnosis resulted in William's being put on a home program of patterning, crawling and creeping which was implemented in his home in Dallas, Texas for the next two years. Patterning required the use of several volunteers who learned to move arms, legs, and head in special rhythmic movements for specified periods of time each day. The Morris' would call upon friends to help who would then be supportive of the efforts at the University of Plano when these methods were implemented in the Developmental Education program (24, 25).

William progressed quickly speaking words within six weeks and sentences within six months. His coordination and capacity to converge his eyes were near perfect and only slight perceptual problems remained (26, p. 32).

A full explanation of the concepts of neurological organization is found in the writings of Doman and Delacato, specifically in Doman's What To Do About Your Brain-Injured Child (15) and The Treatment and Prevention of Reading Problems by Carl Delacato (13). It is essential to include an explanation of this concept because of its role in the history of the University of Plano. For a brief description of the theory of neurological organization, "The Developmental Pathways" in Morris' What Is Developmental Education? shall be referred to in the following paragraphs (26, pp. 19-24).

Neurological Organization

The neurological pathways are developed by precise order according to normal physical development of an infant. First, a baby must flail, or move seemingly without purpose. In this way he begins to develop the medulla layer of the brain.

After several months the child begins to crawl forward on its stomach. The development of arms, legs, head, and shoulders is evident, but the pons which is the next highest layer in the brain is also being developed even though this is not visible.

At about six months the child will elevate itself to hands and knees and creep forward. This requires balance, coordination, depth perception, sense of touch, and develops a capacity for stereoptic vision and stereophonic potential.

Also at this stage the child develops its capacity to focus its two eyes on one image. At this critical stage of physical development the corresponding mid-brain layer is also developing.

The last cycle is cross pattern walking. This usually occurs by age three or four after a child has perfected standing, toddling, and finally walking with right foot forward/left arm forward or left foot forward/right arm forward patterns. This represents completion of the pre-school development cycle.

By reviewing these stages of development, proponents of neurological organization can apply methods for going back to any stage that was skipped or inadequately developed in order to retrain the body and thereby reorganize the brain neurologically.

Another subtle act of development takes place during this process of neurological organization. This establishment of dominance, or sidedness, occurs after all lower level functions of the brain have been achieved. Decades ago discussions were limited to "right-handedness" or "left-handedness." The goal within the School of Developmental Education was to achieve complete dominance to avoid learning problems associated with mixed dominance. This would mean a student who was right handed would also be right footed and right eyed to avoid mixed dominance.

The solution to these neurological problems advocated by the University of Plano followed the approach used at the Institutes in Philadelphia, i.e., to consciously practice the patterns that were missed during natural development. These methods had been used at the Institutes since the 1950s with young children, but the University of Plano proposed to apply the same methods to young adults over the age of sixteen.

The University of Plano was the first university to recognize and introduce the concept of neurological training as an important stimulation to academic achievement. The major accomplishments in this field had previously been realized among pre-school and elementary school age children. But when Morris began working on establishing the University of Plano, he was committed to establishing within the University a department to aid students who were drop-outs or who never attended college because of handicaps like his son's (25). Morris believed that in 1964 there were more than a million young men and women who were being denied a college education because they "could not read adequately, concentrate intensely, or express the images produced by their brain" (19). The University of Plano was dedicated to providing remedial courses and neurological training for these students as well as to the preservation of classical liberal arts education.

Morris approached Glenn Doman in 1964 to discuss the application of the methods used at the Institutes to these college students. Doman then knew Morris only as the father of Willie, a participant in the programs at the Institutes in Philadelphia. Doman agreed by telephone to a meeting with Morris and, according to Glenn Doman, Morris flew to Philadelphia that same day to discuss the possibilities. In recounting this first meeting together, Doman remembered the enthusiasm and devotion to the idea of the University of Plano that Morris had. Doman and Delacato had already conducted one testing experiment with an all-boys private school where the students were in a college preparatory class. The results had been promising with the experimental group achieving ten times as much gain as the non-treated group on a post-test of the Scholarship Aptitude Test following six weeks of neurological organization classes (14). Doman became excited about this new project and agreed to visit Dallas for further discussions.

Doman's visit to Dallas resulted in his agreement as Director of the Institutes for the Achievement of Human Potential in Philadelphia to be Departmental Chairman along with Carl Delacato for University of Plano's Department of Education and Psychology. This would require many trips to Dallas, Texas, during a time when the Institutes were also demanding his time, and he had opportunities to be associated with other educational groups as well. When asked why

he committed to this experiment, Doman was quick to answer. He explained that Morris had an impressive presence which was persuasive and convincing that this new idea would work. When Doman arrived in Dallas, Morris immediately took him by car to the campus. They drove twenty miles from the airport in Dallas into the north suburban countryside and drove for several miles past farmland and fields of grain. Finally Morris drove off the paved road onto a dirt road for a while longer before he stopped, got out of the car, and asked Doman to join him. Standing in the middle of black Texas soil and cornstalk stubble, Morris announced that this was the campus site of the University of Plano. He had already purchased several hundred acres of land and could envision the buildings as they would be located according to the projected plans. Doman was overwhelmed by what he called the "American Dream" and was convinced that if anyone could make it happen, Morris could (14). Being somewhat a visionary himself, Doman became committed to the goals of the University of Plano and remained active on the Board of Trustees through its closing in 1976.

Glenn Doman, Carl Delacato and other staff from the Institutes in Philadelphia were an integral part of the Developmental Education Program on the Plano campus until the program was moved in its entirety to Philadelphia in September, 1973. A discussion of the program and curriculum

for the School of Developmental Education is included in Chapter Three.

The Leaders

The University of Plano was primarily the dream of its founder, Robert Morris. Other people quickly joined with Morris, however, to turn the dream into reality within one year of the initial charter granted to the University of Lebanon. The dedication of a few people to the goals of the University helped sustain its existence for twelve years.

Robert Morris

It is impossible to discuss the history of the University of Plano without devoting much attention to Robert Morris, the man who established it and served variously as President, Chancellor, and Chairman of the Board throughout its twelve year history.

Morris had extensive experience in military and political arenas prior to his work as an educator (see Appendix A). He graduated from St. Peter's College in Jersey City, New Jersey, in 1936 then received his law degree from Fordham Law School in 1939. He also received an Honorary LLD from St. Francis College in 1957. In later years when he held offices with universities, he was commonly addressed as Dr. Morris.

Morris taught government, Latin, and Greek at St. Peter's Preparatory School for three years while attending law school. He then joined a law firm in New York City and

soon became a judge. He resigned as judge, however, to become active politically (25). Morris was defeated in the New Jersey primary for the U.S. Senate. Then in 1974 Morris once again ran for office while he was President of the University of Plano. He was defeated by George Bush in the Texas Republican primary who then lost the general election.

Morris received much attention and made contacts with many strong supporters in his role as Chief Counsel for the Senate Internal Security sub-committee in the early 1950s. He gained a reputation for being an outspoken opponent to Communism and this reputation has remained with him to the present.

He also maintained contacts with military officers he encountered during his experiences in the Navy. Morris was Officer-in-Charge for Communism Counter-Intelligence for the Navy and became Officer-in-Charge for Psychological Warfare Section under Admiral Nimitz serving at Nimitz's headquarters in Guam from December, 1944 to October, 1945.

Robert Morris remained immersed in the classical idea that politics must be an integral part of life rather than a separate entity (18). This affected his decision to leave the University of Dallas in 1962 after serving as its president for only two years. He announced to the media that he gave up the job so he could continue his political writing and speaking "without causing embarrassment" to anyone (18). Morris has authored several books on foreign

policy and a nationally syndicated newspaper column called "Around the World." His area of expertise has continued to be geo-politics.

It was with this same enthusiasm and outspoken nature that Morris met the challenge of establishing the University of Plano. He has had a lasting effect on people he encountered throughout his various careers and these people often remained loyal to him and supported his future endeavors. This is evident when tracing the early participants in the University of Plano efforts. Howard Lydick, Vice Admiral Harry Sanders (retired Navy), and P.C. Beezley were advocates of Morris' political views and became strong supporters of the University of Plano. Beezley continued to be financially supportive both while he participated as a Trustee of the Board and also by leaving his estate to the University of Plano in his will. His contributions were recognized with the naming of Beezley Hall, a building on campus, in memory of his wife who died in 1968.

Howard Lydick

Howard Lydick became active on the Board after its first meeting in 1964 and is listed in early documents as the registered agent for the University of Plano. He was appointed Secretary on September 15, 1964 and was immediately elected Vice-Chairman of the Board of Trustees at the same meeting following Leonard Brent Foster, Jr. who had

held both these positions but resigned as a member of the Executive Committee and Vice-Chairman of the Board of Trustees. Lydick also served as Treasurer for the University until November 19, 1969. He resigned as Vice President of the University at the same Board meeting. He continued functioning as Secretary for the Board until October 18, 1973, when he was removed from office by official vote of the Board of Trustees. Even though these actions resulted in a lawsuit between Howard Lydick and the University of Plano/Robert Morris in 1974, Lydick still supports the work the University of Plano did and is critical of Morris only as a business manager and as an overly authoritarian administrator of the University (21).

Vice Admiral Harry Sanders

Morris succeeded in keeping long-term business relationships with people, and this helped maintain continuity in the work of the University. Vice Admiral Harry Sanders was a close personal friend of Morris' whom he had known from his naval career in World War II. Sanders was living in Dallas when Morris came to the area to serve as President of the University of Dallas. When Morris left this position and began working on the establishment of a new university in Plano, Sanders supported Morris' efforts. Sanders was one of the initial trustees named in the Articles of Incorporation for the University of Lebanon in 1964. He served on the Board of Trustees until 1973. He was

President Morris' confidante, and Morris consulted with him on all major decisions at the University (25).

Vice Admiral Harry Sanders first served as Chancellor, then as Chairman of the Board of Trustees until 1972 (33). He remained on the Board even after his move to California in 1972. When he felt ineffective as a long-distance board member, he resigned in 1973 (25). This ended a ten year association with the University of Plano. His strong leadership skills and influence on the Board and in University matters are evident in the minutes of Board meetings and in interviews with other board members.

General Walter Stephens

After Vice Admiral Sanders moved away from the Dallas area, President Morris turned to another associate. General Walter Stephens, who was retired from the United States Marine Corps, was also a long-term trustee serving on the Board from 1966 to 1976. Morris still speaks very highly of the support, encouragement, and counsel that Stephens provided for the business decisions at the University of Plano (25). Stephens did not hold an official position with the University other than trustee on the Board. When the Board considered splitting into two factions in 1970 with one Board for the University of Plano and a separate Board for the Liberal Arts College, General Stephens offered to leave the University of Plano Board to direct the new Board. This was not approved, however, and the Board unanimously

declined to accept his resignation. He was an influential leader on the Board and continued serving actively until its close in 1976.

Edith Donovan

The role of personal secretary to Morris was filled by Edith Donovan for eleven of the twelve years of the University's existence. Donovan learned of the work Morris was doing due to a business contact her husband had with Morris. She began working for him at the offices on Pearl Street in downtown Dallas. She moved to the Plano campus and remained there as secretary to Morris until the day the University closed in 1976.

In 1973 she was appointed Secretary for the Board of Trustees and served in that function for its duration. Donovan describes Morris as a strong idealist who wanted to achieve the highest educational goals with students from a conservative viewpoint. She also viewed Morris' strengths as a man of ideas and action rather than a practical businessman. Donovan attempted at first to put order into the financial record keeping for Morris, but she often encountered bank overdrafts, a lack of written records, and an unbalanced checkbook. Finally, she simply kept in close communication with the bank and Morris to clarify questions about the finances until other people took over the responsibilities of business manager. When asked how Morris was able to bring the University into reality, she stated that

"he simply didn't know that it couldn't be done, so he did it" (16). She also described the entire experience of the University of Plano as "a beautiful dream" that miraculously existed for twelve years before its troublesome demise.

Doman and Delacato

The influence of Glenn Doman and Carl Delacato on the programs at the University of Plano is documented from many sources. The entire curricula in the School for Developmental Education was based on the application of the Doman-Delacato techniques with older ages such as the students attending the University of Plano. Robert Morris first became acquainted with these methods when he attended a training session for parents of brain-injured children at the Institutes for the Achievement of Human Potential in Philadelphia in 1963 (25, 26).

The concept of using these techniques with young adults intrigued both Doman and Delacato. They both served as faculty for the University of Plano in the Department of Human Development and Psychology. They maintained their work in Philadelphia at the Institutes but traveled to Dallas to conduct intensive courses on the campus of the University of Plano and to conduct testing and evaluation of students (14, 25).

The influence of these two men was also felt on the Board as they served as trustees. Doman remained on the Board through 1976 when the University closed.

Glenn Doman remains today as a bridge to the history of the University of Plano. He is the Chairman of the Board for the Institutes for the Achievement of Human Potential where the remnants of the program started at the University of Plano still exist in a much revised program (14).

Summary

The strong leadership style of Robert Morris is evident from interviews with people associated with the University of Plano. This affected the relationships that Morris had with business associates, political activists, educators, and others who knew and dealt with him. Many of these people became devoted to his ideals and projects and remained so for several decades thereby supporting even his efforts at the University of Plano. Others, however, who did not have the same ideals and commitments were skeptical and even critical of his efforts as a leader, especially at the University of Plano. His political views and roots from the northeastern section of the United States segregated him from the local community of Plano, Texas. These personal characteristics coupled with the non-traditional programs of higher education offered at the University resulted in incidents of miscommunication, misunderstandings, and lack of acceptance and support for the University of Plano and Morris from the local community and the Dallas area in general.

Chapter One has provided a background study of the University of Plano which existed from 1964 until 1976. Chapter Two traces the early development of the University of Plano through its growth period. The programs, curricula, and accreditation process are described in Chapter Three. Chapter Four explores the events which led to the closing of the University of Plano. The activities related to the University of Plano following the closing of its campus in 1976 are discussed in Chapter Five.

CHAPTER I
BIBLIOGRAPHY

1. Amendment to the Articles of Incorporation of the University of Lebanon, 29 May 1964. Austin, Texas: Office of the Secretary of State of Texas.
2. Amendment to the Articles of Incorporation of the University of Plano, 18 March 1965. Austin, Texas: Office of the Secretary of State of Texas.
3. Articles of Incorporation of the University of Lebanon, 11 May 1964. Austin, Texas: Office of the Secretary of State of Texas.
4. Beach, Mark, "History of Education." Review of Educational Research, XXXIX, No. 5 (1969): 561-576.
5. Berte, Neal R. and Edward H. O'Neil. "Managing the Liberal Arts Institution: A Case Study." Educational Record, (Summer 1980): 25-33.
6. Borg, Walter R. Educational Research, An Introduction. New York: David McKay Company, Inc., 1963.
7. Cohen, Sol. "The History of the History of American Education, 1900-1976: The Uses of the Past." Harvard Educational Review, XLVI, No. 3 (1976): 298-330.
8. The College Blue Book, Twelfth Edition, 1968. Los Angeles: College Planning Programs, LTD., 728.
9. _____, Thirteenth Edition, Volume 3, 1969-70. New York: CCM Information Corporation, New York. 794-795.
10. _____, Fourteenth Edition, 1972. New York: CCM Information Corporation. 709-710.
11. _____ Fifteenth Edition, 1975. New York: CCM Information Corporation., 694.

12. _____, Seventeenth Edition, 1979. New York: MacMillan Publishing Company, Inc., 697.
13. Delacato, Carl H. The Treatment and Prevention of Reading Problems. Springfield, Illinois: Charles C. Thomas Publisher, 1959.
14. Doman, Glenn, Director of the Institutes for the Achievement of Human Potential. Interview by author, 25-30 September 1988, Philadelphia, Pennsylvania.
15. Doman, Glenn. What To Do About Your Brain-Injured Child. Garden City, New York: Doubleday & Co., 1967.
16. Donovan, Edith, Secretary to Robert Morris. Interview by author, 9 August 1988, The Colony, Texas.
17. Dyer, Thomas. "Institutional Research and Institutional History." Research in Higher Education, VIII (May, 1978): 282-286.
18. Evans, Mary Alice. "What Is The University of Plano?" Plano Star-Courier, 28 July 1965.
19. _____. "What Is The University of Plano?" Plano Star-Courier, 11 August 1965.
20. Good, Carter V. Introduction to Educational Research. New York: American Book Company, 1963, 115-164.
21. Lydick, Howard, Board Member of University of Plano. Interview by author, 8 August 1988, Richardson, Texas.
22. McCauley, Robert N. "The Business of the University." Liberal Education V. 68 No. 1 (Spring 1982): 27-34.
23. Mendenhall, Thomas C. "Admissions Policy: Implications and Consequences." Liberal Education V. 56 No. 2 (May 1970): 285-91.
24. Morris, Joan, Board Member of University of Plano. Interview by author, 28-31 March 1988, Mantoloking, New Jersey.
25. Morris, Robert, President of University of Plano. Interview by author, 28-31 March 1988, Mantoloking, New Jersey.

26. Morris, Robert. What Is Developmental Education? Plano, Texas: University of Plano Press, 1967.
27. Mouly, George A. The Science of Educational Research. New York: American Book Company, 1963, 202-230.
28. Peterson, Martha. "Without Small Liberal-Arts Colleges, Everyone Will Be Diminished." The Chronicle of Higher Education (May 12, 1982): 26.
29. Smith, Arden K. "Our Stake in the Private Liberal Arts Colleges." Today's Education LVIII, No. 3 (March 1969) Plano, Texas: 51-52.
30. Student Handbook, 1971-72. Plano, Texas: University of Plano Press, 1971.
31. Thelin, John R. "Higher Education's 'Useful Past': A New Use for Liberal Studies." Liberal Education (December, 1976): 568-575.
32. "The University of Plano Brochure, 1964." Printed in Dallas, Texas, 1964. (Property of Robert Morris, Mantoloking, New Jersey).
33. The University of Plano General Catalogue, 1965-66. Plano, Texas: University of Plano Press, 1965.
34. The University of Plano General Catalogue, 1970-71. Plano, Texas: University of Plano Press, 1970.
35. The University of Plano General Catalogue, 1973-74. Plano, Texas: University of Plano Press, 1973.
36. VanDalen, Deobold B. Understanding Educational Research: An Introduction. New York: McGraw-Hill, 1962.

CHAPTER II

EARLY DEVELOPMENT OF THE UNIVERSITY OF PLANO

Legal Steps in Establishing a University In the State of Texas

The University of Lebanon (later to be renamed the University of Plano) was established on May 8, 1964 as evidenced by the Articles of Incorporation filed with the Secretary of the State of Texas. This corporation was identified as a non-profit one whose purpose was "to establish, maintain and operate a university comprising a liberal arts college and such other graduate and undergraduate schools as would traditionally constitute a university" (3).

Lebanon is a small, rural community in Collin County north of Dallas, Texas that had served as both a rest stop for the cattle trails in early Texas history and a train depot in the early 1900s. The initial trustees on the Board were all acquaintances of Robert Morris who was the founder of the University of Plano. Vice Admiral Harry Sanders and P. C. Beezley were both associates of Morris from his military and political days. Leonard Brent Foster, Jr. was an insurance adjustor from Lewisville, Texas whom Morris met

because of a need to repair his own automobile. Foster had purchased property in Plano, a northern suburb of Dallas, and was convinced this was the direction of future growth for the Dallas area. He influenced Morris' decision to begin buying land in Plano and to prepare for the future site of a new liberal arts college.

In further action taken by the Board of Trustees on May 18, 1964 as an amendment to the Articles of Incorporation, Harry Sanders signed as a member of the Executive committee and Leonard Brent Foster, Jr. signed as its Secretary (1). These two official documents established the legitimacy of the Board to act as the official governing body for the University of Lebanon according to the provisions of Article 4.03 of the Texas Non-Profit Corporation Act.

On September 4, 1964, the Board of Trustees adopted an amendment changing the name to The University of Plano to enable "the corporation, by its name, to identify more closely with the city which, it is expected, will be closest to the situs of the corporation's operation" (4).

On March 17, 1965, the Board approved another amendment which expanded the role of the University and opened the doors for what was to become the School of Developmental Education. Article 4 was amended to read as follows:

The additional purpose or purposes for which the corporation is organized are: to operate, in addition to the institutions of higher learning, a preparatory school, looking toward high school accreditation, and

to operate such other schools as may be necessary to effectuate the other purposes of the University (2).

In the summer of 1965, The University of Plano began buying tracts of land in the Plano area north of Highway 544 and bounded by Parker Road on the north and what would become Park Boulevard on the south. On June 14, 1965, the University purchased 528 acres. The Plano Star-Courier, Plano's local newspaper, followed these activities and published reports of the land acquisitions. According to newspaper reports, Mayor Rob Harrington witnessed this original purchase, Dallas architect George Dahl drafted plans for the buildings, and realtor George Cox said it was part of a \$2 million transaction for the school (38). The Plano Star-Courier then reported a second tract of land adding 101 acres to the original purchase only a week later and Morris was quoted as planning to purchase another 160 acres later in the summer of 1965 (42). School officials planned to begin construction as soon as an official appraisal was made so a building could be opened by October 4 for a late fall registration (50).

According to Nickey Naumovich, who was responsible for the construction of all the buildings on the campus, the land appraisal allowed A. B. Culbertson Bonding Company to promote a bond issue in the amount of \$50,000 to develop the first fifteen acres (34). This became a critical issue when all the bonds were not sold and therefore the bonding com-

pany required three buildings to be completed before the money could be made available. Naumovich used a new technique with the use of computers called "critical path" to complete a \$300,000 construction job with only \$50,000 readily available. The use of the critical path method for this development project enabled Naumovich to build the university campus with a minimal amount of cash (34).

Ground-breaking ceremonies took place on Saturday, July 17, 1965 with over 50 people in attendance. Cooperation from neighboring communities was evident with the mayors of both Plano and McKinney digging the first shovels of earth. This original building site was marked with a sign reading "The University of Plano: Dedicated to the Elevation of the Plateau of Human Achievement." The sign displayed four American flags provided by the local VFW chapter. (48).

Title to the 161 additional acres that Morris had planned to acquire in the summer of 1965 was finally presented to him on October 15, 1965 (41). That same week Morris was in New York City to officially accept the Malaysian Building at the World's Fair which was presented to him by Radharishama Ramani, the Malaysian Ambassador to the United Nations. Arrangements had been made during an earlier visit to New York by Morris for the 9,000 square foot building to be donated to The University of Plano who would assume the costs of dismantling, transporting and reconstructing the

building to be known as The Pagoda. These costs would total about \$70,000. Charles Polletti, former governor of New York and the president of the International Division of the World's Fair, presided at the formal transfer of the building while Ambassador Ramani presented a ceremonial sword to Morris while praising him for the work of The University of Plano since its inception in 1964 (12).

These activities reported in the Plano Star-Courier in 1965 fulfilled the announcements made by Robert Morris at the Rotary Club luncheon meeting on October 1, 1964 in Plano, Texas, and reported in the Star-Courier on October 7, 1964 (49). During 1964 and 1965 several conferences were held by Mayor Harrington and Plano councilman George Cox with Harry Sanders and Robert Morris to prepare for the establishment of a new university in Plano, Texas by October of 1965. This deadline was met and the University of Plano opened on schedule.

The Board of Trustees

As indicated in the original Articles of Incorporation of The University of Lebanon, the Board of Trustees was the legal governing body of the University. According to the By-Laws, the Board would consist of "not less than three nor more than thirty-six members, exclusive of the ex officio member, namely the President of the University" (6). The By-Laws specify the powers and duties of the Board, determine the meeting times for the Board of Trustees,

establish an executive and finance committee, and identify the officers of the University as a president, one or more vice presidents, a secretary, a treasurer and other officers that the Board may designate. The duties and powers of the president are detailed in this document (see Appendix B).

The Board of Trustees was to meet in May and December. Special meetings could be called by the chairman of the Board with three days' notice. The existing minutes of Board meetings now contained in the private library of Robert Morris in his home in Mantoloking, New Jersey, document the series of meetings that took place from 1964 until 1976.

On February 19, 1965, the Board approved two important motions. First, the Board authorized the President to enter into negotiations for the purchase of land for the university. This power continued to be important for the lifespan of the university because it enabled Morris to financially sustain the University on land endowments. This motion specifically states "that this includes the authority to purchase the land not only by conventional borrowing of money but, also, by entering into an agreement with a person or persons who will put up some or all of the money necessary to purchase the University land; it being further understood that such person or persons will then have the right to a fractional share of the total acreage purchased because of the money which they have put up to enable the

University to buy land" (15). This power was never taken away from the President by Board action.

The second motion approved by the Board amended the charter so the university could lawfully operate a preparatory school and other inferior grades. This amendment was made to the Articles of Incorporation on March 18, 1965 (2).

The Board empowered the President "to act for the University in negotiating, arranging and concluding arrangements for the financing of the construction of a dormitory-school complex on the campus" (16). This authorization extended to determining the cost of the building and to making a loan for \$150,000 from the Republic National Life Insurance Company.

Business conducted during the January 6, 1966 Board meeting was all related to expansion of the campus. The liberal arts college was approved to move to the Plano campus as soon as the Malaysian Building was ready. Additional building space was needed and the President was authorized to lease buildings and houses, make an addition to the Malaysian building and secure interim financing in the amount of \$50,000. The Board also approved the sale of enough acreage to meet the first interest payment on the loan (17). President Morris then received formal Board approval of a statement of Purpose and Goals for the University which would be carried in a catalogue for the

University of Plano. This would clearly define the University of Plano as a non-denominational liberal arts college which had a special purpose to apply the principles of developmental education "toward the elevation of the plateau of human development" (46, p. 13).

In April, 1966, the Executive Committee met and passed several resolutions. One resolved that the president of the University was authorized to buy and sell securities and to invest and reinvest stocks, bonds and other properties of the University (18). This again enlarged the president's authority for securing funds for the University.

Although there are no minutes on file for the May, 1966 meeting of the Board of Trustees, the minutes from the April 21 Executive Committee meeting confirm May 21, 1966 as the date for the Baccalaureate Dinner honoring John G. Pew of Philadelphia. This was approved as the date for the annual meeting of the Board of Trustees, also (18). During the year 1966, tremendous growth occurred on the Plano campus. Within one year the campus grew from no buildings to eight completed buildings. Two more dormitory buildings were under construction. The University also increased the volumes in the library with the addition of the Norman Dodd Library which was a gift to the University valued at \$50,000. Financial reports were also available at this Board meeting which were prepared by Peter Lehrfeld, the business manager. These reports included the value of

the existing buildings, interest payments, income and projected income from tuition and fees, and contributions. The following information was reported:

	Combined value of buildings	\$ 617,000.00
	Interest on real estate	77,000.00
		per year
For	Income from tuition and fees	\$ 161,690.30
6	Contributions	36,233.00
Month	Expenses	149,350.30
Period		
	Estimate for spring semester	
	1967 income	\$ 114,450.00
		(19)

These figures indicate a tight budget and a significant decrease in projected fees from the fall semester to the spring semester.

At this time, Morris recommended to the Board that its membership be increased. Seven additional trustees were elected unanimously and an eighth addition was approved by phone on December 20 and 21. These new members were as follows: W. L. Todd, Jr., Glenn Doman, Mrs. Roberta Pew, John Howell, Joseph C. Hogan, Mrs. Patrick Grawley, W. W. Caruth, Jr., and Judge David Edelstein (19). The Board changed composition immediately from nine to seventeen members.

During the Board meeting on January 3, 1967, President Morris announced that a visiting team from the Texas Association of Colleges and Universities would be on the

campus on February 13, 1967 (20). This would begin the process of accreditation for the University of Plano.

A major point of discussion at this meeting in January of 1967 was the relationship between the Dallas Academy and the University of Plano. Wallace H. Savage and W. L. Todd, Jr., had been active on both boards since 1964. However, they chose to keep the Academy in Dallas instead of moving to Plano because of convenience for its students. This would prove to help separate the programs thereby making it a natural process to later become two separate entities.

The financial condition of the University was again a point of discussion. General Walter Stephens proposed that three tracts of land for a total of 122 acres be set aside permanently for the endowment fund of the University. The motion was adopted and a description of the precise tracts of land was recorded in the minutes. The net value of the University had also increased to \$1,286,900 according to the report by Peter Lehrfeld (20).

On April 6, 1967, the Board of Trustees conducted its spring meeting. Eight members were present to discuss several issues. Again, the Board considered the relationship between the Academy and the University and established a committee to determine the proper relationship and authorized the president to act on the recommendations of the committee (21).

A final decision was made during the Board meeting of September 15, 1967 to legally separate the University of Plano and the Academy into two different corporations (22). Howard Lydick raised the question of a quorum. This was resolved by the members, but this was the second time that Lydick had been a dissenting member. At a previous meeting he had cast a dissenting vote on a motion to adopt a new university seal (20). Although these two issues did not affect policy decisions for the University, these actions were indicative of future strife within the Board.

In November of 1967, the Board continued to discuss financial issues and the work at the Academy. In a progress report on accreditation, President Morris stated that the visiting team was concerned about short-term financing. Various means of raising money for the University were discussed and James Ellis was appointed to organize a "Friends of the University" group to raise money (23). President Morris recommended that Michael Duzy from Harcum Junior College in Bryn Mawr, Pennsylvania be offered the presidency of the University of Plano. Morris suggested that he, Morris, could then be elected Chancellor to replace Admiral Sanders who had previously expressed an interest in resigning. The Board discussed and approved a firm offer to Duzy (23). This change did not actually take place, however, because Duzy did not accept the offer.

Again the Board addressed the issue of the University and the Academy being split into two corporations. This motion was made and passed; however, this occurred after Lydick's motion was withdrawn when Morris questioned whether the motion was correctly stated. Trustee Forde restated the motion and it was approved.

In the spring of 1968, the Executive Committee issued two corporate resolutions. On March 4, Morris and Lydick voted to authorize the president to borrow \$50,000 from Merchant's State Bank and/or Walter H. Stephens. For securing the loan the president could execute a deed of trust for General Stephens, "the same being a second lien on the 32 acres of the southeast corner of the main campus" (8). Then on May 27, President Morris moved that the Friends of the University of Plano become an official part of the University. This would mean that all contributions would go into University funds and would be tax deductible. The motion was approved by General Stephens and Howard Lydick (9). The Executive Committee had been, until this time, the same committee that was created on November 11, 1965, at a meeting of the Board of Trustees: Robert Morris, Howard Lydick and George Cox. But George Cox had not attended a meeting since his stroke in November of 1967. General Walter H. Stephens was listed with the Executive Committee for the first time on May 27, 1968.

On October 1, 1968, the Board of Trustees again met. The major discussion as recorded in the minutes concerned the University's bookkeeping system. Peter Lehrfeld, former business manager, had not kept books even though this had been his job. General Stephens led the discussion about the necessity of changing the entire bookkeeping system and asked for a review of procedures. Howard Lydick, Treasurer, recounted the events since 1964 (24).

Lydick had made all entries himself as the treasurer and the books were kept on a cash basis. In late May, 1965, Tracy Rutherford offered to make a gratis audit of the books. He audited books from the date of the first bank account until May 31, 1965. He recommended a change in the bookkeeping system and also suggested a running audit each quarter. Lydick followed these recommendations. Rutherford assumed the additional duties of making all entries in the ledger and journals from February 1, 1966 until mid-May, 1966 when Steve Waldrop was hired to assume this responsibility. In June, 1966, the Finance Committee approved a change in the entire bookkeeping method with the help of Nickey Naumovich who was the contractor for the buildings on the campus. The new system changed from cash to an accrual basis of accounting and from hand posting to an electronic data processing system. Lydick and Naumovich worked together on the past records. Lehrfeld, however, had not allowed additional audits on these books. When General

Stephens asked Lydick why he had not reported this situation, Lydick explained that he felt "if he reported this it would be attributed not to Mr. Lehrfeld's mistakes but the antagonism existing between himself and Mr. Lehrfeld" (24). General Stephens concluded the discussion by making a motion which was passed by the Board to hire a C.P.A. to advise the Board on appropriate action to set up and maintain an adequate bookkeeping system. General Stephens also recommended that no one interfere with this process, specifically himself, Morris and Lydick (24).

The make-up of the Board changed again with one member resigning and three new members being added. The Board also approved actions taken by the Executive Committee since the last Board meeting. This included authorizing the president to borrow money, sell stocks and open a bank account in the name of the school (8, 9, 24).

On December 3, 1968, an important item was announced to the Board by President Morris. The University needed \$24,000 by the next day to make payroll. He also announced that the University was \$38,000 overdrawn in all bank accounts. General Stephens announced that the agreement the University had to sell 130 acres at \$3,200 per acre was cancelled because the buyer had sustained serious injuries in a car accident. The financial difficulties of the University of Plano were now evident. The Board approved a money raising campaign presented by Lon Amick, President of

the Covenant Corporation. Morris also announced that the Texas Bank and Trust Electronic Data Processing Department would keep the University's books for \$150 per month, but Mr. Lydick objected on the basis that "we could keep the books efficiently ourselves at considerably less cost" (25).

At the May 7, 1969 Board Meeting, President Morris and General Stephens led a discussion on the question of narcotics on the campus. This was a result of a specific incident on campus in which the University fully cooperated with the public authorities. According to the minutes of this meeting, three students had been arrested (26). The discussion addressed the widespread use of narcotics in the high schools across the nation and the impact this was having on higher education.

Trustee Harrington reported on the results from the Covenant Corporation's fund raising campaign. Only \$3,600 cash had been collected while costs totaled \$4,800. Of the \$32,500 pledged, \$20,000 was from Morris and Stephens pledging \$10,000 each (26). Following the President's financial report, the Board approved raising the tuition to meet the actual cost per student. Also, debts totaling \$163,000 were to be paid within 90 days and an additional \$35,000 was owed to the builder, Naumovich. Further action by the Board approved selling several tracts of land for a profit to pay off debts (26).

President Morris also announced at this Board meeting that the first graduation exercises for the University would be on May 25, 1969 with eighteen degrees to be awarded. Lydick brought up two points of concern before the meeting was adjourned. He first recommended that a committee be assigned to study the new program area of the computer field. No action was taken by the Board. He also asked for a meeting of the Finance Committee regarding the financial books of the school because Texas Bank and Trust had not produced satisfactory monthly reports since January, 1969. General Stephens was to call a meeting of the Finance Committee, but no date was set (26).

The next Board meeting in November of 1969 introduced a new concern about proper activities of Board members and discussions of financial affairs of the University. General Stephens stated that it was improper for the treasurer, Howard Lydick, to discuss the financial affairs with Board member Glenn Doman. At this point of the meeting, Howard Lydick submitted his resignation as treasurer. Following a discussion period, Trustee Forde moved that the By-Laws of the University be amended as follows:

1. No one may be eligible to serve in the position of treasurer and a member of the Board of Trustees at the same time.
2. These By-Laws may be amended only by a majority vote of the Board of Trustees, by majority, at any annual, semi-annual or special meeting of the Board of Trustees regularly called and held.

3. No person serving as a member of the Board of Trustees shall ever be held liable for any act or failure to act, in their capacity as trustee, so long as the action or non-action of such member is in good faith. Further, that the corporation indemnify and hold such member harmless from and against any claim or cause of action whatsoever made or brought because of such action or non-action on behalf of the Corporation" (27).

This motion carried as well as acceptance of Howard Lydick's resignation as treasurer. Jo Ann Shoaf was named new treasurer. Lydick then resigned as Vice President of the University and his resignation was accepted. He also moved that Wyn Rickey be named as Vice President, but President Morris objected. It should be noted, however, that later Rickey did become Vice President.

Another motion was then passed authorizing the president to discharge any staff or faculty engaged in a subsidiary or satellite school using the name, goodwill or facilities of the University of Plano.

As a member of the Board, Lydick stated that the President's salary should be raised especially in view of the fact that the last salary check for the President was issued in November, 1967. Since August or September, 1968, the President had received monthly checks of \$2,000 which directly paid for a note he had signed to let the bonding company release \$150,000 to erect Beezley Hall. Since this amount paid only for this note, the President was actually receiving no pay from the University for his personal living expenses. The President's salary was still set at \$12,500 a

year; therefore, the \$2,000 a month he was receiving was being drawn on his future year's income. Lydick stated this situation was unfair and should be changed. President Morris asked the Board to make no change in his salary and the Board took no action (27).

In the last matter of business, General Stephens moved that the President be given the authority to buy land north of the University if money was available. If not, General Stephens stated he would buy it personally. The motion carried.

These discussions and matters of business clearly indicate the financial difficulties and disagreements among Board members that existed at this time. These problems continued at the next Board meeting on April 30, 1970.

President Morris reported on a problem with a hold back agreement that restricted the mortgage on the sale of a tract of land in September. The University was faced with a crisis of foreclosure if the first principal payment was not paid by June 14. Forde reported on his negotiations with Will Harris, the principal mortgage holder, which resulted in Harris signing the release.

The meeting continued in long discussion of the financial affairs of the University. The final motion which passed stated, "We authorize the president to sell such land as it is necessary to clear our debts" (28).

The attention at the meeting then turned to accreditation efforts. The President made a report to the Board then recommended splitting the University into two separate colleges: the Liberal Arts College and the University of Plano. Each would have its own Board of Trustees. This, in the President's opinion, would improve the possibilities of receiving accreditation. The motion passed six to one with Lydick casting the dissenting vote.

General Stephens agreed to leave the University of Plano Board and join the new Liberal Arts College Board when it formed. But when he submitted his resignation as a trustee, the Board unanimously declined to accept it.

Jo Ann Shoaf, treasurer, then made a report on the 1970-71 budget and recommended an increase in fees. General Stephens first moved that the President be authorized to raise the fees if he judged this necessary, but the substitute motion which passed gave this authority to the Finance Committee (28).

In April, 1971, the University was still having financial problems and President Morris reviewed these for the previous ten months. He announced that the University was requesting new zoning on a parcel of land which could ensure a \$400,000 loan for the University. Rob Harrington, Mayor of Plano and University Board member, gave a report regarding zoning of the University land. He also moved that the University file an exemption from school taxes on the

balance of the land owned by the University. The Board adopted this motion and also approved Robert Morris to represent the University before the Zoning Board that evening and to follow the recommendations of Harrington (29).

The Board approved the motion to elect Donald G. Scott as President of the University of Plano at an annual salary of \$30,000. Morris was named Chairman of the Board of the University of Plano. The Board also approved a salary of \$24,000 a year for Morris as Chancellor of the University (29).

Robert Morris raised the question of developing nine acres west of the existing buildings. This would be developed by Nickey Naumovich. The motion was adopted by a vote of seven to one with Lydick dissenting.

Morris then reported on his trip to Baja, Mexico to cooperate with Mexican authorities in offering courses in environmental sciences there as well as conducting a regular summer schedule. Professor Lokke was interested in offering one as early as summer session, 1971, just two months away.

Lydick had prepared a report for the Board members prior to this meeting. He moved that the recommended Statement of Purpose included in his report be adopted. This was approved with the stipulation that President Scott and Chancellor Morris should review it prior to the first printing. The remainder of the fifty-one page report on

long-range plans for the University from Howard Lydick was not discussed at this meeting (13).

Vice President Rickey reported an increase in student enrollment in the spring semester of 1972 (30). Again there was a discussion about land development for the University. A special committee was established to study the sale of additional acreage. Members of this committee were Don Scott, Rob Harrington, Howard Lydick and the Chancellor as an ex officio member. Lydick was appointed to replace Fred Orleans who was unable to attend the meetings.

The remainder of the meeting centered on three major items of discussion: FCC rights to Channel 2 for an educational television station at the University, the Baja campus in Mexico, and Howard Lydick's special report distributed a year earlier in 1971.

Fred Orleans reported that he and Morris were working on a project to get the FCC rights to Channel 2 which was reserved for an educational station in Texas north of the Dallas-Fort Worth county lines. Orleans had made contacts with a business associate who could help in this process. A formal commitment was expected by May 2, 1972 with a specific proposal including costs.

Orleans also presented to the Trustees the original deed for the University's land in Baja, California sur Mexico which was 168 years old. The Mexican government had

granted a charter to the University of San Christobal. He further stated three things which had been accomplished:

1. A charter had been granted to the University of San Christobal.
2. Approval had been granted for the University of Plano to have classes at Baja.
3. Approval had been granted for the Institutes to have people at the University of San Christobal (30).

Morris then reported on a plan to open classes at Baja for the fall semester with two saturation classes:

September 15, 1972 to October 15, 1972 and October 15, 1972 to November 15, 1972. This was approved by the Board.

The third item of business was the recommendations contained in Lydick's report of January 26, 1971 (13). The Board moved through a series of motions by Lydick to adopt specific recommendations. The Board voted against his recommendation to drop all efforts to obtain accreditation and voted instead to pursue the intention of achieving regional accreditation. The Board approved an amended recommendation to establish a night law school. The Board again referred another recommendation to President Scott for further study. This proposed a change in the name of the University to Herbert Hoover University. And lastly, the Board did not approve Lydick's recommendation for a master plan for construction of the University. Instead, the Board wanted to remain flexible to allow development of the property in stages as it had been doing with Naumovich.

In ending the meeting, the Board reached informal agreement to Morris' suggestion to pay Howard Lydick the \$2,000 he was owed as back salary as Treasurer by the University. This could be done at the end of Naumovich's current development project when funds would be available (29).

When the Board met again on September 15, 1972, business was finalized to authorize Chancellor Morris to get necessary zoning and then sell more acreage. Bill Fiveash made a financial report as the new business manager and stated that the University owed \$103,000 in its current accounts (31). The Board approved a motion to authorize the Chancellor to borrow money on the University's land in Frisco, Texas, for the purpose of erecting a building. Morris announced that Rob Harrington had resigned as trustee on September 14, 1972 because of Morris' intention as Chancellor to recommend building on the land in Frisco. Chancellor Morris then recommended a loan in Baja, Mexico for \$300,000 to develop the school and purchase more land for this project. This motion was also approved unanimously.

President Scott presented a letter from Leon Blair, a new professor, recommending the establishment of a master of arts program supported with funds granted by the Texas Bureau of Economic Understanding. This was approved. The matter of accreditation then was discussed. President Scott

reported that Howard Lydick, trustee, would accept University membership in the Southern Association of Schools and Colleges if the Association would accept the University as a whole including the School of Developmental Education. This satisfied Lydick's dissenting votes in the past Board meetings concerning pursuing accreditation.

Morris raised issues about the responsibilities of several offices. The motion was made to amend the By-Laws to show the Chancellor of the University of Plano as the chief executive officer and the President as the chief administrative officer. The motion carried unanimously.

There was then a discussion of lines of authority that resulted in some disagreement among the Board. Glenn Doman stated that this line should be from the Board of Trustees to the Chancellor then to the President. There was informal agreement among the Board except for Howard Lydick who disagreed and stated that the President should be directly responsible to the Board. There was no official motion made or vote taken. The discussion then turned to the assignment of trustees to Board committees. Chancellor Morris contended that he had been granted authority to name and therefore change committees and to assign members to the committees. Lydick disagreed that such authority had been granted. The matter was settled by action of the Board. The Board approved that the Chancellor be authorized to

appoint all Board of Trustees' committees. The vote was 4 to 1 with Lydick dissenting.

On April 19, 1973, the Board meeting lasted only 38 minutes and had little discussion on University business. Only six trustees were present and all motions passed un-animously. Chancellor Morris presented four resolutions for consideration, but only one had much impact on the direction of the University's work. It stated that the University of Plano should undergo a reorganization to enable it to operate more effectively and economically in order to meet the recommendations of the Accrediting Committee. The chairman was given the responsibility to proceed with these plans (32).

The last minutes of board meetings available in the files of the University of Plano in Mantoloking, New Jersey was for the special meeting on October 18, 1973 (33). Eleven trustees were present with five absent and two trustees, Vice Admiral Harry Sanders and Judge David Edelstein, having rendered resignations on October 11 and October 15, respectively. Ken Lambert, new member to the Board by circulated resolution dated September 21, 1973, and Robert C. Rice, counsel to the University, were also present. Howard Lydick left the meeting and took a seat outside the meeting room.

Board member Walter H. Stephens then assumed the chair and read six charges against Howard Lydick. Lydick refused

to enter the room and answer the charges when Counsel Rice went out of the room to invite Lydick to join the meeting. The Board engaged in discussion then voted to remove Howard Lydick as secretary of the Board and as a trustee. Then a total of eleven resolutions were moved, seconded and passed unanimously having already been studied by the Board members prior to this meeting. These resolutions included the election of Robert Morris as President of the University, Edith Donovan as Secretary to the Board of Trustees, Tom Henvey as Fiscal Director of the University, and Virginia Lokke as Registrar of the University (33).

Edward LeWinn gave a report of the progress of the students at the Philadelphia campus.

The Secretary's Book does not include a report from the September 7, 1973 Executive Committee meeting in Philadelphia which is referred to in the minutes of this meeting (33). But the action of the University is confirmed by Neil Harvey in his story of "The Gentle Revolution: 1955 - ":

On September 6, 1973, thirty students from the University of Plano, Texas, reported to the Institutes' Philadelphia campus for the first semester of the School of Developmental Education, soon to be renamed the School for Human Development. They were brain-injured young men and women, fourteen to twenty-eight years of age who, after successfully carrying out a home program and meeting school entrance goals, would strive to reach physical, intellectual and social excellence in a college setting" (5, p. iv).

The School of Developmental Education had moved in its entirety to the Philadelphia campus of the Institutes for the Achievement of Human Potential.

Although the University of Plano continued its programs through July 6, 1976, there are no minutes of board meetings to document official actions of the Board of Trustees. The Board retained the same trustees, however, according to the University's Catalogue for 1973-74 (47, p. 62).

In 1975, the University yearbook, The Pagoda, shows the following five members deleted: Judge David N. Edelstein, Kenneth Lambert, Mrs. John G. Pew, Vice Admiral Harry Sanders, and Raymundo Veras. There were, however, five new trustees listed: Mr. A. Hardcastle, Mr. O. William Hayes, John Carroll, Mr. Paul Castner, and Mrs. Joan B. Morris (37, p. 81). And the final edition of the University Catalogue for 1975-76, indicated only two changes from the Board of Trustees from the previous year. John Campbell was deleted from the list but a new member, Bruce Litt, was added (48, p. 73).

The leadership function of the Board of Trustees is well-documented in the recorded minutes of meetings from 1965 to 1973. But the role the Board played from 1973 until the closing of the University in 1976 is not clear. Many changes did take place organizationally as the finances became tighter and enrollment began decreasing. In 1973, Robert Morris was identified as Chancellor and Chairman of

the Board of Trustees in the University's yearbook, The Pagoda (35, p. 33). In the same issue, Donald Scott was pictured as the President and H. Wynn Rickey as Dean of Frisco College (35, p. 34). The Institutes for the Achievement of Human Potential was featured as a separate group with Glenn Doman and Carl H. Delacato as the administrators and a total of sixteen staff members listed (35, p. 47). This supports the establishment of the School of Developmental Education on the Philadelphia campus in September of 1973.

But in 1974, the titles of top administrative staff changed. Robert Morris was listed as President with Thomas Henvey the Director of Fiscal Planning and Controls (36, pp. 42-43). And Donald G. Scott is pictured as President of Frisco College of Arts and Sciences with Wynn Rickey as Academic Dean (36, pp. 64-65). In the final yearbook edition of 1975, Robert Morris is included as President, Thomas Henvey as Fiscal Affairs Director and Anthony Kubek as Academic Dean with Scott and Rickey missing from the yearbook (37, p. 81).

Memoranda in the official Secretary's Book housed in Mantoloking, New Jersey, confirm the continued actions of the University of Plano even after its campus closed in July, 1976. In a memo dated September 20, 1977, Mayor H. P. Baccus of the City of Frisco verified that all fees were paid by the University of Plano for water and

sewer on the land it owned. These fees were paid in three separate payments in 1972. Also, Dr. Morris received a statement from the Internal Revenue Service (I.R.S.) on May 19, 1976 that confirmed tax exempt status for the University of Plano as described in Section 501(c)(3) of the I.R. Code. And on June 29, 1977 and again on November 22, 1977, Morris sent memoranda to the remaining trustees of the University of Plano asking for anyone who wanted to resign to send their formal resignations in writing. Additional correspondence occurred between Morris and the I.R.S. concerning tax exempt status of the University and informing the I.R.S. of the University of Plano's non-functioning status. These letters often included financial statements and operating statements based on monthly bank statements and cancelled checks.

Educational Philosophy

The University of Plano had a clearly defined educational philosophy from its moment of inception. In the first publication in 1964 of an informational brochure, the University was described as "a new non-denominational institution of higher learning dedicated to the liberal arts concept and adhering to the premise that our religious and cultural heritage is the greatest preservative of western civilization" (11, 43).

Morris described further dedication to a realization of full potential in higher learning by providing young people

who were being denied a higher education with remedial courses and neurological training. This neurological training was based on the work pioneered at the Institutes for the Achievement of Human Potential under the direction of Glenn Donan and Carl Delacato. Hence, the University of Plano was to differ from all other Universities because "in addition to the high standard of its Liberal Arts curriculum, it is also devoted to the reclamation of potentially excellent students who dropped out of other colleges and universities, or who failed to enroll for a variety of reasons other than basic capability" (43).

Although the University encountered many changes, the original goals remained in place from the first classes in the downtown Dallas temporary buildings in 1965 to the last classes in Plano in the spring and summer of 1976.

Pilot Studies in Neurological Organization

In February of 1965, the University began a pilot study through its Department of Education and Psychology. Under the direction of Glenn Doman and Carl Delacato, fifty-six students entering the beginning class of the University of Plano were evaluated and all but five were found to be neurologically disorganized (47). Fifty-two students were signed up to take eleven weeks of courses at the school where they had two hours of special exercises and one hour remedial courses in reading, sentence structure, and other fundamentals each day (11). Some results were

overwhelmingly successful such as the case of Robert Swift. He has often been referred to as a prototype of the student who got results. The Plano Star-Courier reported his story of a twenty-two year old man who could not read and had experienced a series of failures at school. University officials referred to his condition of "word blindness" due to a lack of dominance. Robert not only learned to read during this pilot study, but his scores on intelligence tests increased by ten percent from the pre-test to the post-test (11).

The University claimed in its Fall Catalogue of 1965 that this pilot study "convincingly established that natural human development and attention to neurological factors do improve the student's capacity for learning" (44). The results of these early studies encouraged university officials to continue their efforts in neurological organization in association with the Institutes of the Achievement of Human Potential in Philadelphia. Glenn Doman, Director of the Institutes, remained active on the Board of Trustees to the last day of the University's existence in 1976.

Site Selection and Building Program

The City of Plano in north Texas was selected for the site of the University. Situated twenty miles north and east of downtown Dallas, the University would be part of the fast-growing municipality of Plano, Texas with a "progressive leadership which [was] cooperating enthusiastically

with the work of the University" (43). This became evident as the University received approval of zoning changes and land acquisitions by the City Council and with the presence of Mayor Rob Harrington on the Board of Trustees of the University of Plano for several years.

The University owned 630 acres of previously farmed land by the end of 1965. In the Catalogue, Fall 1965, an explanation is given for the land endowment approach to support the University of Plano:

The University acquired this extensive acreage because land that is appreciated greatly constitutes security for the years ahead. It also permits the University to expand in conformity with the extensive plans formulated by the trustees for future growth. Meanwhile, it represents an endowment to safeguard against all exigencies and is a source of supporting income. It assures ample space for athletic endeavors of great variety (44).

George Dahl, a well-known architect in great demand in the Dallas area, drafted the original plans for the buildings on the campus. According to Nickey Naumovich who would become the developer of the campus, Dahl's fees totaled only \$16,000 which was severely below the rates he was receiving for comparable work in 1965 (34).

With adequate land purchased and plans completed, the University needed a contractor who could begin the development. General Walter A. Stephens, who was closely associated with Morris and Howard Lydick, recommended a Dallas contractor who had constructed two houses for him personally. He called Nickey Naumovich and asked if Nickey

would be interested in building a university. Naumovich met with Morris in University of Plano offices in downtown Dallas to discuss the plans. According to Naumovich, he was immediately impressed by the fact that Dahl was the architect, and then he became caught up in the enthusiasm and excitement of Morris' dream of building an entire university campus in the middle of the farmlands of Plano, Texas (34).

The only deterrent to Naumovich's acceptance of this challenging job was financing. He tells the story of his first visit to Morris' office. While he and Morris were discussing this project involving millions of dollars, Morris' secretary, Edith Donovan, came into the office to ask a question. The University had a \$1,000 overdraft from the bank that needed to be corrected immediately. Morris and Donovan quickly discussed what to do and she left. Nickey was overwhelmed and a bit skeptical about pursuing this relationship but he was already committed to the idea himself, so he accepted the challenge. He did recommend, however, that they proceed by building in stages that would all tie in together according to the master plan and would require the least amount of cash investment (34).

Ground-breaking ceremonies were held on July 17, 1965 with over fifty people attending. The goal was set to have buildings completed by October 4, 1965 to begin a late fall semester (50). To expedite the process and save money,

Naumovich built without plans. Morris would give Naumovich the requirements and purposes for the buildings and Naumovich would build to those needs. Because he was a local builder, Naumovich had good working relationship with the City of Plano's building department, of which there were only two people, and kept them constantly informed of the progress. This close working relationship and trust between the building department and the contractor enabled the University of Plano to meet critical deadlines.

A surprising development affected the building plans for the University after Morris made a trip to the New York World's Fairgrounds in 1965. The Malaysian Building was donated to the University of Plano which assumed the costs of dismantling, shipping, and reconstructing the building. Morris returned to New York in October, 1965 to receive a Kriss (ceremonial sword) in a special ceremony with Ambassador Radharishma Ramani, the Malaysian Ambassador to the United Nations. Morris described the building as "a modern building with unusually heavy beams, containing 9,000 square feet of floor space and boasting 46 tons of air conditioning and a beautiful marble stairway" (40). The first trailer load of the building arrived on the campus via Texas & Pacific Railroad on Monday, December 6, 1965 (12). Naumovich took charge of reconstructing the building with the use of no plans or blueprints except for the foundation. He supervised the reconstruction project by matching the

paint on the timber and beams. He explained how the stairway was put in proper placement by following the clues in the foundation plans which showed the stairway's placement with the location of the pond inside the building (34). The construction crew was working against a tight deadline to have the building completed by April for a visit from the accreditation team. Naumovich accomplished this task in time for a dedication ceremony on April 2, 1966.

Glenn Doman, Director of the Institutes for the Achievement of Human Potential in Philadelphia and Trustee for the University of Plano, recounted the events of this special day. Doman had received a personal invitation to attend the dedication ceremony. He and Carl Delacato arrived at the airport hours before the 5:00 p.m. ceremony. Morris picked the men up from the airport and drove immediately to the campus. At this time the drive took them into open farmland where soon Doman saw the pagoda rooftop of the Malaysian Building. When they got out of the car he asked Morris where the dedication would take place and Morris replied that it would be on the parking lot. However, no parking lot existed. Soon large trucks arrived with loads of gravel followed by a bulldozer and while they watched, a parking lot was made. Shortly before time for the ceremony to begin, two more trucks arrived. One carried the Marine Band which played during the ceremony and the other carried a portable podium and platform which was quickly assembled

and readied for the speakers' platform (10). The ceremonies took place on time with a crowd of local citizens, dignitaries, and University staff in attendance. The dedication was highlighted by the presence of Mr. A. Zain from Malaysia whose speech was followed by a flag ceremony conducted by a Marine color guard unit. Morris appeared on the speaker's platform along with Delacato and Doman as well as Willie Morris, Morris' young son who had already experienced success with the techniques of neurological organization (14, p. 7).

The University of Plano campus continued to grow with Nickey Naumovich as the contractor. A total of twelve buildings were constructed by 1968 according to a description in the College Blue Book for 1968 (7, p. 23).

The Malaysian Building housed the administrative offices and library of the University. President Morris' private office was located on the top floor of what was better known as the Pagoda. Easily the most distinctive structure on campus and in all of Collin County, the pagoda-styled structure loomed above the landscape for more than a decade (39). Other buildings included the Neurological Organization Building dedicated on January 6, 1967 and Beezley Hall, dedicated to the memory of Esther Walsworth Beezley who died in 1968 (37, p. 15).

The other building projects outside the main campus came later in the lifespan of the University. The issue of

a campus in Baja, California (Mexico) first appeared in minutes of the Board of Trustees meeting April 27, 1971. Morris reported on his trip to Baja to consider offering courses in Environmental Studies in cooperation with Mexican authorities. Although no official documents are available with the records of the University to confirm this additional campus, during the Board meeting on February, 1972, Fred Orleans is said to have presented to the Board the original deed for the University's land (30). And pictures of the grounds and the building appear in the 1973 edition of the University's yearbook with scenes of the students who were attending classes at the Institutes for Environmental Studies (35, pp. 30-34).

Also in 1972, Morris acquired land in Frisco, Texas, another community northwest of the Plano campus. This purchase occurred after meetings with Plano's City Council and Planning and Zoning committees which were not approving of University efforts to get new zonings for land that would enable the University to borrow additional money.

The decision to build on the property in Frisco, however, caused friction among some Board members. The day before the Board meeting of September 15, 1972 when Morris was to ask approval from the Board to borrow money to erect a building in Frisco, Rob Harrington resigned as a trustee (32). Harrington was Mayor of Plano and had been a

trustee on the Board since 1969. Morris did receive approval and one building was erected on the Frisco property.

Funding Sources

Finances were always a matter of concern for the University of Plano. The University was not subsidized by any decision of government nor supported by a church or organization and remained wholly privately supported (40). Morris' plan was to endow the University with land that would appreciate greatly and therefore constitute security for years. But this plan did not work successfully. In 1974 and 1975 the Dallas area experienced a real estate slump which affected the value of land and the opportunity to sell off the land necessary to pay the bills. The minutes of the Board meetings confirm the financial difficulties that began as early as 1966 when Peter Lehrfeld, Business Manager for the University, made his financial report (19). In 1967, the visiting team from the Texas Association of Colleges and Universities identified short-term financing as a problem for achieving accreditation. Then on December 3, 1968, President Morris announced to the Board that the University needed \$24,000 by the next day to make payroll and that the University was \$38,000 overdrawn (25).

With the financial dilemmas evident, it is surprising that the University of Plano was able to continue its growth. However, Nickey Naumovich explained how financing

was made possible. As early as 1965, Mr. Naumovich was using computer systems in his work as a developer. By using the critical path method for managing these projects, he was able to accurately project the work schedules, loan deadlines, and necessary payments to require the smallest amounts of money on the front end of construction projects. He also merited Bob Morris who took personal involvement with the construction crews by visiting them on a site and talking to them individually. They were willing to wait for their pay because a trust had been formed. With everyone committed to the project, they were able to complete \$300,000 of construction within 90 days with only \$50,000 required to begin. By the time this first phase was completed, the University had actual buildings and improvements to borrow against. Naumovich also stated that when a deadline for payment was near, Morris was able to make a trip to the eastern United States and raise money through donations from the many personal contacts he had coupled with his own personal enthusiasm for the work of the University of Plano (34).

This approach continued throughout the existence of the University until 1976 when the last deadline for payment of a \$200,000 loan was not met and the threat of foreclosure closed the doors of the University.

Another means of financing was a bond issue in 1965. According to Naumovich, this is where the University got the

original \$50,000 to build the first buildings on the first 15 acres of land that were developed. A. B. Culbertson, a bonding company in Fort Worth, Texas, handled this work and developed a good working relationship with the University that lasted for several years (34).

The University also relied on personal loans and donations from friends and supporters of the University of Plano. The yearbook included a list of patrons in each issue which was a way of recognizing those people who contributed. Although there are no official records available which document these financial gifts and assistance, the Board of Trustees must have been aware of this. In the minutes of a Board meeting in 1965, the Board authorized the President "to purchase the land not only by conventional borrowing of money, but, also by entering into an agreement with a person or persons who will put up some or all of the money necessary to purchase the University land" (15). The return for this investment was intended to be a fractional share of the total acreage owned by the University. This enabled Morris to solicit actual investors in the University of Plano where land values were projected to increase greatly.

Tuition and fees would be a source of income once the University opened in 1965. The tuition was \$500 per semester and room and board was \$500 per semester when the University opened its doors in 1965 (45, p. 34). In 1976,

the tuition had only increased to \$650 per semester and room and board costs totaled \$740 per semester which included three meals a day for seven days a week. The funds these fees generated would not support the University. In a report from the Business Manager, Peter Lehrfeld, in December of 1966, the income from tuition and fees exceeded the expenses for the fall semester by less than \$13,000 and the spring semester projected income was \$35,000 less than the fall (19). Obviously the students could not support the full costs of the University.

The First Class Offerings

The University of Plano commenced its four-year liberal arts program in the fall of 1965. The semester started late with October 6 the first day of classes thereby meeting the goal that was set in 1964. The University was still leasing two buildings with 33,000 square feet of space in downtown Dallas and two old mansions on Swiss Avenue in Dallas were used as temporary dormitories until initial construction was completed (7). The catalogue listed sixteen faculty members and five visiting faculty in nine different departments (45).

A special project of the University of Plano was the School of Experimental Education under the direction of the Department of Education and Psychology. A pilot study was commenced in February of 1965 with 52 students participating. The purpose of the pilot study under the supervision

of Glenn Doman and Carl Delacato was to determine if neurological organization and attention to human development could improve the student's capacity for learning. This study took place in the temporary space on North Pearl Street in downtown Dallas, Texas (44). The pilot study revealed positive results and the School of Developmental Education was added to the catalogues for 1966-67 (46. p. 52).

According to a statistical report for the president submitted by Registrar Virginia Lokke on May 7, 1969 the total enrollment for the University of Plano in the Fall Semester, 1965 was 61. This increased to 103 for the Spring Semester of 1966 (see Appendix C).

There were many student activities scheduled during the first year at the University of Plano. Assembly programs were presented for the benefit of the students to challenge, educate and entertain. An athletic program was started with the establishment of an intermural football team and basketball team before the arrival of Paul Dean, the athletic director. Membership was open in the University of Plano Choir, Lawyer's Club, Student Association, religions organizations, and social clubs. (46) (14).

Within sixteen months from the date of the incorporation of the University of Lebanon to the opening day of fall classes on October 6, 1965, the University of Plano transformed from a dream and a paper document to a campus with

buildings and a group of students and faculty. The University of Plano was now a reality and moved into its second stage of growth and development.

Chapter Three follows this development of new programs, increase in student enrollment, and attempts toward regional accreditation. This progress of the University of Plano extended from 1965 to 1973 until the decline of University activities beginning in 1974.

CHAPTER II

BIBLIOGRAPHY

1. Amendment to the Articles of Incorporation of the University of Lebanon, 29 May 1964. Austin, Texas: Office of the Secretary of State of Texas.
2. Amendment to the Articles of Incorporation of the University of Plano, 18 March 1965. Austin, Texas: Office of the Secretary of State of Texas.
3. Articles of Incorporation of the University of Lebanon, 11 May 1964. Austin, Texas: Office of the Secretary of State of Texas.
4. Articles of Incorporation of the University of Plano, 29 September 1964. Austin, Texas: Office of the Secretary of State of Texas.
5. Ball, Ann, ed. The Institutes for the Achievement of Human Potential. Philadelphia: The Better Baby Press, 1986.
6. By-Laws of the University of Plano, 1965. Mantoloking, New Jersey: Private Library of Robert Morris.
7. The College Blue Book, Twelfth Edition, Vol. 1, 1968. Los Angeles: College Planning Programs.
8. Corporate Resolution, Executive Committee of the Board of Trustees of the University of Plano, 4 March 1968. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
9. Corporate Resolution, Executive Committee of the Board of Trustees of the University of Plano, 27 May 1968. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
10. Doman, Glenn, Director of the Institutes for the Achievement of Human Potential. Interview by author, 25-30 September 1988, Philadelphia, Pennsylvania.
11. Evans, Mary Alice. "What Is The University of Plano?" Plano Star-Courier, 4 August 1965 (second in series).

12. "First Trailer Load of World's Fair Malaysian Bldg. Arrives in Plano." Plano Star-Courier 8 December 1965.
13. Lydick, Howard L. "A Special Report to the University of Plano, President and Board of Trustees." Plano, Texas: Private Library of Howard Lydick, Typewritten, 1971.
14. Mariner 1966. University of Plano Yearbook, Plano, Texas, 1966. (Property of Sandra de Montreville, Dallas, Texas).
15. Minutes of the Board of Trustees of the University of Plano, 19 February 1965. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
16. Minutes of the Board of Trustees of the University of Plano, 29 May 1965. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
17. Minutes of the Board of Trustees of the University of Plano, 6 January 1966. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
18. Minutes of the Board of Trustees of the University of Plano, 21 April 1966. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
19. Minutes of the Board of Trustees of the University of Plano, 15 December 1966. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
20. Minutes of the Board of Trustees of the University of Plano, 3 January 1967. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
21. Minutes of the Board of Trustees of the University of Plano, 6 April 1967. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
22. Minutes of the Board of Trustees of the University of Plano, 15 September 1967. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.

23. Minutes of the Board of Trustees of the University of Plano, 20 November 1967. Secretary's Book.
Mantoloking, New Jersey: Private Library of Robert Morris.
24. Minutes of the Board of Trustees of the University of Plano, 1 October 1968. Secretary's Book.
Mantoloking, New Jersey: Private Library of Robert Morris.
25. Minutes of the Board of Trustees of the University of Plano, 3 December 1968. Secretary's Book.
Mantoloking, New Jersey: Private Library of Robert Morris.
26. Minutes of the Board of Trustees of the University of Plano, 7 May 1969. Secretary's Book.
Mantoloking, New Jersey: Private Library of Robert Morris.
27. Minutes of the Board of Trustees of the University of Plano, 19 November 1969. Secretary's Book.
Mantoloking, New Jersey: Private Library of Robert Morris.
28. Minutes of the Board of Trustees of the University of Plano, 30 April 1970. Secretary's Book.
Mantoloking, New Jersey: Private Library of Robert Morris.
29. Minutes of the Board of Trustees of the University of Plano, 19 April 1971. Secretary's Book.
Mantoloking, New Jersey: Private Library of Robert Morris.
30. Minutes of the Board of Trustees of the University of Plano, 23 February 1972. Secretary's Book.
Mantoloking, New Jersey: Private Library of Robert Morris.
31. Minutes of the Board of Trustees of the University of Plano, 15 September 1972. Secretary's Book.
Mantoloking, New Jersey: Private Library of Robert Morris.

32. Minutes of the Board of Trustees of the University of Plano, 19 April 1973. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
33. Minutes of the Board of Trustees of the University of Plano, 18 October 1973. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
34. Naumovich, Nicky. Interview by author, 7 August 1988, Garland, Texas.
35. Pagoda 1973. University of Plano Yearbook, Plano, Texas, 1973. (Property of Sandra de Montreville, Dallas, Texas).
36. Pagoda 1974. University of Plano Yearbook, Plano, Texas, 1974. (Property of Sandra de Montreville, Dallas, Texas).
37. Pagoda 1975. University of Plano Yearbook, Plano, Texas, 1975. (Property of Sandra de Montreville, Dallas, Texas).
38. "Plano University Buys 528 Acres." Plano Star-Courier, 16 June 1965.
39. "Sale Brings End to Morris' Dream." Plano Star-Courier, 4 July 1976.
40. "U. of Plano Opens Liberal Arts School." Plano Star-Courier, 6 October 1965.
41. "U. Plano Receives Title 161 Acres For School Campus." Plano Star-Courier, 20 October 1965.
42. "University of Plano Buys Land; Construction Starts This Week." Plano Star-Courier, 23 June 1965.
43. "The University of Plano Brochure, 1964." Printed in Dallas, Texas, 1964. (Property of Robert Morris, Mantoloking, New Jersey).
44. "The University of Plano Brochure, 1965." Printed in Dallas, Texas, 1965. (Property of Robert Morris, Mantoloking, New Jersey).
45. The University of Plano General Catalogue, 1965-66. Plano, Texas: University of Plano Press, 1965.

46. The University of Plano General Catalogue, 1966-67.
Plano, Texas: University of Plano Press, 1966.
47. The University of Plano General Catalogue, 1973-74.
Plano, Texas: University of Plano Press, 1973.
48. The University of Plano General Catalogue, 1975-76.
Plano, Texas: University of Plano Press, 1975.
49. "University of Plano Sets '65 Opening Date." Plano Star-Courier, 7 October 1964.
50. "University Starts Building." Plano Star-Courier,
21 July 1965.
51. "UP Goes on Block." Plano Star-Courier, 1 July 1976.

CHAPTER III

PROGRESS OF THE UNIVERSITY OF PLANO

A Profile of the Students

The students who attended the University of Plano were categorized into two groups: Developmental Education students and students of the Liberal Arts College. This distinction is evident in enrollment qualifications, program requirements, and credits earned. There was little distinction, however, in the social environment or in the opportunities to participate in special programs that the University offered. Students from both groups could live on campus although individual dorm houses were designated by sex and by program in which students were enrolled. Meal service in the cafeteria, athletic activities, social events, and access to students affairs and religious counselors were open to all students regardless of the program in which they were enrolled.

Recruitment

Recruitment of students of the University of Plano was not an issue in the first five years of its existence. The first group of fifty-six students who were evaluated by Glenn Doman, Director of the Institutes for the Achievement of Human Potential, and Carl Delacato, Director of the

Reading Clinic, were all personal referrals to the University. The Institutes in Philadelphia had no accommodations for these older students and referred inquires to the University of Plano which was located in downtown Dallas in 1964 and early 1965. Robert Morris, President of the University of Plano, also had many contacts and strong followings from his work as Chief Counsel for the Senate Internal Security sub-committee in the 1950s and as an outspoken foe of Communism. There were, therefore, people throughout the United States who stayed in touch with Morris and were aware of the work he was initiating in Texas.

The impact of Morris' personal contacts and notoriety throughout the world cannot be overlooked as a major recruitment tool for the University of Plano. People with strong political association with Morris' beliefs and educational goals would often send their children to the University of Plano because of their confidence in the type of university he would establish and direct. Howard Lydick, long term trustee with the University of Plano, clearly refers to this in his Special Report to the President and Board in 1971:

We, too, have something special, something unique, for the Liberal Arts student as well as for the Developmental Education student. Our uniqueness for the Liberal Arts student lies in the desire and our ability to offer a "conservative" education to the student. By "conservative" I mean those things set forth in our Statement of Purpose, to wit: 1) man has a spiritual dimension and it, like the physical, needs nourishment; 2) we try to teach history by telling only what happened and relating ALL the known facts;

3) we teach laissez faire economics rather than. . . Keynesian economics; 4) while recognizing that individual problems do exist, we support the American system of government as good, teaching the traditional values and clearly opposing Communism in all its forms (22, pp. 27-28).

Morris' political reputation was further established through his publications and activities. He resigned as President of the University of Dallas in 1962 to "continue his political writing and speaking" (41). He maintained a nationally syndicated newspaper column, authored several books on foreign policy, was a two-time candidate for legislative office, became president and general counsel for the Dallas-based Defenders of American Liberties and otherwise remained a strong political figure during his years with the University of Plano. This notoriety was a significant factor in drawing enrollment of students with similar political convictions.

This educational environment was a strong appeal to many parents of college-age children during a period of campus unrest and violent demonstrations related to the politics surrounding the Vietnam Conflict.

Campus Life

Students who lived on the campus of the University of Plano had few distractions or alternatives to their social lives. The town of Plano was still a rural community with a population of only a few thousand in 1966. Dallas was more than twenty miles away and many students did not have their

own cars for transportation. The dormitory arrangement was a group of small houses each accommodating about twenty students. These factors resulted in a close-knit family arrangement for meal times, weekend entertainment and nightly activities. For some students this was confining; but for many Developmental Education students who had been excluded from social activities in their early years of schooling, this provided a safe, secure environment for participating in social activities.

School dances and parties were sponsored on campus with a high percentage of students attending. Guest lecturers conducted programs for all students and faculty while they were on campus for the intensive short courses that the University offered. These lecturers included Doman and Delacato from the Institutes in Philadelphia; Raymond Dart, anthropologist; Von Mises and Percy Graves, economics; Paul Henshaw, Atomic Energy Commission; and others (24). The one to two week courses were called "saturation courses." These lecture times were often followed by receptions and parties that offered additional socializing among faculty, staff and students (23).

University yearbooks called Mariner and later Pagoda pictorially capture campus activities. In 1966 the first formal dinner honoring Friends of the University was attended by faculty, staff, trustees and students. This annual event continued in later years as the Spring Formal.

Student Government was very active and sponsored weekend parties which ranged from dances to picnics to field trips with bus transportation. Faculty often hosted parties in their homes where students and faculty informally socialized by playing bridge, playing pool, and playing musical instruments together.

Athletics

Athletics was an integral part of the program offered at the University of Plano. Before 1967 the sports activities were intramural only. But in 1967 the University of Plano initiated its first season of baseball. This program drew some students to the campus to play under Paul (Daffy) Dean, a former pitcher for the St. Louis Cardinals, and later under Steve Adair as coach. The baseball program brought recognition to the University and also provided opportunities for some young men to pursue professional careers in baseball. The students at the University of Plano consequently had an athletic team to follow and support as a source for school spirit. According to Steve Adair, the Developmental Education students were strong supporters of the baseball team as well as the Liberal Arts Students (1).

Clubs

Campus life included numerous clubs for students to join to provide social interaction and leadership experience. Student Government elected officers to represent the

student body in campus activities. In the fall of 1965 the elected officers drafted a Constitution, printed a student directory, published an annual, and hosted a Halloween party and a spring picnic (23).

By 1969 campus activities had expanded to include eight other organizations: Lambda Chi Sigma, Chere Amie Club, Regatta Club, Press Club, Y. A. F., Drama Club, St. Thomas More Society, and Campus Crusade (28, pp. 80-83). Students continued to have a voice in campus affairs through its Student Government Association (S. G. A.). Issues of the University's yearbook, Pagoda, contain snapshots of numerous picnics, dances, parties, holiday festivities, and sporting events which represent an active campus life.

Enrollment

When the University of Plano began its pilot study in 1965, there were sixty-one applications from college and high school drop outs. Some were good students who had sustained brain damage, but most had been in and out of colleges and experienced failure in many educational settings. Some had speech defects; most were poor readers; many were accident prone or poorly coordinated (27, p. 27).

Glenn Doman and Carl Delacato flew to Dallas from Philadelphia and evaluated the applicants. Fifty-six students completed the evaluations. Only five did not qualify for the program. Fifty-one were evaluated as suffering from

an underdeveloped neurological condition or neurological dysorganization.

By 1968 the enrollment had increased to 205 men and 67 women which included both the Developmental Education and Liberal Arts College student populations (4, p. 794). In 1971 the College Blue Book describes the program of study to include "the College of Liberal Arts and the School of Developmental Education; the latter affords a placement for the student whose basic academic skills or neurological development are such that he is unable to pursue successfully a traditional course" (3, p. 709). The 1971 enrollment was 143 men and 59 women. An interoffice report from the Office of the Registrar to President Morris on October 18, 1973 listed a total of 254 students with 130 being full time, 84 part time and 40 auditors (20). Although Lydick predicted in 1971 that the growth of enrollment should approach 1,000 by 1975 (22), the enrollment began to dwindle after 1973 until the University closed in 1976.

The School of Developmental Education

The work with neurological dysorganization and related learning problems had been conducted at the Institutes for the Achievement of Human Potential in Philadelphia, Pennsylvania for more than a decade. However, Doman and Delacato's work had been with young children only. The University of Plano's efforts were the first time they had applied these same methods to young adults in any organized

format. Therefore, this was an experimental program joining efforts of the University of Plano and the Institutes. The first pilot study in 1964 convinced the leaders of both organizations - Morris, President of the University of Plano and Doman, Director of the Institutes - to fully implement this program in Plano, Texas. For the next eight years, from 1965 to 1973, staff from the Institutes in Philadelphia would fly into Dallas for one to two weeks at a time or for an assignment for a semester to work with this extension program. Doman and Delacato continued to personally evaluate all applicants to the School of Developmental Education until the University of Plano was able to produce staff who had enough experience in the program to receive formalized training in neurological organization at the Institutes in Philadelphia to evaluate students themselves. This long distance association was very costly and time consuming, but it was the only approach to secure the integrity of the methods used in this precise programming. In 1966 Thomas E. McMahon assumed the responsibility of evaluating each student entering the School of Developmental Education. As head of the Department of Testing, however, he was supervised by and accountable to Doman and Delacato as they returned to Plano often to evaluate the program and to present saturation courses in Human Development and Educational Psychology. Charles Muir, who was on staff at the Institutes, also was a visiting faculty for the

University of Plano. In 1967 Charles Muir replaced McMahon and became the Dean of the College of Developmental Education as McMahon became Dean of the College of Liberal Arts thereby separating the University's two distinct programs.

By 1969-70 the Testing and Evaluation Center had on staff two graduates of the University of Plano who had benefitted from the methods used in Developmental Education. George Meiners was Director of Testing and Evaluation and Roger Meiners was an evaluator. The testing and programming, however, was still closely supervised by Doman and Delacato in the Department of Human Development and Psychology (38).

The programs that were developed for students in the School of Developmental Education were highly individualized and intensive. The methods that had been developed at the Institutes for brain-injured children were continually being refined and improved. This required continuous training of the staff at the University of Plano, also. In Philadelphia the individual programs developed for the brain-injured children who went there were taught to and implemented by the parents of the children who then went back to their own homes and applied these techniques for several hours a day for six months at a time. In Plano, the programs could not be this intense nor structured. Instead, the neurological organization exercises of crawling, creeping,

cross-patterning and brachiating were practiced in the gymnasium-type building on campus as part of the students' daily class schedules. However, attendance was not always as regular here as it was intended to be with parents constantly participating with the child. The staff at the University of Plano contributed intensive hours of counseling with these young adults, supervising and participating in the programmed exercises, and replacing this important parental role of supervising and encouraging the students.

The Neurological Organization Building on campus was equipped with wooded gym floors, mats, and specialized equipment for these physical activities. Visitors to the campus and many of the students from the Liberal Arts College did not understand nor appreciate the function of these crawling and creeping exercises. Therefore, many misunderstandings and criticisms surrounded this area of the campus and the work of the School of Developmental Education.

The difficulties of maintaining the integrity of the neurological organization programs from the distance and time between Philadelphia and Dallas increased over the next eight years. By 1973 it was obvious from the Board meetings and the activities at the University of Plano that finances were tight, enrollment was dropping, and there were questions about the continuing existence of the University.

The results from the School of Developmental Education, however, overwhelmingly supported the progress that many students had made using the techniques of neurological organization. In a Board meeting in 1973, Morris recommended moving the entire College of Developmental Education to the campus of the Institutes for the Achievement of Human Potential in Philadelphia. Neil Harvey at the Institutes assisted in the logistics of this move and in September, 1973, thirty students made the move from Dallas to Philadelphia.

The relationship continued between the two organizations, however, and these students continued to be a part of the University of Plano. The staff at the Institutes who worked with these students were also considered to be associated with the University of Plano as they not only instructed these students daily but also continued their own professional education in the area of Human Development. Doman and Delacato taught intensive classes on the campus of the Institutes for staff and for parents who received instruction on implementing programs of neurological organization and the theories and research that supported this methodology. The Institutes, however, was not a degree-granting institution like the University of Plano.

Liberal Arts College

The University of Plano was chartered as a liberal arts college in 1964 (2). In the first publication by the

University Press promoting the University of Plano, the University is described as "a new non-denominational institution of higher learning dedicated to the liberal arts concept and adhering to the premise that our religious and cultural heritage is the greatest preservative of western civilization" (31). The University set its goal to conform to the standards and requirements of the Association of Texas Colleges and Universities and the Southern Regional Association of Colleges and Universities to achieve accreditation (32).

In 1967 the College of Liberal Arts had a separate dean. Thomas E. McMahon took charge of this principal school in the University of Plano complex. And in 1972 Donald Scott was President of the University of Plano with Wynn Rickey serving as Academic Dean. In 1973 Rickey's title changed to Dean of Frisco College. The classes for the Liberal Arts College were moved from the main campus in Plano to a new building in Frisco, Texas, about ten miles northwest of Plano. The distinction between the School of Developmental Education and the Liberal Arts College was more evident with this logistical change.

The students in the Liberal Arts College were required to meet normal academic standards for admission to the University (10, 12, 13, 15). Applicants were required to have graduated from high school with fifteen units of academics including the following:

Three units of English.
 Two units of Mathematics.
 Two units of Social Science.
 Two units of Science.
 Combination of Science and Foreign Language --
 One unit of Science
 Two units of Foreign Language

Students were also required to submit scores on the American College Test or the College Entrance Board Test (33, p. 18).

Students who did not meet these admission requirements could enroll in the School of Developmental Education and take courses for remediation until such time as they were admitted to the Liberal Arts College (17, 21). This process resulted in the term "middle college" or the "bridge" to college level work. Many students met success with this approach which enabled them to complete college degrees.

Courses were continually added to the curriculum of the Liberal Arts College. In the last catalogue published by the University of Plano in 1975-76, there were a total of 147 courses in seven departments:

34	Department of Business Administration and Economics
31	Department of English
30	Department of Foreign Language
14	Department of History
9	Department of Human Development
14	Department of Philosophy
16	Department of Political Science
<u>147</u>	

There were an additional sixty-seven course offerings in the General Curricula which included art, education, mathematics, music, natural science, physical education, psychology, and sociology (37).

The University of Plano had a faculty of twenty-eight on campus and nine visiting lecturers. Twelve of the regular faculty held doctoral degrees and ten held masters. The credentials of the faculty at the University of Plano throughout its existence represented many different institutions of higher education throughout the United States and from foreign countries providing a rich experiential background for its students. The Liberal Arts College boasted its small student-to-teacher ratio to help accomplish the University's goal of striving to develop the intellect of students to the fullest potential.

Accreditation

The issue of accreditation emerged in 1965 with the following statement:

The University will pattern its curriculum with a view toward conforming to the standards and requirements of the Association of Texas Colleges and Universities and the Southern Regional Association of Colleges and Universities and work for accreditation in those agencies (32).

President Morris appeared in Richmond, Virginia, before the Council of the Commission on Colleges for the Southern Association of Colleges and Schools to request that the University of Plano be considered an applicant for accreditation. This initial contact with the Council began a long effort by the University of Plano to become accredited until it closed its doors in 1976 having never accomplished this goal. A trail of correspondence between the Southern

Association of Colleges and Schools in Atlanta, Georgia, and the University of Plano from December 8, 1965 to February 1, 1974 involved many representatives from both organizations trying to resolve issues that interfered with accreditation. Failure to become an accredited institution contributed to the problems of acceptance the University of Plano had in the educational community (6, 21).

Gordon W. Sweet, Executive Secretary for the Commission on Colleges with the Southern Association of Colleges and Schools, suggested to President Morris that a small committee should visit the campus during the spring of 1966 (14). It was necessary, therefore, for the construction of the Pagoda Building to be completed to house the offices of University administration. The committee scheduled its visit for April 24 and 25 and the University of Plano campus met this deadline with its dedication ceremony for the Pagoda Building held on April 6, 1966 (16). The visiting committee was to be composed of Dean J. K. Williams, Clemson University, and Dean E. L. Chalmers, Florida State University (15). However, N. W. Quick from Midwestern University made a report on this visit as a representative of the Association of Texas Colleges and Universities (30).

Quick noted several problems that he identified which prevented him from forecasting the future of the University of Plano. He presented five major problem areas:

- (1) finance
- (2) inadequate library holdings
- (3) science instruction
- (4) full-time faculty
- (5) lack of direction (30)

Financing the University was identified as the number one problem. The idea of endowing a university with land was not clearly understood by the members of the accreditation team. Quick suspected that by selling the land, the University would lose farm income thereby supplying only temporary relief to operating expenses. President Morris and the Board were not able to convince the committee that owning 760 acres of land which was appreciating rapidly could be a continual source of income as investment property. Finances did, however, become the major problem for the University when a real estate slump retarded the appreciation of the land values resulting in futile efforts to endow the University with land holdings.

The second problem area was quickly addressed by the University. The inadequacy of library holdings was remedied by the addition of 10,000 volumes from the donated Norman Dodd Library. This was valued at \$50,000 and it more than doubled the library holdings for the University.

The University of Plano purchased equipment to add to the science curriculum which had previously been straight lecture. This laboratory experience was expanded to an entire campus laboratory in Baja, California, sur Mexico where students studied Environmental Sciences. This study

was continued on the Plano campus through research and experiments using the data collected on the Baja campus.

Quick's report was critical of the University's use of intensive, short courses. He stated that "the practice of bringing in outstanding scholars to give an intensive week's work to enrich the program is commendable but there is no way they can be properly listed as departmental chairman" (30, p. 2). This was referring to the role that Glenn Doman and Carl Delacato served as Departmental Chairmen for Education and Psychology and Ludwig von Mises for Economics (30). The number of full-time faculty who were on campus in Plano increased significantly after this visit during the first spring semester of the University's existence. In 1965-66 there were ten full-time faculty with only four holding advanced degrees (33). Within two years this had increased to thirty full-time faculty with fourteen holding advanced degrees (34).

The last problem area listed in this report was the lack of clearly defined aims of the school. Quick stated that this was not a criticism since much was being tried and talked about by the Board. He obviously did not see a relationship of the academy operated in downtown Dallas, the high school equivalency program which he referred to as a preparatory school, the experimental unit otherwise known as the School for Developmental Education, and the freshman level of a Liberal Arts College. The University of Plano

had clearly defined its goal and purposes in the original Articles of Incorporation (2) as well as its first catalogue in 1964 (31) and subsequent catalogues. These purposes, however, did not match the traditional goals of institutions of higher education that were accredited by the Southern Association of Colleges and Schools.

As a result of this report on the visit to the University of Plano in April 1966, the Executive Council of the Commission on Colleges of the Southern Association of Colleges and Schools decided that "a letter of reasonable assurance that the University of Plano [was] working toward eventual accreditation in a satisfactory manner could not be authorized" (18).

Efforts to become accredited did not stop with this decision in June 1966. Another committee composed of W. C. Perkins of Stephen F. Austin College and Brother Raymond Fleck of St. Edwards University visited the campus of the University of Plano on February 13 and 14, 1967. After almost a year from the initial visit by a committee for accreditation, much progress had been made. In the Progress Report to the Commission on Standards and Classification of the Association of Texas Colleges and Universities, the Visitation Committee concluded "that growth and progress is taking place at a good pace" but recommended the University of Plano should not be granted affiliate status at this

time (29). The committee further recommended another visit in the fall of 1967.

By November of 1968, the Texas Association of Colleges and Universities was no longer available for evaluating or accrediting institutions. This task was assumed by the Southern Association of Colleges and Schools in Atlanta, Georgia. Donald R. Howard, now Vice President of the University of Plano, resumed efforts of accrediting the University of Plano as he had accomplished as President of Calvary College (8).

For the next two years, the University of Plano actively worked toward preparing for accreditation through the Southern Association of Schools and Colleges (SACS). Wynn Rickey assumed this leadership role as Vice President of the University of Plano in 1970. He wrote to John G. Barker with SACS after Don Scott had consulted with the University of Plano administration through the help of the Council for Advancement of Small Colleges (9). Scott had raised several questions and recommendations for the University of Plano to bring to the attention of SACS. By 1971 Scott had accepted the position of President of the University of Plano to help it achieve accreditation.

Scott accepted the position when he understood that Morris was withdrawing from the active daily operations of the University and returning to the East for a judicial appointment. This appointment, however, failed to

materialize and Morris remained in Dallas. He assumed the position of Chancellor of the University while Scott attempted to direct the University as President. Scott had strong ties with SACS through his successful efforts at accrediting Bryan College and his work with the Council for Advancement of Small Colleges. Under his direction the University of Plano took giant steps toward accreditation according to correspondence between Scott and Grover J. Andrews with SACS (6, 7, 11).

However, disagreements between Scott and Morris related to the leadership of the University increased in 1973. It was difficult for the University to function with two heads, a chancellor and a president. Although Scott maintained great respect for Morris and for his vision (20) and Morris maintained his desire for achieving accreditation for the University (5), the two men disagreed in the direction the University should take. Morris used his influence and control of the Board to resume the Presidency of the University in October, 1973. Donald Scott retained the title of President of Frisco College (36). The struggle for leadership of the University, however, resulted in a final report submitted by Scott to Morris and the Board of Trustees on April 2, 1974. With these final recommendations concerning the status of regional accreditation, Scott concluded "if the Board of Trustees does not desire appropriate organization and educational management of the

institution for accreditation, please consider this as my letter of resignation effective May 31, 1974" (25). This resignation was accepted.

However, following this separation of official status with the University, Scott had a retainer agreement to continue seeking accreditation for the University. This was finally dissolved in December, 1974. In this last official communication between Scott and the University, Scott restated his basic differences with the way Morris had directed the University more as a private business than a University:

As you know, I have consistently advised you and the Board concerning the proper organization and administration that is acceptable to the accrediting agency. But, a college can never gain accreditation if it refuses to abide by the Standards which are the "rules of the game" for all recognized institutions (19).

The University of Plano did achieve some formal recognition, however. The U. S. Office of Education included the University of Plano in its Federal Listing and the Texas Education Agency recognized the University of Plano as a degree granting institution (19).

Additional Programs

The University of Plano remained committed to its original purpose "to establish, maintain and operate a university comprising a liberal arts college and such other graduate and undergraduate schools as would traditionally constitute a university" (2). These other graduate and

undergraduate schools expanded into special programs that were often visionary and non-traditional and offered unique learning opportunities for the students.

Student Exchange Programs

Following President Morris' concern for international understanding, the University of Plano nurtured interest among its students in international affairs and encouraged travel abroad. A student exchange program was established with Fu Jen University in Taipei, the Republic of China, and with the China Institute in New York City. The Institute for Asian Studies in Washington, D. C. also welcomed students from the University of Plano in an exchange program. These programs were made possible as a result of Morris' personal contacts through his political and naval careers with dignitaries who supported his efforts in education (25).

College of the Air

The College of the Air provided "an opportunity for students to learn the philosophy, political science, history, anthropology, and current events of various countries while traveling" (36, p. 10). This extension of the Frisco College of Liberal Arts undertook its first semester abroad in the fall of 1973 and continued even after the doors of the campus in Plano officially closed in July of 1976.

A semester of off-campus study in the College of the Air program involved hard work, hard study, and rewarding academic credits in a setting of travel to foreign countries with a series of qualified faculty directing students in their studies. The fall semester programs emphasized the Far East while the spring semester centered on the Middle East and Europe. The College of the Air program operated on a regular calendar basis similar to that of the University of Plano with each unit involving a semester of study for 18 to 21 hours of college credit (see Appendix D).

Subject matter varied from country to country but generally included hours in political science, history, sociology, anthropology, and language. Course descriptions taken from brochures used by the University of Plano to promote the College of the Air are included in Appendix D.

Leon Blair directed a College of the Air program in 1973. Having served as Political Liaison Officer in Egypt for seven years, he arranged the itinerary through the Minister of Tourism (26). The students prepared for five weeks on the Plano campus before they left for the overseas trip.

In the countries the students visited with College of the Air, dignitaries and local university professors met with the students to offer first hand explanations of their countries' politics and social customs. In Egypt, the Justice of the Supreme Court lectured to the students; in

Malaysia they were received by the Prince and his Royal Family; in Taipei they were admitted to the campus of the Chinese Cultural College and received lessons in the Chinese language.

After the campus in Plano closed in July, 1976, the College of the Air program lived on. Frisco College of the University of Plano offered its seventh semester of College of the Air from September 21 to December 21, 1976. The address for information was listed as Box One, Mantoloking, New Jersey (40).

A description of this program was reported in The Monitor, a Catholic publication, on September 9, 1976, just two weeks before the program was to begin (40). This itinerary included three days in Japan, thirty days in Taipei, a stop in Hong Kong, then Malaysia, Singapore, and ten days in Bali, Indonesia. The return trip would include stops in Taipei and Hawaii before returning to Texas.

Morris made several efforts to sustain the work of the College of the Air. In July, 1977, there was an attempt to incorporate the College of the Air in Washington, D. C. with Robert Morris, Glenn Doman, Lee Edwards, and J. A. Parker listed as trustees (26). This attempt, however, was not successful and Morris continued to try to find a college or university that would grant credits to participants in College of the Air programs. On January 29, 1981, Morris, as President of College of the Air of the University of

Plano, entered in an indemnity agreement with Michael A. Duzy, President of Harcum Junior College in Pennsylvania. This agreement was not sanctioned, however, by the Board at Harcum Junior College and these efforts for accrediting the College of the Air studies failed (26).

The Institute for Environmental Studies

The Institute for Environmental Studies supported the University science programs with scientific and curriculum research. Located in Baja, California sur Mexico, the campus was utilized during summer sessions beginning in 1972. The 1972-73 Catalogue describes its beginnings from a reconnaissance trip in April, 1971 which resulted in the establishment of courses in the environmental sciences, and continued curriculum development which was incorporated into the Frisco College curriculum (35, p. 44).

Donald H. Lokke served as Director for this Institute. The marine field camp on the shores of the Pacific Ocean concentrated on marine life and terrestrial studies below the Tropic of Cancer. By 1973, the University of Plano had classroom and dormitory facilities located near Cabo San Lucas on the Pacific side of the southern tip of the Baja Peninsula. This allowed the Institute to offer programs on site during the spring and fall semesters as well as the short summer sessions.

An Environmental Geology Resource Center was established on the Plano campus to gather, interpret, and disseminate the data from the Institute's research.

In the 1975-76 Catalogue, the component of Environmental Studies is missing from the insignia and a description of the Institutes is absent from the text (37, p. 27). Ownership of the land in Mexico became an issue with the Mexican government which has restrictive guidelines on foreigners' rights to real estate holdings in their country. Maria Cristina Orduno appears as a new trustee on the Board for the University of Plano in 1973 and remained through 1976. Her purpose, according to Morris, was as a Mexican citizen to help expedite matters of the University's 150 acres in Baja, California del sur, Mexico (26). These matters, however, have never been resolved and ownership of the property is still in question.

Continuing Education

By 1973, the University of Plano had entered the field of adult education with its Continuing Education program. The purpose of this division was to meet the needs of the adult part-time student. Both credit and non-credit courses were offered at night. This enabled area residents to attend classes after work hours.

Many students attended the University of Plano under Veteran's benefits through the G. I. Bill. This became a major factor at the closing of the University in July, 1976.

In a Summary Report by Corwin Mendenhall dated September 16, 1976 concerning the final two months of eight weeks night school, he identifies the concern of the night school administration for the students enrolled in Continuing Education who were on the verge of graduation. This administration led by Mendenhall and Helen Harkness, arranged for Columbia College in Missouri to set up an extension campus in Plano and pick up these students. After approval from Texas Education Agency and the Texas College Coordinating Board, the Commissioner of the Coordinating Board overruled his staff and blocked Columbia from coming to Plano (5).

This night school administration functioned as a separate entity from the University of Plano administration and Board of Trustees and continued classes until the end of its session on July 15, 1976. Dallas Baptist College then assumed the responsibilities, accepted credits, and assumed the obligations to the Veterans Administration for these University of Plano students. The finances of the Continuing Education division were kept separate from the University of Plano's bookkeeping department, according to Harkness. This allowed Mendenhall to pay individuals who worked to get files in order and supervise directed studies with some students. The veterans' files were secured at the home of Helen Harkness where the Veterans Administration had ready access as was mandatory (5).

Other non-credit courses gained popularity with area residents and University faculty. Steve Adair, faculty member, received his real estate license through the University's Continuing Education division. He spoke of several other faculty who took advantage of these offerings (1).

Through the Continuing Education division the adult student was able to participate part-time in a college level program to accomplish any of the following goals: to begin work toward an undergraduate degree; to finish an interrupted degree program; to prepare for vocational advancement or a new career; to earn credits toward special certificates such as real estate; to participate in short-term seminars; to satisfy a personal need for self-improvement; to pursue the quest for intellectual stimulation (37, p. 29).

Vietnamese Refugees

In the summer of 1975, the University of Plano participated in a special program that was not associated with the academic program. The University sponsored several Vietnamese families from their refugee camps in Pendleton, California. Staff and faculty prepared for their arrival by repairing and cleaning the dormitories and other campus buildings which were not in use during the summer.

The staff at the University of Plano, however, was not prepared for the arrival of seventy-two Vietnamese refugees.

Living conditions were cramped, but the refugees quickly became self-supporting by taking jobs locally and many soon settled in Plano. One young man from a family of thirteen children worked for the Plano street department. However, after only two months, Peter Phan was appointed to the faculty of the University of Dallas when his past as a priest who taught and ministered to Catholics in Vietnam and Hong Kong became known. The result of his work at the University of Dallas earned him an appointment as a professor of theology at Catholic University of America in Washington, D. C. in August of 1988 (39, p. 37A).

Plano Music Academy

The Plano Music Academy was founded by Helen Clarkson in 1963. In 1971 it affiliated with the University of Plano. This offered students at the University the opportunity for music instruction for college credit in voice, piano, and organ. A staff of highly qualified teachers from various schools of music were available through the Plano Music Academy. Clarkson also served on the faculty at the University in the Department of English (35).

Summary

These special programs enhanced the learning opportunities for students at the University of Plano. But they expanded outside these students to affect area residents, also. The open acceptance of new ideas quickly translated these ideas into programs and courses. The series of

catalogues tell a story of programs and courses being added annually to the University of Plano's curriculum.

Progress, growth, and new programs were evident on the campus of the University of Plano from its opening day in October, 1965 through the addition of a continuing education program in 1973. The University introduced non-traditional programs into higher education - some were successful while others were criticized and rejected by accreditation teams and colleagues in higher education. Chapter Four addresses the period of decline for the University of Plano from 1974 to its closing in 1976.

CHAPTER III

BIBLIOGRAPHY

1. Adair, Steve, Faculty. Interview by author, 8 August 1988, Plano Texas.
2. Articles of Incorporation of the University of Lebanon, 11 May 1964. Austin, Texas: Office of the Secretary of Texas.
3. The College Blue Book, Fourteenth Edition, 1972. New York: CCM Information Corporation, 709-710.
4. _____, Thirteenth Edition. Vol. 3, 1969-70. New York: CCM Information Corporation, 794-795.
5. Harkness, Helen, Faculty. Interview by author, 19 May 1988, Garland, Texas.
6. Letter to Dr. Donald G. Scott, President, Frisco College, University of Plano, Plano, Texas, from Grover J. Andrews, Associate Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 1 February 1974. Mantoloking, New Jersey: Private Library of Robert Morris.
7. Letter to Dr. Donald G. Scott, President, University of Plano, Plano, Texas, from Grover J. Andrews, Associate Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 13 March 1973. Mantoloking, New Jersey: Private Library of Robert Morris.
8. Letter to Dr. Gordon Sweet, Executive Director, Southern Association of Colleges and Secular Schools, Atlanta, Georgia, from Dr. Donald R. Howard, Vice President, University of Plano, Plano, Texas, 19 November 1968. Mantoloking, New Jersey: Private Library of Robert Morris.

9. Letter to Dr. John G. Barker, Associate Executive Secretary, Commission of Colleges, Southern Association of Schools and Colleges, Atlanta, Georgia from H. Wynn Rickey, Vice President, University of Plano, Plano, Texas, 7 December 1970. Mantoloking, New Jersey: Private Library of Robert Morris.
10. Letter to Gordon W. Sweet, Executive Secretary for the Southern Association of Colleges and Schools, Atlanta, Georgia from Robert Morris, President, The University of Plano, Dallas, Texas, 1 February 1966. Mantoloking, New Jersey: Private Library of Robert Morris.
11. Letter to Grover J. Andrews, Associate Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, from Donald G. Scott, President, Frisco College, University of Plano, 28 December 1973. Mantoloking, New Jersey: Private Library of Robert Morris.
12. Letter to Mr. Jacob E. Hershman, Chief, Institutional Eligibility Unit, Colleges and Universities, Accreditation and Institutional Eligibility Staff, Department of Health, Education and Welfare, Office of Education, Washington, D. C. from Helen Harkness, Director, Continuing Education, University of Plano, Plano, Texas, 8 June 1975. Mantoloking, New Jersey: Private Library of Robert Morris.
13. _____. 30 June 1975. Mantoloking, New Jersey: Private Library of Robert Morris.
14. Letter to President Morris, University of Plano, Dallas, Texas, from Gordon W. Sweet, Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 8 December 1965. Mantoloking, New Jersey: Private Library of Robert Morris.
15. Letter to President Morris, University of Plano, Dallas, Texas, from Virginia Darnell, Assistant Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 24 February 1966. Mantoloking, New Jersey: Private Library of Robert Morris.

16. Letter to President Morris, University of Plano, Dallas, Texas, from Virginia Darnell, Assistant Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 8 February 1966. Mantoloking, New Jersey: Private Library of Robert Morris.
17. Letter to President Morris, University of Plano, Plano, Texas, from Gordon W. Sweet, Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 26 April 1966. Mantoloking, New Jersey: Private Library of Robert Morris.
18. Letter to President Morris, University of Plano, Plano, Texas, from Gordon W. Sweet, Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 23 June 1966. Mantoloking, New Jersey: Private Library of Robert Morris.
19. Letter to President Robert Morris, University of Plano, Plano, Texas, from Donald G. Scott, Scott Associates, Dallas, Texas, 5 December 1974. Mantoloking, New Jersey: Private Library of Robert Morris.
20. Letter to Robert Morris, University of Plano, Plano, Texas, from Donald G. Scott, Plano, Texas, 16 October 1973. Mantoloking, New Jersey: Private Library of Robert Morris.
21. Letter to Virginia Darnell, Assistant Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, from Edith Donovan, Secretary to Robert Morris, University of Plano, Dallas, Texas, 17 February 1966. Mantoloking, New Jersey: Private Library of Robert Morris.
22. Lydick, Howard L. "A Special Report to the University of Plano President and Board of Trustees." Plano, Texas: Private Library of Howard Lydick, Typewritten, 1971.
23. Mariner 1966. University of Plano Yearbook, Plano, Texas, 1966. (Property of Sandra de Montreville, Dallas, Texas).
24. Mariner 1967. University of Plano Yearbook, Plano, Texas, 1967. (Property of Sandra de Montreville, Dallas, Texas).

25. Memo to Dr. Robert Morris and the Board of Trustees of the University of Plano from Donald G. Scott, 2 April 1974. Mantoloking, New Jersey: Private Library of Robert Morris.
26. Morris, Robert, President, University of Plano. Interview by author, March 1988, Mantoloking, New Jersey.
27. Morris, Robert. What is Developmental Education? Plano, Texas: University of Plano Press, 1967.
28. Pagoda 1969. University of Plano Yearbook, Plano, Texas, 1969. (Property of Sandra de Montreville, Dallas, Texas).
29. Progress Report Based on the Findings Submitted by the Visitation Committee to the Commission on Standards and Classification of the Association of Texas Colleges and Universities, February 1967. Mantoloking, New Jersey: Private Library of Robert Morris.
30. Quick, N. W. "Report on Visit to the University of Plano on April 25, 1966 As Representative of the Association of Texas Colleges and Universities," April 1966. Mantoloking, New Jersey: Private Library of Robert Morris.
31. "The University of Plano Brochure, 1964." Printed in Dallas, Texas, 1964. (Property of Robert Morris, Mantoloking, New Jersey).
32. "The University of Plano Brochure, 1965." Printed in Dallas, Texas, 1965. (Property of Robert Morris, Mantoloking, New Jersey).
33. The University of Plano General Catalogue, 1965-66. Plano, Texas: University of Plano Press, 1965.
34. The University of Plano General Catalogue, 1967-68. Plano, Texas: University of Plano Press, 1966.
35. The University of Plano General Catalogue, 1972-73. Plano, Texas: University of Plano Press, 1972.
36. The University of Plano General Catalogue, 1973-74. Plano, Texas: University of Plano Press, 1973.
37. The University of Plano General Catalogue, 1975-76. Plano, Texas: University of Plano Press, 1975.

38. University of Plano, Self-Evaluation, School of Developmental Education prepared by the Total Faculty and Staff of the Developmental Education School, 25 June 1970. (Property of Sandra de Montreville, Dallas, Texas.)
39. "U of Dallas Theologian Takes Post at Catholic University." Dallas Morning News, 6 August 1988, 37(A).
40. Weiss, Vincent A. "Robert Morris to Lead Students in Study in 7 Far East Countries." The Monitor, 9 September 1976).
41. "What Is the University of Plano?" Plano Star-Courier, 11 August 1965.

CHAPTER IV

THE CLOSING OF THE UNIVERSITY OF PLANO

Signs of Impending Closing

The early years of the University were exemplified with progress -- new buildings, enrollment increases, addition of faculty and staff, land acquisitions, and improved programs. But signs of deterioration were noticeable by 1973. The grounds were not being maintained and buildings were beginning to need repairs and painting.

September of 1973 proved to be prophetic in the history of the University of Plano as the School of Developmental Education moved in total to Philadelphia, Pennsylvania. This indeed was the beginning of the end for the institution. Neurological training had been the central focus of the University for stimulating academic achievement for lagging students. The necessity of moving this program to the campus of The Institutes for the Achievement of Human Potential, a non-degree granting institution, was an effort to ensure the continuation of this unique project.

Other efforts were being made, however, to expand and improve the activities of the University of Plano. On December 15, 1973, the new Arts and Sciences Building was dedicated on the campus site of Frisco College. The

physical distance between the campus in Plano and the campus in Frisco where classes for the liberal arts curriculum were held was also an indication of the separate functions of the University of Plano.

With this physical move there was also a change in administration. By 1974 Robert Morris resumed the role of President of the University of Plano and Donald Scott's title changed to President of Frisco College of Arts and Sciences. This may have enhanced the chances of the University's achieving accreditation by separating administrative functions and reporting procedures, but the lines of authority were redefined also. Instead of both positions being accountable to the Board of Trustees, President Scott was required to report to President Morris who was also Chairman of the Board and Chancellor for the University. This retained the authority and power within one person which limited the effectiveness of other positions of leadership.

By the summer of 1975 when staff were preparing for the arrival of the Vietnamese refugees, major maintenance work was required. According to Sandy de Montreville in the Student Affairs Department, several faculty and staff members were joined by their spouses and families to work diligently to clean and paint dormitory houses; to repair broken doors, windows, and furnishings; and to clean, mow and water the outside lawn. These volunteer efforts,

including any financial requirements, were necessary because the University administration was not present on campus during the summer months (3).

It was the practice of President Morris, with Board approval, to spend the summer session in New Jersey with only occasional trips into Dallas to attend important functions. With so many personal contacts for potential supporters for the University of Plano in the eastern part of the country which was near the Morris' home on the eastern coast of New Jersey, Morris continued his role as President of the University of Plano from his home. Edith Donovan, his secretary, would often work there for several weeks in the summer and return to Plano with dictation and notes to carry out the work of the University on campus (4).

Although this arrangement was approved by the Board and seemed to accomplish some goals of maintaining supporters for the University, the Plano campus felt the absence of its strong leader. Some of the faculty became discouraged without a direct line to the President for consultation and necessary approvals in conducting university business. This did not become a critical concern, however, until the summer of 1976 when the University was forced to close its doors and its President was noticeably absent.

Faculty who lived in Plano became increasingly aware of the strained finances of the University. Local companies became reluctant to conduct business with the University of

Plano because of its reputation as a poor payer. This reputation spread even to the local dry cleaners who refused to provide laundry service to the University because of overdue bills. There seems to be some disagreement, however, among staff in the business office as to whether many of these non-payments were a result of lack of funds or simply poor management of the books resulting in oversight of bills due. For whatever reasons, the local community lost confidence in the business relationship with the University. By the end of 1975, and into 1976, many deliveries of goods were made only by cash-on-delivery arrangements.

A significant event in the fall of 1975 was a clear sign to Steve Adair, athletic director, of the impending closing of the University. Adair had directed the athletic program and coached the outstanding baseball team for the University of Plano since 1970. As head of a department which required his asking for money to purchase equipment and finance road trips, he was aware of the financial difficulties for several years. He also understood the importance of the baseball program to the University of Plano because the success of the team and the players had brought national attention to the University and Morris was a strong proponent of the program. However, when Adair returned to the campus in September of 1975 for the fall semester, the baseball field was gone and houses were being built on that

piece of land. He understood the land endowment approach of financing the University and knew that the sale of this piece of property was indicative of financial failure (1).

Indicators of potential failure are evident throughout the history of the University of Plano. These are recorded in the minutes of Board meetings, in reports from visiting accreditation teams, by the absence of detailed financial records, and by reports of University activities in local newspapers. Four problem areas which eventually led to the demise of the University of Plano were financial problems, legal problems, communication problems, and the failure to achieve accreditation.

Financial Problems

The University of Plano encountered financial difficulties throughout its existence. Efforts were made by its leaders, board members, and administrative staff to overcome inadequate financing, but the problems continued. These problems may be classified into six categories: (1) financing through land endowment; (2) informal and inadequate bookkeeping procedures; (3) insufficient financial record keeping; (4) unqualified or inadequately skilled financial managers; (5) lack of continuity in positions of University fiscal affairs; and (6) general lack of available cash flow to conduct University business.

As early as April, 1966 during the first spring semester at the University of Plano, the issue of financial

difficulties was identified. In a report by a visitation committee for accreditation, N. W. Quick identified the number one problem for the University as finances (19). The plan to finance the University through land endowment may have worked if the Dallas area had not experienced a real estate slump in the 1970s and if astute financial management had been possible.

Bookkeeping procedures were informal and inadequately followed during the early years of the University. The University of Plano did not engage the services of a qualified financial manager for many years. As substantiated by minutes of the Board meetings, most decisions about financial activities were made by President Morris with the advice of Vice Admiral Harry Sanders and then formally approved later by the Board. This was a necessary procedure for Morris to act immediately on the buying and selling of property to increase the holdings for the University and to finance its building program.

Financial records from the University of Plano are limited. It was not necessary to provide financial information to receive the charter for the University in 1964. The Secretary of State's office in Texas required only incorporation papers and a small filing fee to establish the University of Lebanon which soon changed to the University of Plano. The original incorporators and Board of Trustees personally financed the University to get it started.

Therefore, for several months there was not a clear distinction between personal financial activities and records and those of the University.

Edith Donovan, secretary to President Morris, communicated directly with the bank and President Morris to ensure that overdrafts were covered and Morris was informed of potential problems. Donovan attempted to balance bank statements for a short time but soon relinquished this responsibility to Morris (4).

From 1965 to 1975 there were seven different people who held the highest position within University administration for fiscal responsibilities. Their skills and preparation for this job varied greatly. The job titles changed, also, from Business Manager to Comptroller to Treasurer to Director of Fiscal Planning and Controls to Fiscal Affairs Director. In 1969-70 Vice President Donald R. Howard who was an academician had the responsibility of fiscal affairs for the University. With this lack of continuity and formal educational preparation of staff in the financial activities of the University, record keeping and decision making was a weak point in the affairs of the University.

Howard Lydick, board member, served as the Business Manager in a part-time capacity during the University's first year. Lydick was an attorney by profession and served in this capacity simply as a service to the University. He used simple cash accounting methods to attempt to maintain

current bank account balances and make necessary payments. In late May, 1965, Tracy Rutherford offered to make a gratis audit of the books. He recommended a change in the book-keeping system and made all entries in the ledger until Steve Waldrop was hired to assume this responsibility. Lydick remained Treasurer of the Board of Trustees and is listed as Director of Business and Finance with Waldrop in the 1966 yearbook for the University.

In June, 1966, the Finance Committee of the Board of Trustees arranged for Naumovich, the contractor for the University's building projects, to implement a computer accounting system that was an accrual rather than cash basis. Peter Lehrfeld was hired as the Comptroller for the University and served in this capacity for almost two years from 1966 to 1968. There were no audits conducted during this time, however, and by October, 1968, the Board of Trustees questioned Lydick concerning bookkeeping procedures. Lydick described an "antagonism" between himself and Lehrfeld which resulted in his reluctance to report his own concerns about the University's books (13). Again the Board approved changes in the bookkeeping procedures and Morris as President had the task of hiring another business manager. Donald R. Howard, Vice President of the University and an academician, had this responsibility for a year before Jo Ann Shoaf assumed the role of business manager and treasurer. With a Master's degree in Business

Administration, Shoaf was the first person to serve in this position with adequate qualifications. However, after only two years of attempting to put order back into the financial record keeping and maintaining adequate financial controls, Shoaf left the University.

William Fiveash served as Business Manager for one year before Thomas Henvy joined the administration as Director of Fiscal Planning and Controls. Continuity between these different people was provided by clerical staff such as Shirley Beabout who worked in the business office from 1969 until the University closed.

The absence of strong leadership in financial matters throughout the existence of the University of Plano had a damaging impact on the management of its affairs. When asked what he would change about the organization of the University of Plano if he could go back, Morris stated he would hire a strong business manager (15). Attempting to provide financial support for the University with land endowment was an innovative and unique approach. Although failure might not have been avoided due to the slump in the real estate market and other problems the University of Plano encountered, this weakness in financial management was never overcome within the administration of University business.

The most obvious warning of critical financial difficulties was the problem of meeting payroll. During the

last year of the University's existence in Plano, payroll was erratically met. Although several faculty members and staff found other jobs and left the University, many remained through the spring semester of 1976 without receiving pay checks for two or three months. There were a series of meetings between faculty and administration trying to resolve the problems. The administration asked for understanding and support and faculty urged more controls to manage the business matters themselves. This resulted in not only hard feelings and misunderstandings, but the University also became entrenched in lawsuits.

Legal Problems

The struggle for survival of the University of Plano affected all people associated with the University. Certainly members of the Board of Trustees had dealt with severe financial problems since 1968 when minutes of the December 3 Board Meeting reveal a need for \$24,000 to meet payroll demands the next day (14). Board members who served through 1976 were continuously asked to approve the selling of land, stocks and bonds, and to approve the borrowing of money by President Morris in order to sustain the operations of the University. Board members also became personally involved by contributing money to help support the University. P. C. Beezley was a patron of the University while he served on the Board and donated the monies necessary to build Beezley Hall on the campus. The

University of Plano was named benefactor of the Estate of Esther W. Beezley, his wife, who died in 1969. This legal process, however, was time consuming and settlement did not occur until 1979 too late to benefit the University of Plano (15).

A distressing series of events occurred in March, 1976, when the struggle for survival of the University was evident and faculty and administration differed in their understandings of and approaches to these problems. On March 9, 1976, the staff sent a memo to President Morris requesting a meeting on March 10 at 4:30 p.m. to discuss salary payments, financial statements for the College of the Air, and explanations for financial problems of the University (11). Dr. Helen Harkness served as the spokesperson and leader for the faculty and staff. Harkness, as Director of the Continuing Education Division, had managed the finances of this program separate from the main activities of the University (5). This program was self-supporting and actually was making a profit, but the financial problems of the University of Plano were threatening its very existence. This meeting did not satisfactorily answer questions for the faculty and the relationship between faculty and administration deteriorated. President Morris asked for patience and cooperation in memos to the staff urging everyone to remain dedicated to completing the spring semester for the sake of the students enrolled at that time. In one memo he noted the critical

situation and his personal commitment by explaining he had personally guaranteed a \$35,000 second mortgage on his home to help finance the University for the spring semester and the payment due date was April 1, 1976, or he would lose his home (10).

Although both groups intended to have the best interests of the students in mind, their differences resulted in legal battles. On June 3, Harkness and Rear Admiral Corwin G. Mendenhall (Ret.), Professor of Economics, filed suit in 199th District Court in McKinney, Texas, for non-payment of wages (18). Eleven more instructors and employees joined the suit to block the sale of the University at an action (2). An out-of-court settlement allowed the eventual auction of University of Plano buildings, properties, and educational materials when University officials agreed to place a lien against campus properties to pay back wages (16).

Legal problems and hostility remained even after the closing of the doors of the University in July, 1976. On November 19, 1976, Mark C. Clements of Geary, Stahl, Koons, Rohde and Spencer in Dallas, Texas, filed a lawsuit for plaintiffs Robert Morris and General Walter Stephens against defendants Helen Harkness and Corwin Mendenhall. The suit concerned alleged libelous and slanderous statements about the plaintiffs' converting assets to personal use made by the defendants in October, 1976 (21). The lawsuit was

eventually settled out of court in July, 1977, one year after the closing of the University of Plano (15).

Communication Problems

Communications between administration and faculty, the University of Plano and other educational groups, and the University campus and the surrounding communities faltered during the twelve year existence of the University of Plano. Results of these poor lines of communication continued after its closing.

The administration and faculty became entrenched in legal suits because of these misunderstandings. This inability to resolve their own conflicts had a damaging effect on the reputation of the University as recorded in the local news media.

Colleagues within the regional University system did not accept many approaches taken by the University of Plano. These included the land endowment approach to financing, the use of Doman-Delacato techniques of neurological organization, and the acceptance of University students with learning problems and low entrance test scores. These differences of opinions between the administration of the University of Plano and other officials in higher education such as accreditation teams were never resolved.

And thirdly, communications weakened between people at the University of Plano and people in the surrounding communities of Plano and Frisco. Although there was good

communication in the early years with city officials meeting often with University officials and even serving on the Board of Trustees for the University, these communication lines were broken. This resulted in the University being isolated from its community setting.

No Accreditation

The inability of the University of Plano to receive regional accreditation had a negative effect on the recruitment of new students seeking degrees. The student population, therefore, dwindled and was reduced primarily to young adults whose neurological problems prevented them from being accepted by other universities and colleges. This resulted in the University of Plano developing a poor image as an institute for higher education both within the surrounding communities and with other colleges and universities.

Foreclosure

With debts mounting and finances drained, the University of Plano was facing foreclosure in June, 1976. Even in these last days of survival, however, the University was surrounded by controversy and used non-traditional methods to close its doors. Morris was determined to salvage any monies possible to pay off debts and clear the books for the University. He chose to conduct an auction in an attempt to raise as much money as possible in the short time left before foreclosure eliminated any controls he might have.

Nelson International, a Dallas-based auction firm, scheduled the auctioning of the University of Plano for 10:00 a.m., July 2, 1976 (22). Over six hundred bidders and spectators gathered at the campus for the unusual event. All holdings were auctioned except the five-acre tract of land in Frisco where Frisco College was located (16). Faculty and staff who were present on campus during the auction describe feelings of insensitivities and disillusionments as the University was auctioned off piece by piece to strangers without even the presence of the President of the University of Plano.

In evaluating the bids made on University land, Morris expressed disappointment with the total amount of money that the auction produced (20). Land sales had to be approved by the Board and this was complicated with liens against the property. People who bid on the buildings were obviously not aware of the complications of clear title on the property.

The first lien was a labor lien evoked by the faculty and employees of the University of Plano. This was removed, however, prior to the actual auction. Nickey Naumovich, the builder, held a second lien on the property after loaning \$200,000 to Morris on behalf of the University (17).

Morris fully expected to pay off the Naumovich loan with proceeds from the auction as well as making back payments to faculty. Naumovich encountered complications,

however, when banks holding first liens on the land began calling him. Naumovich recounts the series of events leading to the ultimate foreclosure. Morris was far behind payments on the first liens and Naumovich recommended that Morris should foreclose himself and wipe out all debts except first liens. This would avoid deficiency judgments against Morris personally which were now threatening. When Morris did not take action on this, Naumovich decided to foreclose himself to protect his own business. This resulted in the property and debts being owned by Naumovich who claims to have invested an additional \$300,000 to repair the buildings and property to prepare it for resale (17).

Activities After July 6, 1976

Following the closing of the campus of the University of Plano, Morris continued to conduct business as President of the University.

Morris notified the Coordinating Board in Austin, Texas, on April 27, 1976 that the University of Plano would discontinue awarding degrees after July 16, 1976, for a period of at least one year (8). Kenneth H. Ashworth, Commissioner of the Coordinating Board for Texas College and University System, answered Morris' letter (6). Morris interpreted this letter to mean that the Coordinating Board recognized this inactive status of the University of Plano. But when Morris asked for a six-month extension in May, 1977, Ashworth clarified this misunderstanding. He stated

that no "status" was ever given by the Coordinating Board to the University of Plano and the letter should not have been construed as authority for the University of Plano to remain operational (7, 9). Ashworth also noted a technicality regarding the continued activities of the University of Plano as a non-degree granting institution. Morris immediately responded by having the Board of Trustees vote on the following resolution:

"Resolved that all academic activities of the University of Plano cease" (12).

This vote was taken at a brief trustees meeting in Philadelphia. With no quorum present, Morris asked for responses by mail from board members or for their resignations with stated effective dates.

Other official activities of the University of Plano after 1976 fall into three categories: correspondence with Internal Revenue Service, correspondence with Secretary of State of the State of Texas, and activities of the College of the Air.

Morris, acting as President of the University of Plano, supplied the Internal Revenue Service with letters, financial statements, and income tax forms through 1981. William Jeffrey Connolly, Public Accountant with Business and Management Services in Brielle, New Jersey, prepared the financial and operating statements for the University of Plano. The information for these statements was obtained

from bank statements from the Ocean County National Bank in Point Pleasant Beach, New Jersey.

The University of Plano has remained recognized by the State of Texas as a Texas Domestic Corporation through the office of the Secretary of State. Numerous official documents are on file noting changes in registered agents and addresses of the registered office. The most recent document on file names C. T. Corporation System as the registered agent located in Dallas, Texas and is dated January 6, 1985.

The College of the Air program was first offered in 1974 and continued after the campus closed in July, 1976. In his correspondence with the Coordinating Board, Morris expressed his desire and intent to continue this unique learning experience which required only students and knowledgeable faculty. Beginning with the seventh semester of College of the Air with Frisco College of the University of Plano in the fall of 1976, promotional information listed the address as Box 1, Mantoloking, New Jersey. Morris attempted for several years to associate the College of the Air with an accredited university or college in order to legitimize the course for students to receive college credit. He came very close to achieving this on January 29, 1981, when he, as President of College of the Air of the University of Plano, and Michael A. Duzy, President of Harcum Junior College in Pennsylvania, signed an Indemnity

Agreement. This agreement, however, was not approved by the Board of Trustees for Harcum Junior College and the issue died (15). Attempts to maintain College of the Air ended with this effort.

Summary

Signs of impending closing became evident to students, faculty and staff, administration, board members, and local citizens before the doors of the University actually closed. Identifying a precise explanation for the demise of the University of Plano is not as obvious. But the University's financial problems, legal conflicts, poor communication and lack of local support, and failure to achieve regional accreditation were major contributors to its failure.

CHAPTER IV
BIBLIOGRAPHY

1. Adair, Steve, Faculty. Interview by author, 8 August 1988, Plano, Texas.
2. "Auction at UP Gets Go-Ahead." Plano Star-Courier, 29 June 1976.
3. de Montreville, Sandy, Office of Student Affairs for the University of Plano. Interview by author, 27 January 1988, Dallas, Texas.
4. Donovan, Edith, Secretary to Robert Morris. Interview by author, 9 August 1988, The Colony, Texas.
5. Harkness, Helen, Faculty. Interview by author, 19 May 1988, Garland, Texas.
6. Letter from Kenneth H. Ashworth, Coordinating Board of Texas College and University System, Austin, Texas, to President Robert Morris, University of Plano, Plano, Texas 29 April 1976. Mantoloking, New Jersey: Private Library of Robert Morris.
7. Letter from Kenneth H. Ashworth, Coordinating Board of College and University System, Austin, Texas, to President Morris, University of Plano, Plano, Texas, 19 May 1977. Mantoloking, New Jersey: Private Library of Robert Morris.
8. Letter from President Robert Morris, University of Plano, Plano, Texas, to Kenneth H. Ashworth, Coordinating Boards of Texas College and University System, Austin, Texas, 27 April 1976. Mantoloking, New Jersey: Private Library of Robert Morris.
9. Letter from President Morris, University of Plano, Dallas, Texas, to Kenneth H. Ashworth, Coordinating Board of Texas College and University System, Austin, Texas, 17 May 1977. Mantoloking, New Jersey: Private Library of Robert Morris.

10. Memo from President Robert Morris to Faculty, University of Plano, Plano, Texas, March 1976. Mantoloking, New Jersey: Private Library of Robert Morris.
11. Memo from Staff to Dr. Morris, University of Plano, Plano, Texas, 9 March 1976. Mantoloking, New Jersey: Private Library of Robert Morris.
12. Memorandum to Trustees from President Robert Morris, 29 June 1977. Mantoloking, New Jersey: Private Library of Robert Morris.
13. Minutes of the Board of Trustees of the University of Plano, 1 October 1968. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
14. Minutes of the Board of Trustees of the University of Plano, 3 December 1968. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
15. Morris, Robert, President of the University of Plano. Interview by author, 28-31 March 1988, Mantoloking, New Jersey.
16. "Plano U. Sold, Piece by Piece." Dallas Morning News, 3 July 1973, 16(A).
17. Naumovich, Nicky. Interview by author, 7 August 1988, Garland, Texas.
18. "Plano University Goes On Block." Plano Star-Courier, 18 June 1976, 1.
19. Quick, N. W. "Report on Visit to the University of Plano on April 25, 1966 As Representative of the Association of Texas Colleges and Universities," April 1966. Mantoloking, New Jersey: Private Library of Robert Morris.
20. "Sale Brings End to Morris' Dream." Plano Star-Courier, 4 July 1976.
21. The University of Plano, et al, v. Helen Harkness and Corwin Mendenhall, Cause No. 76-11862-K File No. 100-4322, 19 November 1976. McKinney, Texas: Civil Court.
22. "UP Goes on Block." Plano Star-Courier, 1 July 1976.

CHAPTER V

THE AFTERMATH

The University of Plano was dedicated to a realization of full potential in higher learning. It was dedicated to the liberal arts concept with an emphasis on human development. The University's founder and president, Robert Morris, had a dream for using developmental education to form a bridge for lagging and neurologically disorganized students to earn their way into the Liberal Arts College or other colleges to learn in an atmosphere of freedom and strive to develop intellect to the fullest potential.

The Students

During its existence in Dallas, Plano, and Frisco, Texas, the University of Plano reached three different types of students. When the University was first established in 1964, temporary offices were housed in downtown Dallas on Pearl Street. The Dallas Academy immediately offered programs of neurological organization for younger children in grades one to nine. When the University moved to its campus in Plano, the Academy remained downtown enabling the programs to be entirely separate. Wallace H. Savage and W. L. Todd, Jr. assumed full responsibility for administering this program while remaining on the boards of both

the Academy and the University. After being discussed during board meetings for several years, a final decision was made on September 15, 1967 to legally separate the University of Plano and the Academy into two different corporations (5). Savage and Todd devoted their full attention to the business of the Academy. Although the programs and methods have changed and there is no longer an association between the Dallas Academy and the Institutes for the Achievement of Human Potential, the Academy still exists in Dallas, Texas, and is recognized as a private school for learning disabled children (10).

The second group of students reached through the School of Developmental Education were young people unable to meet college entrance requirements because of poor reading ability, short attention spans, or other limitations resulting from neurological problems. In 1973, this program was moved to the campus of the Institutes for the Achievement of Human Potential in Philadelphia, Pennsylvania, under the direction of Glenn Doman. Neil Harvey, historian of the Institutes, was largely responsible for moving the entire program and students to Philadelphia where it still exists today (4).

The name changed to the School for Human Development and the program has continually been improved and modified as a result of the intensive research conducted by the Institutes for more than thirty years centering on brain-injured children. Janet Doman, current Director of the

Institutes, explains this association with the University of Plano:

The School for Human Development owes its existence to Bob [Morris] who pioneered the first such university in Texas. His idea was so good and his commitment to such a school's existence was so strong that when the University in Texas closed, we felt compelled to pick up the torch. The School for Human Development is today a lasting tribute to Bob Morris which he richly deserves (2).

In the summer of 1974, Douglas Doman, current Vice Director of the Institutes, assumed the task of evaluating the effectiveness of this experimental program. He redesigned the program as a cooperative one with the staff personally involved with the students doing the physical exercises and neurological organization. By the end of the summer enough progress had been made by these young adult students to indicate the potential success of this program area and the School for Human Development became an accepted component of the Institutes under the direction of Gretchen Kerr, then Vice Director of the Institutes (1).

Today the School for Human Development is a part of the Institute for the Achievement of Physical Excellence, one segment of the Institutes for the Achievement of Human Potential, under the direction of Lidwina van Dyk. Matthew Newell serves as the current Director of the School for Human Development which has four basic program areas: Environmental Excellence Program, Personal Excellence Program, Dining Etiquette Excellence Program, and Physical

Excellence Program. The focus of the School for Human Development has changed from serving as a bridge into higher education for many students to serving as a small demonstration school to exemplify the results of the programs developed at the Institutes (8).

The School for Human Development can accommodate only ten to fifteen students at a time who live on campus and engage in a strenuous program of physical activities and social skills training. The families of these students are also much involved as support systems for the students especially when they return to live at home for several weeks during the summer and continue their training programs with the help of their parents (7).

The students may remain in the campus program of the School for Human Development for a maximum of four years. They may "graduate" or leave the program when they achieve their individually set program goals. Some students have remained on campus at the Institutes as employees and staff while others have gone on to other training programs or to productive lives as young adults being self-supporting and independent of their families (1).

The last group of students reached by the University of Plano were the students of the Liberal Arts College. These students are representative of other alumni of other colleges and universities from 1964 to 1976. Some transferred to other universities and continued their degree programs.

Many graduated from the University of Plano from the first class in May, 1969 to the last graduating class in May, 1976. Several students with undergraduate degrees from the University of Plano completed graduate programs from other universities. Many alumni hold prominent positions in business, real estate, investments, education, and management consulting. Students who attended the University of Plano came from all areas of the United States as well as from foreign countries; and alumni from the University of Plano live in as many different places.

The Campus

The buildings of the Plano campus remain intact as of 1988 and currently house a private church school. The building in Frisco was purchased in 1979 by a local company and remains in use today. The distinctive Pagoda roof of the main building on the Plano campus has been removed and the campus is surrounded by housing developments, churches and retail property. There remains little evidence of the University of Plano as the entire area has been developed and the City of Plano has grown to a population of 122,500.

Current Activities

It is still possible for former students of the University of Plano to order copies of transcripts and college records. The Plano Public Library has a forwarding address for the University of Plano if the inquiries are directed to a librarian familiar with the history of the

University of Plano (11). Joan B. Morris maintains the files in her home in Mantoloking, New Jersey, and she still receives a few requests each year from former students for transcripts which she sends (6).

When the University closed, Helen Harkness had access to records of veterans receiving educational assistance because of her position as Director of Continuing Education. She secured these files and coordinated efforts with the Veteran's Education Department of the Texas Education Agency in Austin, Texas, to properly transfer students to other colleges or to close their files in order to preserve future benefits they may need (3, 9).

Conclusions

In the final review, it is no surprise that the University of Plano closed. Many private colleges and universities have failed due to financial difficulties, lack of student enrollment, and unsuccessful business management. These are common occurrences and have been for many years; the impressive fact is that the University of Plano ever opened. In the middle of 698 acres of unimproved farmland in the small Dallas suburb of Plano, Texas, a campus of twenty buildings was built, classes were conducted for twelve years, visitors of international notoriety lectured on campus, and all of this occurred with no support or affiliation from any specific church or organization as its financial support base. The story is one of success even

though short lived. The outgrowths of the education that took place here lives on in the accomplishments of its faculty, staff, and students as they have continued their endeavors even today.

But a climate of controversy also remains in the history of the University of Plano. The Doman-Delacato methods of neurological organization which were used in the School of Developmental Education are still not widely accepted by educators as an effective means of addressing learning disabilities with students. The isolation of the University of Plano from other institutions of higher learning because of its non-traditional programs and lack of accreditation status affected its reputation as a university. This reputation has continued past the closing of the University of Plano in 1976. There remain three types of reactions from people when questions are asked about the University of Plano: (1) those who are not aware of a four year university having existed in Plano, Texas; (2) those who are critical of the programs offered at the University of Plano; and (3) those who strongly support the efforts made by the University of Plano to provide educational opportunities for students with special needs.

CHAPTER V

BIBLIOGRAPHY

1. Doman, Douglas, Vice Director of the Institutes for the Achievement of Human Potential. Interview by author, 28 September 1988, Philadelphia, Pennsylvania.
2. Doman, Janet. "Insight: Our Fabulous Board." The In Report, XIV (April/June, 1986): 13. (Published by The Better Baby Press, 8801 Stenton Avenue, Philadelphia, Pennsylvania 19118)
3. Harkness, Helen, Faculty. Interview by author, 19 May 1988, Garland, Texas.
4. Harvey, Neil, Director of the Temple Fay Institute of Academics, the Institutes for the Achievement of Human Potential. Interview by author, 31 March 1988, Philadelphia, Pennsylvania.
5. Minutes of the Board of Trustees of the University of Plano, 15 September 1967. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
6. Morris, Joan, Board Member of the University of Plano. Interview by author, 28-31 March 1988, Mantoloking, New Jersey.
7. Newell, Matthew, Director of the School for Human Development of the Institutes for the Achievement of Human Potential. Interview by author, 29 September 1988, Philadelphia, Pennsylvania.
8. _____. Taped lecture given for the course "What To Do About Your Brain-Injured Child," 12-16 September 1988, Philadelphia, Pennsylvania.
9. Rabago, Roger, Administrator for Proprietary Schools and Veteran's Education Department, Texas Education Agency. Interview by author, 14 March 1988, Austin, Texas.
10. Savage, Wallace H., Board Member of the University of Plano. Interview by author, 3 May 1988, Dallas, Texas.

11. Womack, Ann, Librarian for the City of Plano Public Library. Interview by author, 3 March 1988, Plano, Texas.

APPENDIX A
CURRICULUM VITAE FOR ROBERT MORRIS

Robert Morris
Curriculum Vitae

- . President: University of Plano, September, 1964-1971, 1973-1976
- . Chancellor: University of Plano, 1971-1976
- . Editor-Publisher: Twin Circle, 1970-1972
- . President: University of Dallas, Dallas, Texas, May 1960-June 1962
- . Chief Counsel: United States Senate Internal Security Subcommittee, January 31, 1956-January 31, 1958
- . Justice: Municipal Court, Ninth District, New York City, January 1, 1954-January 31, 1956
- . Advisor to United States Senate Rules Committee on Fair Legislative Procedures Investigation, Summer, 1954
- . Chief Counsel: United States Senate Internal Security Subcommittee, January, 1953-1954
- . Special Counsel: United States Senate Internal Security Subcommittee, February, 1951-1953
- . Minority Counsel: United States Senate Foreign Relations Committee, April-September, 1950
- . Special Counsel: Westchester County, New York, Grand Jury at Robeson Riots, 1949
- . Secretary: Congressman F.R. Coudert, Jr., 1946-1950
- . Partner: Law firm of Hochwald, Morris and Richmond, 1946-1952
- . Secretary-Treasurer: Monrovia Port Management Company, 1946-1950
- . Officer-in-Charge, Counter Intelligence, Third Naval District, District Intelligence Office, October-December, 1945
- . Officer-in-Charge, Advance Section, Psychological Warfare Section, Admiral Nimitz Headquarters, Guam, December, 1944-October 1945
- . Officer-in-Charge, Communist Counter-Intelligence, District Intelligence Office, Third Naval District, July, 1941-1943
- . Assistant Counsel: New York State Legislative Committee (Rapp-Coudert) 1940-1941
- . Lawyer: Hines, Rearick, Dorr and Hammond, 61 Broadway, New York City, 1939-1940
- . Civil Liberties Lawyer, 1939-1975 (Counsel to Committee of Former Hungarian Political Prisoners, 1958; President: Defender American Liberties, 1962; Chief Justice: World Organization of Human Potential, 1969-)
- . Admitted New York State Bar, 1939; United States Supreme Court, 1952; Texas State Bar, 1962
- . Graduate St. Peter's College, 1936; Fordham Law School, 1939; Teacher, Latin, Greek and Government, 1936-1939, St. Peter's Preparatory School

- . Married Joan Russell Byles, December 27, 1951: Six sons, Robert Jr., Paul, Roger, William, John Henry, II and Geoffrey, and one daughter, Joan, II
- . Of Counsel, Rice and Rice, Dallas, and Hogan and Kelleher, New York City
- . Holds AB degree, St. Peter's College, 1936; JD, Fordham Law School, 1939; Honorary LLD, St. Francis College, 1957; Doctor of Humane Letters, Fu Jen University, 1971
- . Commander: United States Naval Reserve (Retired)
- . Author of book "No Wonder We Are Losing" (Bookmailer)
- . Author of book "Disarmament: Weapon of Conquest" (Bookmailer)
- . Author of book "What is Developmental Education?" (University of Plano Press)
- . Weekly column, "Around the World"

APPENDIX B
BY-LAWS OF THE UNIVERSITY OF PLANO

ARTICLE I

The Board of Trustees

Sec. 1 The Board of Trustees is the legal governing body of the University.

Membership

Sec. 2 The Board of Trustees shall consist of not less than three nor more than thirty-six, exclusive of the ex officio member, namely the President of the University. Vacancies on the Board shall be filled by the existing Board. The Board shall annually elect one of its members to serve as chairman of the Board of Trustees of the University, and one of its members to serve as Vice-Chairman of the Board of Trustees of the University. In the event of the death, disability, or resignation of a member of the Board of Trustees, such vacancy shall be filled by the affirmative vote of a majority of the remaining trustees though less than a quorum of the Board of Trustees. A trustee elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office. The Chairman shall preside at meetings of the Board of Trustees if he is present; in the event the Chairman is absent, then the Vice-Chairman shall preside in his absence. Members need not be residents of the State of Texas; an effort should be made to give representation to the diverse regional areas of the United States.

- Sec. 3 (a) Regular meetings of the Board of Trustees shall be held twice each year, in May and in December, on a date to be fixed by the Chairman. Special Meetings may be called by the Chairman of the Board, on three or more days' notice.
- (b) In the event that both the Chairman and Vice-Chairman of the Board are absent, the Board may elect a temporary chairman to conduct the meeting.
- (c) A quorum shall consist of a majority of the total membership of the Board.
- (d) The act of the majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees.

Powers and Duties

- Sec. 4 (a) The Board shall manage the affairs of the University. It shall establish, review and revise statements of basic and general management policy. It shall consider and act upon all major organizational changes.
- (b) The Board shall act as the legal representative of the University. It shall be charged with the approval or disapproval of all legal acts of the University, agreements, contracts, affiliations with governmental agencies or any other institutions and/or organizations.
- (c) The Board shall be responsible for the realization of the aims and purposes of the University. It shall determine the broad educational directions in the light of these objectives. Major changes in University

aims and purposes or in the curriculum shall be subject to the action of the Board.

(d) It shall be a responsibility of the Board to develop sources of funds by promoting bequests and annuities, preparing the way for solicitation of prospective donors, through personal giving and direct solicitation of gifts.

(e) It shall approve the appointment of administrative officers of the University above the rank of dean. The Board shall approve all appointments and promotions to the rank of professor. The Board shall, likewise, act on all recommendations of the appointment of faculty members to permanent tenure.

(f) It shall initiate and approve both immediate and long-range planning for the growth and development of the University while encouraging the University administration and faculty to exercise initiative in recommending improvements and developments for the consideration of the Board.

(g) It shall select and employ legal counsel for the University.

(h) It shall approve amendments to the by-laws of the University.

Committees

Sec. 5 (a) Executive Committee

(1) The executive committee shall consist of two or more trustees of the University designated by resolution adopted by a majority of the trustees in office. Should the President of the University

be designated a member of the executive committee, then the executive committee shall consist of two or more trustees in addition to the President. The executive committee shall designate one of its members secretary of the committee.

(2) The Executive Committee shall exercise the powers of the Board of Trustees in the interim between Board meetings and shall report the action taken by the Executive Committee at the regular meetings of the Board.

(3) The Executive Committee shall review all nominations for honorary degrees and present for approval of the Board such candidates as the committee deems worthy.

(4) The Executive Committee shall meet on call of any member.

(b) Finance Committee

(1) The Finance Committee shall consist of two or more trustees of the University designated by resolution adopted by a majority of the trustees in office. Should the President of the University be designated a member of the Finance Committee, then the Finance Committee shall consist of two or more trustees in addition to the President. The Finance Committee shall designate one of its members secretary of the committee.

(2) The Finance Committee shall review and approve the University budget.

(3) The Finance Committee shall supervise the University's investment program and shall take such action as it deems of interest to the University.

The Officers of Administration of The University

Sec. 1 The officers of the University shall consist of a president, one or more vice presidents, a secretary, a treasurer, and such other officers and assistant officers as may be deemed necessary by the Board of Trustees, each of which officers shall be appointed for a term not exceeding three (3) years by the Board of Trustees. Any two or more offices may be held by the same person, except the offices of president and secretary. The executive committee of the Board of Trustees may perform the functions of any officer and the functions of any two or more officers may be performed by the executive committee, including the functions of both president and secretary.

Sec. 2 The President

- (1) The President of the University shall be appointed by the Board of Trustees.
- (2) He shall be the chief administrative and executive officer of the University, responsible to the Board of Trustees for all activities of the University. This shall embrace the general direction of all the educational affairs of the University, including the development and forwarding of educational policies approved by the Board of Trustees.
- (3) Specifically, it shall be his responsibility:
 - (a) To enforce the policies and regulations of the University.
 - (b) To prepare annually a report to the Board of Trustees and the

public, reviewing the activities of the academic year and summarizing reports from other academic officers.

- (c) To preside at all University functions.
- (d) To make reports to accrediting and other agencies.
- (e) To be responsible for the appointment, promotion, and dismissal of the administrative staff of the rank of Dean or below.
- (f) To appoint and promote all full-time and part-time members of the teaching staff and to remove any appointee from office if he fails to carry out his duties and the policies of the University, always saving the contractual obligations, and safeguarding the rights of the faculty.
- (g) To preside at faculty meetings.
- (h) To formulate the University curriculum.
- (i) To exercise such superintendence over all divisions and departments of the University as the well-being of the University may demand.
- (j) To assist as far as possible in raising funds for the support of the University, for endowments, and for scholarships.
- (k) To direct the preparation of the annual budget of the University.
- (l) To appoint such standing committees and ad hoc committees as shall be deemed necessary or useful.
- (m) To represent the University to its constituency, the general public, and educational and social circles.

- (n) To maintain amity and unity of purpose among all members of the teaching and administrative staff, the alumni, and the University constituency.
- (o) To make contracts and agreements in the name of the University.
- (p) To approve all policies developed by administrative officers, committees, or faculties; if, in his judgment, any policy submitted is contrary to the welfare of the University, the mind of the Board of Trustees, or the by-laws of the University, he may return the policy to the officer or group which presented it for reconsideration; or, he may veto the policy.
- (q) To recommend to the Board of Trustees candidates for degrees who have been recommended to him by the faculty through the Dean, and who have been certified by the Registrar as having fulfilled stated degree requirements.
- (r) To sign, together with the Chairman of the Board and the Dean, all diplomas.
- (s) To confer the academic degrees.

Sec. 3 Vice-Presidents

- (l) Vice-Presidents shall be appointed by the Board of Trustees with the advice of the President.

Sec. 4 The Secretary

- (l) The Secretary shall keep the books of the University, prepare the minutes of the semi-annual meetings and other meetings of the Board of Trustees and send or cause to be sent the notices and reports of the University.

Sec 5 The Treasurer

- (1) The Treasurer shall receive all monies of the University; keep an accurate record of receipts and expenditures; pay out funds as authorized by the University and present a statement of account at every semi-annual meeting.

Sec. 6 Medical Directors

- (1) Any and all treatment of mental and physical disorders of students and all attempts to effect cures thereof, shall at all times be under the supervision of the student's personal physician, if he has one, and if not, then under the personal supervision of the regularly appointed Medical Directors.
- (2) No student is to be accepted under any circumstances for developmental education who is not referred by a physician, therefore:
 - (a) Regular and adequate checkups of progress of each student shall be made by the student's personal physician or the University's Medical Directors.

APPENDIX C
STATISTICAL REPORT FOR THE PRESIDENT

STATISTICAL REPORT FOR THE PRESIDENT

May 7, 1969

Respectfully Submitted,

Virginia S. Lokke
Virginia S. Lokke (Mrs.)
Registrar

ENROLLMENT: College of Liberal Arts and College of Developmental Education
by Semester.

Semester	Col. of L.A.		Col. of D.E.		SPECIAL		TOTAL 167	
	No.	o/o Increase	No.	o/o Increase	No.	%	No.	o/o Inc.
Fall '65	7		54				61	
Spring '66	28	300%	75	39%			103	69%
Fall '66	53	89%	119	59%			174	69%
Spring '67	62	17%	92	-23%			154	-12%
Fall '67	67	8%	130	41%	9		206	34%
Spring '68	71	6%	149	15%	13	44%	233	13%
Fall '68	54	-24%	187	26%	21	62%	262	12%
Spring '69	72	32%	181	-3%	20	-5%	273	4%
Summer '66	11		28				39	
Summer '67	22	100%	24	-14%			46	18%
Summer '68	25	12%	50	52%	1		76	65%

RESIDENT AND DAY BY SEMESTER

SEMESTER	RESIDENT		DAY		TOTAL	
	NO.	% Inc.	NO.	% Inc.	NO.	% Inc.
Spring '66	36		68		103	
Fall '66	86	139%	88	29%	174	69%
Spring '67	76	-12%	78	-11%	154	-12%
Fall '67	113	49%	93	19%	206	34%
Spring '68	124	10%	109	17%	233	13%
Fall '68	141	14%	121	11%	262	12%
Spring '69	146	3%	127	5%	273	4%

COMPARISON OF TOTAL ENROLLMENT AGAINST PREVIOUS YEARS

<u>SEMESTER</u>	<u>NO.</u>	<u>% INCREASE</u>
Fall '65	62	
Fall '66	174	148%
Fall '67	206	18%
Fall '68	262	27%
Spring '66	103	
Spring '67	154	50%
Spring '68	233	51%
Spring '69	273	17%
Summer '66	39	
Summer '67	46	18%
Summer '68	76	65%

ENROLLMENT PROJECTIONS

Summer '68	100
Fall '68.....	350

May 7, 1969

ADMISSIONS REPORT

170

Cumulative Report

Summer Session

	<u>DE</u>	<u>LA</u>	<u>Total</u>
Applications Received	13	2	15
Applications Accepted	4	0	4
Resident	13	1	15
Non-resident	0	1	1

Fall Semester

Applications Received	31	15	46
Applications Accepted	12	4	16
Resident	31	14	45
Non-resident	0	1	1

Orig: Dr. Robert Morris
cc: Dr. Howard
File

APPENDIX D
COURSE DESCRIPTIONS FOR
COLLEGE OF THE AIR

- (1) 1974 Spring Semester
 February 4 - May 9
 Italy, Greece, Spain, and North Africa

Faculty: Dr. Ralph S. March
 Dr. Leon Blair
 John Hemenway

Credits: History (3)
 Philosophy (3)
 Political Science (5)
 Area Geography (3)
 Sociology (3)
 Elementary Italian (1)

- (2) 1975 Fall Semester
 September 15 - December 15
 Japan, Micronesia, Taiwan, Malaysia, Penang,
 Singapore, Bali-Lombok, Australia, and Maui

Faculty: Dr. Orient Lee, Ph.D. with History
 Department of the Chinese Cultural
 College in Taipei
 Dr. Morris

Credits: History (3)
 Sociology (3)
 Geopolitics (3)
 Oriental Philosophy (3)
 Comparative Governments (3)
 Chinese Language (3)

APPENDIX E
STRUCTURED INTERVIEW QUESTIONS

General Questions About the University to be Asked of
Administrators and Board Members

174

What voids in postsecondary education prompted those initiating the University of Plano to begin the school?

What has been the impact of the University on higher and adult education?

What contributions did the University make to education?

How did the University of Plano differ from other colleges of liberal arts?

How was the University similar to traditional colleges of liberal arts?

If development of this university could be done over again, how would it be different? How would the procedure differ?

What changes were made to the University after its inception?

Who was involved in the early development of the University?

What were the evolutionary processes in the changes that took place?

What types of students were attracted to the University? How were they recruited?

How did these students differ from the traditional students attending other colleges and universities?

Where did the faculty members come from and how were they recruited?

Where did students go after they graduated?

To what other institutions did students transfer?

What were the strengths and unique characteristics of the University's programs?

What was the status of special courses and seminars and who conducted these?

Did you see an interest in the University of Plano growing? in any special program areas?

What research was conducted by faculty?

How much interaction occurred

- (a) between students and faculty?
- (b) between students at both campuses?
- (c) among students living on campus?
- (d) between faculty and administration?

How did you feel about the accreditation process?

Did you feel the accrediting team had an understanding of the University?

Who decided what the curricula was? the course content?

How did the University evaluate student progress?

How was the decision made to close the University?

What situations could have prevented the closing of the University?

What do you feel was University of Plano's most pressing need?

What would you have changed about the operations of the university administration or the site operations?

Questions to be Asked of the Faculty

During what time period were you at the University of Plano?

How were you recruited/selected for the position?

From where did other faculty members come?

What type of teaching methods were used at the University?

What type of research was done by faculty at the University?

Did the University provide special training for faculty at the University?

What role did faculty have in developing curricula?

What type of students were attracted to the University?

What were the expectations from the students?

Where did the students go after they graduated or completed

programs?

176

What were the facilities and system for library research?

How much interaction occurred between faculty and students?

How much interaction occurred among faculty and administration?

How did you feel about the accreditation process?

What do you feel was University of Plano's most pressing need?

What would you have changed about the operations of the university administration or the site operations?

Where did you go after you left the University?

Questions to be Asked of the Students

What types of students were attracted to the University of Plano?

How did students find out about the University?

What were the expectations from the students?

Where did students go after they graduated or left the University?

What was campus life like at the University?

How much interaction occurred

(a) between students and faculty?

(b) among students living on campus?

(c) between students at both campuses?

(d) between students and administration?

BIBLIOGRAPHY

Books

- Ball, Ann, ed. The Institutes for the Achievement of Human Potential. Philadelphia: The Better Baby Press, 1986.
- Beach, Mark, "History of Education." Review of Educational Research, XXXIX, No. 5 (1969): 561-576.
- Borg, Walter R. Educational Research, An Introduction. New York: David McKay Company, Inc., 1963.
- Delacato, Carl H. The Treatment and Prevention of Reading Problems. Springfield, Illinois: Charles C. Thomas Publisher, 1959.
- Doman, Glenn. What To Do About Your Brain-Injured Child. Garden City, New York: Doubleday & Co., 1967.
- Good, Carter V. Introduction to Educational Research. New York: American Book Company, 1963.
- Morris, Robert. What Is Developmental Education? Plano, Texas: University of Plano Press, 1967.
- Mouly, George A. The Science of Educational Research, New York: American Book Company, 1963.
- The College Blue Book, Twelfth Edition, Vol. 1, 1968. Los Angeles: College Planning Programs.
- The College Blue Book, Fourteenth Edition, 1972. New York: CCM Information Corporation.
- The College Blue Book, Fifteenth Edition, 1975. New York: CCM Information Corporation.
- VanDalen, Deobold B. Understanding Educational Research: An Introduction: New York: McGraw-Hill, 1962.

Documents

Amendment to the Articles of Incorporation of the University of Plano, 18 March 1965. Austin, Texas: Office of the Secretary of State of Texas.

Amendment to the Articles of Incorporation of the University of Lebanon, 29 May 1964. Austin, Texas: Office of the Secretary of State of Texas.

Articles of Incorporation of the University of Lebanon, 11 May 1964. Austin, Texas: Office of the Secretary of State of Texas.

Articles of Incorporation of the University of Lebanon, 29 September 1964. Austin, Texas: Office of the Secretary of State of Texas.

By-Laws of the University of Plano, 1965. Mantoloking, New Jersey: Private Library of Robert Morris.

Corporate Resolution, Executive Committee of the Board of Trustees of the University of Plano, 4 March 1968. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.

Corporate Resolution, Executive Committee of the Board of Trustees of the University of Plano, 27 May 1968. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.

Letter from Kenneth H. Ashworth, Coordinating Board of Texas College and University System, Austin, Texas, to President Robert Morris, University of Plano, Plano, Texas, 29 April 1976. Mantoloking, New Jersey: Private Library of Robert Morris.

Letter from Kenneth H. Ashworth, Coordinating Board of College and University System, Austin, Texas, to President Morris, University of Plano, Plano, Texas, 19 May 1977. Mantoloking, New Jersey: Private Library of Robert Morris.

Letter from President Morris, University of Plano, Dallas, Texas, to Kenneth H. Ashworth, Coordinating Board of Texas College and University System, Austin, Texas, 17 May 1977. Mantoloking, New Jersey: Private Library of Robert Morris.

Letter from President Robert Morris, University of Plano, Plano, Texas, to Kenneth H. Ashworth, Coordinating Boards of Texas College and University System, Austin,

Texas, 27 April 1976. Mantoloking, New Jersey:
Private Library of Robert Morris.

Letter to Dr. Donald G. Scott, President, Frisco College,
University of Plano, Plano, Texas, from Grover J.
Andrews, Associate Executive Secretary, Commission on
Colleges, Southern Association of Colleges and Schools,
Atlanta, Georgia, 1 February 1974. Mantoloking, New
Jersey: Private Library of Robert Morris.

Letter to Dr. Donald G. Scott, President, University of
Plano, Plano, Texas, from Grover J. Andrews, Associate
Executive Secretary, Commission on Colleges, Southern
Association of Colleges and Schools, Atlanta, Georgia,
13 March 1973. Mantoloking, New Jersey: Private
Library of Robert Morris.

Letter to Dr. John G. Barker, Associate Executive Secretary,
Commission of Colleges, Southern Association of Schools
and Colleges, Atlanta, Georgia from H. Wynn Rickey,
Vice President, University of Plano, Plano, Texas, 7
December 1970. Mantoloking, New Jersey: Private
Library of Robert Morris.

Letter to Dr. Gordon Sweet, Executive Director, Southern
Association of Colleges and Secular Schools, Atlanta,
Georgia, from Dr. Donald R. Howard, Vice President,
University of Plano, Plano, Texas, 19 November 1968.
Mantoloking, New Jersey: Private Library of Robert
Morris.

Letter to Gordon W. Sweet, Executive Secretary for the
Southern Association of Colleges and Schools, Atlanta,
Georgia from Robert Morris, President, The University
of Plano, Dallas, Texas, 1 February 1966. Mantoloking,
New Jersey: Private Library of Robert Morris.

Letter to Grover J. Andrews, Associate Executive Secretary,
Commission on Colleges, Southern Association of
Colleges and Schools, Atlanta, Georgia, from Donald G.
Scott, President, Frisco College, University of Plano,
28 December 1973. Mantoloking, New Jersey: Private
Library of Robert Morris.

Letter to Mr. Jacob E. Hershman, Chief, Institutional
Eligibility Unit, Colleges and Universities,
Accreditation and Institutional Eligibility Staff,
Department of Health, Education and Welfare, Office of
Education, Washington, D. C. from Helen Harkness,
Director, Continuing Education, University of Plano,
Plano, Texas, 8 June 1975. Mantoloking, New Jersey:
Private Library of Robert Morris.

Letter to President Morris, University of Plano, Plano, Texas, from Gordon W. Sweet, Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 23 June 1966. Mantoloking, New Jersey: Private Library of Robert Morris.

Letter to President Morris, University of Plano, Dallas, Texas, from Gordon W. Sweet, Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 8 December 1965. Mantoloking, New Jersey: Private Library of Robert Morris.

Letter to President Morris, University of Plano, Dallas, Texas, from Virginia Darnell, Assistant Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 24 February 1966. Mantoloking, New Jersey: Private Library of Robert Morris.

Letter to President Morris, University of Plano, Dallas, Texas, from Virginia Darnell, Assistant Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 8 February 1966. Mantoloking, New Jersey: Private Library of Robert Morris.

Letter to President Morris, University of Plano, Plano, Texas, from Gordon W. Sweet, Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, 26 April 1966. Mantoloking, New Jersey: Private Library of Robert Morris.

Letter to President Robert Morris, University of Plano, Plano, Texas, from Donald G. Scott, Scott Associates, Dallas, Texas, 5 December 1974. Mantoloking, New Jersey: Private Library of Robert Morris.

Letter to Robert Morris, University of Plano, Plano, Texas, from Donald G. Scott, Plano, Texas, 16 October 1973. Mantoloking, New Jersey: Private Library of Robert Morris.

Letter to Virginia Darnell, Assistant Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia, from Edith Donovan, Secretary to Robert Morris, University of Plano, Dallas, Texas, 17 February 1966. Mantoloking, New Jersey: Private Library of Robert Morris.

- Lydick, Howard L. "A Special Report to the University of Plano, President and Board of Trustees." Plano, Texas: Private Library of Howard Lydick, Typewritten, 1971.
- Mariner 1966. University of Plano Yearbook, Plano, Texas, 1966. (Property of Sandra de Montreville, Dallas, Texas).
- Mariner 1967. University of Plano Yearbook, Plano, Texas, 1967. (Property of Sandra de Montreville, Dallas, Texas).
- Memo from President Robert Morris to Faculty, University of Plano, Plano, Texas, March 1976. Mantoloking, New Jersey: Private Library of Robert Morris.
- Memo from Staff to Dr. Morris, University of Plano, Plano, Texas, 9 March 1976. Mantoloking, New Jersey: Private Library of Robert Morris.
- Memo to Dr. Robert Morris and the Board of Trustees of the University of Plano from Donald G. Scott, 2 April 1974. Mantoloking, New Jersey: Private Library of Robert Morris.
- Memorandum to Trustees from President Robert Morris, 29 June 1977. Mantoloking, New Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano, 19 February 1965. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano, 29 May 1965. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano, 6 January 1966. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano, 21 April 1966. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano, 15 December 1966. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano, 3 January 1967. Secretary's Book. Mantoloking, New Jersey: Private Library of Robert Morris.

- Minutes of the Board of Trustees of the University of Plano,
6 April 1967. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano,
15 September 1967. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano,
20 November 1967. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano,
1 October 1968. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano,
3 December 1968. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano,
7 May 1969. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano,
19 November 1969. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano,
30 April 1970. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano,
19 April 1971. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano,
23 February 1972. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano,
15 September 1972. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano,
19 April 1973. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.
- Minutes of the Board of Trustees of the University of Plano,
18 October 1973. Secretary's Book. Mantoloking, New
Jersey: Private Library of Robert Morris.

Pagoda 1969. University of Plano Yearbook, Plano, Texas, 1969. (Property of Sandra de Montreville, Dallas, Texas).

Pagoda 1973. University of Plano Yearbook, Plano, Texas, 1973. (Property of Sandra de Montreville, Dallas, Texas).

Pagoda 1974. University of Plano Yearbook, Plano, Texas, 1974. (Property of Sandra de Montreville, Dallas, Texas).

Pagoda 1975. University of Plano Yearbook, Plano, Texas, 1975. (Property of Sandra de Montreville, Dallas, Texas).

Progress Report Based on the Findings Submitted by the Visitation Committee to the Commission on Standards and Classification of the Association of Texas Colleges and Universities, February 1967. Mantoloking, New Jersey: Private Library of Robert Morris.

Quick, N. W. "Report on Visit to the University of Plano on April 25, 1966 As Representative of the Association of Texas Colleges and Universities," April 1966. Mantoloking, New Jersey: Private Library of Robert Morris.

Student Handbook, 1971-72. Plano, Texas: University of Plano Press, 1971.

"The University of Plano Brochure, 1964." Printed in Dallas, Texas, 1964. (Property of Robert Morris, Mantoloking, New Jersey).

The University of Plano General Catalogue, 1965-66. Plano, Texas: University of Plano Press, 1965.

"The University of Plano Brochure, 1964." Printed in Dallas, Texas, 1964. (Property of Robert Morris, Mantoloking, New Jersey).

"The University of Plano Brochure, 1965." Printed in Dallas, Texas, 1965. (Property of Robert Morris, Mantoloking, New Jersey).

The University of Plano General Catalogue, 1975-76. Plano, Texas: University of Plano Press, 1975.

"The University of Plano Brochure, 1964." Printed in Dallas, Texas, 1964. (Property of Robert Morris, Mantoloking, New Jersey).

- The University of Plano General Catalogue, 1973-74. Plano, Texas: University of Plano Press, 1973.
- The University of Plano General Catalogue, 1972-73. Plano, Texas: University of Plano Press, 1972.
- The University of Plano General Catalogue, 1967-68. Plano, Texas: University of Plano Press, 1966.
- The University of Plano General Catalogue, 1975-76. Plano, Texas: University of Plano Press, 1975.
- The University of Plano General Catalogue, 1965-66. Plano, Texas: University of Plano Press, 1965.
- The University of Plano General Catalogue, 1973-74. Plano, Texas: University of Plano Press, 1973.
- The University of Plano, et al, v. Helen Harkness and Corwin Mendenhall, Cause No. 76-11862-K File No. 100-4322, 19 November 1976. McKinney, Texas: Civil Court.
- The University of Plano General Catalogue, 1973-74. Plano, Texas: University of Plano Press, 1973.
- The University of Plano General Catalogue, 1966-67. Plano, Texas: University of Plano Press, 1966.
- The University of Plano General Catalogue, 1965-66. Plano, Texas: University of Plano Press, 1965.
- The University of Plano General Catalogue, 1970-71. Plano, Texas: University of Plano Press, 1970.
- "The University of Plano Brochure, 1965." Printed in Dallas, Texas, 1965. (Property of Robert Morris, Mantoloking, New Jersey).
- University of Plano, Self-Evaluation, School of Developmental Education prepared by the Total Faculty and Staff of the Developmental Education School, 25 June 1970. (Property of Sandra de Montreville, Dallas, Texas.)

Interviews

- Adair, Steve, Faculty. Interview by author, 8 August 1988, Plano, Texas.
- de Montreville, Sandy, Office of Student Affairs for the University of Plano. Interview by author, 27 January 1988, Dallas, Texas.

- Doman, Douglas, Vice Director of the Institutes for the Achievement of Human Potential. Interview by author, 28 September 1988, Philadelphia, Pennsylvania.
- Doman, Glenn, Director of the Institutes for the Achievement of Human Potential. Interview by author, 25-30 September 1988, Philadelphia, Pennsylvania.
- Donovan, Edith, Secretary to Robert Morris. Interview by author, 9 August 1988, The Colony, Texas.
- Harkness, Helen, Faculty. Interview by author, 19 May 1988, Garland, Texas.
- Harvey, Neil, Director of the Temple Fay Institute of Academics, the Institutes for the Achievement of Human Potential. Interview by author, 31 March 1988, Philadelphia, Pennsylvania.
- Lydick, Howard, Board Member of University of Plano. Interview by author, 8 August 1988, Richardson, Texas.
- Morris, Joan, Board Member of the University of Plano. Interview by author, 28-31 March 1988, Mantoloking, New Jersey.
- Morris, Robert, President of the University of Plano. Interview by author, 28-31 March 1988, Mantoloking, New Jersey.
- Naumovich, Nicky. Interview by author, 7 August 1988, Garland, Texas.
- Newell, Matthew, Director of the School for Human Development of the Institutes for the Achievement of Human Potential. Interview by author, 29 September 1988, Philadelphia, Pennsylvania.
- _____. Taped lecture given for the course "What To Do About Your Brain-Injured Child," 12-16 September 1988, Philadelphia, Pennsylvania.
- Rabago, Roger, Administrator for Proprietary Schools and Veteran's Education Department, Texas Education Agency. Interview by author, 14 March 1988, Austin, Texas.
- Savage, Wallace H., Board Member of the University of Plano. Interview by author, 3 May 1988, Dallas, Texas.
- Womack, Ann, Librarian for the City of Plano Public Library. Interview by author, 3 March 1988, Plano, Texas.

Periodicals

- "Auction at UP Gets Go-Ahead." Plano Star-Courier, 29 June 1976.
- Berte, Neal R. and Edward H. O'Neil. "Managing the Liberal Arts Institution: A Case Study." Educational Record, (Summer 1980): 25-33.
- Cohen, Sol. "The History of the History of American Education, 1900-1976: The Uses of the Past," Harvard Educational Review, XLVI, No. 3 (1976): 298-330.
- Doman, Janet. "Insight" Our Fabulous Board." The In Report, XIV (April/June, 1986): 13. (Published by The Better Baby Press, 8801 Stenton Avenue, Philadelphia, Pennsylvania 19118)
- Dyer, Thomas. "Institutional Research and Institutional History." Research in Higher Education, VIII (May, 1978): 282-286.
- Evans, Mary Alice. "What Is The University of Plano?" Plano Star-Courier, 28 July 1965.
- _____. "What Is The University of Plano?" Plano Star-Courier, 4 August 1965 (second in series).
- _____. "What Is The University of Plano?" Plano Star-Courier, 11 August 1965.
- "First Trailer Load of World's Fair Malaysian Bldg. Arrives in Plano." Plano Star-Courier 8 December 1965.
- McCauley, Robert N. "The Business of the University." Liberal Education V. 68 No. 1 (Spring 1982): 27-34.
- Mendenhall, Thomas C. "Admissions Policy: Implications and Consequences." Liberal Education V. 56 No. 2 (May 1970): 285-91.
- Peterson, Martha. "Without Small Liberal-Arts Colleges, Everyone Will Be Diminished." The Chronicle of Higher Education (May 12, 1982): 25.
- "Plano U. Sold, Piece by Piece." Dallas Morning News, 3 July 1973, 16(A).
- "Plano University Buys 528 Acres." Plano Star-Courier, 16 June 1965.

- "Plano University Goes On Block." Plano Star-Courier, 18 June 1976, 1.
- "Sale Brings End to Morris' Dream." Plano Star-Courier, 4 July 1976.
- Smith, Arden K. "Our Stake in the Private Liberal Arts Colleges." Today's Education LVIII, No. 3 (March 1969) Plano, Texas: 51-52.
- Thelin, John R. "Higher Education's 'Useful Past': A New Use for Liberal Studies." Liberal Education (December, 1976): 568-575.
- "U of Dallas Theologian Takes Post at Catholic University." Dallas Morning News, 6 August 1988, 37(A).
- "U. of Plano Opens Liberal Arts School." Plano Star-Courier, 6 October 1965.
- "U. Plano Receives Title 161 Acres For School Campus." Plano Star-Courier, 20 October 1965.
- "University of Plano Buys Land; Construction Starts This Week." Plano Star-Courier, 23 June 1965.
- "University of Plano Sets '65 Opening Date." Plano Star-Courier, 7 October 1964.
- "University Starts Building." Plano Star-Courier, 21 July 1965.
- "UP Goes on Block." Plano Star-Courier, 1 July 1976.
- "UP Goes on Block." Plano Star-Courier, 1 July 1976.
- Weiss, Vincent A. "Robert Morris to Lead Students in Study in 7 Far East Countries." The Monitor, 9 September 1976.
- "What Is the University of Plano?" Plano Star-Courier, 11 August 1965.