THE ORIGIN AND DEVELOPMENT OF
HENDERSON STATE COLLEGE

DISSERTATION

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

For the Degree of

DOCTOR OF PHILOSOPHY

By

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The problem of this study is to present a complete historical record of Henderson State College, Arkadelphia, Arkansas, from 1890 to 1970.

The sources of data included public records, legislative acts, court decisions, reports, catalogues, bulletins, periodicals, newspapers, letters, minutes, yearbooks, files, official records, interviews, and histories of public education and higher education in the United States. Standard methods of historical research were employed in examining materials pertinent to the study.

Besides the introductory and summary chapters, the study contains eight chapters organized on a chronological basis. Chapters II-V detail the origin, development, and demise of the Methodist institution. Chapter II covers the formative Methodist years, 1890-1904; Chapter III, the struggle for survival, 1905-1915; Chapter IV, World War I, 1916-1920; and Chapter V, the demise of the College, 1921-1929. Chapters VI-IX trace the development of Henderson State Teachers College from 1929 to 1970. Chapter VI outlines the formative
State years, 1929-1941; Chapter VII, the World War II years, 1942-1945; Chapter VIII, the adjustment and expansion essential after World War II, 1946-1960; Chapter IX, progress and development, 1961-1970.

The College began as a State-supported institution in 1929 when the Arkansas General Assembly passed an act creating Henderson State Teachers College, which was to occupy the premises of Henderson-Brown College established in 1890 by citizens of Arkadelphia as the third liberal arts college of Arkansas Methodism. Under Methodist sponsorship the institution existed under three names: Arkadelphia Methodist College, 1890-1904; Henderson College, 1904-11; and Henderson-Brown College, 1911-29. Dependent for its financial support on student fees, nominal sums from the Arkansas Methodist Conferences, special fund-raising campaigns, gifts, and mortgaging the College property, the institution never had secure funding.

By the late 1920's Arkansas Methodists, unable to support three liberal arts colleges, planned to unify their colleges at one location. Fearful that they might lose Henderson-Brown, citizens of Arkadelphia initiated a drive in January, 1929, for the State to establish a teachers college on the premises of Henderson-Brown, if Arkadelphia donated the property to the State. Despite opposition to the plan, the Legislature established Henderson State Teachers as the
second teachers college in Arkansas for the express purpose of preparing teachers for the public schools of Arkansas.

Since 1929 Henderson State Teachers College has evolved from a small teachers college to a multi-purpose state college. As a State institution the College has survived the effects of the Great Depression of the 1930's, World War II, and the post-War years. Through the years the College has revised its curriculum to provide a quality program in teacher education. In 1950 the College initiated a general education program; in 1951, the educational bloc or professional semester for its student teachers; in 1955, a Graduate Division. After expanding its curriculum in business and pre-professional studies, the institution became Henderson State College in 1967 to signify its multi-purpose functions.

Though existing on budgets tailored to fit inadequate biennial appropriations, with good business management Henderson State College has made the most of available resources over the years. After the establishment of the Arkansas Commission on Coordination of Higher Educational Finance, the College has had better, but still insufficient, funding.

Because of its growth since 1929 in enrollment, faculty, curriculum, library, physical plant, and services, Henderson State College has proved its worth to the State of Arkansas.
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CHAPTER I

INTRODUCTION TO THE STUDY

Henderson State College in Arkadelphia, Arkansas, began as a state-supported institution in 1929 when the Arkansas General Assembly passed an act creating Henderson State Teachers College. The new State Teachers College was to occupy the premises of the defunct Henderson-Brown College, established in 1890 by citizens of Arkadelphia as the Arkadelphia Methodist College under the auspices of the Little Rock Conference of the Methodist Episcopal Church, South. Both as a church-related institution and as a state-supported institution, the College has served as the means for educating hundreds of young men and women of southwest Arkansas. From a small teachers college with slightly over 200 students in its first academic year, 1929-1930, it has grown to a multi-purpose college enrolling about 3,200 students each semester in the regular term and about 1,400 each summer term. Because of its growth and its record of service to the area, Henderson State College has become an integral part in the system of state-supported institutions of higher education in Arkansas.
Statement of the Problem

The problem of this study is to compile a complete historical record of Henderson State College, Arkadelphia, Arkansas, from 1890 to 1970.

Purposes of the Study

The purposes of this study are as follows: to provide a chronological account of the origin, growth, and development of Henderson State College from its status of a church-related liberal arts college to its present status of a state-supported multi-purpose college; to relate the state teachers college years to the normal school movement in the United States; and to emphasize any elements of uniqueness in the origin, growth, and development of the College.

Review of Related Studies

Though no comparable study has been made of the origin, growth, and development of Henderson State College, a few studies exist that deserve mention.

For the Methodist years, four studies exist. The first is a study made in 1893 by Josiah Hazen Shinn (9), Superintendent of Public Instruction in Arkansas from 1891 to 1894, who included statistics, the course of study, and comment on the quality of work being done by the fourteen colleges in 1891-92. Shinn exhorted all the colleges to terminate their preparatory departments so that students could then patronize
the developing high schools and the colleges could concentrate on raising their quality of work to truly collegiate standards.

The second is a report by George F. Zook (10), United States Bureau of Education, who surveyed the thirteen institutions of higher education in Arkansas in 1920-21 at the request of the Arkansas State Board of Education. Zook's study was to determine the institutions in Arkansas that qualified as standard colleges since the State Department was requiring the holders of certificates to teach in high school to be graduates of a standard college or normal school.

A third study concerning the Methodist years is a dissertation by Willis Brewer Alderson (1), "A History of Methodist Higher Education in Arkansas, 1836-1933." In a section of a chapter, Alderson's study outlines briefly the establishment and financial troubles of Arkadelphia Methodist College until its merger with Hendrix College in 1929.

A fourth study of the Methodist years, the most detailed to date, is that by John Gladden Hall (5), for his dissertation, "Henderson State College: The Methodist Years, 1890-1929," which emphasizes the individuals associated with the history of the school. These four studies offered data for corroboration of dates and events already ascertained for the present research report.
For the State years, the first study, directed by Arthur Klein (6), *Survey of State-Supported Institutions of Higher Learning in Arkansas*, resulted when Governor Harvey Parnell in September, 1929, requested the Office of Education, United States Department of the Interior, to survey the State-supported institutions of higher education to make recommendations on a policy for Arkansas to follow in the development and maintenance of a State-supported system. Supervised by Klein, Chief of the Division of Higher Education, United States Office of Education, the study also had these research assistants: John W. Withers, Dean of the School of Education, New York University; William B. Bizzell, President of the University of Oklahoma; William T. Middlebrook, Business Manager, University of Minnesota; Roy O. Billett, College of Education, Ohio State University; and Ben W. Frazier, Specialist in Teacher Training, United States Office of Education. The committee's thorough report is particularly valuable because it presents an objective view of higher education and its facilities in Arkansas as witnessed by qualified persons from outside the State who could independently evaluate the conditions and make appropriate recommendations.

The last study includes both the Methodist and the State years. During the 1939-40 academic year, the College celebrated its semi-centennial as an educational institution. As one feature of the celebration, A. B. Bonds, Jr., a Henderson graduate of 1935, edited a volume, *Essays on Southern Life*
and Culture: A Henderson Symposium, containing twelve essays by alumni and professors. William Ritchie (7), professor of history at Henderson and chairman of the Semi-Centennial Committee, wrote the final essay in the volume, "Henderson, Today and Yesterday: The Story of the First Fifty Years." In his essay, Ritchie reviewed some of the events of the College in its thirty-nine years as a Methodist institution and its eleven years as a State-supported College.

The studies by Alderson (1), Klein (2), Shinn (9), and Zook (10) consider the College as one among several in the State. The study by Hall (5) treats the Methodist years of the College. And the study by Ritchie (7) includes the thirty-nine Methodist years and eleven of the State Teachers College years.

Collection of Data

The collection of data followed procedures for historical research recommended by William Brickman (2) in Guide to Research in Educational History and by Carter Victor Good (4) in Essentials of Educational Research: Methodology and Design.

For an understanding of the development of colleges and universities in the United States, general histories of education have been valuable. Two books proved of special value, Higher Education in Transition by John Seiler Brubacher and Willis Rudy (3) and The American College and University: A History by Frederick Rudolph (8).
Publications of the College were quite useful. These included bulletins, catalogs, brochures, pamphlets, commencement programs, the files of the student newspaper, The Henderson Oracle, and the files of the yearbook, The Henderson Star. Unpublished materials included the Minutes of the Board of Trustees: three books for Henderson-Brown College, six books for Henderson State Teachers College, and two for Henderson State College.

Other sources within the College were available. The Arkansas Collection in Huie Library, Henderson State College, provided source material for the history of Arkansas as well as microfilm files of the Arkansas Democrat, the Arkansas Gazette, and the Arkadelphia Southern Standard. The book section of the Henderson State College Museum contained copies of the Minutes of the Little Rock Annual Conference, a file of the yearbook, The Henderson Star, and miscellaneous printed materials. Administrative offices of Henderson State College provided enrollment figures, financial reports, and other data and materials relevant to the study. Interviews with present and former faculty members, administrators, and students gave additional information for the comprehension of some aspects of the College not ascertainable elsewhere. All sources within the College were valuable to the study.

Sources outside the College also furnished data for the study. Record books in the office of the Clark County Clerk
and in the office of the Clark County Circuit Clerk provided facts relevant to legal transactions by the Trustees of the College. The Law Library in the Clark County Court House furnished copies of the *Acts* of the General Assemblies of Arkansas. The Arkansas Historical Commission and the Arkansas State Department of Education in Little Rock and Hendrix College Library in Conway contained other resources not available in Arkadelphia, such as volumes of *The Arkansas Methodist*, *Reports* of the Board of Education, Methodist Episcopal Church, South, and files of clippings.

**Significance of the Study**

Despite its history of thirty-nine years as a church-related college and its over forty years as a state-supported college, Henderson State College has not yet been the subject of a study depicting it as a unified institution of higher education and tracing its origin, growth, and development in any manner of detail. Such a study, however, should be a contribution to the history of education in the United States through a consideration of an institution emerging from denominational affiliation to State-supported status. It should be a contribution to the history of education in Arkansas for the significance of the College as a component in the State-supported system of colleges. The study should be a contribution to local history for the Clark County and the city of Arkadelphia areas for the role of the College in educating
several thousand young men and women from southwest Arkansas. It should also be a readily accessible reference for faculty, students, and alumni interested in the origin and development of Henderson State College.

Since the reorganization of higher education in Arkansas continues to emerge as a topic for consideration at meetings of the Arkansas Legislative Council and of the General Assembly, a study is appropriate because it can provide background material for an understanding of the role of Henderson State College and give a perspective to the College in the system finally adopted.

Limitations of the Study

Though Ouachita Baptist University is also located in Arkadelphia, Arkansas, this study refers to Ouachita and to other private colleges and to the other State-supported colleges only as they contribute to or are a part of the origin and development of Henderson State College. The study makes no effort to evaluate the effectiveness of the College via its graduates; neither does it propose to be a nostalgic reminiscence for alumni who may remember certain aspects of the College, such as the pines, the athletic championships, and the good times. The report focuses on the origin and the development of one school of higher education in Arkansas. The report presents a perspective of the nature of the College as a denominational and as a State institution of higher education.
Organization of the Study

As a practical division for the study of the origin and development of Henderson State College, this report contains ten chapters organized on a chronological basis:

I -- Introduction to the Study
II -- The Formative Methodist Years, 1890-1904
III -- The Struggle for Survival, 1905-1915
IV -- World War I, 1916-1920
V -- The Demise of the Methodist College, 1921-1929
VI -- The Formative State Years, 1929-1941
VII -- World War II, 1942-1945
VIII -- Adjustment and Expansion, 1946-1960
IX -- Progress and Development, 1961-1970
X -- Summary and Conclusions
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CHAPTER II

THE FORMATIVE METHODIST YEARS, 1890-1904

During its thirty-nine academic years of sponsorship by the Methodist Episcopal Church, South, the institution of higher education established in Arkadelphia, Arkansas, existed under three names: Arkadelphia Methodist College, 1890-1904; Henderson College, 1904-1911; and Henderson-Brown College, 1911-1929. The changes in name signified that the Board of Trustees of the College wished to honor patrons who had tendered financial assistance to the institution. The changes in name did not signify any modification in the fundamental organization and structure of the College; for, essentially, throughout its existence as a Methodist educational affiliate, the College retained its basic organization, function, and purpose.

Yet, like any other institution in a given culture, a college does not exist in a vacuum, but as a part of an environment; and a private denominational institution such as Arkadelphia Methodist College, coming on the Arkadelphia scene in 1890, resulted from and became part of a developing educational environment. To provide an understanding of that educational environment, the first section of Chapter II traces the progress of education in Arkadelphia during the
nineteenth century until 1890; the second section then outlines the establishment and the development of Arkadelphia Methodist College during its formative years from 1890 to 1904.

Progress of Education in Arkadelphia
Until 1890

For an emergent denominational college in Arkadelphia, the local attitude toward education was vital to the life and survival of the institution. During the nineteenth century, as was generally true over the State of Arkansas, the educational environment in Arkadelphia altered from a sanction of private schools to a gradual acceptance of the free public schools. Although the educational environment evolved as the result of several factors, that environment depended primarily on three circumstances: the geographical location of Arkadelphia, its settlers, and their attitude toward education.

Arkadelphia is located in the central portion of the southwestern quarter of Arkansas about midway between Little Rock and Texarkana. It is situated on a high, extensive plateau on the western bank of the Ouachita River. With a mean temperature of sixty-three degrees Fahrenheit, it has occasional days when the temperature drops to zero or climbs over the hundred-degree mark. With an average annual rainfall of fifty-two inches, it has occasional droughts of varying intensity and duration. Overall, however, Arkadelphia
has a mild, pleasant, healthful climate (61). In the nineteenth century with its easy accessibility by way of the Ouachita River, its geographical location, and its agreeable climate, Arkadelphia had the requisites for attracting desirable settlers with a favorable attitude toward education.

Early in the nineteenth century, even before Arkansas became a Territory in 1819, settlers came to the area that is now Arkadelphia. At first they came by flatboat on the Ouachita River; later, by wagon train on the primitive trails or roads. They came to a wilderness where several friendly Indians of the Caddo Tribe still remained. They found plenty of game in the forests and fish in the streams; they found navigable rivers, rich soil, and a pleasant, healthful climate. And by 1811 they had formed the Jacob Barkman settlement on the Caddo River about four miles north of Arkadelphia and the John Hemphill settlement on the Ouachita River where Arkadelphia now stands (45).

The settlers emigrated from Virginia, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Tennessee, Kentucky, and Missouri (45). Most of them were of Anglo-Saxon stock; and, like their English ancestors, the pioneers who came to Arkansas were hardy, industrious, and perseverant, characteristics that were definitely in their favor for survival on the frontier (85). With persistence and vigor they erected homes, cleared the land and tilled the soil, established churches and schools, and laid the foundation
for an organized social order. However, the early settlers were so intensely preoccupied with the everyday business of providing the imperative needs of existence and so dedicated to a system of private schools that they delayed until after the Civil War the establishment of a public school system supported by taxes (63).

Emigrating mostly from the older Southern States where a sparse population and the plantation system had fostered private education financed by private means, the settlers believed that education was a luxury to be paid for by those who could afford it. Therefore, when they came to Arkansas, they transported their belief in education as a "voluntary enterprise" (59, p. 416) to be supported by private means. In the Arkadelphia area the settlers established the "voluntary enterprise" in two forms: private instruction by a tutor or a member of the family and private subscription schools supported by the patrons with payments of a stipulated tuition for each child enrolled (39). Conducted for a term of three or four months a year, the private subscription schools were frequent enough for those who so wished to gain a "working knowledge of reading, writing, and ciphering" (59, p. 416).

As a further stimulus to a favorable environment for education, teachers came early to the area and continued to come throughout the century. The first teacher in the area was William Callaway who came about 1820 and taught for several years. Other teachers before the Civil War included
James Trigg, 1840; Thomas Heard, 1843; Mr. King, 1844; John Mosely, 1845; Thomas Benton Malone, 1846; Mrs. Brown, 1848; Samuel Stephenson, credited with erecting the first school building in the area, 1850; Mr. Mathewson, 1854; Mr. Cameron, 1857; Miss Elizabeth Webb, 1858; and Professor Wilkinson, 1860 (45).

In the period from 1849 to 1861, when General Assemblies of Arkansas chartered sixty-four academies, citizens of Arkadelphia evinced their interest in education when three groups obtained charters for the establishment of three private schools. The first group secured a charter on February 4, 1859, to open in Arkadelphia the Arkansas Institute for the Education of the Blind and subscribed $1,500 for its maintenance during the first term. In 1860 the General Assembly appropriated $200 a year for each pupil and $900 a year for salaries of teachers at the Institute for the Blind. With an enrollment of ten pupils, the school operated successfully until 1863 when the Civil War forced its closing but reopened again after the War. In 1866 the General Assembly appropriated $8,000 for buildings, $200 a year for each pupil, and $1,200 for the salary of the superintendent provided that the school was moved in 1868 to Little Rock, a more central location for the State (80).

Besides the group which established the Arkansas Institute for the Education of the Blind, two other groups obtained charters for schools immediately before the Civil War, the
Arkansas Synodical College, chartered on December 3, 1860, and the Arkadelphia Female College, January 8, 1861 (81).

Like most Southern towns during the Civil War, Arkadelphia curtailed its formal educational activities. But after the war the town again resumed its efforts to educate the youth of the area, still adhering to its belief in private schools. Miss Mary Connelly assisted Samuel Stephenson in his tuition school; in 1869 she purchased the school from Stephenson (47) and started her own school, assisted by her sisters, Jo Connelly, who taught music, and Anna Connelly, the primary grades (40).

In 1876 another private school opened. The Red River Baptist Association purchased the property formerly occupied by the Arkansas Institute for the Blind. On this property the Association established Arkadelphia Baptist High School, which operated until 1886. In September, 1886, Ouachita Baptist College opened under the sponsorship of the Arkansas Baptist Convention. Trustees of Arkadelphia Baptist High School transferred the property to Ouachita Baptist College on February 24, 1887 (48) and the College received a charter the same year. At their annual state conventions since 1883, the Baptists had formulated plans to found a four-year co-educational college (81). They canvassed the State for possible sites and selected Arkadelphia for its geographical location, for the property's scenic location on the banks of the Ouachita River, for financial benefits from the Baptists
of Arkadelphia, and for the town's favorable attitude toward education.

Actually, the founding of Ouachita Baptist College was part of a movement by various religious denominations in the United States to establish private colleges for the sake of their religious group. The Presbyterians had led the movement in the Eastern States up to 1830; they also led the movement in Arkansas with the establishment of Arkansas College at Batesville in 1872. The Cumberland Presbyterian Church founded Arkansas Cumberland College at Clarksville in 1891 (81).

From 1880 to 1892 other religious denominations established colleges in Arkansas. The Baptist Church, in addition to Ouachita, established Central Baptist College at Conway in 1892; the Methodist Church, Philander Smith College for Negroes, Little Rock, 1883; the Methodist Episcopal, South, Hendrix College, Conway, 1884, Galloway Female College, Searcy, 1888, and Arkadelphia Methodist College, Arkadelphia, 1890; the Christian Church, Mount Vernon College, Pea Ridge, 1890; the Catholic Church, Subiaco Academy, Subiaco, 1888 (63).

The establishment of these denominational colleges was a further indication of the State's belief in private education. But after the Civil War Arkansas experienced a dual reaction to education. On the one hand was the persistent belief in private schools; on the other hand was the gradual acceptance of tax-supported schools. The Reconstruction
Period following the Civil War was to affect both attitudes in Arkansas.

With the coming of the Reconstruction Period to Arkansas in 1868, Arkadelphia suffered for the next eight or nine years from the mere presence of the Carpetbaggers or Radicals and for several years thereafter in retiring the indebtedness incurred by the mismanagement and extravagance of the Reconstruction government (45). And though Arkadelphia still depended on private schools for the education of its youth, it was beginning to move toward a free public school system at the instigation of the Reconstruction government.

The Carpetbaggers established the first public school in Arkadelphia in 1871; they opened it for Negroes and employed as teachers the wives of the officers of the Carpetbag government (40). The Carpetbaggers had established the school under provisions of the Constitution of 1868, which Arkansas had adopted under the Reconstruction Act passed by Congress on March 2, 1867 (59).

The Arkansas Constitution of 1868 contained an elaborate article on education. The Constitution provided for the General Assembly to establish a common school system to operate a minimum of three months each year for the gratuitous instruction of all persons in the State between the ages of five and twenty-one years of age; to form a public school fund from sources such as the sale of public lands and a per capita tax stipulated for educational purposes; to make the
public school fund inviolate; to levy taxes in those districts not able to sustain a free school for three months; to vest the supervision of the public schools in a Superintendent of Public Instruction; and to pass general laws for taxes to erect school houses (76).

In this Constitution, the State had the foundation for a free public school system; but the State was hostile to the Constitution because it was the work of the Reconstructionists. However, the Reconstruction regime did accomplish one positive action in Arkansas: the establishment of a "public school system based upon taxation, which has been fruitful of good results" (59, p. 402). Eventually, Arkadelphia would profit from those results.

The adoption of a new Constitution in October, 1874, signaled the return of home rule to the conservatives of the State. In time the Reconstructionists left; in time the new Constitution for Arkansans by Arkansans would affect the school system, particularly after the General Assembly passed a comprehensive school law in 1875 to implement provisions in the Constitution.

In regard to education, the Constitution of 1874 contained only one article of four short sections. It provided for the education of all the children of the State, for the school funda to be inviolate, for a capitation tax of one dollar assessed on every male citizen over age twenty-one, for a uniform State tax levy of two mills on the dollar and
an optional school district tax not to exceed five mills on the dollar, and for the supervision of the public schools by such officers as determined by the General Assembly (54).

After the adoption of the Constitution of 1874, the Arkadelphia school district struggled to support a free public school by the voters' approval of an annual levy of five mills on the dollar valuation of the taxable property in the district (42). In the recovery years from the wastes of the War and Reconstruction, the district did manage to keep free public schools open for four or five months a year, generally from January through April or May.

Until 1887, however, the district owned no property for conducting school sessions. The Board rented available buildings in town, most often those formerly used by the Female Academy and the Baptist Academy as well as the Baptist, the Methodist, and the Episcopal churches. The Board paid from $5 to $12.50 a month for the rent of such buildings. In 1887 the Board purchased a building for a school for blacks, bought lots for the construction of a school for whites, and accepted other land as gifts to be used for school purposes.

On December 10, 1888, the Board of Directors accepted the new two-story brick school for whites constructed at a cost of $4,264. The Board announced that the next session of school would open on January 18, 1889, for four months or more (42).
By 1900 Arkadelphia was losing its dual attitude toward education, for the private schools closed as the free public schools became acceptable to the public (39). And Arkansas had moved during the nineteenth century from an era of private schools to an era of public schools supported by a tax levy for the education of all the children of the State from ages six to twenty-one.

Because of its geographical location, the hardy character of its settlers, and the settlers' favorable attitude toward education, Arkadelphia had advanced by 1890 from a small settlement of a few families at the first of the century to a thriving little town with a population of 2,455, one of thirteen towns in Arkansas with a population of over 2,000 (80). Since 1842 Arkadelphia has served as the county seat of Clark County, one of the five counties comprising Arkansas Territory when it was formed in 1819. Incorporated as a city on January 6, 1857, Arkadelphia became a city of the second class in 1874 and a city of the first class in 1962 (39).

After 1870, the year that Western Union established telegraph service in the town, Arkadelphia had acquired several other conveniences for its citizens: railroad service in 1873; a waterworks system, electric lights, and a telephone exchange, 1891. By legislative enactment Arkadelphia had prohibition within a range of ten miles. With its four churches, two newspapers, and two banks, Arkadelphia had expanded its activities to serve its citizens (39).
Called the Athens of Arkansas even by 1890 because of its educational and cultural interests (30), in 1890 Arkadelphia was already the home of an evolving public school system and of two private colleges: Ouachita Baptist College established in 1886 and Arkadelphia Practical Business College, 1888 (41). To this environment came Arkadelphia Methodist College in 1890, a College that owed its origin and later development to the citizens of Arkadelphia whose persistent efforts in meeting and overcoming obstacles proved them descendants of those hardy, industrious, and perseverant pioneers of English stock who had earlier settled the area.

The Origin and Establishment of Arkadelphia Methodist College

John McLauchlan earned the epithet "Founder of Arkadelphia Methodist College." Coming to Arkadelphia in 1886 as pastor of the Methodist Church, he rallied the local forces to seek the establishment of a college in Arkadelphia for the cause of Methodism in southwestern Arkansas. During the four years of his ministry in Arkadelphia, McLauchlan persevered in this effort until he saw the goal materialize in the form of Arkadelphia Methodist College, "a monument to his faith and courage" (68, p. 24).

McLauchlan had immigrated at age seven with his parents from Perth, Scotland, where he was born on December 13, 1825, to Caledonia, New York, his home until he was twenty-one.
From New York he went to Kentucky where he taught school and graduated from Louisville Medical College. In March, 1870, he came to DeWitt, Arkansas, where he practiced law and was licensed to preach in February, 1873. He had served several circuits and stations in Arkansas before coming to Arkadelphia in 1886 (68). Since Methodist interests in higher education had centered north of Little Rock before 1890, he persisted in his belief that the Methodists should establish a coeducational college south of Little Rock. Gradually, McLauchlan saw circumstances eventuate in Arkansas Methodism that led to the origin and establishment of Arkadelphia Methodist College. He was present at the first commencement of the College, his face "radiant and happy and never to be forgotten" (75, p. 4); he deserved the tribute of the "man whose untiring efforts Arkadelphia Methodist College is due her existence . . . a fit memorial to his great life" (75, p. 4).

**Methodist Colleges in Arkansas**

In 1886, the year that McLauchlan came to Arkadelphia, the Methodists of Arkansas had one school of higher education, Central Collegiate Institute at Altus, about 34 miles from the western border of the State, and 204 miles from the eastern border. In the next five years, however, the Methodists were to change the name and the location of Central Collegiate Institute and acquire two more colleges, Galloway
Female College in 1888 at Searcy and Arkadelphia Methodist College for Males and Females in 1890 in Arkadelphia.

Through a chain of events Central Collegiate Institute became the property of Arkansas Methodists. In 1884 the Arkansas Conference authorized its Centennial Committee to establish a college for young men. The Committee negotiated with Isom L. Burrow, a Methodist Minister who had established Central Collegiate Institute at Altus in 1875 and had secured the recognition of the Institute by the Arkansas Conference as a school worthy of patronage in 1882. In 1884 the Committee recommended the purchase of Burrow's school for $12,500. The Arkansas Conference ratified the Committee's resolution; and the Little Rock and the White River, the other Conferences of Arkansas Methodism, became joint owners of the Institute when they ratified the Committee's action in 1884 and 1886, respectively (81). Thus, the three Conferences united in their support of a single college for the education of young men.

Elected president in 1884, Burrow served the Institute for three more years. In 1887 A. C. Millar of Neosho, Missouri, became president, strengthened the curriculum, and increased the requirements for admission, gradually making the Institute a college. In 1889 Millar secured the approval of the Board of Trustees to change the name of the school from Central Collegiate Institute to Hendrix College in honor of Bishop E. R. Hendrix, presiding bishop of the Arkansas
Conference and proponent of higher education. Millar also advocated the relocation of the school to a more central section of Arkansas, since so many costly renovations were needed at the Altus property. In the autumn of 1889, Millar received enabling action from each Conference for the Board to decide the issue of relocation "definitely and speedily, to avoid prolonged and unpleasant agitation" (81, p. 110).

The Board of Trustees of Hendrix College spent a busy three months before their final decision on the relocation of Hendrix. The Board received bids from Little Rock; from Conway, thirty miles northwest of Little Rock; from Arkadelphia, seventy-five miles southwest of Little Rock; and from Searcy, fifty miles northeast of Little Rock. Citizens of Searcy in the White River Conference had established Galloway Female College in 1888 as the second college under Methodist auspices (81).

On January 1, 1890, the Board of Hendrix scheduled a meeting in Little Rock on March 19 to award the location of Hendrix College to one of the towns submitting bids. From January 1 to March 19, 1890, the towns enlisted their citizens in spirited campaigns to advance claims for their location being the most favorable (24).

Though up to 1889-1890 citizens of Arkadelphia had been talking of the establishment of a Methodist college (28), they organized their forces for action on the announcement
of the Trustees to relocate Hendrix College. They saw in Hendrix College a school that would be an asset to the community of Arkadelphia. A committee of C. V. Murry, R. D. Hearn, E. H. McDaniel, and R. H. Featherston of the Methodist congregation exhorted local citizens to make a liberal donation "to bring Hendrix College to Arkadelphia for the upbuilding of the country" (21). The committee intensified efforts to stir the citizens of Arkadelphia to action in the month preceding March 19. The committee enlisted the aid of the Southern Standard to intersperse the "Locals" column with this appeal: "Let our citizens continue to work if they want Hendrix College. They have not long to work" (22, 23, 24).

John McLauchlan, the members of the Methodist committee, and other civic-minded Arkadelphia residents of all religious groups labored up to the last minute to secure Hendrix College for Arkadelphia, especially after Little Rock withdrew its bid. On March 17, at a meeting in the Methodist Church, a "large and enthusiastic" (25) audience heard J. R. Harvey speak on the advantages accruing to Arkadelphia if Hendrix College were located in the city. The group also appointed a committee of thirty-five men, with all local religious denominations represented and with John McLauchlan as chairman, to go to Little Rock to work for the location of Hendrix College in Arkadelphia (24).
The committee journeyed to Little Rock to submit to the Board on March 19 a bid of $30,000 for a building and a suitable site for Hendrix College in Arkadelphia, one of the healthiest and most moral towns in Arkansas (25). For all its efforts to secure Hendrix College, Arkadelphia lost to Conway, which submitted a bid of $55,000 in guaranteed subscriptions and thirty acres of land. So Hendrix College moved to Conway from Altus and opened its first session in Conway on September 16, 1890 (81).

Of the three Methodist Conferences in Arkansas, the White River had Galloway Female College at Searcy; the Arkansas had Hendrix College at Conway; but the Little Rock had no college of its own. The Arkadelphia group determined to establish a coeducational college in Arkadelphia. Moreover, the Baptists had established Ouachita College in 1886 in Arkadelphia. Encouraged by these facts, the Arkadelphia Methodists received further impetus from the spirit of the times to establish a college for the sake of their religious denomination.

The Origin of Arkadelphia
Methodist College

Defeated but undaunted, the Arkadelphia committee called a meeting at the Methodist Church on Monday, March 24, 1890, to direct their energies to "build in this place a college that will not only be a credit to the city, but to the state as well" (26). John McLauchlan, J. R. Moore, and S. R. McNutt spoke on the advantages of the establishment of a new college
in Arkadelphia to be financed by transferring the funds collected for the Hendrix College Fund to the new enterprise. The group assured the public that "this college will not antagonize Hendrix College nor any other college" (26).

Thus spurred to action, a local committee composed of John McLauchlan, C. V. Murry, R. H. Featherston, and E. H. McDaniel invited the Board of Education, Little Rock Conference, to come to Arkadelphia on April 16, 1890, for a special meeting and presented to the Board the following proposition for a college in Arkadelphia:

The citizens of Arkadelphia tender to the Board of Education of the Little Rock Conference, Methodist Episcopal Church, South, a building worth $30,000 and a sufficient land as a site, upon condition that they establish and maintain a co-educational college at that place, and the control of said college be vested in a board of trustees named by said Board of Education, the property to be deeded in fee simple to the Little Rock Conference of the Methodist Episcopal Church, South (64, pp. 23-24).

By unanimous vote the Board of Education accepted the offer with "the proviso that the curriculum should equal that of Ouachita Baptist College, with the privilege of graduating in the A. B. degree" (64, p. 24). At the same meeting the Board of Education appointed a Board of Trustees for the new Arkadelphia college: John McLauchlan, R. H. Featherston, E. H. McDaniel, C. V. Murry, C. H. Cargile, J. R. Dale, H. A. Butler, W. R. White, J. R. Harvey, H. D. McKinnon, J. H. Gold, Robert W. Huie, A. O. Evans, C. D. McSwain, and J. R. Moore (64).
The Board of Trustees organized immediately to implement plans for establishing the new College. The same day, April 16, the Board elected John McLauchlan president and E. H. McDaniel secretary. The Board voted to "endeavor to open school at such time in September next as may hereafter be determined by the Board" (6, p. 1). The Building Committee, composed of Featherston, Murry, and McLauchlan, was to "correspond with architects to secure plans of buildings with estimated cost" (6, p. 1), specifying that a dormitory should be a part of the building. The committee on "Correspondence to Secure a President" (6, p. 1) had three members: McLauchlan, Moore, and Brooks. Another committee composed of Moore, Dale, and Murry was to draft a constitution and to secure a charter from the Secretary of the State of Arkansas.

In further action, the Board named an Executive Committee of McLauchlan, Featherston, McDaniel, Murry, Dale, and Cargile to have charge of the interests of the school during the interim of the Board, to keep a record of their actions, and to report the same to the Board at its regular meetings. The fifteen members agreed on the name Arkadelphia College but expanded the name to Arkadelphia Methodist College in the charter.

On April 19 the Executive Committee purchased nine acres of land "on the northern limits of the town" (28) from Harriett Barkman for the sum of $1,500 for which they already had a deed in fee simple (6; 50, p. 63).
At a meeting on June 4, the Building Committee reported to the Board that it had adopted plans submitted by Thomas Harding who would superintend the erection of the structure for a fee of $1,000 (6). The Committee had selected plans for a three-story structure to house all operations of the College under one roof so that those living in it would be "under no exposure whatever" (8, p. 22); in addition, the Committee stated that the building would be large enough to "accommodate from 100 to 150 boarders and 400 to 500 pupils" (64, p. 24).

The Committee on Correspondence for Securing a President submitted letters from George C. Jones, stating that Jones had met with the Executive Committee and "that an engagement had been made with him to take charge of the school for a period of one year" (6, p. 3) on the condition that Jones bear the expenses of the school and receive all profits. The Board agreed to furnish all necessary school furniture and the heavy furniture for the bedrooms (6).

With the awarding of the contract in June to Pat Powers for construction of the building at a cost of $33,900 (29) and the securing of a charter from the Secretary of State on June 10 (58), the Trustees had laid the basis for Arkadelphia Methodist College, the tangible form of the college that the Methodists of Arkadelphia had envisioned since 1886-89, "before Hendrix College was ever thought of" (28).
In further preliminaries for the establishment of the College, the Board had to rent a house for the President and his family and the boarding students who enrolled in September. Since the east wing of the College building would not be completed until October 1, the Board had to find a place for classes to meet during September. The Trustees arranged with the Board of Directors of the Arkadelphia Public Schools to rent the new Public School building for the month of September for $15.

However, the east wing of the College building was not ready by October 1. The Public School Directors granted an extension of two weeks for use of the Public School because of the "impossibility of the Methodists occupying their own building at the expected time" (42, p. 181). The Directors postponed the opening of the Public School until October 13, the new date set for the completion of the east wing, and recorded in the minutes of the December meeting that the District had collected $22.50 for rent from the Board of Trustees for the use of the Public School for a month and a half (42). Hence, Arkadelphia Methodist College students attended classes for the first six weeks in the Arkadelphia Public School while their own was still under construction.

While the Board of Trustees tended to the affairs of establishing the physical plant of the College, the Board had authorized George Childs Jones, president-elect, to tend to
the administrative affairs so that the College could open in September as planned.

**The Administration**

During its formative years, Arkadelphia Methodist College had two presidents, George Childs Jones and Cadesman Pope, and an active Board of Trustees to direct its affairs.

George Childs Jones was qualified to perform the administrative duties assigned him. Born in Jackson, Tennessee, on August 29, 1859, he was the son of a Tennessee educator, Amos W. Jones, president for several years of the Memphis Conference Female Institute at Jackson, Tennessee. George Childs Jones earned the Bachelor of Arts degree at Southwestern Baptist University in 1876 and the Master of Arts from Vanderbilt University in 1879. He also graduated from Comer's Commercial College in Boston, Massachusetts, in 1881 and attended the Royal University in Berlin, Germany, during 1883-84 (82). He had traveled in Germany, England, Scotland, Ireland, France, and Switzerland (56). He had taught mathematics and science in the Memphis Conference Female Institute and at the Methodist-sponsored Stuttgart, Arkansas, Training School the year before coming to Arkadelphia to head the new College. Associated with schools all of his life, a scholar, and an excellent teacher as well as a licensed minister in the Methodist Episcopal Church, South, Jones came to Arkadelphia well qualified to assume the duties of president (56, 57, 78).
During the summer of 1890 Jones labored to get the new College started. In June and July he canvassed for students in southern Arkansas, northern Louisiana, and eastern Texas (3). He selected a faculty, organized a course of study, and established rules to govern the operation of the College.

Jones continued to serve Arkadelphia Methodist College through Commencement Week of 1904. However, he did not serve the entire time as President. At the end of seven years, in 1897, Jones requested the Trustees to grant him a two-year rest from the "excessive and burdensome responsibilities" (15, p. 14) of the presidency but to retain him on the faculty (13). Therefore, at their annual meeting on June 7, 1897, the Trustees elected the Reverend Cadesman Pope as President and Jones as Vice-President (34), though the Conference referred to Jones as Professor during this two-year period (69). Under terms of the agreement between the Trustees and Jones, Pope would act as President of the College for two years and be responsible for all current expenses with Mrs. Pope in charge of the boarding department of the College (13).

Cadesman Pope had resigned the presidency of Millersburg Female College, Millersburg, Kentucky, where he had been for twelve years, to return to Arkansas where he had served various churches, including Arkadelphia Methodist Church in 1868 and 1876-77 (4). A native of Pike County, Georgia, where he was born on June 21, 1837, Pope had served as a minister in
Georgia and Arkansas before going to Kentucky (1). According to the Trustees, Pope needed no introduction to the people of Arkansas "among whom he lived and labored so long" (34). In addition, Pope had a reputation for the maintenance of "wholesome discipline and a high moral and religious standard not excelled by any educator of the South" (16, p. 14).

Jones would remain in the College as professor of mathematics and natural science (15). He told the Commencement audience in 1897 that he had committed himself to the College seven years ago "with bright hopes for success; that he was satisfied with the success of his efforts; and that his connection with the College would be for life" (34).

Jones received this tribute from the Executive Committee of the Board of Trustees, who named him to continue in control of all permanent affairs of the College:

Prof. G. C. Jones completes his seventh year as President of the ARKADELPHIA METHODIST COLLEGE with the indorsement of the Board of Trustees, as an educator of rare ability, as a Financier who would take position with the first minds of any section, and as a Christian Gentleman who has walked with his God and his fellow man these seven years, exerting the most healthful Christian influence (13, p. 3).

During his two years at the College, Pope effected few changes. He stated that "all classes will have study in the Bible" (13, p. 9). He informed patrons that a "list of correspondents must be handed to the President to be submitted to the parent or guardian for approval" (13, p. 30). At the termination of his two-year contract in 1899, Pope returned
to the Methodist ministry and continued to serve as a minister for several more years.

The Trustees reinstated Jones in 1899 as the official President (35), a position he held until 1904. Jones had anticipated being associated with the College "for life" (34), but he did not get to fulfill his goal. Jones had kept the institution alive through "all hindrances and adversities" (77, p. 2) because of "his great executive business ability" (77, p. 2) and his mastery of the art of teaching. In his fourteen years with the College, Jones had remained a "dauntless man of God" (2, p. 2) who stood for higher education and the "noblest type of Christian character regardless of whether the tide of public opinion or public endorsement were for or against him" (2, p. 2). He was a clergyman, but because he was also an educator Jones believed that he could serve the Methodist Church better as layman than as minister and "surrendered his parchments as a minister" (17) to the Little Rock Conference in November, 1901. Because of his achievements in education, he received the Doctor of Laws degree from his alma mater, Southwestern Baptist University, Jackson, Tennessee, in June, 1902 (18).

Through various financial and legal agreements between the Trustees and Jones, as detailed in the chapter sections on "Finances" and "Legal Transactions," Jones had devoted his efforts to keep the College alive for the education of youth in the area. But Jones, the educator, had a determined
opponent in Charles Christopher Henderson, businessman and member of the Board of Trustees since 1891. In 1903, after his election as president of the Board, Henderson claimed that the agreement between the Little Rock Conference and Jones in 1902 was not satisfactory. Determined to gain control of the College and to remove Jones from office, Henderson reported to the Board at a special meeting on April 15, 1904, that Jones had proposed to sublease the College to the Board for a period of two years for the sum of $3,000 with an option for the Board to purchase the lease at a stipulated price at any time during the two years (7, 74). After this special meeting, the Executive Committee announced that "hereafter the school will be operated and conducted by a section of the Board of Trustees, to be known as a committee on administration" (20, p. 9) composed of C. C. Henderson, J. H. Hinemon, and E. H. McDaniel (20).

On May 24, 1904, Jones presided at the last Commencement Exercises of Arkadelphia Methodist College. Jones announced that he had leased the College to the Board for two years and that during the time the management would go back into the hands of the Church. J. H. Hinemon, Trustee and head of the Committee on Administration as well as Superintendent of Public Instruction of the State of Arkansas, would take the place of Jones in the management of the College (36).

During the summer of 1904 Jones moved to Oklahoma where he had accepted a position as professor of chemistry at
Epworth University (55). Jones, who had earned the love, respect, and esteem of his students (5, 83), returned to Arkadelphia a few times in the next few years to protect his interests in the College and to settle legal matters with C. C. Henderson.

Since Jones would not be with the College any longer, on May 23, 1904, the Trustees "unanimously and enthusiastically" (7, p. 28) changed the name from Arkadelphia Methodist College to Henderson College in honor of Charles Christopher Henderson (36), according to an authorization of the Little Rock Annual Conference in 1903 (73, p. 36).

Charles Christopher Henderson, born at Hackett City, Arkansas, in 1850, worked at several occupations before and after settling in Arkadelphia. He had been a cattle dealer, dairyman, cotton broker, lumberman, railroad promoter and builder, and banker. As a railroad promoter and builder, he was associated with Walter W. Brown, the one who later was to figure in the renaming of the College from Henderson College to Henderson-Brown. Elected to the Arkadelphia Methodist College Board of Trustees in 1891, Henderson remained on the Board until shortly before his death in El Paso, Texas, where he had moved several years previously because of ill health (39, 78).

Henderson had his well-wishers and friends in Arkadelphia who championed his plans for the College, especially after his gift of $11,000 to the College in 1902. He received this
praise in recognition of his gift to the College: "We vote a statue to Col. Henderson to be set up on its campus" (62, p. 9). However, the College did not follow through on this suggestion.

The Faculty

From 1890 to 1904 faculty members came and went; some stayed one year, others longer. In fact, Jones was the only one of the 1890 faculty still serving in 1904. During the summer of 1890 Jones selected a faculty for Arkadelphia Methodist College. In the Faculty of Letters, Jones was teacher of physical science and mathematics; J. H. Sledd, languages and natural science; Fannie A. Cook, English and history; Lizzie McKinnon, preparatory department; in the Faculty of Arts, Tessie Moore was teacher of vocalization; Irene Inez Ice, elocution and calisthenics; Lizzie E. Cannon, art, drawing, and painting; Ruth Johnson, shorthand and typewriting; Lelia L. Jones, wife of G. C. Jones, fancy cooking; and H. W. Estes, plain and ornamental penmanship (8).

Faculty members were under the strict supervision of the College; they were to lead exemplary lives for the good of all. Since Jones believed that "a harmonious faculty is essential to good work" (8, p. 21), the faculty had eight recommendations that Jones thought necessary to achieve this goal:

1. Teachers are expected to be prompt, faithful and zealous in the discharge of all their duties.
2. To be present at prayers, the daily opening and closing of school, and in the Recitation Room in advance of the class.

3. To report to the President any element of disorder coming to their knowledge.

4. To make a monthly report of recitations and deportment to the President.

5. Not to give instructions or do work of any kind whatever, free or remunerative, besides regular College duties. No divided interest is wanted.

6. Not to receive calls during school hours of such a nature as to interfere with school work. Lady teachers may receive company from 7 to 10 p.m. Fridays and Saturdays.

7. To subscribe for at least one Journal or Magazine in the line of work belonging to their Department. They are requested to keep the same on file, in the Reading Room, for the use of the school.

8. To carry out faithfully all regulations, and avoid all criticism of each other and the school exercises (8, pp. 21-22).

In still another rule of the College, teachers, the students, and the President were to receive no calls on Sunday "except in case of sickness or distress; provided, however, the female teachers, not on duty, may receive proper escort to evening service" (8, p. 20).

The faculty in 1903-04 was grouped as one and not divided into a Faculty of Letters and a Faculty of Arts as in 1890-91. Fifteen were on the roster in 1904, five more than in 1890. Of these fifteen, eight were men and seven were women (14). They earned an average salary of $1,000 in 1904 (43), the only year in this span of time for which a record is available for faculty. However, according to one other available record,
when Jones sold half interest in the College lease in 1902 to J. S. Hawkins, Jones as President, Secretary, Treasurer, and Professor of Science and Higher Mathematics received a salary of $2,000 a year in addition to an apartment in the College Building without expense and Hawkins as Vice-President, Field Manager, and Principal of the Commercial Department would receive $1,500 a year with an apartment in the Boys' Home without expense (52).

During this time, the faculty may have been trained and proficient in their fields of teaching. But in academic degrees they were sorely deficient. In 1890 Jones held the B. A. and the M. A.; all other faculty had no academic degrees to their credit. In 1904 Jones and one other held the M. A.; another had earned the B. A. (14). All others had certificates of proficiency in their field of specialty.

The Students

From a conservative State such as Arkansas, students reflected the ideas and ideals of their parents. Students came to the College knowing that rules existed for the governance of those enrolled; with their parents they expected the College to exercise the role in loco parentis. And the College certainly expected to fulfill the role.

In June and July, 1890, Jones canvassed for students in southern Arkansas, northern Louisiana, and eastern Texas (3). Students had to know of the new College; and Jones, as part of his duties to open the College, advertised for students
wherever prospects seemed good. He was successful to a degree, since enrollment reached 150 for the first year and 1,335 for the first seven years, as indicated in Table I.

**TABLE I**

ENROLLMENT AT ARKADELPHIA METHODIST COLLEGE FOR THE YEARS 1890-1897*

<table>
<thead>
<tr>
<th>Year</th>
<th>College</th>
<th>Specialist**</th>
<th>Other***</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890-91</td>
<td>95</td>
<td>23</td>
<td>32</td>
<td>150</td>
</tr>
<tr>
<td>1891-92</td>
<td>136</td>
<td>20</td>
<td>35</td>
<td>191</td>
</tr>
<tr>
<td>1892-93</td>
<td>120</td>
<td>11</td>
<td>50</td>
<td>181</td>
</tr>
<tr>
<td>1893-94</td>
<td>126</td>
<td>17</td>
<td>40</td>
<td>183</td>
</tr>
<tr>
<td>1894-95</td>
<td>110</td>
<td>18</td>
<td>61</td>
<td>189</td>
</tr>
<tr>
<td>1895-96</td>
<td>109</td>
<td>61</td>
<td>69</td>
<td>239</td>
</tr>
<tr>
<td>1896-97</td>
<td>98</td>
<td>32</td>
<td>72</td>
<td>202</td>
</tr>
<tr>
<td>Total</td>
<td>794</td>
<td>182</td>
<td>359</td>
<td>1,335</td>
</tr>
</tbody>
</table>

*Sources: Arkadelphia Methodist College, Catalogue and Announcement for the years 1890-1897 (8, 9, 10, 11, 12, 13).

**Students enrolled in the Fine Arts courses.

***Students classified as sub-freshmen, irregulars, primary class, and preparatory class.

For the College to survive, Jones knew that it had to attract students; consequently, he encouraged students of all ages to attend Arkadelphia Methodist College for its Fine Arts Department and Preparatory Department, which enrolled 182 and 359, respectively, or 40 per cent of the total enrollment for the seven years. However, figures for the last seven years are available for the entire or total enrollment and not according to classification or designation as College,
Specialist, or Other. Enrollment moved from 215 in 1897-98 (69) to 265 in 1903-04 (14), the largest in the fourteen years that Jones was with the College.

When students enrolled at the College, they had to make satisfactory financial arrangements for tuition, supplies, and room and board. Young women boarding in the College furnished their own "toilet articles, napkins, napkin ring, one pair blankets, one pair sheets, and one pair pillow cases" (8, p. 19). Young men could obtain board with approved families of Arkadelphia. And all boarding students were "under the care and supervision of the President" (8, p. 19), who would see that everything was done for their comfort. Students could purchase "Books, Stationery, Sheet Music, Art and Ornamental Materials . . . at publisher's prices" (8, p. 19) at the College but must pay cash for such purchases (8). Students had to settle all accounts in full one week before the close of a term and would receive no honor or degree unless they had settled all accounts (8).

The College extended free tuition in the regular course to the sons and daughters of ministers of all denominations and offered special reductions in expenses to ministers who had more than one child enrolled (8).

Students had to pass written examinations approved by the President before they could advance or graduate. And no student was exempt from the examinations:

No student who, on leaving the institution at or near the close of the session, evades examinations
or declines to perform the duties assigned in the public exercises, will be permitted to advance without submitting to the required examination and rendering a satisfactory excuse (8, p. 21).

Candidates for graduation had to pass a strict preliminary examination in the entire curriculum one month prior to the final examinations in class work (8).

For an evaluation of their behavior while enrolled in the College, students received merits or demerits according to the following scale:

**Merit**: The scale of merit ranges from 5 to 10: 5, indifferent; 7, passable; 9, good; 10, perfect.

**Demerit**: Each demerit mark diminishes deportment one-half of one; ten half marks per month will subject the pupil to private reproof; twelve, public reproof; and twenty, dismissal (8, p. 22).

Students received penalties for absence without permission, "deficiencies, improprieties, and disorders" (8, p. 22).

At the opening ceremony for the second year of the College, Jones read the rules of the school and "made some good remarks to the students and informed them in plain terms that they would be expected to obey the rules" (31). Jones had appended to rules of the previous year these "Special Regulations for Students":

1. To be promptly on hand for all school duties, regular and special.
2. To explain to the President the cause of every absence--before continuing work.
3. To board only with those who have been approved by the President.
4. To attend Sunday school and church every Sunday morning.
5. To attend no sociable, ball, party, or any public gathering during school or study hours.
6. To take no lessons, either free or remunerative out of the College, without special permission. No divided interest is desired—the College will furnish all the pupil can do.

7. Not to give or receive attention from the opposite sex, either by visits or correspondence.

8. To use no tobacco, snuff, profane or obscene language about the College.

9. Not to leave the city without special permission.

10. Not to be out from home or boarding place after 7 p.m., except at preaching Sunday night.

11. To observe at least 7 to 9 p.m. as study hours, except Saturday and Sunday (9, pp. 22-23).

Since the President was responsible to the patrons and the public for the welfare of the students, Jones requested that patrons commit to him without reservation the sole authority to decide all questions relating to the "studies, examinations, habits, social privileges, visits, and recreations of young ladies placed in his family, and of young men in his care" (8, p. 20). He entreated parents to encourage their sons and daughters to study and work while in school. He suggested that parents discourage visits home by their sons and daughters, for the visits were "almost always of great injury to the pupils" (8, p. 24). But above all, Jones recommended to parents that if they had complaints or did not understand anything that happened to come "directly to the President, or address him before saying anything to others" (8, p. 24).

For their efforts in school, students could earn a scholarship or medals. Those earning an average of nine in scholarship and deportment were eligible for an award of free
tuition for the next session, with the decision made by lot since only one such scholarship was available. The student in Arkadelphia Public School attaining the highest grade in the prescribed course of study received a scholarship of free tuition for one year, the faculty of the Public School naming the recipient. For stimulation to greater exertion and for recognition of "commendable diligence in the pursuit of knowledge and skill" (8, p. 23), the College authorized the presentation of several medals at each annual commencement: piano, vocalization, art, housekeeping, scholarship, English, and deportment (8).

Besides their class work, students could participate in extra-class activities. They organized the Gamma Sigma Literary Society for men and the Philosophic for women. Though responsible to the President, the Societies managed their own affairs (8), including the publication of the Methodist College Magazine, which began in October, 1891 (56). Women organized a Missionary Society and the Young Women's Christian Association; men, the Young Men's Christian Association. In sports, women could play basketball and tennis; men, baseball and tennis.

To prevent extravagance in its students, the College adopted suitable uniforms for its students: the black oxford cap with dress to match for the girls and the West Point cadet uniform for boys (14).
Graduates of the College organized an Alumni Association, initiated in May, 1893, by Jones, who realized the importance of loyal alumni to the survival of the College. In 1904, according to Table II, the Alumni Association had a potential membership of ninety-three who had earned degrees offered by the College.

**TABLE II**

**ACADEMIC DEGREES EARNED AT ARKADELPHIA METHODIST COLLEGE, 1891-1904**

<table>
<thead>
<tr>
<th>Year</th>
<th>M.E.L.**</th>
<th>Ph.B.***</th>
<th>B.A.</th>
<th>B.S.</th>
<th>M.A.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1891</td>
<td>3</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>3</td>
</tr>
<tr>
<td>1892</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>..</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>1893</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>..</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>1894</td>
<td>4</td>
<td>1</td>
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<td>..</td>
<td>..</td>
<td>6</td>
</tr>
<tr>
<td>1895</td>
<td>4</td>
<td>1</td>
<td>..</td>
<td>1</td>
<td>..</td>
<td>6</td>
</tr>
<tr>
<td>1896</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>..</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>1897</td>
<td>3</td>
<td>1</td>
<td>..</td>
<td>..</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>1898</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>..</td>
<td>..</td>
<td>12</td>
</tr>
<tr>
<td>1899</td>
<td>..</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>..</td>
<td>5</td>
</tr>
<tr>
<td>1900</td>
<td>..</td>
<td>3</td>
<td>..</td>
<td>1</td>
<td>..</td>
<td>4</td>
</tr>
<tr>
<td>1901</td>
<td>..</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>..</td>
<td>10</td>
</tr>
<tr>
<td>1902</td>
<td>..</td>
<td>3</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>3</td>
</tr>
<tr>
<td>1903</td>
<td>..</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>..</td>
<td>8</td>
</tr>
<tr>
<td>1904</td>
<td>..</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>..</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>39</td>
<td>13</td>
<td>9</td>
<td>5</td>
<td>93</td>
</tr>
</tbody>
</table>

*Source: Arkadelphia Methodist College, Catalogue, 1903-1904 (14).

**Mistress of English Literature, discontinued in 1899, the same year that the Master of Arts was dropped.

***Bachelor of Philosophy.

But the Alumni Association did not limit its membership to students earning collegiate degrees; it also included 110
students who had earned special diplomas in art, elocution, music, the business course, shorthand and typewriting, and bookkeeping (14).

In 1891, as Table II indicates, the College offered five degrees: Mistress of English Literature, Bachelor of Philosophy, Bachelor of Arts, Bachelor of Science, and Master of Arts; however, by 1899 the College had dropped the Mistress of English Literature and the Master of Arts.

Whether earners of degrees or special diplomas, students returned to the College for the annual Commencement exercises each May, when the Alumni Association had a special day set aside for their own activities and ceremonies (34, 35).

**The Curriculum**

Jones initiated a course of study "for all the departments of a liberal and practical education" (8, p. 12). He anticipated a College that would prepare students so that they would be *thorough, accomplished and efficient* in whatever branch*"* (8, p. 12) they selected.

Jones divided the College into a Preparatory Department and a Collegiate Department. The Preparatory Department consisted of a primary class, first and second preparatory classes, first and second academic classes. The Preparatory Department was necessary to attract tuition students of any age and to prepare students for the Collegiate Department. The Collegiate Department consisted of fourteen Schools:
Mathematics, English, History, Natural and Physical Science, Reading, Mental Science, Greek, Latin, German, French, Music, Elocution, Art, and Typewriting and Shorthand (8). In 1893, however, Jones discontinued the elaborate listing of Schools and listed the curriculum according to required subjects for sub-freshmen, freshmen, sophomores, juniors, sub-seniors, and seniors. But he continued the use of Schools for Music, Art, and Shorthand and Typewriting (10).

During the formative Methodist years, the curriculum remained essentially the same, both liberal and practical. The academic year in 1903-04, as in 1890-91, began on the first Wednesday in September for the Fall Term and the third Wednesday in January for the Spring Term. By 1904 Commencement Day had stabilized to the last Wednesday in May; and the College recognized Thanksgiving, Christmas, and May Day as the official holidays for the school (14).

The Library

Realizing the value of a library to the College, Jones initiated moves in 1890-91 to collect books and magazines. Because of John McLauchlan's interest in the founding of the College, Jones and other friends of McLauchlan named the library for McLauchlan. During the first year McLauchlan Library included "quite a good selection of books to be kept for the use of the students" (8, p. 21). Others contributed money "with which a number of choice books have been placed
on the shelves. 'Tis hoped the presentation of books, periodicals, etc., will continue until there is no lack in this important department" (8, p. 21). Primarily the Library depended on gifts of books or money to increase its holdings.

Because of its dependence on voluntary contributions by friends of the College, the Library contained only 1,000 volumes in 1904 (43). The Library also dropped the name of McLauchlan from its title some time before 1900 (13).

The Building

The building started in 1890 served the College for all its activities and services during the formative years. Of Gothic design, the large building of red brick was constructed in three stages: the east wing, the main building, and the west wing. The east wing was to be completed by September, 1890; but it was not ready until October 15. The main building and the west wing were not completed until 1892 (65).

Each portion of the building served specific purposes. The east wing contained the President's apartment, dining hall, kitchen, bedrooms, bathrooms, and elevator. The main building contained the President's office, parlors, primary rooms, study hall, gymnasium, business department, and bedrooms. The west wing contained the concert hall, science rooms, art studio, music room, and elocution hall (11).

By the time of its completion in 1892, the building had cost over $40,000, or more than $6,000 above the contract
price of $33,900 (29, 65). This unexpected increase of over $6,000 contributed to the financial problems of the College.

By 1904 the building had received various repairs, equipment, and improvements. In 1892-93 the College installed the "modern conveniences of water and electric lights" (12, p. 3). The College had installed an iron picket fence and landscaped the grounds. In 1902 the College installed a steam heating system in the building at a cost of $5,000. For $2,000 the College let a contract for a concrete walk from the College building to the Methodist Church (2) about nine blocks or a half mile away. With these and other improvements the College had property valued at $75,000 in 1904 (43).

**Finances**

In their zeal to establish a college in 1890 and in a burst of civic pride that made subscriptions of $30,000 for a building comparatively easy to obtain, the founders of the College overlooked the fact that a college operates on money, much money. They did not realize that to equip even a small denominational college with the essentials for its proper operation required more money than the College collected in tuition and fees. For this fourteen-year period the College charged $25 a term for tuition and a similar fee for special lessons in art, music, and elocution. The Trustees confronted financial problems early in the life of the College, which depended for its continuance on tuition and fees paid by students and on donations from those interested in the College.
or in the cause of Methodism in Arkansas. But the founders of the College were forever optimistic; they knew that they could succeed in keeping the College alive. Yet, in spite of their high hopes, they encountered financial difficulties from the start.

First, though contracted for $33,900, an amount over the $30,000 pledged in subscriptions, the building had cost over $40,000 by the time of its completion in 1892 (65).

Second, in 1892 the Trustees reported the financial condition as follows: cost and value of buildings and grounds, $38,750; cost of furniture, $4,000; scientific and chemical apparatus, $2,000; fixtures, $2,000; unpaid subscriptions, $5,000; two blocks in the City of Arkadelphia, $1,000; total, $52,750; indebtedness, $23,500 (65). In 1892, then, the College faced an increasing indebtedness.

Third, in 1893 the Trustees reported that $1,000 had been paid into the delinquent subscription fund of $5,000, reducing that sum to $4,000. The Trustees classified the indebtedness as follows: first mortgage to Arkansas Building and Loan Association, $11,000; second mortgage to builder, $3,000; borrowed money, $3,300; balance on grounds, $1,500; advanced by G. C. Jones for equipment, $7,000; total, $25,800, or $2,300 more than in 1892 (66).

Because of an unstable income and an increasing indebtedness, the Trustees, Jones, and the Little Rock Conference effected several agreements whereby the College could remain
open. The financial condition of the College was dependent on various legal transactions between the Trustees and others as well as transactions between the Trustees and the Board of Education, Little Rock, Conference.

**Legal Transactions**

The Board of Trustees of the College initiated several legal transactions necessary for the continuance of the institution. First, the Trustees had to file a friendly suit on February 26, 1892, against Harriett E. Barkman to correct an error in the original deed for the transfer of the property from her on April 19, 1890, to the fifteen members of the Board instead of to the Arkadelphia Methodist College, as the deed should have been formed. Since the error was the result of a misunderstanding on the part of both litigants, the Court ruled that the title be vested in Arkadelphia Methodist College as a corporation and that the "Board of Trustees be vested with full power and authority to sell, convey, and mortgage or otherwise encumber the block" (47, p. 371) as they saw fit. The Trustees paid all of the court costs (47).

Second, on April 15, 1892, Arkadelphia Methodist College secured a loan of $10,000 from the Americus Building and Loan Association of Americus, Georgia, to apply on the indebtedness. In the terms of the mortgage, if the College defaulted on any payment due on the last Saturday of each month, the
Loan Association had the privilege of selling the property at public auction. However, on May 30, 1892, the College paid Americus the sum borrowed, cleared the record of this loan from Americus Building and Loan Association, and re-mortgaged the property on June 3, 1892, to obtain a loan of $18,000 from the Arkansas Building and Loan Association, Little Rock (49). The College now had a temporary solution to its financial difficulties; it also established a pattern to settle monetary problems by mortgaging the property several more times during its existence as a Methodist institution.

In the next two years, however, the Trustees still had to cope with debts accumulated by the College. Finding difficulty in managing the indebtedness, the Trustees urgently requested Jones to take over the financial control of the College. On December 10, 1894, the Trustees leased the property to Jones for $25,000 to put the title of the property entirely in Jones's name to give a business credit necessary to manage such an undertaking (53). Accepting the responsibility, Jones endeavored in the next few years to pay the debts, to keep the College in operation for the sake of Methodism in Arkansas, and to return the property to the Conference (15, 16, 17, 18, 19).

Jones succeeded to the extent that on June 1, 1902, he and his wife, Lelia L. Jones, were able to transfer the property to the Trustees and the Conference under the terms of this lease:
I, G. C. Jones, for and in consideration of the sum of Forty-Six Thousand Dollars, paid and to be paid as follows: Eleven Thousand Dollars in cash, the receipt of which is hereby acknowledged, my Twentieth Century Offering to the M. E. Church, South, of Twenty Thousand Dollars, and a lease of all the property hereby conveyed, with the continued support and influence of the Little Rock Annual Conference, M. E. Church, South, for the term of seventeen years from the first day of June, 1902 (52, p. 191).

To celebrate the transfer of the property without indebtedness to the Little Rock Conference, the Trustees sponsored an informal gathering in the College parlors on the night of July 14 and a formal dedicatory service on July 15, 1902, in the auditorium (18).

Although G. C. Jones had contributed $20,000 and C. C. Henderson $11,000 to the liquidation of the debt (19), the two men received this report in the Arkansas Gazette:

Capt. C. C. Henderson has recently paid all the indebtedness of the Arkadelphia Methodist College, amounting to about $11,000, and the institution was today turned over and dedicated to the Little Rock Conference of the M. E. Church, South. Dr. G. C. Jones is still at the head of the institution, which insures its steady advancement along all educational lines (60, p. 1).

On December 20, 1902, Jones sold half of the seventeen-year lease for $10,000 to J. S. Hawkins, Vice President of Arkadelphia Methodist College and professor of history and mathematics, who in turn sold part of his half to J. E. Wootton, professor of bookkeeping and commercial law at the College (52). The Board disapproved of Jones's selling one half of the lease to Hawkins (7); and the breach widened between the Board president, C. C. Henderson, and Jones.
Legal transactions pertaining to the ownership of the College were not resolved until 1907.

**Relationship to the Little Rock Conference**

The Trustees knew that to serve Arkansas Methodism the College had to be accepted by the Little Rock Conference and then to maintain a good relationship with the Conference for its support. The Trustees also knew that two attitudes prevailed toward the College: those who wanted the College and those who did not want the College. Proponents and opponents of the College existed in all three Arkansas Conferences.

In 1888 conservatives in Arkansas Methodism believed that the Methodist Church in Arkansas should be cautious in the expansion of its educational facilities. Representative of this conservatism were the men on the Board of Commissioners of Education appointed by the three Conferences. For the educational, religious, social, and financial interests of Methodism in Arkansas, the Commissioners urged in April, 1888, that the Church "unify and systematize the work of education in the church schools" (44, p. 1). They recommended fostering one college for males, Central Collegiate Institute at Altus, and one college for females at Searcy; that the colleges be confined to collegiate work; and that the training schools be preparatory centers offering pre-college work (44).

Yet, even with these recommendations by the Commissioners, two years later, in April, 1890, the Board of Education,
Little Rock Conference, at a special meeting in Arkadelphia approved the establishment of a coeducational college in Arkadelphia. After construction work was in progress for Arkadelphia Methodist College, the conservative view received support from Z. T. Bennett, editor of the *Arkansas Methodist*, who had visited the site and observed: "While we admired their liberality and public spirit, we candidly felt that the Arkadelphians had undertaken too great an enterprise; but they think differently and say the building will not be larger than needed" (3, p. 4). However, Bennett concluded that in "society, health, and good water Arkadelphia will offer favorable inducements to parents who desire a co-educational school" (3, p. 4).

So, in regard to the establishment and continuance of Arkadelphia Methodist College, on the one hand were those who opposed any expansion of educational activities by Arkansas Methodists; on the other hand were those in Arkadelphia and other towns in the Little Rock Conference who approved the expansion. The factions had already aligned themselves. The division of opinion influenced the affairs at Arkadelphia Methodist College throughout its existence; and, ultimately, at Hendrix College and Galloway College.

After the Board of Education, Little Rock Conference, had agreed in April, 1890, to accept the gift of a $30,000 building and sufficient land as a site for a college from
Methodists in Arkadelphia, the Conference still had to ratify the action at its annual session. The Trustees and Jones realized that the progress of Arkadelphia Methodist College depended on its official recognition by the Conference. At its annual meeting on December 3-8 in Monticello, the Little Rock Annual Conference, upon recommendation of the Board of Education, agreed to take the Arkadelphia Methodist College under its care and pledged to support it as a Conference coeducational college "to save the interests of our Church in Southwest Arkansas" (64, p. 24). The Conference also reaffirmed its loyalty to the connectional schools, Hendrix College for Males at Conway and Galloway Female College at Searcy. In its report for Arkadelphia Methodist College, the Board of Education was "gratified to learn that the school is in high favor with the people and doing most excellent work and has a flattering future" (64, p. 24).

In 1894 at the Annual Conference, the Board of Education recommended the adoption of this resolution to authorize the Trustees to lease the College to Jones:

Whereas, The citizens of Arkadelphia have been unable to pay the debt which they incurred in building the College in accordance with the proposition under which the Little Rock Conference accepted the Arkadelphia College; and,

Whereas, The Institution is highly valuable to the Church, and ought not to be lost to Arkansas Methodism; therefore,

Resolved, That we authorize our Trustees to sell the property to President G. C. Jones, as arranged by them and him; that we will recognize it as our coeducational College, and encourage our people to
patronize it; Provided, that the Conference shall not be called upon to contribute money to its support; and provided, that its President and Faculty shall always be selected by a Board of Trustees appointed by the Little Rock Conference.

J. R. Cason (67, p. 12).

The Conference adopted this resolution in spite of this statement in the College report to the Board of Education: "The indebtedness has all been provided for, and the finances are in easy condition" (67, p. 26).

For the years from 1895 to 1898 the Board of Education, Little Rock Conference, reported good improvement in the finances of the College and anticipated the time when "this excellent plant shall again become the property of this Conference freed from debt" (69, p. 16).

In 1899 the two viewpoints in regard to Arkadelphia Methodist College emerged again at the Little Rock Annual Conference. The Conference adopted this resolution, proposed by a majority on the Board of Education: "That the Arkadelphia Methodist College be considered as occupying the same relation to this Conference that it has occupied since 1894" (70, p. 16). However, because they were unable to assent to the majority report, three members on the Board of Education filed a "Minority Report":

We recommend that the proposition of Prof. G. C. Jones to deed to the Little Rock Conference the Arkadelphia Methodist College property as set out in his agreement submitted be not accepted, and we would further recommend that we reaffirm our allegiance to Hendrix College for our boys and Galloway College for our girls.

W. C. RATCLIFFE
JAMES THOMAS
W. L. WOOLDRIDGE (70, p. 15).
Thus, both factions expressed their views one more time in regard to Arkadelphia Methodist College.

In 1900 the Board of Education reported: "We rejoice in the continued prosperity of our Conference Co-educational College and are gratified to know that the Board of Trustees are hopeful of an early transfer of the title to the church" (71, p. 25).

Those in the Conference looking forward to the acquisition of the College once more as the property of the Methodist Church were one step nearer to that realization in 1901. G. C. Jones proposed to the Board of Education through the Arkadelphia Methodist College Board of Trustees to transfer the title of the College property to the Little Rock Conference. The Trustees would provide the money required to secure the title to the Church. Since Arkadelphia citizens were to raise $11,000 to cover the outstanding debts, the Conference would not expend any funds (72). By a "strong majority vote" (17, p. 9), the Conference adopted this resolution: "That the proposition of President Jones is accepted and the Board of Trustees are authorized to have the property conveyed to the church and to execute the lease according to the terms of the proposition" (72, p. 27). According to the agreement and on the advice of Bishop Galloway, the Trustees agreed to keep Jones as President of the College for seventeen years (7) to give "permanency to the management and confidence to the people" (14, p. 9). The Conference would
assume ownership as soon as the legal papers could be drawn. The Trustees and Jones effected this transaction on June 1, 1902 (52).

On July 30, 1902, Jones announced the transfer of the Arkadelphia Methodist College to the Little Rock Conference, without encumbrance, according to the terms accepted by the Conference in session at Hope in 1901. Jones stated that arrangements had been made "to beautify the campus, thoroughly repair the building, and put steam heat throughout (84, p. 16).

Regardless of its many difficulties during its formative years, the College had maintained a working relationship with the Little Rock Conference and had gained the approval of any step taken by the Trustees and Jones to assure that the College remained open without cost to the Conference. In addition, the College had honored the proviso of the Board of Education stipulated in April, 1890, that the curriculum should equal that of the Ouachita Baptist College, with the privilege of graduating in the A. B. degree (64, p. 24). Arkadelphia Methodist College had a course of study in each Department equal, but not identical, to that of Ouachita Baptist College. In 1890 each College authorized the conferring of five academic degrees, except that the Master of Arts from Ouachita was an honorary, not an earned, degree (79).
In April, 1890, Arkadelphia Methodist College existed only as a vision in the minds of its proponents; in July, 1890, after the Board of Trustees had purchased a site and awarded a contract for the construction of a building, the College was assuming the concrete form of the dream. In 1891 the College building was unfinished, it's true; but in 1892 the building was completed to house the developing College. Under the presidency of George Childs Jones, the College had developed into an institution worthy of patronage; it had emerged as the coeducational institution of higher education sponsored by the Little Rock Conference of the Methodist Episcopal Church, South, in Arkansas. By 1904, after its first fourteen years, the College had stayed open through the efforts of many persons, but particularly those of G. C. Jones and loyal, determined, and optimistic Trustees, friends, and patrons.

For its last twenty-five years as a Methodist institution of higher education, under different names and different administrators, the College repeated many of its patterns of survival established during the formative Methodist years. Chapter III traces the development of the College through its next eleven years, 1905-1915.
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CHAPTER III

THE STRUGGLE FOR SURVIVAL, 1905-1915

As the institution Arkadelphia Methodist College had encountered and solved problems during its formative years, 1890-1904, so did the same institution under the name Henderson College encounter and attempt to solve numerous problems during its next eleven years, from 1905 through 1915. Chapter III traces the development of the College in its struggle for survival from 1905-1915.

The Administration

From 1904 to 1915 the College had four changes in its administration: The Committee on Administration with John Hartwell Hinemon as chairman, 1904-1906; John H. Hinemon as President, 1906-1911; George H. Crowell, President, 1911-1915; and James M. Workman, President, 1915-1926.

The Committee on Administration was composed of three members on the Board of Trustees who were to supervise the affairs of the College: John H. Hinemon, chairman, Charles Christopher Henderson, and Eli H. McDaniel. Hinemon had been on the Board since 1903 (60); Henderson, since 1891; and McDaniel, since 1890. McDaniel, a charter member of the Board, had served as the secretary of the Board from its initial
meeting on April 16, 1890, until his death in September, 1905, in Arkadelphia (18, 50).

Born near Somerville, Tennessee, on November 1, 1862, John Hartwell Hinemon completed his early education in Tennessee and had served as superintendent of schools in Union City, Tennessee. In 1887 he moved to Monticello, Arkansas, where he taught for eight years; he then went to Pine Bluff as superintendent of schools for seven years. In 1902 he was elected State Superintendent of Public Instruction (76). In 1903-04 Hinemon was serving his first term as State Superintendent; therefore, in 1904, he could not assume the official title of President of Henderson College until the expiration of his second term in 1906 (37). Consequently, Hinemon and the Trustees named James H. Witherspoon, teacher of English and Hall Manager at the College in 1903-04 (1), as Dean of the Faculty to have immediate supervision of the College and to teach courses in science (35). However, Hinemon was "virtually President" (4).

On April 23, 1904, at an Executive Committee meeting, the Committee on Administration charted a campaign to seek the continued support of the College by the people of Arkansas. As a starting point, C. C. Henderson as chairman of the Trustees announced through the columns of The Arkansas Methodist that the Board had secured full and complete control of the College property; he appealed to the members of the Little Rock Conference to exert a determined effort to make
the next year "by far the best in the history of the school" (2, p. 9). Henderson also announced that the course of study would conform to the requirements of the General Board of Education, Methodist Episcopal Church, South, for schools doing collegiate work, that the College building would undergo repair, and that the Committee would strive for a College of "high type and superior merits" (2, p. 9).

On May 11, 1904, the Committee stated further that the number of girls boarding in the College would be limited to "prevent the possibility of crowded classes and crowded accommodations" (3, p. 9). The College would strive to "develop high scholarship, Christian character, and physical vigor" (3, p. 9). To promote physical vigor, the College would conduct regular classes in gymnasium for the girls and military drills and exercises for the boys" (3, p. 9).

The Committee announced these aims for the College:

High and thorough scholarship, systematic physical development and stalwart Christian character will be the objects constantly sought in the training of students.

We will strive both by precept and example to have the young men and young women committed to our care embrace and follow the principles of Christian manhood and womanhood (35, p. 5).

The Committee continued to operate the College until the fall of 1906 when Hinemon could officially assume the duties of President. On May 29, 1906, the Trustees unanimously elected Hinemon as President (18). Because of ill health, Hinemon resigned as President at the end of the 1910-11
academic year (6) but remained on the Board of Trustees until 1919 (19).

During Hinemon's administration the College received permission at the Little Rock Annual Conference in Fordyce on November 15-20, 1911, to change the name of the institution from Henderson College to Henderson-Brown College (67) at the request of C. C. Henderson who wanted his long-time business associate, Walter W. Brown of Camden, to share the name of the College with him (74). Brown had received an appointment to the Board of Trustees in 1910 (66) and resigned from the Board in 1915 (71). In a special drive for funds in 1909 to pay off the indebtedness of the College, Brown had matched Henderson's contribution of $10,000 to apply directly on the $30,000 mortgage (46). The name Henderson-Brown College was still the official title of the institution in 1929 when the Methodists merged their two senior colleges, Henderson-Brown and Hendrix, at Conway as Hendrix-Henderson College.

George H. Crowell, a Methodist minister and educator, succeeded Hinemon as President on June 1, 1911 (18). Crowell had earned the Bachelor of Philosophy degree from the University of North Carolina and the Doctor of Philosophy from Central University in Indiana. He had served seventeen years as teacher and superintendent in the public schools of North Carolina and two years as Dean of Epworth University, Oklahoma City, before coming to Henderson-Brown (73).
During his first three years in office, Crowell tried to improve the curriculum; he also assigned the faculty to teach in the College or the High School. But in the third year of his tenure Crowell saw the College building burn on the morning of February 3, 1914. In the face of disaster he kept the College alive by immediately arranging for temporary accommodations for the College and directing the drive for funds to rebuild. He succeeded, for the new structure was ready for use in February, 1915, only one year after the fire (27).

The Board of Trustees was also active during this year of rebuilding. After the new structure was completed, at a special meeting in the first week of May, 1915, the Trustees transacted three items of business. First, the Trustees created a board of control to manage the affairs of the College, with authority over all members of the faculty from the President down and with power to employ or discharge any member as the board saw fit. Second, the Trustees decided to wage "a vigorous campaign to secure the necessary funds to relieve the College of all financial embarrassment by Commencement" (9). And, third, the Trustees elected Crowell as President and Financial Agent (9). However, Crowell resigned by Commencement Week (10).

At its regular annual meeting on June 1, 1915, during Commencement Week, the Trustees accepted Crowell's resignation and elected James Mims Workman as President, unanimously conferring the honorary Doctor of Laws degree on Workman (10).
Born in Greenville, South Carolina, on March 8, 1867, James Mims Workman had graduated from Wofford College in Spartanburg, South Carolina. In 1890 he became the first general secretary of the Little Rock, Arkansas, Young Men's Christian Association. In 1894 he was ordained to the ministry of the Methodist Episcopal Church, South; in 1897 he joined the Little Rock Conference. He had served churches in Benton, Malvern, Crossett, and Little Rock before coming to Henderson-Brown College as President in 1915 (56). Just beginning his term of office in 1915, Workman brought the College through World War I and further financial campaigns before resigning as President on March 2, 1926, to return to the ministry (28).

Thus, from 1904 to 1915 the College had four official changes in its administration: The Committee on Administration, 1904-06; Hinemon, 1906-11; Crowell, 1911-15; and Workman, who, in 1915, was just beginning his eleven-year term as President.

The Faculty

The greatest turnover in the faculty occurred in 1904-05 when Jones left the College. For the year 1904-05 the Committee on Administration retained only three faculty members selected by Jones: James H. Witherspoon, the Dean of the Faculty for one year under the Committee, who resigned in 1905; J. E. Wootton, principal of the Business Department,
who resigned in 1905; and Ella Posey, teacher of dressmaking, who stayed until 1910 (36, 41).

Hinemon initiated some changes for the faculty. Besides the roster of the regular faculty, Hinemon established a list of "Officers of the College" from President to Superintendent of Buildings and Grounds (37). In 1908 he changed the title of matron to dean of women and also had a financial agent, W. F. Evans, appointed by the Conference (39, 64). Moreover, Hinemon initiated the appointment of the first faculty committees in 1910-11, with the President an ex-officio member of all committees (41), practices continued by succeeding Presidents of Henderson-Brown College.

Crowell also initiated a change for the faculty. In 1903, following criteria established by the Board of General Education, Methodist Episcopal Church, South, Crowell separated the teaching staff into a College faculty and a High School faculty. The teaching staff for 1913-14 totaled nineteen: eight on the College faculty; five, the High School; and six, the Fine Arts (22, 69). With an enrollment of about ninety in the Literary Department, the teacher-student ratio was one to eleven.

As for academic improvement according to degrees earned, the faculty made some gains during these years. In 1906-07 a faculty of twelve, five men and seven women, served the College. Hinemon was the only one who had earned the M. A. degree; three men and one woman had earned the B. A.; and all
others had diplomas in their special fields (37). In 1914-15 the faculty numbered twenty, ten men and ten women. Of this twenty, ten were on the College faculty; three, High School; and seven, School of Fine Arts. Two had earned the Ph. D. degree; three, the M. A.; seven, the B. A.; and eight, diplomas in their special fields (22).

According to information available, faculty salaries fluctuated with the fortunes of the College. As Table III reveals, salaries at Henderson indicate a 100 per cent increase in the five-year period and in 1910 compared favorably with salaries paid at Galloway and Hendrix. However, some of

TABLE III

AVERAGE SALARIES OF FACULTY FOR THE THREE
METHODIST COLLEGES IN ARKANSAS
FOR THE YEARS 1905 AND 1910*

<table>
<thead>
<tr>
<th>Year</th>
<th>Galloway</th>
<th>Henderson</th>
<th>Hendrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1905</td>
<td>$700</td>
<td>$ 500</td>
<td>$1,000</td>
</tr>
<tr>
<td>1910</td>
<td>835</td>
<td>1,006</td>
<td>1,000</td>
</tr>
</tbody>
</table>

*Source: Board of Education, Methodist Episcopal Church, South, Annual Report, 1905 (16) and 1910 (75).

the salaries at Henderson included a stipulated sum plus room and board (18). No information available indicates if room-and-board estimates were included in the averaging of faculty salaries. Neither does the information available specify if the President's salary were included in the averaging.
Hinemon's salary is not recorded in the Minutes of the Board, but Crowell's salary is. In 1911 when Crowell came to the College, his starting salary was $2,000; in 1914-15, his last year with the College, his salary as President and Financial Agent was $2,500 (18).

The Students

Students enrolled in varying numbers during the years 1905-15. According to Table IV, student enrollment in the College Department for the eleven-year period never did reach

<table>
<thead>
<tr>
<th>Year</th>
<th>Senior</th>
<th>Junior</th>
<th>Sophomore</th>
<th>Freshman</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1904-05</td>
<td>. **</td>
<td>22</td>
<td>15</td>
<td>43</td>
<td>80</td>
</tr>
<tr>
<td>1905-06</td>
<td>11</td>
<td>18</td>
<td>12</td>
<td>43</td>
<td>84</td>
</tr>
<tr>
<td>1906-07</td>
<td>10</td>
<td>17</td>
<td>31</td>
<td>33</td>
<td>91</td>
</tr>
<tr>
<td>1907-08</td>
<td>11</td>
<td>20</td>
<td>27</td>
<td>27</td>
<td>85</td>
</tr>
<tr>
<td>1908-09</td>
<td>21</td>
<td>14</td>
<td>27</td>
<td>33</td>
<td>95</td>
</tr>
<tr>
<td>1909-10</td>
<td>10</td>
<td>19</td>
<td>12</td>
<td>9</td>
<td>50</td>
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<td>16</td>
<td>12</td>
<td>11</td>
<td>14</td>
<td>53</td>
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<td>18</td>
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<td>9</td>
<td>29</td>
<td>66</td>
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<tr>
<td>1912-13</td>
<td>11</td>
<td>13</td>
<td>16</td>
<td>28</td>
<td>68</td>
</tr>
<tr>
<td>1913-14</td>
<td>11</td>
<td>12</td>
<td>16</td>
<td>30</td>
<td>69</td>
</tr>
<tr>
<td>1914-15</td>
<td>5</td>
<td>15</td>
<td>10</td>
<td>26</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>172</td>
<td>186</td>
<td>315</td>
<td>797</td>
</tr>
</tbody>
</table>

*Sources: Henderson College, Annual Catalogue, 1904-1912 (35, 36, 37, 38, 39, 40, 41, 42); Henderson-Brown College, Bulletin, 1912-1916 (20, 21, 22, 23).

**In adapting the curriculum to a four-year course the College had no graduating class in 1905.
100. With a total enrollment of 797 for the eleven-year span, the College averaged only 73 students each year in the literary course of the College Department.

In the years 1905-15 students continued to receive close supervision by the President and the faculty. Students and their parents expected the College to exercise its role of close supervision (57). To exercise this role and to attract students desirous of an education and to discourage others, the College required students to agree to both a pledge and a contract. Beginning in 1905 students signed this pledge: "I pledge my word of honor that I will not be absent from my premises at night without permission of the authorities" (36, p. 10). Later on, in 1909, they took the same pledge with this sentence added: "I will not engage in any game of chance or keep playing cards in my possession, and I will not keep fire-arms in my possession, or where I can get access to them" (40, p. 19). In 1910 students took the pledge with this further revision:

I will not keep intoxicating liquors of any description or fire-arms in my possession, or where I can get access to them, and that I will not become a member of, or participate in any way with any secret society, organization, club, or union (41, p. 24).

However, in 1911, students no longer had to agree to this pledge, for its last appearance was in the Catalogue for 1910-1911 (42).

According to College rules, students could be in the downtown area of Arkadelphia on business only; and the College
"positively prohibited loafing on the streets at any time" (41, p. 24). To the College, these rules were just as important as the pledge and the contract.

Beginning in September, 1904, students agreed to the following contract, in addition to the pledge:

I do hereby contract with the Henderson College that so long as I shall remain a student of the College, I will endeavor to comply cheerfully with all its regulations in all particulars, and I agree not to deface or injure, by writing or otherwise, any of its furniture, books or other property. Moreover, if I should by accident do damage to any property of the College I hereby agree to report it promptly to the Dean, or in case it should be dormitory property, I agree to report it to the Governess, that it may be properly assessed and that I may pay for or replace the same (35, p. 9).

As part of the procedure of registration, students agreed to a similar contract until 1915, with only three word changes occurring in the contract as administrative titles assumed new names: President supplanted Dean in 1906 (37); Matron, Governess (38); and Henderson-Brown, Henderson in 1911 (42).

During Crowell's administration, 1911-15, students were prohibited:

1. From being absent from chapel at daily morning prayers.
2. From being absent from the town without permission from the President. As a rule, the President will require a written permit from parent or guardian before granting leave of absence.
3. From having or keeping or using concealed weapons, drinking spirituous liquors, playing cards, dice, shooting craps or smoking cigarettes—on penalty of dismissal.
4. From entering or discontinuing a department or a class without permission from the President.
5. From contracting debts at stores or elsewhere without written permission of parent or guardian and the consent of the college authorities.
6. From attending balls, parties, theaters, operas
carnivals, vaudeville, or any public amusement
not under the auspices of the college.
7. From being absent from quarters, or dormitories,
after study hours begin without permission.
8. From the use of the pipe or cigar except in the
privacy of one's own room. Smoking on the street
is strictly forbidden.
9. From being absent from college premises during
study hours, at any time during day, unless in
cases of necessity, and then only with permission.
10. From being absent or tardy from any recitation
without justifiable cause. At the close of each
day each instructor shall hand to the Dean a list
of students who have been absent or tardy during
the day.
11. From hazing in any way. Any student found guilty
of such act, or aiding and abetting in same, shall
be dismissed promptly (20, p. 62).

For failure to observe the prohibitions listed above,
students received penalties based on a system of demerits for
specific offences:

1. Absence from recitation ........ 3 demerits
2. Tardy at recitation ............. 1 demerit
3. Absence from quarters, except from
   4 to 6 p.m., without permission .... 5 demerits
4. Out of quarters, in dining room, in
   chapel, or in dormitory, without
   coat, collar, or tie ................ 5 demerits
5. Absence from chapel exercises .... 5 demerits
6. Absence from town ............... 15 demerits
7. Disorder in halls of College ...... 3 demerits
8. Disorder on recitation ........... 2 demerits
9. Disorder in dining room ........... 3 demerits
10. Disorder in room during study hours . 5 demerits
11. Day pupils visiting in rooms of
    boarders ................................ 3 demerits
12. Defacing college property .......... 2 demerits
13. Damaging or destroying college
    property ................................ 10 demerits
14. loafing in halls or about girls'
    dormitory ................................ 2 demerits
15. Smoking cigarettes—first offence . Suspension
16. Smoking pipe or cigar except in
    quarters ................................ 3 demerits
17. Signaling to girls in dormitory .... 5 demerits
18. Smoking in quarters after silence bell ........................................ 2 demerits
19. Failure to attend church (morning) ..................................... 5 demerits
20. Fighting .......................................................................... 5 demerits
21. Failure to attend Sunday School ....................................... 5 demerits
22. Failure to observe retiring or rising bell .................................... 4 demerits
23. Tardy at meals ..................................................................... 2 demerits
24. Use of profane language .................................................... 5 demerits

(22, pp. 69-70).

However, students could offset chargeable penalties from this list with a system of blue marks.

Any blue mark may check off, or atone for, any demerit. Any special act or deed of kindness, or effort in work, obedience, consideration, helpfulness, study, promptness, faithfulness, resistance of evil, truthfulness, honor, justice, loyalty, cooperation—will be noted by the authorities and the instructors and reported to be recorded as credits.

This will help anyone to train himself or herself to nobler and better effort each day (22, p. 70).

After 1915 students no longer faced this elaborate system of prohibitions, demerits, and blue marks.

In a denominational College, students must have expected to abide by the rules established for their religious development. At Henderson-Brown students attended four types of religious exercises: chapel, conducted each day by the President or some person designated by him; weekly exercises, for the study of the Bible; Sunday School, held in the College auditorium each Sunday morning during the school year; and public religious worship on Sunday morning at the Methodist Church, unless otherwise requested by parents or guardians (42). In addition, students could attend the annual revival (25).
Boarders in the dormitory still furnished their own linens and personal effects for use in their rooms, as well as table napkins, napkin ring, and two clothes bags. They also purchased bath tickets at a fee of $4.00 per academic year or $1.00 per quarter. Girls who prepared lessons at night in the study hall could work there without extra cost for lights; those who preferred to study in their rooms at night paid an additional fee of fifty cents per month. All students paid a $2.00 breakage fee as a guarantee against damage to property (40, pp. 21-22).

During this period, Henderson-Brown students wore uniforms to "Church and on all other public occasions" (37, p. 9) and "on the streets of Arkadelphia" (22, p. 75). In the fall and spring, the girls wore white linen suits and hats; in winter, uniforms of cadet grey that cost $14.15, ordered only through the College. In the fall and spring, the boys wore khaki, including hat, at a cost of $5.50; in winter, cadet grey suit and cap, costing $16.00 (37, p. 9). In 1912 young men were exempt from purchasing a uniform (20). However, young women continued the practice of wearing uniforms "as an economic substitute for the extravagant dressing which so many college students indulge in when not restricted by some such arrangement" (22, p. 75).

Yet students had another phase to their academic life, quite different from their course work and compulsory attendance at religious services. In 1905 they initiated the
publication of a yearbook, *The Star*; and in 1908, the publication of a bi-weekly newspaper, *The Oracle*, the first issue of Volume I published on Tuesday, October 6, 1908.

Students stabilized the names of the four literary societies: Gamma Sigma and Garland for men; Philomathean and Upsilon Phi for women. At their weekly meetings students could use the societies' activities to develop their powers in debating, impromptu speaking, and literary work (37). Students had freedom to prepare and present their own programs which might include an oration, a paper, a declamation, and a debate all in one evening. They conducted their "running debate" (43) each week; and the Garlands debated such subjects as the following: "Resolved, that college students derive more benefit from the literary society than from their regular college work" on May 11, 1907; "Resolved, that the South should encourage foreign immigration" on September 21, 1907; and "Resolved, that wealth is the cause of more crime than poverty" on April 17, 1915 (43).

The literary societies sponsored an annual oratorical contest each February 22 to select the representative to the State contest. Then in April members of the societies attended the State oratorical and musical contests in Little Rock. At these contests, Henderson-Brown students often captured first place in at least one of the contests (31, 50).

To "cultivate the social side of their nature" (40, p. 13), students also could attend the "receptions in the
halls and parlors . . . given at stated intervals" (40, p. 13). Students had an opportunity at these faculty-sponsored gatherings "to meet one another on friendly grounds" and to learn "something of the conventionalities of good society" (40, p. 13).

As another means of developing both their social natures and their appreciation of the fine arts, students could attend the programs in the Lyceum Bureau series, sponsored each academic year by Ouachita Baptist College and Henderson-Brown College. With this joint arrangement between the two colleges, assuring an audience of 500 to 800, students were thus able to view some of the "best talent on the American platform" (41, p. 19). Paying twenty-five cents for tickets to the programs, "all students not on the sick list are expected to attend" (37, p. 9). Students paid $1.00 for a season ticket in 1909-10 (40) and $2.00 in 1914-15 (22).

At the Lyceum programs students viewed such performers as The Juanita Boynton Company, Spillman Riggs, George R. Wendling, The Floyds, and The Hawthorne Musical Club of Boston in 1906-07 (37); and The Shungopavi Company, Lyceum Grand Concert Company, Dr. M. W. Chase, John DeWitt Miller, J. P. Dolliver, Opie Read, and George R. Wendling in 1907-08 (38).

Students came to the College; they also graduated. In March each year members of that year's graduating class observed a ceremony, "Planting the Class Tree," featuring the
planting of a tree on the campus with an appropriate oration by a class member (50). Several oak trees on the campus in 1970 are living monuments to those classes sponsoring such a ceremony.

The Alumni Association continued its activities, especially during Commencement Week. The Association also could add 119 names to its roster, according to figures revealed in Table V of those who had earned degrees at the College. With

**TABLE V**

**ACADEMIC DEGREES EARNED AT HENDERSON COLLEGE, 1905-1915***

<table>
<thead>
<tr>
<th>Year</th>
<th>B.A.</th>
<th>B.S.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1905</td>
<td>..</td>
<td>..</td>
<td>..**</td>
</tr>
<tr>
<td>1906</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>1907</td>
<td>10</td>
<td>..</td>
<td>10</td>
</tr>
<tr>
<td>1908</td>
<td>9</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>1909</td>
<td>20</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>1910</td>
<td>9</td>
<td>..</td>
<td>9</td>
</tr>
<tr>
<td>1911</td>
<td>16</td>
<td>..</td>
<td>16</td>
</tr>
<tr>
<td>1912</td>
<td>16</td>
<td>1</td>
<td>17***</td>
</tr>
<tr>
<td>1913</td>
<td>11</td>
<td>..</td>
<td>11</td>
</tr>
<tr>
<td>1914</td>
<td>9</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>1915</td>
<td>5</td>
<td>..</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>112</td>
<td>7</td>
<td>119</td>
</tr>
</tbody>
</table>


**In adapting the curriculum to a four-year course the College had no graduating class in 1905.

***The first class graduated under the new name voted by the Trustees and authorized by the Conference: Henderson-Brown.
the 93 who had earned degrees at the College from 1890-1904, the Association now had a potential membership of 212, including the 119 who had earned degrees from 1906 to 1915.

During Commencement Week, 1915, the Alumni Association and the College joined in observing the twenty-fifth anniversary of the existence of the institution (10). Through those twenty-five years, loyal students had contributed their part to keep the College alive.

The Curriculum

The College retained its liberal arts curriculum established by Jones in the formative Methodist period. However, the College did revise its curriculum to conform to the General Board of Education, Methodist Episcopal Church, South, and added a course for teachers.

In 1904, the Committee on Administration stated that the College believed that the true purpose of education was to give symmetrical training to the mental, physical, and moral powers, to stimulate high and noble aims in life, to fit for useful living, and to so guide and direct the development of each individual as to secure the greatest possible capability of thought and action" (35, p. 10).

To achieve this goal, the College included in its course of study "those branches which are the basis of true culture and education" (35, p. 10), but the College did not attempt "to cover the whole domain of human learning" (35, p. 10).

In their efforts to make the course of study conform to the requirements of the Board of Education of Southern
Methodism, the Committee on Administration changed the collegiate curriculum to a full four year's course of study for the Freshman, Sophomore, Junior, and Senior Classes. The College henceforth would award only the Bachelor of Arts and the Bachelor of Science degrees to those completing the four-year curriculum for each respective degree (35). The College no longer awarded the Bachelor of Philosophy degree which, until 1904, had been conferred on those completing the Junior Class in all studies except a foreign language. With the requirement of a full four-year course for a degree, the College had no graduating class in 1905; but in 1905 the College still conducted the usual events of a traditional Commencement Week but called the event "Closing Exercises" (5).

To stabilize entrance requirements and to conform to the recommendations of the Board of Education, in 1909 the College adopted the Carnegie unit as its base for the admission of students to its Collegiate Department and for the reckoning of credits in its own Academy or High School. Henderson College accepted this definition of the Carnegie unit:

A unit means a subject of study pursued in an academy, or high school, through a session of nine months with recitations five times a week the first two years and not less than three times a week the last two years, an average of forty-five minutes devoted to each recitation (40, p. 25).

The College required fourteen entrance units of those seeking admission to the Freshman Class in the Collegiate Department. As Table VI records, Henderson College was one of three that
TABLE VI

REQUIREMENTS FOR ENTRANCE AND GRADUATION
AT SEVEN ARKANSAS COLLEGES, 1910*

<table>
<thead>
<tr>
<th>College and Location</th>
<th>Units for Entrance</th>
<th>Hours for Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas College, Batesville</td>
<td>11.0</td>
<td>66.5</td>
</tr>
<tr>
<td>Arkansas Conference College, Siloam Springs</td>
<td>16.0</td>
<td>48.0</td>
</tr>
<tr>
<td>Galloway College, Searcy</td>
<td>12.0</td>
<td>62.0</td>
</tr>
<tr>
<td>Henderson College, Arkadelphia</td>
<td>14.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Hendrix College, Arkadelphia</td>
<td>14.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Ouachita Baptist College, Arkadelphia</td>
<td>14.0</td>
<td>68.0</td>
</tr>
<tr>
<td>University of Arkansas Fayetteville</td>
<td>11.5</td>
<td>64.0</td>
</tr>
</tbody>
</table>

*Source: The Oracle, March 1, 1910 (47).

required 14 units for entrance and one of two that required 60 hours for graduation. Henderson ranked about the middle in both entrance and graduation requirements, when compared with the other six colleges.

In 1912 the College started using the session hour as the unit of credit, that is, "one recitation or other class exercise a week in a study continued throughout the session
or school year" (75). The College listed all courses as meeting three times a week and counting as three session hours, except courses in the Bible which met once each week and the course in Mathematics I, four times a week. By 1912 the College required 64 session hours for graduation, as listed in Table VII.

**TABLE VII**

REQUIREMENTS FOR GRADUATION IN SESSION HOURS AT HENDERSON-BROWN COLLEGE FOR THE YEARS 1912-1915*

<table>
<thead>
<tr>
<th>Courses</th>
<th>Session Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Latin</td>
<td>6</td>
</tr>
<tr>
<td>Greek, or French, or German</td>
<td>6</td>
</tr>
<tr>
<td>Bible</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Domestic Science</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
</tr>
</tbody>
</table>


Henderson College required students seeking degrees to satisfy its standards of scholarship and character, to complete a course of at least sixty-four hours according to the outline of the course of study for the B. A. or B. S. degree,
and to hand in a thesis of not less than 2,000 words, independently composed and written by the candidate, and "rewritten and bound as a legal document after being judged by the supervising professor" (22, p. 31).

Under the Committee on Administration the College commenced the practice of designating courses in each department by Roman numerals, such as Mathematics II (36), a practice still operative in 1928-29 (24).

During the years 1905-15, the College effected only minor changes in its course offerings and titles. In 1903-04, recognizing the Word of God as fundamental to the proper development of character, the College announced that it would "hereafter give more prominence to the study of the Bible as a text-book in college course" (1, p. 8); but the next year, under the Committee, the College took a firmer approach by assigning the study of the Bible to a two-years' course, "covering the whole of the English Bible" (35, p. 18) under these topics: The History of Israel, pre-exilic and post-exilic; The Life of Christ; The Apostolic Age; The History of Religion; and The Christian Evidences (35). In 1912-13 Crowell added two courses of two terms each for young ministers to aid them in a "more thorough study and helpful knowledge of the Bible" (20, p. 35). The next year Crowell refined the courses in the Bible to the title "Biblical History and Literature" (21, p. 35), which continued for each of the four collegiate years, with an additional four courses
of electives which emphasized Sunday School work and sermon preparation for ministers and lay leaders (21).

For those wishing to qualify for the "difficult and delicate work of teaching" (35, p. 9), the College instituted in the Spring Term of 1905 a Teachers' Course for a "hurried review of the common school subjects with discussion of the methods of teaching the same" (35, p. 10). As Table VIII indicates, the College expanded its Teachers' Course to a full

**TABLE VIII**

*COURSES IN THE FOUR-YEAR TEACHERS' COURSE AT HENDERSON COLLEGE, 1906-1909*

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First</strong></td>
<td>Latin</td>
</tr>
<tr>
<td></td>
<td>Physiology</td>
</tr>
<tr>
<td></td>
<td>Arithmetic</td>
</tr>
<tr>
<td></td>
<td>English--Grammar and Literature</td>
</tr>
<tr>
<td></td>
<td>U. S. History</td>
</tr>
<tr>
<td></td>
<td>Vocal Music</td>
</tr>
<tr>
<td></td>
<td>Free Hand Drawing</td>
</tr>
<tr>
<td></td>
<td>Theory and Practice of Teaching</td>
</tr>
<tr>
<td><strong>Second</strong></td>
<td>Latin</td>
</tr>
<tr>
<td></td>
<td>Algebra</td>
</tr>
<tr>
<td></td>
<td>Ancient History</td>
</tr>
<tr>
<td></td>
<td>English--Rhetoric and Literature</td>
</tr>
<tr>
<td></td>
<td>Physical Geography</td>
</tr>
<tr>
<td></td>
<td>Vocal Music, Free Hand Drawing</td>
</tr>
<tr>
<td></td>
<td>Theory and Practice of Teaching</td>
</tr>
<tr>
<td><strong>Third</strong></td>
<td>Latin</td>
</tr>
<tr>
<td></td>
<td>Algebra</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Geology</td>
</tr>
<tr>
<td></td>
<td>Botany</td>
</tr>
<tr>
<td></td>
<td>History, Mediaeval and Modern</td>
</tr>
<tr>
<td></td>
<td>Theory and Practice of Teaching</td>
</tr>
<tr>
<td><strong>Fourth</strong></td>
<td>Latin</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Theory and Practice of Teaching</td>
</tr>
</tbody>
</table>

*Source: Henderson College, Annual Catalogue, 1906-1907 (37, p. 18).*
four-year preparation in 1906-07. Table VIII lists the subjects required for each of the four years of the Teachers' Course. The Table indicates the recognition not only of the liberal arts in the curriculum but also of the fine arts in the public school curriculum as well as each teacher's need for some training in the "Theory and Practice of Teaching."

In the 1906-07 session, the College enrolled one man and twelve women in the Teachers' Course. The College dropped the Teachers' Course from its list of courses in 1909-10 and added a course in Pedagogy in 1912-13 (20).

In 1914-15 the College inaugurated a course in Public School Music and awarded a certificate of Proficiency to students completing the course in addition to Harmony, History of Music, and Senior Academic English. The College charged $20.00 a year in tuition for the course in Public School Music (22).

To further enhance its course offerings, the College expanded the course in Dressmaking in 1912-13 to a Department of Home Economics, composed of Domestic Science featuring courses in cooking and food preparation, and Domestic Art, featuring courses related to clothing and shelter (20).

One other change concerned the Business Department, which in 1903-04 offered courses in Bookkeeping, Commercial Law, Lightning Calculations, Shorthand, Typewriting, Duplicating on the Edison Mimeograph, and Telegraphy (1). But in 1905 the Business Department had become the Commercial
Department, listing courses in Bookkeeping, Stenography, and Typewriting (23).

**Academy or High School**

The College maintained a restricted course of study in its Academy, the new name for the old Preparatory Department. For students enrolled in its Academy, the College offered courses in English, Latin, Greek, French, German, mathematics, history, and physiology to prepare them for the College Freshman Class. However, the College also indicated that the curriculum of the Academy was "broadly educational and admirably adapted to the needs of those students who do not expect to take a college course" (42, p. 46). Extending the same privileges to students in the Academy as it did to those in the Collegiate Department, the College detailed those privileges as follows: being taught by the same faculty; belonging to the same religious organizations, literary societies, and athletic associations; and having the use of the College library (40). In 1914-15 the College separated its literary faculty into those teaching in the College and those teaching in the High School, as the Academy was now called (22). Regardless of its title, the High School or Academy offered only a very restricted curriculum to prepare students to enter the Collegiate Department.

From 1905-15, as listed in Table IX, the College enrolled fewer than 100 students a year in its Academy or High School.
### Table IX

**Enrollment in Henderson College Academy for the Years 1905-1915***

<table>
<thead>
<tr>
<th>Year</th>
<th>Senior</th>
<th>Middle</th>
<th>Junior</th>
<th>Freshman</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1904-05</td>
<td>42</td>
<td>..</td>
<td>26</td>
<td>..</td>
<td>68</td>
</tr>
<tr>
<td>1905-06</td>
<td>55</td>
<td>..</td>
<td>25</td>
<td>..</td>
<td>80</td>
</tr>
<tr>
<td>1906-07</td>
<td>63</td>
<td>..</td>
<td>24</td>
<td>..</td>
<td>87</td>
</tr>
<tr>
<td>1907-08</td>
<td>21</td>
<td>..</td>
<td>14</td>
<td>..</td>
<td>35</td>
</tr>
<tr>
<td>1908-09</td>
<td>53</td>
<td>..</td>
<td>18</td>
<td>..</td>
<td>71</td>
</tr>
<tr>
<td>1909-10</td>
<td>43</td>
<td>..</td>
<td>32</td>
<td>..</td>
<td>75</td>
</tr>
<tr>
<td>1910-11</td>
<td>48</td>
<td>..</td>
<td>23</td>
<td>..</td>
<td>71</td>
</tr>
<tr>
<td>1911-12</td>
<td>23</td>
<td>22</td>
<td>7</td>
<td>3</td>
<td>55</td>
</tr>
<tr>
<td>1912-13</td>
<td>24</td>
<td>23</td>
<td>16</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>1913-14</td>
<td>25</td>
<td>22</td>
<td>8</td>
<td>4</td>
<td>59</td>
</tr>
<tr>
<td>1914-15</td>
<td>12</td>
<td>14</td>
<td>5</td>
<td>..</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>409</td>
<td>81</td>
<td>198</td>
<td>14</td>
<td>702</td>
</tr>
</tbody>
</table>

*Sources: Henderson College, Annual Catalogue, 1905-1912 (35, 36, 37, 38, 39, 40, 41, 42); Henderson-Brown College, Bulletin, 1912-1915 (20, 21, 22, 23).

The Academy had an average enrollment of 64 for the eleven-year period, with 87 its greatest for any one year and 31 its fewest.

**Physical Culture and Athletics**

During the formative Methodist years the College had recognized the value of gymnastics, physical exercise, and athletics in the form of tennis, basketball, and baseball. By 1915, however, the College had expanded its participation in athletics to recognize gymnastics, basketball, tennis, walking, and swimming for the girls and football, basketball,
baseball, tennis, field work, cross country running, and swimming for boys (22). The Physical Culture Department included Gymnasium for girls and Athletics for boys (20); it was an "indispensable part of the modern college" (22, p. 58).

By 1915 the College espoused the belief that a hundred lessons are "learned and learned forever on the athletic field: patience, endurance, co-operation, unity of action, self-control, decision in a second, rigid purpose, determined effort, responsibility, faithfulness, love, etc." (23, p. 51). In fact, the College believed that athletics could come "very nearly touching equally the three sides of a boy's being--moral, mental, and physical" (23, p. 51).

The College permitted only bona fide students to participate in organized athletics for public contests, a bona fide student being one regularly enrolled in at least twelve hours of recitation each week in subjects in the Collegiate Department for which "he would receive credit on a regular course for the regular diploma or certificate from his school" (20, p. 54). The College required athletes to maintain a passing mark of 70 in their school work if they took part in the athletic program. The College abided by the Arkansas Athletic Association rules to "preclude the enrollment for games simply, and the receiving of remuneration for services" (20, p. 54). The College reserved the right not to enroll students who neglected their scholastic work or proved unworthy of the athletic program (20).
After its sanction of athletics in 1905, the College organized its local forces and cooperated with the State group governing such activities, the Arkansas Athletic Association. For its local organization, the College formed an Athletic Association, consisting of the captain and the manager of the football, the baseball, and the track teams, with the coach as president. The College and the Athletic Association cooperated in enforcing the rules and regulations pertinent to athletics at the institution. In addition to the Athletic Association, the College had an Athletic Council composed of the coach, a faculty representative, and three citizens of Arkadelphia with the President of the College an ex-officio member of both the Association and the Council. The College also belonged to the Arkansas Athletic Association and had a faculty representative on that group. The College played its interscholastic athletic events under the rules and regulations of the Arkansas Athletic Association (20).

To accommodate its football players and fans, the College purchased land for an athletic field (14) and built a grandstand "completed and paid for . . . with a seating capacity of six hundred, protected overhead and in front, and with a roomy dressing apartment underneath" (48). Other teams besides football would use the facility after its completion in 1910, but football teams were the prime consideration in providing the facility (48).
Arkadelphia Methodist College had relied chiefly on spontaneous intramural games for the exercise, recreation, and amusement of its students. But Henderson-Brown College made organized athletics a vital part of the curriculum; from 1905 to 1915 it produced teams in football, baseball, basketball, and track, with varying histories of success.

In football, the first teams played only four or five games each season with opponents from high schools as preliminaries to games with colleges such as Hendrix, Arkansas Military Academy, Louisiana Industrial Institute, Ouachita, University of Arkansas, Arkansas Cumberland, Christian Brothers, University of Mississippi, and Centenary. In 1907 the team won its first State Championship by defeating Hendrix 5-0; Ouachita 22-6; and Arkansas Military Academy 6-5; the team lost to Louisiana Industrial Institute 22-0 (52). From 1907 to 1915 Henderson football teams won seven State Championships (29, 30, 31, 32, 52, 53, 54).

In this period the College listed Hendrix and Ouachita as its chief rivals. In Arkadelphia, the Henderson-Ouachita rivalry promoted more interest and spirit than any other game played during a season. From 1907 through 1912 Henderson defeated Ouachita by the following scores: 22-6, 1907; 65-0, 1908; 39-0, 1909; 9-0, 1910; 11-0, 1911; and 13-6, 1912 (29, 52, 53, 54). Because of a disagreement in regard to Ouachita's not being a member of the Arkansas Athletic Association, Henderson and Ouachita did not play in 1913 (7). But
in 1914 they resumed play and tied 0-0. And in 1915 the Henderson Reddies fell to the Ouachita Tigers 34-7.

Organized in 1906 (51), baseball did not fare so well as football. In fact, the year 1908 marked the beginning in baseball since Henderson "never entered actively in the sport with other colleges" (52) until that year. Baseball teams averaged winning about half their scheduled games each season. They played a schedule of from nine games in 1911 (54) to twenty games in 1914 (31).

Track also began at Henderson during this period. With a team of five, Henderson won its first State Track Meet at Little Rock on May 2, 1906. In 1913 Henderson-Brown won again with a total of 78 points at the State Meet; Hendrix made 51 points; Arkansas Conference, 17, State Aggies, Jonesboro, 9; and State Normal, Conway, 7 (30). But track, like baseball, engendered far less interest and spirit than football.

In 1912 basketball as an intercollegiate sport for boys was the last of the organized sports to develop at Henderson-Brown (29). Basketball squads numbered six in 1912 and nine players in 1915 (32). In their first years of performance, basketball teams played both high school and college teams as opponents. In 1913 the team won all four of its games: three against Hot Springs High School and one against its cross-town rival, Ouachita, 51-6 (30).

Known in 1908 as the Red Jackets (44), the Henderson team soon became known as the Reds and then the Reddies as
sports writers for The Oracle shortened the name Red Jackets (45). However, one source attributes the name Reddies to Coach J. R. Haygood, who, upon seeing the football

... team run out onto the field in their red jerseys, said, "Here come my Reddies." The name stuck and became a symbol of courage and spirit. Since then, the term Reddie has come to mean anyone who wears the school colors, red and gray, into battle (55).

The official colors of the College, red and gray, were first mentioned in 1908 (53).

The Library

When the Committee on Administration began directing the affairs of the College in 1904, the Library had a "small but well chosen collection of standard works" (35, p. 6). In 1915 the Library had about 5,000 volumes in addition to pamphlets (22).

In 1909 the Library permitted students to check out books if they paid a fee of $2.00 to guarantee the safe return of books; the Library refunded the fee at the close of the year of no books belonging to the Library remained charged to a student (40).

In 1910 the Library established the practice of staying open "during the entire day that students may use to advantage any spare moments they may have" (41, p. 10) to develop the reading habit.

Containing about 2,000 volumes in 1910 exclusive of pamphlets and Congressional documents, the Library subscribed
to more than twenty of the "best periodicals" (41, p. 10) kept on file in the Reading Room:

- Harper's Monthly
- Literary Digest
- Munsey
- Saturday Evening Post
- Popular Mechanics
- Pathfinder
- Success
- Putnam's Reader
- Delineator
- American Boy
- The Epworth Era
- Children's Visitor
- Baptist Advance
- Christian Advocate
- School and Home
- The Ladies Home Journal
- Chautauquan
- Youth's Companion
- Century
- Everybody's
- World's Work
- Cosmopolitan
- Etude
- Technical World
- Our Dumb Animals
- Western Methodist
- Arkansas Daily Gazette
- Christian Standard
- The Veteran (41, p. 10).

In 1905 Henrie McKinnon became the first librarian listed as such in the College faculty roster (36).

Buildings

Since 1890 one building had served the College as its only structure. But if the College were to expand, it would need more buildings to accommodate its students. To expand its facilities, Henderson College accomplished four transactions. It rented cottages as a temporary dormitory for the boys, constructed a multi-purpose annex to the main building, acquired a home for the President and his family, and laid the foundation for the Alumni Hall. In its struggle for survival, however, the College suffered its greatest disaster: The main building burned in the early morning hours on February 3, 1914. Hence, the College faced the task of rebuilding the main structure in 1914-15.
In the first transaction for buildings, the College made arrangements for the young men. Although the College had provided dormitory space for the girls in the main building, it had relied on local citizens to furnish room and board for the boys. To furnish living quarters for some of the boys, in 1906 the College rented three five-room cottages near the west campus from Trustee R. B. F. Key "to be used as young men's dormitories" (11, p. 477). The College appointed a male teacher to room in each cottage and sponsored a form of self-government under the general guidance and control of a committee consisting of a teacher and a student from each of the cottages, the student "elected by his cottage-mates" (40, p. 10). The College supplied "The Cottages" with all necessary furniture, but the students had to furnish "their own bedding, towels, etc.," (40, p. 10) and to care for their own rooms. The College continued to use "The Cottages" for some years and looked forward to the day when it could construct a dormitory for boys (22).

For the second building, in the summer of 1907, through the "great liberality" (40, p. 10) of two Trustees, R. B. F. Key and C. C. Henderson, the College acquired a multi-purpose annex to the east of the main building. A three-story brick, the annex contained rooms for Expression, Art, and Domestic Science on the first floor; eighteen rooms for music practice on the second floor; and several bedrooms on the third floor. Heated by steam, the annex was "modern in every respect" (40,
p. 10). The building featured a covered passageway connecting the second and third floors with the second floor of the main building (40). Since the College was already named for Henderson, one of the Trustee-donors, the College named the annex Key Hall in honor of the other Trustee-donor, R. B. F. Key (52).

In the third step to expand its facilities, the College purchased a home for the President and his family. Situated on the northwest corner of the campus, this two-story frame dwelling contained eleven rooms. The President reserved one room in the northeast corner on the second floor for visitors, the room to be "open at all times to parents and friends of the College" (20).

In its fourth step for the acquisition of building space, an Alumni Hall, the College was not so fortunate as in its previous additions. The Class of 1906 had initiated an Alumni Hall Fund when they contributed $100 as their gift to the College. In 1908 the Alumni Association invited former students to contribute from $5 to $50 for the erection of an Alumni Hall; the Association hoped to lay the foundation by the summer of 1909 (39). But in the spring of 1909 the Athletic Association proposed the building of a gymnasium. With limited resources available for financing both an Alumni Hall and a gymnasium, the Alumni and the Athletic Associations joined forces for a combination building to be used by both groups. The Associations planned a three-story brick (49).
This project, too, demanded money. The two Associations collected about $1,800 when they began a drive in 1908-09 and increased the sum to about $3,000 with $1,200 subscribed for that purpose by Methodists attending the Little Rock Annual Conference in Arkadelphia on November 24-29, 1909. On March 29, 1910, the Associations sponsored a ground-breaking ceremony for the building, which was to be erected on the eastern part of the campus at a cost of $15,000 (49). The Associations would need to secure at least $12,000 more in subscriptions to erect the building. However, by 1912, the two groups had accomplished all that was ever done during the Methodist years: They laid the foundation, with faculty and students performing the labor (29).

During its struggle for survival, the College suffered its chief blow in the destruction by fire of the main building in the early morning hours of February 3, 1914. James B. Garrett, superintendent of buildings and grounds, discovered the fire in the kitchen after he reported for work at 5:30 a.m. The building was a total loss, as revealed in photographs of both the fire and the remains (32, 59). The loss was estimated at $80,000. As to the cause of the fire, Mrs. N. J. John, stewardess, conjectured that it must have started "in the store-room, next to the kitchen, and that it must have started from defective wiring, or from matches lighted by the rats" (8). All students managed to escape from the building.
Until the Trustees could assemble in special meeting on February 17, Crowell served as chief organizer for keeping the College alive. He persuaded students to stay at the College, for the College would survive the blow. He arranged for students to continue their class work the next day in homes and buildings near the campus. He attended a meeting at the Methodist Church on the night of February 3 and saw $2,000 subscribed to get the College started again (8). He met with the Trustees on February 17-18 when they reviewed the condition of the College and voted to rebuild the College. He called on the local citizens to board the students for the remainder of the school term (17, 22, 58).

The Trustees and Crowell arranged for temporary buildings of board-and-batten construction to accommodate the College until a permanent structure was available. In a week's time the kitchen and dining halls were ready; in eight days, a new administration building; and in one month, a new auditorium (22).

In its fifth transaction for buildings, the College let the contract for the new main building on June 13, 1914, to A. O. Campbell of Little Rock. Estimated to cost $60,000, the new building was to include a girls' dormitory on the third floor (33). Of modern design and on the site of the former building, the new structure was 166 feet by 112 feet. Constructed of dark red brick with gray stone trim, the new structure featured a system of fire escapes as "especial
protection against fire" (27, p. 20). The new building contained five laboratories, the business department, gymnasium, and young men's study hall on the first floor and offices, the Library, classrooms, parlor, drawing room, and auditorium on the second floor (27). But its cost for construction and equipment was not $60,000 but $75,000 (15).

To the northeast of the main building, the College constructed a one-story dining hall and kitchen, 134 feet by 50 feet with an 18-foot basement housing a heating and power plant. Of brown brick, this building cost $10,000. According to Crowell, the College could achieve the building program because of the determination of those loyal to the College and the fact that "The Henderson-Brown spirit is something never to be overcome" (15, p. 8).

With the main building sufficiently completed, the College conducted a formal dedication ceremony on November 12, 1914 (34), and occupied the building on February 3, 1915 (27), one year after the fire. When the College completed this structure, it had finished its most important transaction for buildings during this period.

Finances

In its struggle for survival Henderson-Brown College continued to be harassed by financial straits. In 1905 the College had a property valuation of $76,000 (61); in 1906, $80,500 (62); and in 1907, $100,000 (63). But the College had
an indebtedness of $30,000 in 1907 and requested permission of the Little Rock Conference to borrow $30,000 from a suitable company to pay off the debts (63). Obtaining permission from the Conference, the College borrowed $30,000 from the Southern Trust Company (13). Again, the College solved its financial problem on a temporary basis.

In 1907 to assist the College in its financial situation, the Little Rock Conference Board of Education requested that the Arkansas and White River Conferences be offered equal property interests in the College with the Little Rock Conference, since the Little Rock Conference shared in the ownership of both Hendrix and Galloway (63). The Little Rock Conference Board of Education continued to make the offer in 1912 and 1913 (68, 69). In 1914, with the burning of the Henderson-Brown main building and the uncertain future of the school, the other Methodist Conferences did not accept the offer until 1921.

In 1908, as a further means to lift the College from its monetary woes, the Conference appointed William Fletcher Evans as financial agent of the College (64). He would devote his time to raise funds for the College to pay the indebtedness. In December, 1909, Evans announced that the College was "Clear of Debt" (46) as a result of more than $30,000 being secured in good notes to pay off the mortgage and over $20,000 as a guarantee fund to be collected only in case of necessity to meet current expenses (46).
In 1909, for the first time, the Little Rock Conference Board of Education recommended an assessment of $1,000 for Henderson College; and the Annual Conference passed the following resolution on November 28:

Whereas, The Arkadelphia Methodist College (now Henderson) is debarred, by previous Conference action, of 1894, from sharing in financial support from this Conference; and

Whereas, The time has come when this ban should be removed; therefore, be it

Resolved, That all resolutions, or parts of resolutions, previously enacted by this Conference preventing the said Henderson College from sharing in said financial support be, and the same are hereby declared null and void.

THOS. H. WARE
A. C. MILLAR
R. W. McKay (65, p. 36).

As a result of this Resolution passed by the Conference, Henderson received some financial support from the Little Rock Conference during the next six years. Table X records the

TABLE X

ANNUAL CONTRIBUTIONS BY THE LITTLE ROCK CONFERENCE TO THE THREE METHODIST COLLEGES IN ARKANSAS FOR THE YEARS 1910-1915*

<table>
<thead>
<tr>
<th>Year</th>
<th>Galloway</th>
<th>Hendrix</th>
<th>Henderson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910</td>
<td></td>
<td>$1,166.00</td>
<td>$  776.00</td>
</tr>
<tr>
<td>1911</td>
<td></td>
<td>1,031.94</td>
<td>687.00</td>
</tr>
<tr>
<td>1912</td>
<td>$648.50</td>
<td>968.72</td>
<td>968.72</td>
</tr>
<tr>
<td>1913</td>
<td>741.54</td>
<td>1,112.31</td>
<td>1,112.31</td>
</tr>
<tr>
<td>1914</td>
<td>589.31</td>
<td>883.97</td>
<td>883.97</td>
</tr>
<tr>
<td>1915</td>
<td>600.00</td>
<td>900.00</td>
<td>900.00</td>
</tr>
</tbody>
</table>

annual total amount received by each of the three Methodist Colleges in Arkansas from the Little Rock Conference for the years 1910-15. Not until 1912 did the Conference equalize its contributions to Henderson and Hendrix.

In 1913 the College had an indebtedness of $22,500 (69). and in 1914, the year of the fire, the financial situation was thus reported at the Annual Conference:

1. Amount of insurance collected on the burnt building, $41,500; all consumed on the debts of the College.
2. Subscriptions by the citizens of Arkadelphia, $10,000.
3. Subscriptions secured by the President outside Arkadelphia, $15,000.
4. Realized from Summer campaign, $1,801 (70, pp. 45-46).

The sum of $20,274.38 had been collected and paid out on the new building. But to pay for the new building and equipment, the College would need about $60,000 to complete the payment of the mounting indebtedness. Therefore, in December, 1915, the Little Rock Conference authorized three actions for the Trustees: to secure a loan of $60,000, to raise the amount needed to replace the loan, and to place an agent or agents in the field to collect the amount (71).

The College still depended on tuition, fees, gifts, subscriptions, and mortgaging the property as its chief means of support; for the official Conference distribution of from $776 in 1910 to $900 in 1915 was merely a token payment on the total operational expense of the College. The struggle for survival began and ended on a pessimistic financial note.
Legal Transactions

From 1905 to 1907 the College and its principals resorted to several legal transactions before a settlement of interests was reached in 1907 between George C. Jones and C. C. Henderson.

On December 20, 1902, Jones had sold two-fifths of the unpaid portion of the seventeen-year lease to J. S. Hawkins (12), Vice-President and teacher of history and mathematics at Arkadelphia Methodist College. And then on January 27, 1904, J. S. Hawkins and his wife transferred their two-fifths interest in the lease to J. E. Wootton (12), Principal of the Commercial Department. Wootton in turn sold his two-fifths interest to C. C. Henderson for $5,000 on August 15, 1905 (12).

In 1905, then, Jones with his three-fifths interest in the unpaid portion of the seventeen-year lease and Henderson with his two-fifths interest purchased from J. E. Wootton were joint owners of the lease. Jones and Henderson disagreed on their respective rights in the lease. Consequently, C. C. Henderson brought suit against Jones in Clark County Chancery Court in December, 1905, to settle the matter (11).

Not knowing how long this suit would be in litigation, the Trustees applied in February, 1906, to the Clark County Chancellor for the appointment of a receiver to direct the business affairs of the College while the litigation was in process. The Court appointed J. H. Hinemon, Chairman of the
Board of Administration, as receiver on February 20 (11). However, the Board of Administration claimed that this action of receivership had "no reference to the solvency of the Institution. It does not in any way affect the title of the property in the Church, neither can it in any way affect the school adversely" (72).

At the regular annual meeting of the Trustees on May 29, 1906, a special committee appointed to negotiate with Jones had not been able to purchase the lease from Jones at what the committee "considered a reasonable figure" (18, p. 42); and the committee requested further time.

In regard to the suit of C. C. Henderson versus G. C. Jones and Lelia Jones, the Court ruled on June 14, 1906, that Henderson was entitled to the two-fifths interest in the lease purchased from Wootton; that Henderson had no right to the ownership of the steam heating plant; and that Jones was entitled to his three-fifths interest. Concluding that the said lease was not susceptible to equitable division, the Court decreed that the entire lease be sold at public auction on August 14, 1906, at the Clark County Court House. The Court noted that both Henderson and Jones excepted to the findings and prayed an appeal to the Supreme Court of Arkansas, which the Court granted (11).

After a time of negotiation, C. C. Henderson and Jones reached a settlement of the lease. First, on January 12, 1907, Henderson and Jones requested the Court that the
receivership be dismissed. The Court granted this request and specified certain debts that Henderson College and Hinemon as receiver should pay, including $1,500 to Hinemon for his services as receiver (11). Second, in five days' time, on January 17, 1907, G. C. Jones and Lelia Jones sold to R. B. F. Key and the other current Trustees their three-fifths interest in the Arkadelphia Methodist College lease for the sum of $10,750 (13). However, the Trustees recorded in their Minutes on May 28, 1907, the purchase of the lease from "Dr. G. C. Jones at the cost of $18,000" (18, p. 62).

Third, in April, 1907, Key, for the sum of $1.00, transferred the lease from the former Trustees to the current Trustees, including J. H. Hinemon (13), who, in 1907, was the official President of Henderson College. Fourth, on May 1, 1907, the Trustees authorized C. C. Henderson as President of the Board of Trustees to borrow $30,000 from the Southern Trust Company of Little Rock (13) to apply on the indebtedness of the College. And fifth, on June 27, 1907, C. C. Henderson and Laura B. Henderson, his wife, deeded their two-fifths interest in the seventeen-year lease to the Henderson College Board of Trustees for $5,250 (13). Upon the conclusion of this transaction, the College had its title vested once more in the Board of Trustees as representatives of the College.

All of these transactions seemed necessary at the time to insure the survival of the College in its struggle to live.
From 1905 to 1915 the College accomplished several gains under its three administrations. It still attracted students to its literary course, academy, and fine arts division. The College adjusted its curriculum to conform to the four-year course recommended by the Board of Education of Southern Methodism; yet it was a Class B college because it lacked $100,000 in endowment. The College required 14 high school units of entering students. It sanctioned football and erected a grandstand on property purchased for that purpose. It built an annex to the main structure. The College lost the main building by fire on February 3, 1914, but occupied a new structure in February, 1915.

In 1909 the College secured its first financial support from the Little Rock Conference, more a moral and spiritual victory than a monetary gain; but certainly the College would benefit from this stronger alliance with the Conference. To supplement its income from tuition and fees, the College directed fund-raising campaigns or mortgaged the property. In 1915 the College had an accumulated indebtedness of $60,000. In spite of material losses during its struggle for survival, in 1915 the College emerged somewhat triumphant in the eyes of its advocates, optimistic and faithful, who never doubted that the College would succeed. In 1915, however, rounding out its twenty-fifth year, the College faced a world at war, as Chapter IV details.
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CHAPTER IV
WORLD WAR I, 1916-1920

World War I started in Europe on July 28, 1914, and ended on November 11, 1918. The United States did not enter the War until April 6, 1917, when Congress declared war on Germany. Therefore, the United States was in the War nineteen months. Yet, from July, 1914, until April, 1917, the United States suffered from the effects of the War on the national economy. After its entry into the War on April 6, 1917, the United States suffered directly from the War as the nation mobilized its resources in men, industry, and agriculture to support the War effort. Whatever affected the nation from 1915 to 1920 also influenced Henderson-Brown College in Arkadelphia, Arkansas.

The Administration

From 1916 through 1920 Henderson-Brown continued under the administration of James Mims Workman, who had succeeded George Henry Crowell as president of the College on June 1, 1915. Workman assumed the presidency at a time when the College faced paying off the indebtedness of rebuilding and equipping the new main building and dining hall and kitchen. Workman confronted several problems. First, he faced the problem of an indebtedness of $110,000, which represented
all the debts of the College. Second, he had to attract students to the College. Third, he had to win back the patrons and friends of the College estranged during the struggle for survival. Fourth, he had to win new patrons and friends for the College (18). Workman met all of these problems in addition to the usual duties of a college administrator.

In his duties as President, Workman assumed the general supervision of the various departments of the College "in the making up and assigning of courses of instruction, in the apportionment of regular and special duties of the faculty, and in directing the general policy of the College," (7, p. 55) subject to the approval of the Executive Committee of the Board of Trustees (7).

Workman stated that the purpose of Henderson-Brown was to be a distinctive Christian College that tried "to train the heart, the mind, and the body harmoniously as well as to qualify young men and young women for the duties of life" (8, p. 15). He emphasized that the College "aims at the heart" (8, p. 15); consequently, in time, Workman popularized the slogan **The School with a Heart**, adapted from the motto **The Train with a Heart in It** of an Eastern seaboard railroad company (37). Workman used the phrase **The School with a Heart in It** in the advertisements of the College in local, state, and religious newspapers.

Workman thought of the College as a Christian home, "her students required to attend Sunday School and to remain at
Church and be obedient to the highest form of Christian government" (8, p. 15). He believed that Henderson-Brown College received her students as a sacred trust and that at the end of a school year the College should return students to their homes "improved in health, advanced in their studies, and developed along all those lines that tend towards the noblest manhood and womanhood" (8, pp. 15-16). Workman stressed that the College should bring the students into "close personal touch with the teacher and his life" (8, p. 55), for "teaching by example is the way of wisdom" (8, p. 55).

After being in office for six months, Workman received the commendation of the Board of Education and the Little Rock Conference, who felt that they had "the right man in the right place" (28, p. 49). After five years as President, Workman still drew the commendation of the Conference for his work (30, 31, 32, 33) and merited this tribute from the editor of The Peace Star, 1919:

The president is a man in whose character a rare combination of elements is found; a man possessing strength to face obstacles, the will and determination to accomplish a desired end, using only the fairest means; amiable in disposition, appreciating the humor of a situation, sympathetic, having a listening ear and a kindly word for those in trouble; lenient with offenders, yet firm in requirement of duty; a man living close to God—an ideal president of a Christian College (18, p. 12).

A man of these qualities was essential for the endurance of Henderson-Brown during and after the World War I years.
The Faculty

In addition to the President, the faculty included seventeen in 1916 and twenty-five in 1920. The President and ten others on the staff in 1916 were still on the staff in 1920. Of the seventeen in 1916, eight were men and nine were women; of the twenty-five in 1920, ten were men and fifteen were women. In 1916 the staff of the College Literary Department consisted of eight; in 1920, thirteen. In 1916 two taught the classes in the Academy; in 1920, four new faculty taught the increased enrollment in the Academy. In 1916 seven composed the Fine Arts staff; in 1920, eight. Four of these eight in 1920 were on the staff in 1916 (8, 12).

For this five-year period, the faculty showed some gains in degrees earned. In 1916 the faculty had one who had earned the Ph. D.; two, the M. A.; and seven, the B. A. (8). In 1920 the faculty had no one with the Ph. D. But four had earned the M. A.; eight, the B. A.; and one the L. I., Licentiate of Instruction (12). As in previous years, other faculty members in both 1916 and 1920 had earned certificates or diplomas in their special fields (8, 12).

Salaries of faculty for this period are not available. According to the Trustees' contract with Workman in 1919, the President of the College was to receive a salary of $2,400, the use of a home for him and his family, and meals in the College Dining Hall for him and his family during the school
session (6). Whatever the salaries of the faculty, the faculty was gradually improving in quality, if the number of degrees earned is used as a base.

During the War years, faculty came to Henderson-Brown; many liked the College and stayed; others left as soon as conditions improved in the post-War era.

The Students

As in preceding years, students at Henderson-Brown during World War I began their school day at 8:30 a.m. with the daily chapel exercises of devotions and prayers intended "to govern the Faculty and the students for the day and create an 'esprit de corps' and sympathy which will cause harmony and good order all the day" (8, p. 51). In other phases of their collegiate life they pursued much the same course that students had in previous years. Also, they took part in the War effort on the home front; and they enlisted in the armed services of the United States. They responded positively to Workman's addressing them as young men and young women, not as boys and girls (14, 18).

Students enrolled at Henderson-Brown at about the same rate as they had enrolled in the pre-War years. According to Table XI, from 1916 to 1920 students pushed the total College enrollment over the 100 mark in 1919-20 by numbering 106 in that year. The total enrollment figures for each of the first four years, though less than 100, indicate that the
### TABLE XI

ENROLLMENT BY CLASSES AT HENDERSON-BROWN COLLEGE FOR THE YEARS 1916-1920*

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1915-16</td>
<td>36</td>
<td>9</td>
<td>8</td>
<td>19</td>
<td>72</td>
</tr>
<tr>
<td>1916-17</td>
<td>48</td>
<td>17</td>
<td>11</td>
<td>5</td>
<td>81</td>
</tr>
<tr>
<td>1917-18</td>
<td>32</td>
<td>24</td>
<td>7</td>
<td>9</td>
<td>72</td>
</tr>
<tr>
<td>1918-19</td>
<td>42</td>
<td>20</td>
<td>7</td>
<td>12</td>
<td>81</td>
</tr>
<tr>
<td>1919-20</td>
<td>58</td>
<td>20</td>
<td>17</td>
<td>11</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td><strong>216</strong></td>
<td><strong>90</strong></td>
<td><strong>50</strong></td>
<td><strong>56</strong></td>
<td><strong>412</strong></td>
</tr>
</tbody>
</table>


College did not suffer drastic losses in enrollment because of the War. The Freshman Class enrolled the greatest number for the five-year period with 216; the Junior Class, the fewest with 50. The total College enrollment of 412 for the five years averaged only 82 a year as compared with 73 for the 1905-1915 period.

Students felt the impact of the War in increased fees and charges for room and board. In 1917-18 students paid the first increase in tuition fees, from $50 to $60 for the entire academic year of nine months (9), the $50 fee established by G. C. Jones in 1890 having been in effect for the first twenty-seven years of the College. In board expense, including room, light, and heat, boys paid an increase of $20 a year, from $160 to $180; girls in the dormitory also paid a
$20 increase for board, light, heat, and laundry, from $180 to $200 (9). And the next year, 1918-19, students paid corresponding increases when tuition advanced from $60 to $70 for an academic year; board for boys, from $180 to $200; and board for girls from $200 to $220. Students receiving diplomas paid a $10 fee; those receiving certificates paid a $5 fee, increases of $5 and $2, respectively (10).

In 1919-20, when the College changed from a two-term to a three-term academic year, students paid another increase in fees: Tuition was $25 a term or $75 a year; board for the boys, $70 a term or $210 a year; board for the girls, $75 a term or $225 a year (11).

During Workman's administration, students no longer had to take a pledge, sign a contract, or confront a list of penalties and demerits subject to check-off by a system of blue marks for good behavior. They responded favorably to only one rule of conduct: "Every boy a gentleman, and every girl a gentlewoman" (14, p. 16). Students agreed that such a rule for conduct superseded the former "petty rules of deportment" (14, p. 16), which tended to make a college more "like a prison than like an Alma Mater" (14, p. 16).

Students had to abide by College rules as listed in the Bulletin. For example, the young women living in the College dormitory still had to purchase uniforms to wear on public occasions and on the streets of Arkadelphia. They wore a dark blue tailor-made suit with appropriate hat and gloves.
In 1918-19, because of the increased cost of uniforms, the young women had permission from Workman to use their dark blue suits of the previous year instead of purchasing new ones at a greater cost (10). For formal occasions, they wore dresses of plain white wash material (9).

Students continued their usual rounds of activity, such as meeting classes, studying, belonging to the YWCA or the YMCA or one of the literary societies, going to the occasional Lyceum programs sponsored by Ouachita and Henderson-Brown, and editing and publishing their newspaper, The Oracle, and their yearbook, The Star. Students had established The Oracle in 1908-09 published as a bi-weekly for four years but had changed it to a monthly magazine in 1912-13, appearing eight times during the school year for seven years. Students voted in 1919 to change The Oracle in 1919-20 back to its original newspaper form but published weekly. They felt that this was in "keeping with the growth and spirit of the College" (21, p. 120). They continued to have The Oracle printed by the Siftings Herald Printing Company, Arkadelphia, which had had the contract since 1908 (21). Students in the four literary societies had charge of the publication of the newspaper and the yearbook throughout the Methodist years of the College.

When the United States entered the War, many current and former Henderson-Brown men joined some branch of the armed services. By March, 1918, 96 Henderson-Brown men were in the service of their country (22); by the end of the War on
November 11, 1918, over 180. These men received a tribute in the College yearbook for 1919, The Peace Star, which was dedicated to them: "... those noble boys of our student body, who leaving alma mater, sweetheart, mother, and native land, bore a man's part in the Great War for Freedom" (18, p. 5). In the Foreword to The Peace Star, they received further mention:

This book, like a service star, is the emblem of a cause, the symbol of an ideal. It seeks to commemorate those who went out from Henderson-Brown that the world might be made safe for democracy, and equally those who remained at their tasks that democracy might be made safe for the world (18, p. 4).

Of almost 200 Henderson-Brown men in the armed services, only six died, five students and one former teacher. In 1920 on Founders' Day, February 3, Henderson-Brown students planted six holly trees on the front campus honoring these six men: Jerry Collins, United States Navy; Jesse Joyner, Robert Jackson, and Jack Tidball, United States Army; Murray Moore, Student Army Training Corps; and James R. Crowe, a former faculty member, who taught science and coached athletics in 1911-12 (15). The cluster of six holly trees still thrives on the front campus.

Students who remained at their tasks at Henderson-Brown during the War had various types of experiences, some related to the War and some not. Students survived the influenza epidemic in September and October, 1918. Because of the ban on public meetings in Arkadelphia, they did not attend the
local Methodist Church from September 29 until November 3 (18). The seniors did canteen work at the barracks for the Student Army Training Corps. Students made talks in chapel on the United War Work Campaign, pledged over $2,000 to the War Work Drive, and when the War ended on November 11 rejoiced with the rest of Arkadelphia, which sounded "like a boiler factory on a rush day" (18, p. 115). And on November 12 students took a half holiday and paraded the streets; on November 13 they joined in Arkadelphia's celebration with a whole holiday (18).

Despite the War, athletic defeats, and scholastic chores, students preserved their sense of humor. In the first days of the Student Army Training Corps on campus, the Calendar editor inserted this entry in the yearbook:

October 3--Soldiers proudly strut the streets.
October 4--Work on the barracks wears off some of the strut (18, p. 114).

About a month later, before the Training Corps was deactivated, the Calendar editor recorded this incident:

Sage, Haynes, and Cooley get in late. Run the gauntlet next morning. Lt. Barber: Why did you get in so late? Cooley: Because I didn't start sooner (18, p. 115)

During these World War I years when young men of college age were serving their country as adults in the armed forces, the Arkansas General Assembly approved Act 163 on March 11, 1917, to "prohibit the operating of billiard halls and pool rooms within three miles of Henderson-Brown and Ouachita
Colleges, situated in the town of Arkadelphia, Clark County, Arkansas" (35, p. 863).

During the War students continued to earn degrees, with the number varying from year to year, as Table XII reveals.

TABLE XII

ACADEMIC DEGREES EARNED AT HENDERSON-BROWN COLLEGE, 1916-1920*

<table>
<thead>
<tr>
<th>Year</th>
<th>B. A.</th>
<th>B. S.</th>
<th>B. M.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1916</td>
<td>15</td>
<td>2</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>1917</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1918</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>1919</td>
<td>11</td>
<td>3</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>1920</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>8</td>
<td>2</td>
<td>57</td>
</tr>
</tbody>
</table>


Yet the number varied no more than it had in previous years and averaged about the same, less than 12. These 57 graduates could join the Alumni Association, which sponsored the annual Homecoming on Monday of Commencement Week. Alumni spent the time at Homecoming "greeting old friends and classmates and renewing their vows of fidelity to their Alma Mater" (12, p. 87). The Association sponsored a literary and musical program in the College auditorium on Monday evening followed by the Annual Alumni Banquet (12). The Alumni continued a vital force in the life of the College.
The Curriculum

Generally, the College modified only slightly its curricular offerings during this time. However, it did adapt some phases of its curriculum to adjust to the demands of the War. In 1918 the College added a Military Department "to give such training as will enable the student to be ready for immediate service when his government calls him" (10, pp. 39-40). The College was complying with the request of President Woodrow Wilson, who suggested that young men remain in school and receive military training along with their other course work. As long as the national emergency existed, the College affirmed that it would comply with the regulations of the War Department, which announced that enlistment in its training program in the colleges would be voluntary and that the Department would call no young man under age twenty-one unless the emergency so necessitated. Part of the training program was the Student Army Training Corps, the SATC, sponsored by the War Department. Participating in the program, Henderson-Brown enrolled ninety-three men in 1918 (11).

Activated in September, 1918, the Student Army Training Corps at Henderson-Brown received discharge orders on December 3, 1918. In the three months that it operated at the College, the SATC had a staff of four commissioned officers from the United States Army, including a captain and three second lieutenants; twenty-three non-commissioned officers; and ninety-three men in Company "H." According to The Peace
Star, the SATC personnel lived in a two-story temporary frame building bearing the sign "U. S. Army Barracks" (18, p. 86). The SATC offered the wits on campus an opportunity to explain the meaning of the initials SATC: "Safe At The College" and "Stick Around Till Christmas" (18, p. 84). But, as the editor of The Peace Star wrote in regard to those enrolled in the SATC, "It wasn't the students' fault that the blame war ended before they could get in it" (18, p. 84). Perhaps the SATC received the best summing up in this paragraph:

We must not think that the time in the S.A.T.C was lost. The Fellows got $30.00 a month while they were at it, and now they are getting a $60.00 bonus. They attended classes when they were so inclined; they mastered the art of applied strapping in the memorable institution of the gauntlet; they learned to appreciate the beauties of K. P.; they threw rocks; they zealously attended every get-together and reception; they did guard duty; they learned to squads right; they played the Victrola; and last, but not least, they milked the cows and rang the bell. And when they departed they left a void which cannot be filled" (18, p. 84).

With the war over on November 11, 1918, the SATC had served its purpose in the effort to train soldiers; hence, it ceased operation at Henderson-Brown on December 14. The men donated their Victrola and piano to the College. And on the next day, December 15, they left Arkadelphia via train "with discharges in their pockets" (18, p. 116).

With the SATC on campus or not on campus, Henderson-Brown continued its regular all-day session on Tuesday through Saturday from 8 a.m. until 3:30 p.m. with an hour for lunch (9).
From the division of the academic year into a Fall Term and a Spring Term in effect since 1890-91, the College moved in 1919-1920 to a three-term academic year. The three-term year would consist of thirty-six weeks, twelve weeks in each of the three terms, designated Fall, Winter, and Spring. The College announced that the various courses of instruction would "run through one term with five hours of lectures and recitation work each week, one such hour requiring approximately two hours of preparation" (11, p. 25), with two hours of laboratory work the equivalent of one hour of recitation. Each five-hour course satisfactorily completed constituted the unit of credit, a term credit (11).

With this change in the number of academic terms and the unit of credit, Henderson-Brown adjusted the requirements for the B. A. and the B. S. degrees from the former 64 units to 39 term credits. The College listed the requirements for the two degrees in its Bulletin. Since most students earned the B. A. degree, Table XIII lists the requirements for the B. A. under the new credit system.

The requirements for the Bachelor of Science degree differed in only four ways from the requirements for the Bachelor of Arts. For the Science degree, in the freshman year students took Biology I and II instead of Latin I and II; in the sophomore year, Botany I and II instead of Latin III and IV; in the junior year, calculus; and in the senior year, geology and psychology with seven credits of electives instead of
nine electives (11). Thus, the requirements for the B. S. and the B. A. differed very slightly.

TABLE XIII
REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE AT HENDERSON-BROWN COLLEGE, 1919-20*

<table>
<thead>
<tr>
<th>Year</th>
<th>Subjects</th>
<th>Credits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English I and II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Solid Geometry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College Algebra</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>Latin Ia or I and II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Modern Language I and II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bible I</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>English III</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trigonometry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analytics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Latin III and IV</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Language</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry I and II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bible II</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>History II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English IV</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics I and II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Logic</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bible III</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Electives</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>39</td>
<td>39</td>
</tr>
</tbody>
</table>


As Table XIII shows, the College still offered a limited curriculum in the liberal arts, as it had since 1890.
Besides the B. A. and the B. S. degrees authorized for the Literary Department, the College also granted diplomas to those who completed the courses in Vocal or Instrumental Music, Expression, Art, Home Economics, and the Commercial Course. The College granted certificates of proficiency to those doing efficient work in Voice, Piano, Art, Bookkeeping, Typewriting, Stenography, and Home Economics (11). Although the College had awarded the Bachelor of Music degree to two students, one in 1918 and one in 1920, the College did not officially outline the requirements for the Bachelor of Music degree until 1921.

For students, another important change occurred in 1920. The College deleted the writing of a 2,000 word thesis as a requirement for the Bachelor of Arts degree (12); it had already deleted the thesis requirement for the Bachelor of Science degree during the previous year (11).

The College scheduled examinations at the end of each term. Students had to make a final grade of 70 to pass in any course; those with a final grade of less than 50 failed and could not continue study in that subject. Students knew that their grade in a course depended on the final examination, which counted one-third, and their daily work, which counted two-thirds, toward the final course grade. They also knew that the College used the following grade scale: A, 95-100; B, 90-95; C, 80-90; D, 70-80; E, 60-70. Honor graduates were those achieving an average of 90 or more on their entire
course work for the four years. On the other hand, students who were "hopelessly deficient in their work may be dropped from the rolls" (12, p. 88).

In its courses of instruction from 1916 to 1920 the College made some changes. The College added Spanish to the Modern Language Department in 1918 (10). It also modified the courses in religious education. On March 2, 1920, in compliance with a recommendation by the Joint Committee of the Sunday School Board and the Board of Education, Little Rock Conference (30), the College created a Department of Religious Education designed to meet the requirements prescribed for a Certificate in Religious Education (6, 12). In following this action, the College no longer offered the restricted teacher-training course for workers in the Sunday School (12).

In the other change in religious education, the College modified the course in Biblical History and Literature. The College believed that since only a few Methodist preachers and no laymen ever attended a seminary a Department of Biblical History and Literature could introduce each student to a general overview of the Bible. Therefore, in 1920, the College offered three courses in the study of the Bible: I, Old Testament from Genesis through the historical books; II, Old Testament with emphasis on the poetic and prophetic Books; and III, New Testament, with emphasis on the Gospels (12).
In 1918 the College offered three courses in Education, not Pedagogy: I, Child Study; II, Principles of Education; and III, History of Education (10). Moreover, since the College offered courses in Education and other courses in its degree programs approved by the State Superintendent of Public Instruction, graduates of Henderson-Brown could obtain a teacher's license enabling them to teach in the public schools of Arkansas (10).

For the 1918-19 academic year, Henderson-Brown announced that the premedical course recommended by the Council of Medical Education was available at the College and would prepare students for acceptance by Class A medical schools. Since Henderson-Brown offered courses in astronomy, biology, botany, zoology, chemistry, physics, and geology in its Science Department, it could furnish the requisite courses for the premedical course. The College also offered all electives suggested for the premedical course (11).

The Academy

During Workman's administration, the College designated the preparatory department as Academy, not High School, and continued to offer its restricted curriculum of former years. However, the Academy expanded its number of subjects in science to include botany, zoology, chemistry, physiology, and physics (7).

According to Table XIV, the Academy enrolled fifty or fewer students from 1915 to 1918 but doubled its enrollment
TABLE XIV

ENROLLMENT AT HENDERSON-BROWN ACADEMY
1916-1920*

<table>
<thead>
<tr>
<th>Year</th>
<th>Senior Academy</th>
<th>Junior Academy</th>
<th>Lower Academy</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1915-16</td>
<td>9</td>
<td>8</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>1916-17</td>
<td>12</td>
<td>..</td>
<td>33</td>
<td>45</td>
</tr>
<tr>
<td>1917-18</td>
<td>7</td>
<td>..</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>1918-19</td>
<td>23</td>
<td>33</td>
<td>44</td>
<td>100</td>
</tr>
<tr>
<td>1919-20</td>
<td>39</td>
<td>37</td>
<td>33</td>
<td>109</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>78</td>
<td>135</td>
<td>303</td>
</tr>
</tbody>
</table>


for each of the last two years of this period with 100 in 1918-19 and 109 in 1919-20. This increase in enrollment brought the average for the five years to 61.

Athletics

The College continued its program in athletics during the War years. It had teams in football, baseball, basketball, and track. However, football squads did not capture any State championships during this time. In 1916, the Reddies won four games, tied one with Arkansas College, 0-0, and lost to Ouachita, 31-0 (20). In 1917, the football team won two games and lost two, including a loss to Hendrix, 14-0 (22), but did not play Ouachita in either 1917 or 1918. In 1919, the Reddies had a six-game schedule, winning only from
Louisiana Industrial Institute 14-7 and losing to both its chief rivals: Hendrix, 128-0 and Ouachita, 66-0 (21).

In 1920 the College thought its football fortunes would improve when the Board signed a five-year contract with the former coach, James R. Haygood, who, before World War I, had developed State championship teams at the College. But even with Haygood as coach, the Reddies of 1920 won two and lost four games, two of the losses being to Hendrix, 14-7, and Ouachita, 3-0.

Teams in the other organized sports fared about the same as football teams. The baseball record for 1916 was four wins and eight losses (19). In basketball, the teams gained in squad numbers from seven in 1917 to fourteen in 1920 (20, 21) but established no notable records. In track, the teams did not evoke the enthusiasm that they had in 1905. In tennis, eleven men joined the men's tennis club (18).

The College still offered Physical Culture for the young women and Athletics for the young men. It also belonged to the Arkansas Athletic Association, as in previous years.

The Library

The College Library contained about 5,000 volumes, "some rare and valuable" (12, p. 23), in addition to pamphlets. In the main building the Library also kept an up-to-date reading room for students' use. In February, 1920, Henderson-Brown included the Library among improvements to be made during the
next year. In a new space arrangement, the Library had two rooms allocated to it for book-shelving areas. This arrangement left the "well-lighted reading room intact, and would give space and filing room for years to come" (16).

Buildings

The College turned its attention during this period to a dormitory for men. In 1920 the College purchased the two wooden barracks built on the east campus in 1918 by the United States Government for the SATC. The College joined the two barracks and brick-veneered the entire structure at a cost of $30,000 (4, 17). To construct the dormitory and to pay some on the indebtedness of the College, the Trustees borrowed $30,000 from J. S. Cargile, president of the Elk Horn Bank (6). The College had the dormitory ready for the occupancy of at least 100 men when the Fall Term opened on September 14, 1920 (2).

The College required students living in the Men's Dormitory to "pledge themselves to have no firearms, cards, or dice, and to abstain from every form of rushing or hazing" (12, p. 22). The College required students to furnish pillows, sheets, pillow cases, and cover, advising "a cover of color and material that will not require frequent washing instead of a white counterpane" (12, pp. 22-23). The College delegated the general supervision of the Dormitory to the Dean of Men, who lived in "an adjoining cottage" (12, p. 23).
On petition of the Alumni Association, the College Board of Trustees named the new dormitory Granville Goodloe Hall on May 31, 1921, to honor a former faculty member (6).

In 1920 the College added a "fully equipped Infirmary Cottage near the Dormitory" (12, p. 22); the Infirmary, like the Dormitory, was for the young men.

Finances and the Conference

Henderson-Brown College entered the period 1916 to 1920 under a tremendous financial strain. The College had emerged from the fire of 1914 and the subsequent rebuilding program with an indebtedness of over $110,000 in 1915, though previous estimates had ranged from $60,000 to $80,000. To live, the College once more had to secure funds to pay its debtors. To achieve this goal, the College appealed to the Little Rock Conference for authorization to conduct fund-raising campaigns to save Henderson-Brown College "to Arkansas Methodism" (1, p. 5).

In December, 1915, the Conference authorized the Board to mortgage for $60,000 the real property of the College, consisting of the Main Administration Building and Girls' Dormitory, Key Hall, the Dining Room and Kitchen, and the tract of twenty-one acres. The Conference also authorized the Trustees to raise the amount needed to replace the loan, to pay the interest on the loan, and "to place an agent or agents in the field to collect the same" (28, p. 51). The
College borrowed exactly $56,425.69, according to records in the Clark County Court House (3).

In December, 1916, the Conference recommended that the College continue its campaign to secure a sufficient sum to liquidate all indebtedness of Henderson-Brown and also to secure an endowment of $100,000. The Conference appointed The Reverend A. O. Evans, then serving as minister to the Arkadelphia Methodist Church, as Commissioner of Education at the College (29). Evans, who had been "doing much work for the College," (5) resigned as minister of the Arkadelphia Methodist Church to devote his full time to conducting the fund-raising campaign for Henderson-Brown. He had mapped a plan to complete the drive; but on May 23, 1917, Evans died in Arkadelphia "after an illness of only three days" (13, p. 23). By May, 1917, Evans had secured pledges of $10,000 to apply on the indebtedness (13).

After the death of A. O. Evans, J. M. Workman had charge of the financial campaign until another leader could assume the duties. About this time Workman was assisting James E. Congdon, pastor of the Presbyterian Church, Benton, Arkansas, in organizing a Red Cross Chapter in Arkadelphia. Workman asked Congdon to assist him in a local campaign to raise funds for Henderson-Brown (13). In three days Workman and Congdon raised over $35,000 in Arkadelphia (1). But the College needed $110,000 in order to live as a Methodist school.
Therefore, during its session in December, 1917, the Little Rock Conference again approved unanimously a continuation of the campaign to raise $75,000 outside the city of Arkadelphia, since Arkadelphians had already subscribed over $35,000 toward the payment of the debts of Henderson-Brown (25). The Conference also approved the appointment of T. D. Scott, J. A. Parker, and R. W. Huie, Jr., chairman, as a Campaign Committee to seek subscriptions in the amount of $75,000 (30).

Huie, an Arkadelphia lawyer, arranged for an absence of ninety days from his office; Huie and Workman petitioned the officers of the Presbyterian Church, Benton, to permit their pastor, James E. Congdon, to assist Huie and the Campaign Committee in the ninety-day drive for funds (13). The Presbyterian Church in Benton agreed to release Congdon from his duties as their minister for three months and to pay his salary during the time (27). The Committee directed the Campaign throughout the Little Rock Conference, exclusive of Arkadelphia. In February, 1918, Huie reported that a substantial part of the $75,000 fund was already subscribed (26).

Events had reached a crucial stage in the life of the College. Creditors had filed suit against the College and had set April 4, 1918, as the last date for payment. Unless subscriptions in the amount of $110,000 were in hand by that date, the property would be sold by the Clark County sheriff for the mortgage of $56,000, leaving $64,000 unpaid which
would become a debt against the Church (23). These events were occurring in Arkansas while World War I was reaching its height in Europe.

Yet, if the sum of $75,000 materialized by the deadline of April 4, 1918, the Committee knew that some strategic moves were necessary. In the March 27, 1918, Sunday edition of the Arkansas Gazette, the Committee placed a full-page advertisement appealing to the State of Arkansas to save the College by raising $30,000 in five days. On April 1, the Committee reported that total pledges of $125,761 had been subscribed (27) and the College saved. Once more Henderson-Brown had promises of a sum sufficient to pay its creditors. For services rendered the College, the Trustees conferred the honorary degree of Doctor of Divinity upon James E. Congdon (6).

In December, 1918, the Little Rock Annual Conference appointed R. W. Huie, Jr., to continue as campaign manager to liquidate the debt on Henderson-Brown College (31). At the annual meeting of the Board of Trustees on April 1, 1919, Huie stated that $103,000 of the subscriptions pledged the year before had been paid in cash, with "something over the sum of $17,000 in subscriptions yet uncollected" (24, p. 5).

The College was paying its operational expenses for the 1918-19 year; but the College also needed "besides endowment, an athletic field, boys' dormitory, more room for the music department and more class rooms" (24, p. 5). The Trustees
were "confident that the many friends of this college will meet the needs in the near future" (24, p. 5).

After Henderson-Brown had achieved Conference recognition in 1909-10 to receive an annual assessment from the Conference as well as Hendrix and Galloway, from 1916 to 1920 the College gained equal assessments with the other two Methodist Colleges in Arkansas. In 1916, all three Colleges had assessments from the Little Rock Conference of $1,500 each (28); in 1917 and 1918, $2,000 (29, 30); in 1919, $3,000 (31); and in 1920, $4,000 (32). Whatever the assessment in any one year, however, the Conference disbursed to the Colleges on an equal basis those funds collected for education. For example, in 1917, though the assessment was $2,000, each College received $1,460 (30); and in 1919, when the assessment was $3,000, each received $2,197 (32). In general, as Henderson-Brown officials worked with the Conference during the War years, they established a closer connection with the Little Rock Annual Conference.

As a result of this closer relationship, the College revived the offer of joint ownership of Henderson-Brown by the Little Rock and the North Arkansas Conferences. Upon the merger of the Arkansas and the White River Conferences in 1914 to form the North Arkansas Conference, Arkansas Methodism now had two Conferences instead of three.

On November 28, 1919, the Camden District, Little Rock Conference, petitioned the Conference to offer the North
Arkansas Conference joint ownership in Henderson-Brown College (32), as the Little Rock Conference was joint owner of Hendrix College and Galloway College with the North Arkansas Conference. The Little Rock Conference adopted the proposal and appointed the Presiding Elders as a Commission to offer the joint ownership to the North Arkansas Conference (32).

At its annual meeting on November 17, 1920, the Little Rock Conference adopted a resolution stating that should the North Arkansas Conference accept its proposition that each of the Conferences elect seven trustees and that the present Board of Trustees be authorized to make a transfer of the College to the new Board (33). On November 27, 1920, the North Arkansas Conference adopted the resolution to accept one-half interest in Henderson-Brown College on the conditions outlined by the Little Rock Conference:

1. That the two Conferences elect an equal number to the Board of Trustees with the Alumni Association of Henderson-Brown electing one additional member;
2. That all indebtedness on the College at that time be assumed by the Little Rock Conference;
3. And that Henderson-Brown sustain the same relation to each Conference as then existed with Hendrix College and Galloway College. (34, p. 20).

On March 1, 1921, the Trustees completed the transfer so that the two Arkansas Methodist Conferences were joint owners of Henderson-Brown College. And on June 20, 1921, the State Board of Education approved the application for an amendment to the charter of Henderson-Brown College (36).
At the end of the World War I period, Henderson-Brown College was in a precarious situation as an educational institution because of its insecure financial base. It still had no endowment fund. The College had weathered the crises of the past six years, or since the fire of 1914; but again the College had only a momentary respite from its financial troubles. In 1921, with the proper transactions effected for joint ownership with the North Arkansas Conference, the College assumed that some of its financial troubles may be solved for the future, since the Trustees would have the entire State as territory to canvass for funds and support. But at the same time Hendrix and Galloway also faced problems in their finances and the establishment of endowment funds. The Methodists in Arkansas were trying to maintain three standard colleges of the same type on limited resources, a fact that caused the Methodists to make some adjustments in the next decade.

In 1921, then, forever hopeful, the Trustees entered the last nine years in the existence of the College as a Methodist institution just as optimistic as had been the founders of the Arkadelphia Methodist College in 1890. Chapter V follows the development of Henderson-Brown College during its last nine years, from 1921 to 1929.


3. Clark County, Arkansas, Deed Record, Book 79.


5. First Methodist Church, Board of Stewards, "Minutes," Arkadelphia, Arkansas.


30. Minutes of the Little Rock Annual Conference, Methodist Episcopal Church, South, Sixty-Fourth Session, Arkadelphia, Arkansas, December 5-9, 1917.
31. Minutes of the Little Rock Annual Conference, Methodist Episcopal Church, South, Sixty-Fifth Session, Hot Springs, Arkansas, December 4-6, 1918.
32. Minutes of the Little Rock Annual Conference, Methodist Episcopal Church, South, Sixty-Sixth Session, Hope, Arkansas, November 26-30, 1919.
33. Minutes of the Little Rock Annual Conference, Methodist Episcopal Church, South, Sixty-Seven Session, Camden, Arkansas, November 17, 1920.
34. Minutes of the North Arkansas Conference, Methodist Episcopal Church, South, Seventh Session, Rogers, Arkansas, November 24-28, 1920.

CHAPTER V

THE DEMISE OF THE METHODIST COLLEGE, 1921-1929

The hope engendered in 1921 by the joint ownership of Henderson-Brown College by the two Methodist Conferences in Arkansas was short-lived; the post-War era brought problems not envisioned in 1921. In the period from 1921 to 1929, the College, submerged by problem after problem, finally bowed to circumstances beyond its power to solve and ceased as a Methodist institution. Henderson-Brown merged with Hendrix as Hendrix-Henderson in 1929 and upon action by the Arkansas Legislature became Henderson State Teachers College.

From 1921 to 1929 the College struggled for survival but this time met its demise as a Methodist-sponsored institution of higher education, as Chapter V relates.

The Administration

Henderson-Brown had three changes in administration in its last nine years. James Mims Workman served until June, 1926; Clifford Lee Hornaday, from 1926 to 1928; and James Warthen Workman, from 1928 to 1929, the last year of the existence of Henderson-Brown College.

J. M. Workman, who had come to the College as President in June, 1915, tendered his resignation to the Trustees on January 9, 1926 (13), citing as reasons his desire to return
to the ministry and his wish to be relieved of the "heavy duties as head of the college" (24). Through financial and enrollment campaigns, through World War I years and after, Workman with the help of others had saved the College from the auction block. He had also seen the enrollment of the College division increase from 72 in 1915-16 to 248 in 1925-26. In 1926 he saw the largest graduating class, with 43 members, in the history of the College. He saw the College achieve an endowment fund of $200,000 (24), whereas in 1915-16 the College had no endowment. Workman had served the College eleven years as President; and the Trustees reluctantly honored his request to resign (24), formally accepting his resignation on May 21, 1926 (13). He assisted the Trustees in locating a new President, Clifford Lee Hornaday of North Carolina.

Clifford Lee Hornaday took charge of the College as President on July 1, 1926. He came from Davenport College, Lenoir, North Carolina, where he had been President for the past four years. For the twenty years previous he had been "connected with Trinity College" (59, p. 3) in North Carolina, where he had earned the Master of Arts Degree. He had done some work on the doctorate at Columbia University. Hornaday, the Trustees felt, was the type of college administrator who could "continue the successful work begun by Dr. Workman" (59, p. 3). In his two years at Henderson-Brown, Hornaday won the "respect and friendship of Arkansas people"
(61, p. 1) and directed the College under most trying circum-
stances. Like the other Presidents of the College, he had
to cope not only with finances but also the threat of the
College's becoming a junior college or merging with Hendrix;
in addition, like Crowell, he saw a major building of the Col-
lege, Goodloe Hall, the men's dormitory, destroyed by fire on
February 17, 1928. Hornaday, however, met "all of these con-
ditions with courage" (61, p. 1). But he resigned as Presi-
dent of Henderson-Brown in June, 1928, effective on July 1,
1928 (13).

The last President of Henderson-Brown was James Warthen
Workman, a son of former President James Mims Workman. James
Warthen Workman had received the Bachelor of Arts degree in
the Henderson-Brown Class of 1919, and the Master of Arts and
the Bachelor of Divinity from Yale University. He had served
as student pastor at Fayetteville, Arkansas, and Norman, Okla-
homa, and as superintendent of the Western Methodist Assembly
previous to his coming to Henderson-Brown as President in
1928. Thirty years old, James W. Workman was "mature in
thinking and judgment . . . Active and vigorous, he will
be a force in the College and also in the field" (61, p. 1). Dur-
ing his one year in office, Workman saw the forces for the
unification of Methodist institutions of higher education in
Arkansas effect the consolidation of Henderson-Brown and Hen-
drix into one senior college at Conway, Hendrix-Henderson.
He spent most of the year exploring ways to solve the problem
and accepted the final solution to the problem as the most feasible choice (66).

The Faculty

As the administration made changes, so did the faculty also make changes. In 1921-22 the teaching faculty numbered twenty-three: twelve in the Literary Department; three, Academy; and eight, Fine Arts (14). In 1928-29 the faculty included twenty-one: twelve in the Literary Department, one coach, one librarian, and seven in the Fine Arts (21). By 1928-29 the College had deleted the courses in business, home economics, and art; it had discontinued the Academy but had assigned teachers in the Academy to other duties in the College. Of the twenty-three teaching in 1921-22, nine were still on the staff in 1928-29 (14, 21).

The faculty was making improvement in the number of degrees earned. In 1921-22 the faculty had earned the following as their highest degrees: seven, B. A.; two, B. M.; four, M. A.; and one, M. D. (14). In 1928-29 the faculty had improved in highest degrees earned so that four had the B. A.; three, the B. M.; one, LL. B.; seven, M. A.; one, M. D.; and one, Ph. D. (21). Three with the B. A. in 1921-22 had earned the M. A. by 1928-29.

Again, as in previous years, information on faculty salaries is sketchy and incomplete. In 1921-22 the faculty in the Literary Department received salaries ranging from $675
to $1800, including room and board for some. The director of
the Conservatory received a salary of $2,200. In addition to
a residence provided by the College, the President received
$3,600 in 1921, $4,200 in 1926, and $4,200 in 1928 (13).

In his report, George F. Zook deplored the low salaries
and heavy schedules of faculty in Arkansas colleges. He rated
salaries, with no figures cited, as Good at Hendrix and the
University of Arkansas; Fair at Galloway and Ouachita; and
Poor at Henderson-Brown. He reported 18 classroom hours per
instructor at Henderson-Brown, the highest in the State; 16,
Galloway; 14.5, Hendrix; 13.5, Ouachita; 13, University of
Arkansas. Zook concluded that the colleges were getting a
higher standard of service from faculty than they deserved
because of the low salaries and the heavy schedules (67).

In 1929 the Board assisted the faculty in making plans
for the next year. On April 26, 1929, a Committee to con-
clude transactions for the transfer of the College to the
State voted to notify faculty that their contracts termi-
nated on June 3, 1929, and to request "all teachers and em-
ployees to file application with the President for employment
in Henderson Teachers or consolidated school and this Board
assist in getting jobs for them" (13). The faculty complied
with the request, for the new State administration hired sev-
enteen faculty members from the Henderson-Brown staff to form
the nucleus of the State Teachers College faculty (43).
The Students

In spite of the unrest as to the fate of the College during the 1920's, students still came to Henderson-Brown. As recorded in Table XV, students enrolled in the greatest number in the Collegiate Department in the year 1923-24, with a total of 276. For the first time in the history of the College, the average enrollment for the nine-year period reached 210. Students established a trend in enrollment, the Freshmen accounting for the greatest number, 808, followed in turn by the Sophomores with 511, the Juniors with 295, and the Seniors with 274 for a total of 1,888.

TABLE XV

ENROLLMENT BY CLASSES AT HENDERSON-BROWN COLLEGE
FOR THE YEARS 1921-1929*

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920-21</td>
<td>70</td>
<td>35</td>
<td>15</td>
<td>11</td>
<td>140</td>
</tr>
<tr>
<td>1921-22</td>
<td>101</td>
<td>59</td>
<td>27</td>
<td>19</td>
<td>206</td>
</tr>
<tr>
<td>1922-23</td>
<td>119</td>
<td>60</td>
<td>48</td>
<td>19</td>
<td>246</td>
</tr>
<tr>
<td>1923-24</td>
<td>133</td>
<td>63</td>
<td>39</td>
<td>41</td>
<td>276</td>
</tr>
<tr>
<td>1924-25</td>
<td>61</td>
<td>78</td>
<td>29</td>
<td>37</td>
<td>205</td>
</tr>
<tr>
<td>1925-26</td>
<td>105</td>
<td>54</td>
<td>41</td>
<td>43</td>
<td>243</td>
</tr>
<tr>
<td>1926-27</td>
<td>72</td>
<td>66</td>
<td>32</td>
<td>46</td>
<td>216</td>
</tr>
<tr>
<td>1927-28</td>
<td>84</td>
<td>58</td>
<td>30</td>
<td>31</td>
<td>203</td>
</tr>
<tr>
<td>1928-29</td>
<td>54</td>
<td>38</td>
<td>34</td>
<td>27</td>
<td>153</td>
</tr>
<tr>
<td>Total</td>
<td>808</td>
<td>511</td>
<td>295</td>
<td>274</td>
<td>1,888</td>
</tr>
</tbody>
</table>

*Sources: Henderson-Brown College, Bulletin, 1921-1928 (14, 15, 16, 17, 18, 19, 20, 21); The Star, 1929 (37).
In 1928-29, as in 1890-91, students from southwestern Arkansas predominated in the enrollment. Students from Arkadelphia led the enrollment, a custom established in 1890. In 1927-28 twenty-one students came from seven states besides Arkansas. Seven came from Oklahoma; four, Missouri; three, Tennessee; three, Texas; two, Louisiana; one, Florida; and one, New Jersey (21).

In their expenses each term, students paid tuition fees of $33.35 for each of the three terms in 1928-29, only thirty-five cents more than the $33.00 fee for each term in 1921-22. In 1928-29 they paid annual fees as follows: matriculation, $10; library, $5; lyceum, $3; medical, $12; physical culture, $10, which admitted the student to all games except the game with Ouachita on Thanksgiving (21). In 1928-29 girls in the dormitory paid $95 a term for board, including room, light, heat, and laundry, an increase of $5 a term from the cost of $90 in 1921-22. Boys paid $90 a term, a $6.65 increase over the $83.35 cost in 1921-22 (14, 21). In general, students paid about the same fees in 1928-29 as they had in 1921-22.

Students unable to pay all of their expenses could obtain part-time jobs at the College by working in the dining hall, the kitchen, or the dairy; by doing construction work at the College or in town; by clerking in stores; by cutting lawns; and by preaching in Methodist Churches in the area (42). At "The School with a Heart In It," some were also eligible to borrow from the E. O. Hamon Memorial Loan Fund,
established on April 14, 1922, with an initial gift of $5,000 by W. N. Hamon of Morrilton, Arkansas, and later increased to $20,000. Life Service students, those preparing to devote their lives to the Methodist Church in definite Christian work, received preference for the loans, which ranged from $200 for one year to $600 for four years. By March 1, 1927, forty-seven boys and thirty-eight girls received aid from the Hamon Loan Fund (13).

In 1922-23, since the College believed in close supervision of its students, the College advocated these practices for girls and their clothing:

1. Girls should wear dresses of sheer white wash material for all evening functions.
2. They should not wear sleeveless evening dresses with extremely low necks.
3. They should wear separate skirts and blouses and simple one-piece dresses for school.
4. They should not wear Georgette blouses to school.
5. They should wear low-heeled shoes for walking and school (15, p. 117).

In 1925-26 the College dropped the requirement for a uniform; but it appended the following note to the above rules in the Bulletin: "Girls will not be allowed to wear dresses which do not reach 5 inches below the knee" (18, p. 81).

In general regulations for 1924-25, the College adopted eight rules to govern a student's absences from class:

1. When a student is absent from class, he shall be reported to the Dean or Absentee Committee.
2. A student shall have all absences considered as excused or unexcused, with excused absences counting one-half absence and unexcused absences counting as one absence; a student tardy to class shall suffer a one-half absence penalty.
3. A student shall be graded zero for an unexcused absence.

4. A student who has four unexcused absences in any subject during a term will receive a daily grade not exceeding 75. A student with six unexcused absences in any subject during a term shall be dropped from the course.

5. A student who has a total of ten absences in any subject during a term shall be dropped from that subject.

6. A student with unexcused absences before or after any holiday or beginning of a new term shall receive a count of two for each unexcused absence.

7. A student must make up all absences to the satisfaction of the department concerned.

8. A student must submit an excuse for absence to the proper authority within two days after his return from such absence; otherwise he shall have such absences counted as unexcused (17, p. 69).

And the next year, 1925-26, students saw another rule added to the previous eight: "No student shall remain in the College without a minimum of thirteen hours of work, unless special permission be granted by the faculty" (18, p. 77).

For extra-curricular activities and organizations, students from 1921 to 1929 had practically the same choices as those of other years: the four Literary Societies, YMCA, YWCA, Lyceum programs, and revivals. In 1928, however, students had one new organization, the Arkansas Alpha Chapter of Pi Kappa Delta, a national forensic fraternity. But in general, students at Henderson-Brown had much the same life and choice of activities as had their predecessors in the formative Methodist years.

Students came to Henderson-Brown; some stayed; and some graduated. Students who earned degrees had increased in
number, as Table XVI specifies. The number steadily increased each year after 1921 so that 1927 with 50 in the graduating class was the stellar year in the history of the College. But

**TABLE XVI**

**ACADEMIC DEGREES EARNED AT HENDERSON-BROWN COLLEGE, 1921-1929**

<table>
<thead>
<tr>
<th>Year</th>
<th>B.A.</th>
<th>B.S.</th>
<th>B.M.</th>
<th>B.O.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1921</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>1922</td>
<td>13</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>1923</td>
<td>15</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>1924</td>
<td>26</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>1925</td>
<td>34</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>48</td>
</tr>
<tr>
<td>1926</td>
<td>35</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>1927</td>
<td>34</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td>1928</td>
<td>21</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td>1929</td>
<td>23</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>31</td>
<td>33</td>
<td>27</td>
<td>301</td>
</tr>
</tbody>
</table>


after the peak year the number in each class declined. The two new degrees offered during this period, the B. M. and the B. O., proved fairly popular with students; yet the B. A. was still the most popular degree at the College.

Adding 301 names to their roster, the Alumni Association in 1929 could list a total of 570 of those who had earned academic degrees at the College. In its thirty-nine years, the College had averaged awarding fourteen degrees a year.
Students came to Henderson-Brown throughout the unsettled last terms. And when the Legislature passed the bill to accept the College property for the establishment of a State Teachers College, the editor of The Oracle expressed his reaction to the situation:

That Henderson-Brown will live forever to keep on filling the need that it has filled so long is the consensus of opinion of the Arkansas Legislature.

No more will the least breath of some ecclesiastical dictator serve to mar the smooth surface of Henderson's tranquility. No more will the dogs of war sound their war cry to heaven voicing an utterance of selfishness, power, greed.

It is over! The last three months, the last three years have been one continuous travail for the lovers of Henderson, but now it is over, the Governor has signed on the dotted line, Henderson is no longer an inmate of the Methodist orphanage, but the daughter of the State (29).

From this reaction, students seemed ready to support their College under State auspices.

The Curriculum

Henderson-Brown gradually modified some aspects of its curriculum and related activities during the last nine years of its sponsorship by the Methodist Church. The College made changes in titles of courses; it deleted some courses and added others; it offered three additional degrees; and it adopted the term hour as its standard unit of credit.

In regard to titles of courses, the College changed the term expression to dramatic art (20), as it had changed the term elocution to expression in 1907. After printing this
note in the *Bulletin* for three years, "Courses in Greek will be offered if a sufficient number of students desire it" (14, p. 65), the College deleted even that note in its *Bulletin* for 1923-1924. But the College continued to offer courses in Latin throughout its Methodist years. The College also dropped the two courses in German in 1928-29 but continued to offer French and Spanish (21). The College offered a course in surveying for the year 1922-23 (15) but dropped the course the next year.

The College announced the opening of its first Education and Psychology Department in 1923-24. The College decided on this move for several reasons. Most of the graduates of the College began teaching in the public schools of Arkansas during their first year after graduation (25). The only State Normal School was in Conway, over 100 miles from Arkadelphia. The State Department of Education was requiring teachers in the State's public high schools to be graduates of a standard college. To determine which of the colleges in the State were standard, the State Department requested a study by the United States Bureau of Education. Previous to the study by George F. Zook of the Bureau, the presidents of the colleges in the State agreed on seventeen criteria whereby senior colleges could be judged as standard. After the meeting of the presidents in Little Rock on May 5, 1920, Zook conducted his survey of the institutions in the State during 1920-21. And in his report Zook specified that the colleges needed to add
courses in Education; he excluded the University of Arkansas and the State Normal School from this list. Zook stated in his report that

Teaching is a profession which ought to be dignified not only by generous increases in salary, but by a higher degree of professional preparation. The colleges of Arkansas may therefore well consider not only the outlining of better programs or subject-matter preparation for the several fields of high-school teaching, but also the establishment of an adequate and reasonable number of courses in teacher training (67, p. 10).

Thus, spurred by more than one reason, Henderson-Brown added a Department of Education and Psychology in 1923-24. In Education, the College offered four courses: Introductory Course, History of Education, Methods of Management, and School Administration and Supervision. In Psychology, the College offered two courses, Introduction to Psychology and Educational Psychology (16).

In recognition of the fact that most of its graduates became teachers, in 1923-24 Henderson-Brown began introducing methods courses into its curriculum in the teaching of specific subjects. In 1923-24 the College commenced with a methods course in The Teaching of High School Latin (16). From this point of beginning, the College added The Teaching of Spanish in 1924-25 (17); The Teaching of Algebra and Geometry, The Teaching of English in the Secondary School, and The Teaching of French, 1925-26 (18); and The Teaching of History in the Secondary Schools, 1926-27 (19).
In 1925-26 the College first offered Practice Teaching, "a laboratory course involving lesson planning, teaching under supervision, and frequent conferences (18, p. 46). The College opened the course to advanced students and suggested that "all seniors who expect to teach should see the head of this department and arrange for this work" (18, p. 46). Students took Practice Teaching for one term of twelve weeks, earning five term hours upon successful completion of the course.

Besides the courses in methods of teaching, in 1926-27 the College expanded its Department of Education and Psychology to include these additional courses: The Mind at Work, or How to Use Your Mind Effectively; Methods of Teaching in High Schools; Principles of Secondary Education; Educational Tests and Measurements; Foundation of Method and Philosophy of Education. The College offered two additional courses in Psychology, Child Psychology and Social Psychology (19).

With the year 1926-27, the College announced that the Department of Education and Psychology was "committed to the definite professional preparation of teachers" (19, p. 42). Henderson-Brown students who completed two years of college work with eighteen term hours in education could qualify for a three-year temporary teacher's certificate. Henderson-Brown graduates who earned the B. A. or the B. S. degree and had twenty-seven term hours in Education, exclusive of the course Introduction to Psychology, could qualify for a six-year professional certificate granted by the State Department
of Education. Graduates qualifying for the professional certificate could teach in A-grade high schools and schools that were members of the North Central Association of Colleges and Secondary Schools (19).

In 1928 the College decided to emphasize its teacher-training program and its Fine Arts Department but decided further that if a Joint Board of Trustees had charge of all three Methodist Colleges in Arkansas to have its charter amended in such a way that its Liberal Arts Department would keep its current standing (13).

During this period Henderson-Brown added three new degrees--Bachelor of Science in Home Economics, Bachelor of Music, and Bachelor of Oratory--to those already offered, Bachelor of Arts and Bachelor of Science. In 1922-23, the College outlined requirements leading to the degree BSHE (15) but in 1923-24 dropped both the Department of Home Economics and the Department of Art. The College had discontinued the Business Department in 1921 (13). In 1921-22 the College instituted the Bachelor of Music degree requiring 36 units (14), converted to term hours in 1923-24 (16). For students majoring in piano or violin and entering with 15 units now required of all Freshmen, the College specified the requirements as listed in Table XVII for the degree of Bachelor of Music. As indicated in the Table, the College expected its graduates in the Conservatory of Fine Arts to specialize
TABLE XVII

REQUIREMENTS FOR THE BACHELOR OF MUSIC DEGREE
AT HENDERSON-BROWN COLLEGE, 1928*

<table>
<thead>
<tr>
<th>Courses</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Subject</td>
<td>60</td>
</tr>
<tr>
<td>Minor Subject</td>
<td>20</td>
</tr>
<tr>
<td>Harmony</td>
<td>25</td>
</tr>
<tr>
<td>History of Music</td>
<td>5</td>
</tr>
<tr>
<td>Analysis</td>
<td>5</td>
</tr>
<tr>
<td>Sight Singing</td>
<td>3</td>
</tr>
<tr>
<td>Appreciation</td>
<td>2</td>
</tr>
<tr>
<td>Counterpoint</td>
<td>5</td>
</tr>
<tr>
<td>Normal Course</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>20</td>
</tr>
<tr>
<td>History</td>
<td>10</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
</tr>
<tr>
<td>Ear Training</td>
<td>5</td>
</tr>
<tr>
<td>Bible</td>
<td>9</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>189</strong></td>
</tr>
</tbody>
</table>


in one area of music but also to have some acquaintance with knowledge outside the strict realm of music, such as English, history, psychology, and education. The College required its seniors in the Conservatory to have actual experience in teaching through its course in normal training. The Conservatory required its students to give a "complete recital without notes, this program to consist of a complete sonata, a classic group, a romantic group, a modern group, and at least one movement of a concerto" (21, p. 60).

Besides the degree Bachelor of Music, Henderson-Brown offered the degree Bachelor of Oratory, which appeared first
as a degree in Expression in 1921 (14) but formally became Bachelor of Oratory in 1922 (15). In 1928 the College outlined the requirements for the B. O. degree as presented in Table XVIII. Again, as in the program for the degree B. M.,

TABLE XVIII  
REQUIREMENTS FOR THE BACHELOR OF ORATORY DEGREE  
AT HENDERSON-BROWN COLLEGE, 1928*  

<table>
<thead>
<tr>
<th>Courses</th>
<th>Term Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatic Art Course</td>
<td>60</td>
</tr>
<tr>
<td>Stage Art</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>40</td>
</tr>
<tr>
<td>History</td>
<td>10</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>20</td>
</tr>
<tr>
<td>Bible</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>189</strong></td>
</tr>
</tbody>
</table>


the College required courses in English, history, psychology, and education. However, the College allowed the major in Dramatic Art thirty hours in electives as compared to five for the major in music. In addition to the requirements for the degree B. O. listed in Table XVIII, the College specified that the student must present "a public recital during the Senior year" (21, p. 70).

As its "unit of reckoning" (15, p. 49) Henderson-Brown adopted the term hour to replace the former system of term
credits. The College defined the term hour as "one recitation of sixty minutes duration a week for a term of 12 weeks" (16, p. 49) and defined each course as five hours of lecture and recitation each week. Under the term-hour system adopted in 1923, the College required 189 hours for graduation, still the equivalent of the 39 term credits formerly necessary for graduation. To align its specifications for graduation in any bachelor's degree with those of the Board of Education, Methodist Episcopal Church, South, the College required 180 term hours, the equivalent of the 60 year-hours stipulated by the Board of Education. In addition to the 180 hours for a degree, Henderson-Brown required the student to complete 9 term hours of Bible for a total of 189 for graduation (16).

At this time, too, the College adopted a schedule of quality credits awarded to students for grades earned in their course work. The College allowed quality credits on courses completed with a grade of 80 or above and set 189 quality credits as the minimum number that students could present for graduation, based on the following schedule:

- 80 to 84 inclusive—1 quality credit for each term-hour of the course
- 85 to 89 inclusive—2 quality credits for each term-hour of the course
- 90 to 94 inclusive—3 quality credits for each term-hour of the course
- 95 to 100 inclusive—4 quality credits for each term-hour of the course (16, pp. 49-50).

Upon the introduction of this system of quality credits in 1923, Henderson-Brown designated its honor graduates on
The basis of the number of quality credits earned during their college career. The College awarded the degree **Cum Laude** to those earning a total of 500 quality credits; **Magna Cum Laude** to those earning 600; and **Summa Cum Laude** to those earning 680. The College based its honor awards on this schedule, including its last graduation exercise in May, 1929 (21).

Besides the three regular terms, the College conducted a summer session for several years during the 1920's (13).

All in all, the College did what it could to modify its curriculum to save the institution; but the College could not overcome its opposing forces to continue as Henderson-Brown.

**The Academy**

In his study of the colleges in Arkansas in 1921, George Zook had recommended that the higher institutions should effectively separate their preparatory departments from the organization, faculty, students, and buildings of the colleges themselves, or they should cease to give junior and senior work and "attempt to build up an effective coordinated course of study through the four years of high school and the first two years of college" (67, p. 9). Zook further observed:

All our educational experience demonstrates that a good four-year college can not be conducted in close conjunction with a preparatory school as large as or larger than the college itself, or by college officials who fear for the existence of the institution if they let go of the preparatory work (67, p. 9).
Moreover, the college presidents in establishing criteria for standardizing the higher institutions of Arkansas affirmed that a senior college may "not maintain a preparatory school as part of its college organization" (67, p. 17). Yet they added that in case a preparatory school were maintained "under the college charter, it must be kept rigidly distinct and separate from the college in students and faculty" (67, p. 17).

But Henderson-Brown had held on to its Academy with a notable persistence. Crowell had separated the faculties in 1913, but the College retained the Academy until forced to close it. The Trustees voted at their March 3, 1925, meeting to discontinue the Academy (13) that had been a part of the institution since its establishment in 1890. According to the Trustees, the College "badly needed for college classes" (38, p. 1) the space used by the Academy. And for the first year in the history of the school, Henderson-Brown opened without its Academy in September, 1925 (41, p. 9).

Even before its closing, the Academy was dying year by year. Enrollment had dropped below 100 in 1920-21. And total enrollment for the last years had decreased as follows: 92, 1920-21 (14); 74, 1921-22 (15); 58, 1922-23 (16); 48, 1923-24 (17); and 51, 1924-25 (18).

With the Academy discontinued, Henderson-Brown could direct its resources to the improvement of its Collegiate Department.
Athletics and Physical Culture

In Athletics and Physical Culture the College sponsored in 1928 the same program that had been in effect for several years at the institution. For young men the College offered football, basketball, baseball, tennis, field work, and cross country running. For young ladies the College offered gymnasium, basketball, tennis, and walking. The College made the program compulsory, as it had in the past, and assigned students to activities which they were expected to attend regularly. The College hoped "to develop the student to the greatest possible physical efficiency and to encourage such habits as will lead to health and physical comfort in after life" (21, p. 73). The College further believed that

The value of regular and systematic physical training as a stimulus and necessary accompaniment to mental development has made the Physical Culture Department an indispensable part of the modern college (21, p. 73).

As in 1890 the College in 1929 still emphasized the value of physical activity to the student.

Unlike 1890, however, the College emphasized football; for football definitely became the predominant sport at Henderson-Brown from 1921 to 1929. The College sponsored other sports; but the College fostered football as its chief sport, especially for intercollegiate competition.

Upon the return of James R. Haygood in 1920 to Henderson-Brown as football coach, the College anticipated winning the State Championship once more. From 1921 through 1924 Haygood
and the Reddies compiled won-lost-tie records such as these: 3-3-1, in 1921 (30); 2-7-0, in 1922 (31); 3-5-1, in 1923 (32); and 3-4-1, in 1924 (33). But at least the College suffered no more 128-0 defeats to Hendrix or any other college. When Haygood's five-year contract expired in 1925, the Trustees reelected Haygood for one year at a salary of $3,500. Haygood resigned on June 18, 1925, and the Trustees elected John Howell Rowland to succeed Haygood as athletic director (13).

The Reddies coached by Rowland during the last four years of Henderson-Brown compiled these records: 4-5-1, in 1925 (34); 5-3, in 1926 (35); 8-0-1, in 1927 (36); and 7-0-1, in 1928 (37). The Reddies won the State Championship in 1928; they played six Arkansas college teams and two out-of-state teams, Eastern Oklahoma Normal and Texarkana Junior College (37). No longer did the Reddies play the University of Arkansas and Vanderbilt University.

As for the other organized sports for men, Henderson-Brown sponsored basketball, baseball, and track in intercollegiate competition. These failed to attract the student and the townsman as spectator sports as football had done. For instance, in 1921, a representative year for a season's record, the Reddies' basketball team had a 7-6 record; of the thirteen games on the schedule, the Reddies played five with Ouachita, winning four of the five (30). In baseball, with 1925 as a representative year, the Reddies had a 7-7 season (34). As spectator sports, these fell behind football.
The Library

As a result of Zook's study, the College tried to improve its Library. Zook had reported that "aside from scientific equipment, the thing most lacking in Arkansas colleges is library facilities" (67, p. 11). Zook further noted that

Not a single higher institution in Arkansas has a separate library building. One possesses no library at all. In all the others the library is housed in the main college buildings, usually in a single room. The number of books, except at the university, is extremely small, and often they are uncatalogued and poorly selected. Old magazines are seldom bound and are therefore not available for the use of students or faculty. Good college work is practically impossible unless adequate library facilities are at hand (67, p. 11).

From these observations, Henderson-Brown made a few improvements in its Library. In 1921 the College classified and catalogued its 5,000 volumes according to the Dewey Decimal System (15). Since the college presidents had specified that a standard senior college must have a library of at least 5,000 volumes, Henderson-Brown fulfilled this item of standardization. In 1925, with 7,000 volumes in the Library, the College announced that the Library met the standards of the Board of Education, Methodist Episcopal Church, South (41). In 1928 the Library had increased its holdings to over 8,000 volumes. The Library selected its periodicals from the list in the Reader's Guide to Periodical Literature and preserved most of the issues in bound volumes (21).

In 1929 the Library was still housed in the main building, but it did have a trained librarian in charge (20).
Buildings

Henderson-Brown effected two changes in its physical plant during its last nine years, one change involving the President's home and the other Key Hall. In June, 1922, at a cost of $4,000 the College acquired property with a two-story frame house for the President and his family, this property located on the southeast corner of the campus. The College converted the house on the northwest corner of the campus, formerly occupied by the President and his family, to a dormitory for the girls in the Henderson-Brown Academy (13). The College appointed "an experienced house mother who was prepared to meet the particular needs of high school girls" (16, p. 29) to have charge of the girls. In 1924 the College erected a three-story addition of eleven rooms to Key Hall to make "it a complete and thoroughly equipped conservatory hall" (18, p. 15).

But the College lost another building by fire. On February 17, 1928, about 8 p.m., while most of the students were attending a basketball game, Henderson-Brown suffered another calamity when Goodloe Hall, the men's dormitory, burned, apparently catching fire from the flames of an overheated gas stove (26). The College carried $20,000 insurance on Goodloe Hall. President Hornaday, J. J. Galloway, financial agent for the College, and the local Trustees met that night and "resolved immediately to prepare for the building of a bigger and better dormitory" (10, p. 9). Because of the unsettled
conditions regarding the disposition of Arkansas Methodist Colleges, Henderson-Brown did not rebuild the dormitory. With Goodloe Hall destroyed, the College suffered a further material loss in its property valuation, lessening its chance of securing the four-year College proposed in the unification plan.

Finances and the Conferences

After World War I, Hendrix, Galloway, and Henderson-Brown labored to carry on their educational programs under serious financial disadvantages. All three Colleges needed "larger endowments and enlarged equipment" (52, p. 52). In 1923 Henderson-Brown received approval by the Conferences to conduct an endowment campaign in 1924 for $300,000 (51), the sum specified by the Board of Education, Methodist Episcopal Church, South, that Henderson-Brown must obtain to secure a standard Class A rating in the Methodist College system (22).

In 1924 the Little Rock Conference set aside Sunday, December 7, to be observed as a day "for prayer and giving the information to our people on the school's pressing need" (52, p. 53) of $400,000, including $300,000 for endowment and $100,000 for buildings. The North Arkansas Conference cooperated with the Little Rock Conference in designating the week of December 7-14, 1924, as the "intensive period for presenting the interests of the College to the churches" (40, p. 2). J. W. Trieschmann of Little Rock, leader of the endowment campaign who had subscribed $10,000 to the fund
and also a Trustee on the Board of Henderson-Brown College, commented in November, 1924:

It is going to be hard work, but we are going to succeed. The failure of Henderson-Brown to reach its goal of $400,000 for endowment and new buildings would not only be the death stroke of the college, but it would be a sad blow to Christian Education all over the State. We are expecting to have a minimum subscription of $400,000 by December 15 (40, p. 2).

However, Trieschmann was too optimistic; in January, 1926, over a year later, J. J. Galloway, financial secretary of the College, reported a total of $235,000 in cash and subscriptions (23), $165,000 short of the $400,000 goal. In March, 1927, Galloway announced a total endowment of $343,300 (13), over $156,000 short of the $500,000 minimum necessary for accreditation by the North Central Association of Colleges and Secondary Schools (27). For the College to live, it had to have a sufficient endowment for a productive source of revenue; for the College to live, it had to be accredited by the North Central Association. As the College made gains in one area, it lost in another as the Board of Education of Southern Methodism and the North Central Association raised their standards for acceptance or accreditation.

In 1925 the Little Rock Conference Board of Education recognized "the imperative need for larger resources" (53, p. 55) for all three Colleges if they continued their work. Therefore, the Board of Education recommended that Henderson-Brown, Hendrix, and Galloway be authorized to enter the field for "such funds as they may need for buildings, equipment,
and endowment" (53, p. 55). Incidentally, the Board also recommended that the Trustees of Henderson-Brown be permitted to amend the charter "so as to increase the number of Trustees from fifteen to twenty" (53, p. 56).

The three Colleges received nominal sums from each of the Conferences. For example, in 1922 each College received $1,647 from the North Arkansas Conference and $2,840 from the Little Rock Conference; and in 1928, $2,450 from the North Arkansas and $3,550 from the Little Rock (50, 56). The Colleges still depended primarily on student fees and tuition, profits from room and board, gifts from friends of the College, and special drives for funds to finance their operations. Hendrix did gain its endowment fund and accreditation by the North Central Association by 1924; but Galloway and Henderson-Brown did not achieve these goals.

Henderson-Brown began the 1920's with the expedient routine of borrowing money to finance its operations. The Board mortgaged the College property for $30,000 to borrow this sum from J. S. Cargile, president of the Elk Horn Bank, to finance the building of the men's dormitory; the Trustees were to repay the loan in one year, by April, 1922. In March, 1922, the Trustees borrowed $30,000 from the American Bank of Commerce and Trust Company, Little Rock, to repay Cargile. And in 1924, to place all indebtedness of the College with one concern, the Trustees voted to borrow $50,000 from the American Bank and Trust Company (13).
On September 1, 1928, for the last time, the Trustees mortgaged the College property, now valued at $300,000, for a loan of $90,000 from Bankers Trust Company, Little Rock, to pay off certain accumulations of indebtedness (13).

During its last four years the College received special gifts. The College received a Christmas donation of $100,000 from H. C. Couch, president of the Board of Trustees (13). In March, 1928, the College had the promise of another gift of $100,000 from A. J. Vestal, an Arkadelphia Baptist, on condition that the consolidated institution then being considered by Arkansas Methodists was located in Arkadelphia (26). But one gift of $100,000 and the promise of another could not answer all of Henderson-Brown's financial problems.

Like information on salaries of the faculty, the College had sketchy and partial records on finances. In the first available financial report, one for the academic year 1925-26, the College had an income of $81,518 and expenditures of $82,856 for a deficit of $1,338. During the next year, 1926-27, the College had an anticipated deficit of $7,277. And on March 1, 1929, the College predicted that its total deficit for the year would be $29,497 (13).

Under such financial stress, Henderson-Brown could not make any improvement in teaching staff or academic procedures because of "the poverty of the college in the matter of income" (27). The College, then, had three choices. It must have an endowment to be recognized as a standard four-year
institution; it might become a junior college; or it must cease to operate (27). The College could not raise the minimum endowment of $500,000; it did not want to become a junior college; and it did not want to cease to operate.

Methodists in Arkansas had wrestled with the problem of financing three senior Colleges since 1921. Recognizing the financial situation at the three Colleges and their own exhaustible resources, the two Conferences offered solutions to their problem of financing three senior Colleges of the same type by considering a number of plans for the unification of the schools.

**Plans for Unification**

Conservatives in Arkansas Methodism had cautioned as early as 1888 that the three Conferences should "guard against dividing the patronage and support among too many schools" (6, p. 1). In 1888 the Educational Commission of Arkansas Methodism had endorsed the establishment of a college for women at Searcy in the White River Conference and a college for men at Altus, relocated in 1890 as Hendrix College in Conway, in the Arkansas Conference (6). In April, 1890, however, the Board of Education, Little Rock Conference, through "a gentleman's agreement" (9) approved the establishment of a coeducational college at Arkadelphia in the Little Rock Conference. By September, 1890, then, each of the three Conferences had its own senior college for the awarding of the Bachelor of Arts degree. Each Conference
provided special support for its own college; as the years passed, each Conference developed a special love for and loyalty to its own school. All three Conferences had accepted joint ownership of Hendrix as the Methodist College for men and of Galloway for women; however, until 1920, only the Little Rock Conference owned Henderson-Brown College. But in November, 1920, the North Arkansas Conference voted to accept the joint ownership of Henderson-Brown (57).

The Board of Education, Little Rock Conference, suggested in 1907 that Henderson College be correlated with Hendrix and Galloway and that each Conference Board add one of its members to the present Educational Commission for a study of the correlation of the three schools (47). During the next year, 1908, the Board of Education reviewed the report of the Educational Commission, which recommended that a Board of twenty-four members with equal Conference representation be formed to have charge of all Methodist educational enterprises in Arkansas. Of most importance to the three Colleges, however, was the recommendation that Hendrix be co-educational in the Junior and Senior years; that Hendrix abolish its academy classes one each year, beginning in September, 1909; and that Henderson-Brown and Galloway become "Junior Colleges correlated with Hendrix, conferring diplomas, but no literary degrees after June 10, 1910" (48, p. 36).

The Boards of Education recommended the plan to the Conferences because they wished to standardize the work of the
Colleges upon nationally recognized criteria and to eliminate competition among the three institutions (46). Leaders of educational activities in Arkansas Methodism cited the standardization of the Colleges as their chief purpose in recommending a plan of unification, for the leaders knew that at least four agencies were "tending to standardize the institutions of higher learning" (65, p. 3) in the South: The Association of Colleges and Preparatory Schools of the Southern States, the Educational Commission of the Methodist Episcopal Church, South, the General Education Board of New York, and the Carnegie Foundation for the Advancement of Teaching (65).

No matter how vital standardization of their Colleges might be, the Conferences did not adopt any plan of unification in 1908 or 1909. Though the matter to "consider the consolidation and correlation of all our educational interests in the state" (49, p. 46) continued to be introduced at annual meetings, the Conferences failed to adopt a resolution for the unification. On December 8, 1917, the Little Rock Conference revived the subject by approving a resolution to instruct all of the representatives on the Boards of Trust of the "three Colleges to stand for the unification of our Colleges upon some plan to be approved by the two Conferences in Arkansas" (50, p. 62). But like the matter of offering the North Arkansas Conference joint ownership in Henderson-Brown, the movement for the unification of the three Methodist Colleges came slowly.
After World War I the movement to correlate the functions of the Colleges gained momentum. The three Methodist Colleges needed endowment, buildings, and equipment. In 1925 and 1926 the Colleges had the assurance that the Conferences recognized the need of the Colleges for more funds "with which to meet the growing demands of the Church and her people" (54, p. 50). For the Conferences to recognize the need was one thing; for the Conferences to raise the funds to support three degree-granting institutions emphasizing the liberal arts was another thing. Yet the Conferences recognized in 1926 that they must face a fact: They could not support three standard senior Colleges of the same type (2).

As a result, in November, 1926, the Conferences created a Commission of ten members, five from each Conference, to study the problem and to report their "findings regarding a larger educational program for Methodism in Arkansas" (62, p. 1). The Commission invited Bishop H. A. Boaz of the North Arkansas Conference to be chairman and the Trustees and the Presidents of the three Colleges, the Boards of Education of each Conference, the seventeen presiding elders of Arkansas, and a few representatives from Conway, Searcy, and Arkadelphia as consultants.

In February, 1927, the Commission made these recommendations regarding the three senior Colleges:

1. The establishment of a $3,000,000 central senior institution in Little Rock;
2. Changing Hendrix, Galloway, and Henderson-Brown Brown to junior colleges;
3. The management of the four institutions under one Board of Trustees which would assume all debts of the three extant Colleges;
4. The elimination of the alumni association of each present College which would transfer its graduates to be alumni of the new university;
5. Generous consideration of the interests of the towns where the three Colleges are located (55, 58).

When the Commission published its answer to the problem, the Conferences immediately objected to this solution. Since each Conference had established its own degree-conferring College, no Conference wanted its institution demoted to a junior college (58). J. L. Cannon, pastor of the Methodist Church, Arkadelphia, commented in a letter to A. C. Millar:

Our only hope is that the Conferences will bring pressure to bear on the Commission to the end that their report may be so amended as to leave Henderson-Brown College out of this fearful slaughter. If we have got to die, let us die a natural death" (7).

Many Arkadelphia citizens agreed with Cannon's sentiment; for at the annual meeting of the Board of Trustees on March 1, 1927, delegations from the local Rotary Club, Chamber of Commerce, the faculty of Henderson-Brown College, and the five Missionary Circles of the Methodist Church petitioned the Trustees to use their influence in "maintaining and preserving Henderson-Brown College as a standard Grade College in the Church's educational program for Arkansas" (13).

Methodists in Arkansas reacted with such vehemence to the announcement to make the three institutions junior colleges
that the Commission of Ten yielded to the pressure and recommended four steps of action:

1. That the Commission withdraw the junior college proposal;
2. That the Boards of Trustees of the three Colleges nominate and the Bishop appoint ten other Commissioners of laymen and preachers, five from each Conference, to work with the present Commission to study the whole question and seek to develop plans looking to the realization of a larger and more unified program;
3. That the Bishop call a meeting of the Educational Commission by April 4, 1928, to hear and pass on the report of the Commission of Twenty;
4. That Bishop H. A. Boaz and the Presidents of the three Colleges be honorary members of the Commission of Twenty (55, p. 54).

The Commission of Twenty worked under three assumptions: that the Methodist Church in Arkansas should take advantage of the willingness of Little Rock to cooperate in the development of a central degree-conferring institution; that the Methodist Church should conserve as far as possible all the "loyal sentiment and the other values built around" (63, p. 10) the three colleges; and that the Church should unify its educational work in Arkansas (63).

On February 28, 1928, at the call of Bishop Boaz, Arkansas Methodists convened in an extra-legal session of both Conferences in Little Rock. The Conferences in joint session amended the plan submitted by the Educational Commission so that the revised plan advocated:

1. That the Methodist Church in Arkansas adopt a policy to correlate and unify its educational work;
2. That the Church unify under one Board of Trustees Hendrix, Galloway, and Henderson-Brown, this Board to be composed of thirty members;
3. That the Church maintain Galloway as a standard senior woman's college;
4. That the Church consolidate Hendrix and Henderson-Brown into one senior college at Arkadelphia or Conway (11, p. 3).

In regard to Item 4 of the recommendations, the group felt that the new Board of Thirty after careful study might find practical alternatives for the sake of all interests involved. For example, the Board of Thirty might decide that it would be practical to maintain units at both towns but under one management, each unit performing "different and distinct types of work, such as emphasizing liberal arts at one and emphasizing industrial arts and teacher training at the other" (11, p. 3). In addition to the four items above, the Conferences in joint session also specified other general duties of the new Board and the present Boards in the new plan for the Colleges (11).

On October 24, 1928, by a vote of 23 to 3, the Joint Board of Trustees decided that the Board should determine the location of the consolidated senior institution on or before May 1, 1929, at one place (56). The Joint Board of Trustees, or Board of Thirty, through sub-committees had considered the problem of the merger of Henderson-Brown and Hendrix. The sub-committees had studied consolidation, differentiation of function, and economies in administration. The Board of Thirty concluded that no plan of differentiation would justify the separate maintenance of the two Colleges and that every type of work for differentiation could be done as well as or
better in the merged institution and at a lower cost than it could in the separate institutions (56).

In November, 1928, the two annual Conferences authorized the Joint Board of Trustees of the Methodist Colleges in Arkansas to decide the final outcome of relocation of the merged institution (60). Consequently, the Board appointed four committees to effect the merger: location, legal, finance, and administration (1). In January, 1929, the Committee on Location received propositions from citizens of both Conway and Arkadelphia. Conway proposed to raise $250,000 to erect the buildings needed at Hendrix if the Methodist Church would raise $750,000 in endowment. Arkadelphia proposed to raise $100,000 if the Church would raise $200,000 (12). Each town advanced reasons for its location being an ideal site for the merged institution. Despite these bids or propositions for the merged institution, each town was actually "making a public fight for preserving its own college--the product of years of sacrifice and struggle" (28).

Arkadelphia Moves for a State Teachers College

Arkadelphia recalled only too well the events of 1890 when Conway outbid Arkadelphia for Hendrix College in the relocation of that College from Altus. Perhaps sensing a repetition of history in the awarding of the merged institution to Conway, Arkadelphia initiated a proposal led by R. W. Huie (64) for the State of Arkansas through appropriate
legislative action to take over the property of Henderson-Brown for the establishment of a teachers college.

At an unofficial meeting in Little Rock on January 29, 1929, a delegation from Arkadelphia explained to a group of legislators the proposal to have the State take over the College when the "functions of that institution were merged with those of Hendrix and consolidated at one location" (3). Attending the meeting was E. E. Alexander, floor leader and whip in the Arkansas House of Representatives, who stated that the Trustees of Henderson-Brown would agree to turn the College property over to the city of Arkadelphia if the State would take it over from the city and operate it as a state teachers college (3).

Two weeks later, as over 100 members of the Legislature and a number of State officials toured southwestern Arkansas on an inspection of State facilities, Arkadelphia entertained the delegation on Friday night with a "sumptuous supper" (4) served in the College dining hall. With W. N. Adams of the Ouachita Baptist College Board of Trustees as master of ceremonies, citizens of Arkadelphia presented to the delegation from the Legislature the advantages accruing to the State upon accepting Arkadelphia's proposal for the State "to take over the buildings of Henderson-Brown College, as well as the equipment, free of debt, and establish a state teachers college similar to the one at Conway" (4).
As the result of Arkadelphia's campaign to secure a teachers college, on February 8, 1929, the Arkansas Senate unanimously passed Senate Bill 179, "an Act to establish a standard teachers college at Arkadelphia, Clark County, Arkansas" (44). Before the House of Representatives voted on the bill, proponents and opponents of the measure waged a heated campaign. Proponents argued mainly that the State needed a teachers college in its southern half, since Arkansas had thirteen State and denominational colleges north of the Arkansas River and only four south of the River, including Henderson-Brown. Opponents of the action claimed that Arkansas needed no more institutions of higher learning to support, since it already had a University, one State Teachers College, and four district Agricultural and Mechanical Colleges (45). Also, opponents accused the Methodist Church of "seeking to unload some of its surplus institutions on the State" (39, p. 3).

In reply to the accusation concerning the Methodist Church, the editor of The Arkansas Methodist stated that the "Methodist Church in Arkansas is not trying, as a Church, to settle its educational problem by saddling an unwanted institution on the State" (39, p. 3); in fact, he reminded his readers that the citizens of Arkadelphia had initiated the movement for a teachers college in Arkadelphia, not the Methodist Church. Furthermore, the editor asserted:
If the citizens of Arkadelphia and the best friends of Henderson-Brown prefer to make the proposed disposition of the College without waiting to have the Board finally decide on the location of the institution, and the Legislature decides that the State must have another Teachers' College, we raise no objection, and feel reasonably sure that the Board of Thirty would approve (39, p. 3).

At any rate, whatever the arguments for and against, the House of Representatives passed Senate Bill 179 on February 22, 1929, (44) by a vote of 52 to 30 (5). On February 25, 1929, Governor Harvey Parnell signed Senate Bill 179 (44). Senate Bill 179 became Act 46 of the Forty-Seventh General Assembly of the State of Arkansas.

With the Governor's signature on the bill creating Henderson State Teachers College, the citizens of Arkadelphia and the United Board of Trustees of the Methodist Colleges in Arkansas could effect the transfer of the property to the State (5). The United Board of Trustees at a meeting in Little Rock on March 12, 1929, passed a resolution recommending and authorizing the conveyance of all the physical properties of Henderson-Brown College, exclusive of endowment and records, to certain persons named by the Chamber of Commerce of Arkadelphia as trustees to transfer the property to the State of Arkansas according to Act No. 46 of the General Assembly. The United Board specified further that the proper authorities representing the Methodist Episcopal Church, South, were to convey the property to the Chamber of Commerce, free of debt and of all liens and encumbrances (13).
On June 25, 1929, Henderson-Brown College deeded to J. H. McMillan, F. S. DeLamar, and J. L. Newberry as trustees of the Chamber of Commerce of Arkadelphia all the property and equipment belonging to the College. In the event that the Arkansas Legislature failed to make an appropriation for Henderson State Teachers College, the property then reverted to the trustees of the Chamber of Commerce, not to the Methodist Episcopal Church, South, or its representatives (8). To make the transfer complete, on June 28, 1929, McMillan, DeLamar, and Newberry as trustees of the Arkadelphia Chamber of Commerce deeded the property formerly owned by the Methodist Conferences to the State of Arkansas (8). With this deed recorded, Arkadelphia had completed the preliminaries for the establishment of a State Teachers College in the town.

Upon Henderson-Brown's becoming a State Teachers College, the Methodists in Arkansas had part of their problem solved but not all of it. In 1929 with the creation of the Arkansas Methodist College Charter, Hendrix became Hendrix-Henderson but deleted the name Henderson the next year so that Hendrix College once more had its former name. Methodists kept Galloway as a senior college for women for a while longer but also merged Galloway with Hendrix in 1933, leaving Hendrix the only Methodist-sponsored College in Arkansas (66).
In May, 1929, the College that was the dream of its Arkadelphia founders closed its doors as a Methodist institution of higher education; in September, 1929, it opened its doors as one of eight institutions in the State-supported system. In April, 1888, in sanctioning Hendrix and Galloway, the Educational Commission of Arkansas Methodism had cautioned the Church about establishing any more colleges to be operated on the limited resources of Methodists in Arkansas. Even so, the Little Rock Conference accepted one more college in April, 1890, to be established in Arkadelphia. This last college established was also the first to leave the Methodist fold and the only defunct denominational college in Arkansas to join the State-supported system.

The next four chapters of this study, VI through IX, follow the development of Henderson State Teachers College, which opened in Arkadelphia on September 10, 1929. Chapter VI traces the development of the College in its formative State years, 1929 through 1941.
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CHAPTER VI

THE FORMATIVE STATE YEARS, 1929-1941

Henderson State Teachers College joined a system of seven State-supported institutions of higher education in Arkansas in 1929. Before 1900 General Assemblies had established only two institutions: the Arkansas Industrial University in 1871, located in Fayetteville, the name changed by legislative act to the University of Arkansas in 1899; and the Arkansas Agricultural, Mechanical, and Normal College, a branch of the University for Negroes, in 1873, located in Pine Bluff (87). After 1900, General Assemblies added five more institutions. In 1907 the General Assembly established a State Normal School, located at Conway (84); in 1909, four district agricultural high schools, one for each of the four Congressional Districts in Arkansas (85), located in 1910 in Jonesboro, District 1; Russellville, District 2; Magnolia, District 3; and Monticello, District 4 (86). After World War I the district agricultural high schools added the junior college years: Jonesboro in 1918; Russellville, 1921; Monticello, 1923; and Magnolia, 1925 (13). To these seven institutions the General Assembly added Henderson State Teachers College in 1929 (2).

Besides the seven State-supported institutions in Arkansas, Henderson State Teachers College joined another system
of colleges in the United States, the state teachers colleges, which, as normal schools, had begun in 1839, ninety years previously. Henderson State Teachers College in its relation to the normal school movement in the United States comprises the first section of Chapter VI followed by a summary of events occurring at the College in its formative State years from 1929 to 1941.

Henderson State Teachers College in Relation to the Normal School Movement

When the Arkansas General Assembly created Henderson State Teachers College in 1929, the College entered the family of teachers colleges during their golden era. In the decade of the 1920's the teachers colleges had "identified themselves with the whole procedure of public education" (12, p. 194) in the United States. The teachers colleges took pride in their single-purpose function to prepare teachers for the public schools. They had developed a new prestige with the people and State legislatures (12). In their historical perspective, however, the single-purpose teachers colleges of the 1920's had evolved from the normal schools; and in turn the teachers colleges were to evolve into the multi-purpose state colleges a few years hence.

In the early nineteenth century the United States transported from Europe the idea of normal schools for the training of teachers. France and Germany had established such schools with good results. In the United States the movement to
establish normal schools to prepare teachers for the nation's increasing number of public schools gained momentum during the 1800's. In 1823 the general movement originated when Samuel R. Hall opened a private normal school in Concord, Vermont. But in 1825 the general movement changed in emphasis from private to public normal schools when James G. Carter advocated the state's responsibility to establish normal schools. The normal schools, Carter insisted, should be a part of the free-school system undertaken for public purposes at public expense; otherwise, the normal schools would be undertaken by private citizens for private purposes. Therefore, leaders contended for public support of the normals in their states.

In the 1830's the movement gained further impetus under the vigorous campaigning of Horace Mann and Charles Brooks in Massachusetts. In 1837 Mann became head of the newly formed Massachusetts State Board of Education. On April 19, 1838, the Massachusetts Legislature authorized the establishment of three normal schools, provided that towns and other private sources furnished suitable buildings, furniture, and equipment. With a budget of $20,000 provided in part by $10,000 from the Legislature and by $10,000 from Edmund Dwight, industrialist and philanthropist of Boston, the normal schools were to use the $20,000 to provide a faculty and other instructional expense for three years. Purely experimental, the three schools had three years to fail or succeed. The three schools were located in different sections of the
State: at Lexington in the northeastern part, at Barre in the central part, and at Bridgewater in the southeastern part.

When, on July 3, 1839, the first state-supported school for the exclusive purpose of preparing teachers opened at Lexington with Cyrus W. Peirce as principal, the normal school movement began. The movement continued with the opening of the schools at Barre on September 4, 1839, with S. P. Newman as head, and at Bridgewater on September 9, 1840, with Nicholas Tillinghast as head. In 1842 the Massachusetts Legislature appropriated $6,000 for the continuance of the three normal schools for another three years. The first schools had meager budgets and short courses, ranging from eleven weeks to one year, to train teachers for the public grammar schools. Because of the short courses and the short time that many students remained at the schools, the normals suffered much adverse criticism from the liberal arts colleges.

Before the Civil War, the movement spread from Massachusetts to other locales: Albany, New York, 1844; New Britain, Connecticut, 1850; Ypsilanti, Michigan, 1853; Providence, Rhode Island, 1854; Trenton, New Jersey, 1855; New Bloomington, Illinois, 1857; Millersville, Pennsylvania, 1859; and Winona, Minnesota, 1860, the first west of the Mississippi Rover. Gradually, by 1875 the state normal school had become a recognized and established institution in American education with its chief purpose the training of teachers
for the public schools. By 1900 the state normal school had reached most sections of the United States (14).

At first the training of teachers in the United States pursued different emphases in the East and the West. In the Eastern institutions, the normals emphasized courses in methods and educational principles and techniques. In the Western institutions, the schools emphasized giving their students all the academic materials they would need as teacher besides the narrowly professional courses. However, by 1900, most of the normal schools had established the practice of balancing professional courses in methods and education with those in subject matter. They offered a wide range of electives so that students could prepare for teaching in special subjects or types of positions from kindergartens to general supervision and administration.

By 1900 the normal schools included in their curricula a one-, two-, three-, or four-year course. The schools in the West insisted upon a relatively long curriculum, three years having become the standard for the better schools by 1870. As the normals extended the time to four years of collegiate work for the completion of their courses of study, they offered a baccalaureate degree and initiated a transition to the state teachers college. In the expansion of the American educational system from 1900 to 1925, particularly in the growth of the high school, the normal schools responded to the development by expanding their facilities to educate
teachers for the public high schools as well as those for the grammar schools or grade schools (14).

However, in the transition to the teachers college, the normal schools encountered six basic problems:

1. Enriching the curriculum and adding one or two years to the length of the course;
2. Securing the necessary financial means and popular support;
3. Gaining the legal right to grant degrees;
4. Preventing the colleges and universities from forcing them out of the field of preparing high school and special teachers;
5. Meeting the problems of standardization;
6. Preserving their identity and distinctive traits as teachers colleges (14, p. 130).

During this transition period, 1900-1926, from the normal schools to the state teachers colleges, Arkansas established its first normal school for the education of teachers for the public schools. Almost seventy years after the public normal school movement originated, the Arkansas General Assembly enacted legislation in 1907 creating an Arkansas State Normal School and setting aside $15,000 for the establishment and maintenance of the State's first normal school for the next two years. The Assembly granted the Trustees the right to locate the School in any city that the Board deemed suitable for the School's establishment, on condition that the city offer at least twenty acres of land for a site and $15,000 "for the construction of proper buildings and proper improvement of site selected" (84, p. 765). The Trustees decided on Conway. In 1908 the Arkansas State Normal School opened with 107 students and 10 faculty members in one partially completed
building. The School offered the Licentiate of Instruction degree (88). In 1909 the General Assembly appropriated the sum of $59,600 for the support, maintenance, and improvement of the School for the next two years, or $29,800 for each year of the biennium, and $37,000 to erect a dormitory for girls (85).

In 1920 Arkansas State Normal School began offering programs leading to a bachelor's degree; and in 1925 the School joined the movement to change its name from *Normal School* to *Teachers College* in the midst of the golden era of the state teachers college; it became Arkansas State Teachers College in 1925 by act of the General Assembly (1). Created as the first School in the State for the purpose of training teachers, Arkansas State Teachers College was already well known and established in 1929 when the General Assembly added Henderson State Teachers College to the State-supported system. In Act 46, Henderson State Teachers College was "to be accepted, maintained, and supported as a standard Teachers College of the same class and standard as the State Teachers College at Conway" (2, p. 88).

To the tradition of normal schools upgraded to teachers colleges offering the bachelor's degree came Henderson State Teachers College in 1929, ninety years after the opening of the first state-supported normal school in Lexington, Massachusetts, in 1839.
But Henderson State Teachers College came not only to the traditions of the normal schools upgraded to teacher colleges offering a baccalaureate degree; it came also to the traditions of Henderson-Brown College, a liberal arts school that had emphasized the fine arts and teacher training for several years.

The Administration

Two presidents directed the affairs of Henderson State Teachers College in its first twelve years, and a third president was just beginning his first year in 1941. Joseph Pitts Womack served from July, 1929, to June, 1938; Joseph A. Day, from September, 1938, to June, 1941; and Matt Locke Ellis, from September, 1941, to June, 1945.

In 1929 Joseph Pitts Womack was well known in Arkansas education. In 1926 he was elected State Superintendent of Public Instruction and was serving in that capacity (81) when the Board of Trustees elected him President of Henderson State Teachers College (11).

Born in Centerton, Arkansas, on July 25, 1871, Womack had spent most of his life as a teacher in Arkansas. He attended Pea Ridge Academy and graduated from the Rogers, Arkansas, Academy in 1894. He received the Bachelor of Arts degree from the University of Arkansas in 1903 and the Master of Arts from George Peabody College in 1919. Womack had served as principal of the Stephens, Arkansas, High School
from 1903-09; as superintendent of schools at Magnolia, 1909-13; Conway, 1913-17; and Jonesboro, 1917-26 (81).

Prominent in Methodist religious activities as a layman, Womack became a Trustee on the Henderson-Brown Board in 1920 when the North Arkansas Conference named seven Trustees as part of its agreement in accepting the joint ownership of Henderson-Brown College (83). Womack was still on the Board in 1929.

Since the act creating Henderson State Teachers College stipulated that the State Superintendent of Public Instruction would be chairman and ex-officio member of the Board of Trustees, Womack automatically became chairman of the Henderson State Teachers College Trustees (10). On July 20, 1929, after the Governor had appointed a Board of Trustees for the new State Teachers College, composed of the State Superintendent, the State Auditor, the State Treasurer, and four members selected by the Governor, the Henderson Trustees had reached a 3-3 deadlock in electing a President from two nominees. The nominees were George W. Garrett, Superintendent of Schools in Clark County, and James W. Workman, former President of the defunct College, Henderson-Brown. Workman was at Emory University in July, 1929, and had requested that his name not be put in nomination because he was not suited as an educator in a State College; besides, he wished to return to the Methodist ministry (90). But Methodists in Arkadelphia had insisted that his name be on the list of candidates.
To break the deadlock, Garrett wired the Trustees meeting in Little Rock to withdraw his name. The Trustees then asked Womack "to retire from the room" (11). The Trustees placed Womack's name on the ballot and unanimously elected him. Requesting a week's time to make a decision, Womack formally accepted the Presidency on July 26, 1929 (11).

Coming to the College in 1929 at age fifty-eight, Womack directed the College for nine years, or until 1938, when the Trustees refused by a vote of four to one at its May meeting to renew his contract for the 1938-39 academic year (18).

During his administration, Womack discerned several goals that the College had to accomplish to survive in the State system of institutions of higher education. He helped the College achieve those goals. The College needed to attract students, to gain support from public school administrators, and to "keep in close touch with the schools of the State and prepare students to meet the needs discovered" (24, p. 9). The College fulfilled its purpose of teacher-education by providing a curriculum that included courses in general education and professional education. The College cooperated with the State Department of Education by offering courses that enabled students to earn their teachers' certificates.

Womack organized the College on the basis of Departments, changed to Divisions in 1937, a system that the College retained until 1945. In 1934, when the College adopted the semester system, Womack stated that it was one of the most
"radical changes since he assumed his duties here in 1929" (42). Womack activated a Placement Bureau to aid students in finding employment in the public schools of the State. He and his wife gave the students "The Hut," a place for students to congregate and relax. He initiated a building program financed by various Federal Agencies that added seven essential structures to the campus.

In 1931 the College achieved a Class A rating on the accredited list of the American Association of Teachers Colleges (9). In 1934 the College received a Class A rating by the North Central Association of Colleges and Secondary Schools (18). But the College never had the resources to establish a training school. The College satisfied the requirement of the American Association of Teachers Colleges for a training school by using facilities of the Arkadelphia Public Schools for an annual fee of $2,000 (18).

Womack had brought the College through the effects of the Wall Street Crash in October, 1929, of the Great Depression of the 1930's, and of widespread droughts, disastrous to an agricultural economy. As the College wrestled with its problems in the midst of the Depression and declining State revenues, on May 28, 1934, in his annual message to the Board, Womack concluded that "a growing college is a growing problem" (18). He never retreated from the problems.

Womack had planned to stay with the College until his retirement. But in 1938 when he was sixty-seven years of age,
he had that plan curtailed by the Board. Upon refusing to renew a contract with Womack, the Trustees named H. Grady Smith, business manager, to operate the institution as acting President until a new President was elected (18).

At a special meeting on August 27, 1938, the Trustees elected Joseph A. Day, 44, principal of Fort Smith, Arkansas, Junior High School, as President at a salary of $4,000 a year, beginning on September 1, 1938 (18). Born on March 11, 1894, near Conway (80), Day had attended Arkansas State Teachers College, Conway, for two years before World War I. He enlisted in the Army in 1917, serving two years and ten months overseas. After his discharge from the Army, he earned the Bachelor of Arts degree from George Peabody College, Nashville, Tennessee. He later earned the Master of Arts from Columbia University, New York.

Day was principal of the Morrilton, Arkansas, High School for four years before moving to Fort Smith in 1923 as principal of the Peabody School. In 1928 he became principal of Fort Smith Junior High School, the position he held at the time of his election as President of Henderson State. A major in the Officers' Corps, Day was active in the Reserve Officers Association of Arkansas (55, 79).

Joseph A. Day served Henderson State Teachers College until June, 1941. During his three years as President, Day continued the program established by Womack.
During Day's administration, in 1939-40 the College observed its fiftieth anniversary as an educational institution. The Semi-Centennial Committee appointed by Day arranged for several programs to celebrate the observance on the campus. The College dedicated McElhannon Hall, the new science building, on October 8, 1939. The College arranged for an address by Paul V. McNutt, Federal Security Administrator, on February 24, 1940. The Masquers, Henderson State dramatic club, presented Henrik Ibsen's *A Doll's House* on February 19, 1940; and the Fine Arts Department sponsored a Musical Festival on May 6, 1940. The Semi-Centennial Committee also arranged for a series of radio programs over KTHS, Hot Springs, from January through May, 1940 (72). The *Henderson Star*, 1940, used the Semi-Centennial observance for its theme (73).

On May 2, 1941, the Trustees elected Matt Locke Ellis as President (19). Born at Ben Lomond, Arkansas, on January 22, 1901, Ellis graduated from Lockesburg High School in 1917 and from Henderson-Brown College in 1921. He earned the Master of Arts at Yale University in 1925 and the Doctor of Philosophy in 1933. Ellis had been an instructor in physical science at Henderson-Brown from 1921-23 and an associate professor of philosophy and Bible, 1925-29; and associate professor of philosophy and Bible, Henderson State Teachers College, 1929-31, and professor, 1933-35 (82).

In 1935 Ellis resigned at Henderson State to become professor of philosophy and director of the library at Hendrix
College (82). In May, 1941, he was elected President of Henderson State Teachers College to replace Joseph A. Day. Ellis assumed his duties in September, 1941, at a salary of $4,500 (19) and was just beginning his first year as President on the eve of World War II.

The Faculty

The faculty made several gains during the formative State years. From the seventeen teaching positions in the Literary Departments in 1929-30, the teaching positions increased to thirty-one in 1940-41, sixteen men and fifteen women. From the five on the Fine Arts faculty in 1929-30, the Conservatory added one teacher by 1941. With the exception of the voice teacher, the personnel of the Fine Arts faculty, one man and five women, remained the same throughout the formative State Teachers College years (21, 32). Of the Henderson-Brown faculty hired by the State Teachers College, only seven remained on the State faculty in 1941.

Faculty salaries fluctuated according to the economic conditions in the State. In 1929-30, salaries ranged from $1,100 plus room and board for instructors to $3,100 for professors with the doctorate (18). The next year salaries increased about $300 for a range of $1,500 to $3,400. In 1935-36, as the Depression cut deeper into the economy of Arkansas, salaries dipped to $1,200 and $2,400 and stabilized at these figures until the eve of World War II, as Table XIX reveals.
TABLE XIX
SALARIES OF THE PRESIDENT AND FACULTY AT HENDERSON STATE TEACHERS COLLEGE AND UNITED STATES AVERAGE ANNUAL SALARY FOR COLLEGE TEACHERS FOR SELECTED YEARS, 1930 to 1941*

<table>
<thead>
<tr>
<th>Year</th>
<th>HSTC President</th>
<th>HSTC Faculty Range</th>
<th>US Average Annual Salary College Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>1929-30</td>
<td>$5,000</td>
<td>$1,100**</td>
<td>$3,100</td>
</tr>
<tr>
<td>1930-31</td>
<td>5,000</td>
<td>1,500**</td>
<td>3,400</td>
</tr>
<tr>
<td>1934-35</td>
<td>3,600</td>
<td>1,200**</td>
<td>2,700</td>
</tr>
<tr>
<td>1935-36</td>
<td>4,000</td>
<td>1,200**</td>
<td>2,400</td>
</tr>
<tr>
<td>1939-40</td>
<td>4,000</td>
<td>1,200**</td>
<td>2,400</td>
</tr>
<tr>
<td>1940-41</td>
<td>4,000</td>
<td>1,200**</td>
<td>2,400</td>
</tr>
</tbody>
</table>

*Sources: Henderson State Teachers College, Board of Trustees, Minutes, Book I (18) and Book II (19). United States Department of Commerce, Historical Statistics of the United States: Colonial Times to 1957 (89).

**Plus room and board.

High salaries for teaching faculty of Henderson State were lagging over $500 behind the national average in 1940-41. Though the rest of the nation seemed to be approaching the pre-Depression averages, Henderson State Teachers College faculty was making no such gain.

However, the faculty enjoyed a modicum of benefits. On January 25, 1933, the faculty received Board approval for a group life insurance plan with the faculty paying 40 per cent of the premium and the College 60 per cent (18). For another benefit, some faculty members had office space on the third floor of College Hall after most of the girls moved to Mooney
Hall, the new dormitory. In addition, five teachers boarding at the College had the use of a five-car frame garage constructed by the College north of Mooney Hall. Paying rent on their portion of the garage until the total cost of the garage was paid by their rental fees, the faculty members would receive permanent possession of the space as long as they remained at the College (41).

As the College expanded its curriculum and services to conform to a standard teachers college, it improved the quality of its faculty so that in 1941 all teachers in the College had a master's degree and eight a doctoral degree (32). However, the College had not set up a faculty salary schedule, ranked the faculty, or established a policy granting leaves for "study, writing, or recuperation" (75, p. 130). In the early 1930's, to keep the summer school in session, the College had requested faculty to donate their services; but, as economic conditions improved, the College paid faculty for their work during the summer terms (18). By 1941, the faculty were teaching in subject-matter fields for which they had college or university training (75).

The Students

To be admitted to Henderson State Teachers College, students had to be at least sixteen years of age, in good health, and of good moral character. Students also were to have completed a course of study that would entitle them "to entrance
into the Freshman Class of a standard senior college" (2, p. 91). Students were to give a written pledge to the President that they would teach in the State's common schools for two years (2). However, as the College developed, students did not have to give this pledge.

In addition, students could enter the College by examination if they were deficient in some high school work; by transcript from another college; or by permission as a special student for one semester (21).

During the formative State years, students enrolled in increasing numbers. As Table XX indicates, 251 students came

### TABLE XX

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
<th>Summer Term Total</th>
<th>Annual Total</th>
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<tr>
<td>1929-30</td>
<td>107</td>
<td>144</td>
<td>251</td>
<td>387</td>
<td>638</td>
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<tr>
<td>1930-31</td>
<td>137</td>
<td>177</td>
<td>314</td>
<td>400</td>
<td>714</td>
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<tr>
<td>1931-32</td>
<td>179</td>
<td>210</td>
<td>389</td>
<td>277</td>
<td>666</td>
</tr>
<tr>
<td>1932-33</td>
<td>204</td>
<td>281</td>
<td>485</td>
<td>202</td>
<td>667</td>
</tr>
<tr>
<td>1933-34</td>
<td>196</td>
<td>245</td>
<td>441</td>
<td>241</td>
<td>682</td>
</tr>
<tr>
<td>1934-35</td>
<td>205</td>
<td>223</td>
<td>428</td>
<td>356</td>
<td>784</td>
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<tr>
<td>1935-36</td>
<td>202</td>
<td>282</td>
<td>484</td>
<td>410</td>
<td>894</td>
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<tr>
<td>1936-37</td>
<td>270</td>
<td>249</td>
<td>519</td>
<td>447</td>
<td>966</td>
</tr>
<tr>
<td>1937-38</td>
<td>238</td>
<td>302</td>
<td>540</td>
<td>532</td>
<td>1,072</td>
</tr>
<tr>
<td>1938-39</td>
<td>301</td>
<td>321</td>
<td>622</td>
<td>478</td>
<td>1,100</td>
</tr>
<tr>
<td>1939-40</td>
<td>295</td>
<td>309</td>
<td>604</td>
<td>511</td>
<td>1,115</td>
</tr>
<tr>
<td>1940-41</td>
<td>301</td>
<td>290</td>
<td>591</td>
<td>470</td>
<td>1,061</td>
</tr>
<tr>
<td>Total</td>
<td>2,735</td>
<td>2,833</td>
<td>5,668</td>
<td>4,711</td>
<td>10,379</td>
</tr>
</tbody>
</table>

*Source: Henderson State Teachers College, Enrollment Files, Office of the Registrar. All totals are without duplicates.*
during the first regular session. Many were former Henderson-Brown students; several were new enrollees as freshmen or as transfers from other colleges. From a total enrollment of 638 in 1929-30, students increased the enrollment figures to 1,115 in 1939-40, the peak year, for a gain of 74 per cent. For the first time in the history of the College, men outnum-
bered women in 1936-37 and over 1,000 students enrolled in 1937-38. In general, students proved the worth of the College to the area by coming in ever-increasing numbers.

As students enrolled in increasing numbers, they also faced a gradual increase in fees and expenses at the College. In 1929 students paid $42 in fees, allocated as follows: matriculation, $5, payable once a year; library, $6 or $2 per term; lyceum and debate, $9 or $3 per term; athletics, $10 or $3.35 per term, admitting students to all home games except the Thanksgiving with Ouachita; and medical, $12 or $4 per term. Women students paid $26 a month for room and board; men, $21 a month for board. No dormitory available, men could rent a room in private homes in Arkadelphia at prices from $6 to $7.50 per month (22). As the College adjusted fees because of the widespread economic depression and sectional droughts, in 1931 students paid general fees of $10 per term or $30 for the three-term academic year and $24 for the summer session or $12 for each five-week term (23).

However, as the College expanded its physical plant, it increased fees according to recommendations by the various
agencies of the Federal Government making the loans to the College. When the College replaced the three-term academic year with the two-semester plan in 1934, it charged general fees of $20 a semester; $67.50 for meals; and $18 for a room in the girls' dormitories (25). By 1941, the College had established this rate schedule for each semester: general fees, $25; meals, $72; room in Mooney Hall, Womack Hall, or the dormitory for men, $27; health service, $1.50 (32).

To aid students who needed financial assistance, the College provided a limited number of part-time jobs on the campus, such as work in the library, dining hall, kitchen, and maintenance of buildings and grounds. Beginning in the Spring Term, 1934, the College participated in a program sponsored by the Federal Emergency Relief Administration. In this program, the College provided "socially desirable jobs for thirty-eight students who could earn $10 to $20 a month to apply on their expenses" (43). For students to keep their jobs from year to year, the College expected students to perform their work satisfactorily, to maintain an acceptable scholastic average, and to possess good character traits (48). In 1937, through the National Youth Administration, the College could employ sixty-nine students who could earn about $15 a month to pay part of their school expenses (53).

In its first years, Henderson State Teachers College continued the same extra-curricular activities established at Henderson-Brown: the Philomathean and Upsilon Phi, the
literary societies for women; the Garland and Gamma Sigma, the literary societies for men; the Young Women's Christian Association, the Young Men's Christian Association; Pi Kappa Delta, national forensic society; the International Relations Club; and the Masquers, a dramatic club (22).

By 1941 the College had added eight campus organizations to the preceding list: Kappa Delta Pi, honor society in education, installed in 1938; Beta Mu Omicron, organized in 1936 for music students; Choral Club; Orchestra; Band; Elementary Council; Secondary Education Club; and a Linguistic Society for students taking a foreign language (33).

Beginning with the 1930-31 academic year, the College included the cost of a subscription to The Oracle in the student's fees (67). The College retained The Oracle as the title of the newspaper, which appeared bi-weekly from 1929 until the spring of 1937 when students voted unanimously for The Henderson Oracle to begin weekly publication in the fall of 1937 (52), the word Henderson having been inserted into the newspaper's name in October, 1933 (36). In 1934 the College sanctioned the insertion of the name Henderson in the yearbook title, The Henderson Star (42).

For the last two academic years of the formative State period, 1939-41, students published a literary magazine, The Pines (31, 32), featuring short stories, essays, and poetry by Henderson students; but students discontinued the publication of The Pines during World War II.
In other areas, students achieved two goals during the mid-1930's: dances sponsored by the College and a constitution for student government. After seeking permission for College-sponsored dances over a period of several months, students finally gained that permission in March, 1934, and held the first dance on Friday night, March 23, 1934 (44). Through their recognized campus organizations, students could sponsor dances on week ends only, no oftener than twice a month, with the dances to be over by 11 p.m., except on Commencement and Thanksgiving. Students in the Reserve Officer Training Corps sponsored the first Henderson Military Ball on Saturday, March 25, 1939, in Haygood Gymnasium (56) and established a tradition still in effect in 1970.

Besides the College-sponsored dances, students achieved a second goal in the mid-1930's. By a vote of 217 to 73 they adopted a constitution organizing a student government at Henderson State, with these main provisions:

1. Election of student officers on the first Tuesday in May: the president of the student body, the vice president of the student body, members of the Student Senate from the three upper classes, the presidents of the three upper classes, the editors and business managers of the publications, and the cheerleaders.
2. Restriction of a student's holding only one office at a time.
3. Election of ten students to the Senate to transact student-body business.
4. Stipulation of two methods to propose amendments to the constitution: by a petition signed by 20 percent of the students or by a two-thirds vote of the Senate (46).
To advertise the College to high school seniors in southwest Arkansas, Henderson students inaugurated a High School Senior Day in May, 1934, a full day of activities including tours of the campus, a variety program in the auditorium, and free lunch at the College (18). So successful was the project that the students and College continued the custom each May for several years.

Just as students were concerned with affairs on their own campus, so were they interested in national and international affairs, especially as those events were likely to affect their own lives. In October, 1939, as World War II was evolving in Europe, they centered their attention on the possibility of the entry of the United States into another European war. In an informal poll conducted by an Oracle reporter, "Would You Want to Go to a War in Europe?", Henderson students replied that they did not want to go to a war in Europe; but, if they had to go to war, they would prefer to fight over there than here (58). In September, 1940, in another Oracle poll about the Presidential campaign between Franklin Delano Roosevelt, Democrat, and Wendell Willkie, Republican, students chose Roosevelt for a third term, with only one student choosing Willkie (59). In February, 1941, in another Oracle survey, as World War II inched closer to the United States, students endorsed a program of aid to Great Britain from the United States if the policy would not lead the nation to war (60).
In the twelve formative State years, students earned a total of 687 degrees, as revealed in Table XXI. As enrollment increased at the College, students earned more degrees at the institution, with 1940 the peak year at 94. Students earned 636 Bachelor of Arts degrees, the degree designated for those planning to teach. Students earning the special degrees—Bachelor of Music, Bachelor of Music Education, and Bachelor of Oratory—were less numerous, with 51 in all. By the number of degrees granted, the College was increasingly proving its worth to southwestern Arkansas.

**TABLE XXI**

**ACADEMIC DEGREES EARNED AT HENDERSON STATE TEACHERS COLLEGE, 1930-1941**

<table>
<thead>
<tr>
<th>Year</th>
<th>BA</th>
<th>BM</th>
<th>BME</th>
<th>BO</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>14</td>
<td>5</td>
<td>..</td>
<td>..</td>
<td>19</td>
</tr>
<tr>
<td>1931</td>
<td>31</td>
<td>2</td>
<td>..</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>1932</td>
<td>32</td>
<td>3</td>
<td>..</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td>1933</td>
<td>43</td>
<td>2</td>
<td>..</td>
<td>..</td>
<td>45</td>
</tr>
<tr>
<td>1934</td>
<td>49</td>
<td>1</td>
<td>..</td>
<td>3</td>
<td>53</td>
</tr>
<tr>
<td>1935</td>
<td>53</td>
<td>..</td>
<td>..</td>
<td>2</td>
<td>55</td>
</tr>
<tr>
<td>1936</td>
<td>57</td>
<td>3</td>
<td>..</td>
<td>7</td>
<td>67</td>
</tr>
<tr>
<td>1937</td>
<td>43</td>
<td>3</td>
<td>..</td>
<td>1</td>
<td>47</td>
</tr>
<tr>
<td>1938</td>
<td>66</td>
<td>3</td>
<td>..</td>
<td>..</td>
<td>69</td>
</tr>
<tr>
<td>1939</td>
<td>68</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>73</td>
</tr>
<tr>
<td>1940</td>
<td>90</td>
<td>3</td>
<td>1</td>
<td>..</td>
<td>94</td>
</tr>
<tr>
<td>1941</td>
<td>90</td>
<td>2</td>
<td>1</td>
<td>..</td>
<td>93</td>
</tr>
<tr>
<td>Total</td>
<td>636</td>
<td>29</td>
<td>3</td>
<td>19</td>
<td>687</td>
</tr>
</tbody>
</table>

*Source: Henderson State Teachers College, Academic Degrees Granted, Office of the Registrar (16).*
For Henderson State Teachers College the Alumni Association had a roster of 687 for active membership. In 1929 the active members of the Henderson-Brown Alumni Association voted to support the State Teachers College and to become affiliated with the Arkadelphia institution, not Hendrix-Henderson in Conway. Graduates of Henderson-Brown wanted their academic records kept at Henderson State Teachers College (17); they preferred to stay where their loyalties already centered, with Henderson.

The Curriculum

The curriculum improved steadily during the formative State years. As indicated in Table XXII and as organized by Womack in 1929, the curriculum featured nine Departments: Education; English; Foreign Languages; History, Economics, and Geography; Mathematics; Natural Sciences; Physical Sciences; Physical Education; and Government and Sociology. Also listed but not designated as Departments were the subjects public school music, public school art, and Bible. The curriculum featured courses in Bible "to aid students toward an understanding of the life, history, and literature of the Bible" (25, p. 66). Avoiding denominational differences, the courses in Bible placed emphasis upon the intelligent reading of the Scriptures, "leading to an appreciative attitude toward the Bible and a lasting interest and desire for thorough knowledge and personal experience of Bible truth" (25, p. 66). In
### Table XXII

**Number of Courses Offered by Departments at Henderson State Teachers College in 1929 and 1941**

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1929</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>7</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>8</td>
</tr>
<tr>
<td>Secondary Education</td>
<td></td>
</tr>
<tr>
<td>Junior High Education</td>
<td>6</td>
</tr>
<tr>
<td>Senior High Education</td>
<td>4</td>
</tr>
<tr>
<td>General Education Electives</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>15</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>13</td>
</tr>
<tr>
<td>Latin</td>
<td>15</td>
</tr>
<tr>
<td>Spanish</td>
<td>8</td>
</tr>
<tr>
<td>History, Economics, Geography</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>11</td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
</tr>
<tr>
<td>Geography</td>
<td>3</td>
</tr>
<tr>
<td>Government and Sociology</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>5</td>
</tr>
<tr>
<td>Sociology</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
</tr>
<tr>
<td>Botany</td>
<td>3</td>
</tr>
<tr>
<td>Zoology</td>
<td>3</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>6</td>
</tr>
<tr>
<td>Physics</td>
<td>7</td>
</tr>
<tr>
<td>Astronomy</td>
<td>7</td>
</tr>
<tr>
<td>Aviation</td>
<td>8</td>
</tr>
<tr>
<td>Physical Education</td>
<td>12</td>
</tr>
<tr>
<td>Commerce</td>
<td>22</td>
</tr>
<tr>
<td>Other subjects:</td>
<td></td>
</tr>
<tr>
<td>Public School Music</td>
<td>2</td>
</tr>
<tr>
<td>Bible</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>156</td>
</tr>
</tbody>
</table>

1935 the College dropped the courses in Bible (26). In 1933 the College organized a Department of Philosophy and Economics but dropped it in 1935. In reorganizing the course of study in 1935, the College added Business Administration to form a new Department: Economics and Business Administration (18).

For a teachers college, the curriculum emphasized courses in education and subject matter to fulfill the established purpose of the College: the training of teachers for the public schools of Arkansas. The curriculum should be so designed that a student planning to be a teacher should have a "solid foundation of subject matter" (21, p. 6) and a broad cultural background.

The Act creating Henderson State Teachers College provided for the maintenance of a Fine Arts Department on condition that no part of the cost of its upkeep be borne by the State. Since Womack believed that "it is entirely fitting that teachers be trained in an atmosphere of art," (22, p. 9) he retained a Conservatory of Fine Arts as an integral part of the College (18).

In 1932 the curriculum featured ten special methods and content courses as a separate division of the Department of Education: English, chemistry, physics, biology, science in junior high school, history and social science, mathematics in junior high school, mathematics in high school, Latin, and French. In addition, for students in the two-year
curriculum, the program included special methods courses in the teaching of junior high English, social science, science, and mathematics (23). These special methods courses were necessary for those planning to teach in junior high or senior high schools.

In 1941 the curriculum still included the special methods and content courses with five courses listed for the teaching of junior high school subjects: science, social science, mathematics, English grammar, and commercial subjects. For senior high teachers, the curriculum included seven courses: English, grammar, science, history and social science, mathematics, Latin, and commercial subjects. The special methods and content courses had these purposes or objectives:

1. To have the student learn the specific advances that have been made in reorganizing the subject matter in the field being studied, and in this connection to understand clearly the goals or objectives set up by national and regional organized groups.

2. To comprehend more clearly the principles of selecting, organizing, and utilizing materials in terms of clearly defined goals, and to gain skill through practice in organizing teaching materials.

3. To bring the principles and theories developed in class down to the realm of the practical through observation of demonstration lessons in the practice school followed by group conferences of the class as a whole, at which the demonstration lesson observed is carefully analyzed and critically evaluated in terms of the principles involved (32, p. 37).

Besides the methods courses, students completed courses in directed teaching which required that they teach one class a day for five days a week in the Arkadelphia Public Schools,
the work of the practice teacher supervised by a faculty member of the Department of Education (32).

The College changed from the term Department to Division in 1937 (28) and reorganized the curriculum into six Divisions composed of various Departments:

Division of Education
   Elementary, Secondary, Special Content and Methods Courses for Junior High Teachers and Senior High Teachers, and General Courses

Division of Languages
   English, Speech, and Foreign Languages--French, German, and Latin

Division of Social Sciences
   Department of History and Geography
   Department of Political Science and Sociology
   Department of Economics and Business Administration

Division of Sciences
   Department of Biology
   Department of Chemistry
   Department of Mathematics and Physics

Division of Military Education
   Military Science and Tactics

Division of Health and Physical Education
   Department of Physical Education for Men
   Department of Physical Education for Women (32).

The College maintained this system of organization until after World War II.

As the College reorganized and improved its curriculum, it refined its course offerings so that students majoring in Elementary Education and Secondary Education had to fulfill definite requirements to earn the B. A. degree.

In Elementary Education, the College offered two fields of concentration, primary and upper elementary. In 1941, as
listed in Table XXIII, the College outlined the courses necessary for a student to earn a B.A. degree in Elementary

**TABLE XXIII**

FOUR-YEAR ELEMENTARY CURRICULUM AT HENDERSON STATE TEACHERS COLLEGE, 1941*

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Titles</th>
<th>Hours</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Freshman Composition</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Survey of Civilization</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Survey of Social Science</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Survey of Physical Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nature Study</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art in the Elementary School</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Music</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Hygiene</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Survey of English Literature</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children's Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Survey of U.S. History</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principles of Geography</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>American Government</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principles of Teaching</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music Appreciation</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>Child Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arithmetic in Elementary Grades</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods of Physical Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conservation</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art and Art Appreciation</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Elective Courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>7</td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>Senior</td>
<td>Tests and Measurements</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Building</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Directed Teaching</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English--Elective Courses</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>17</td>
<td><strong>30</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>124</strong></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>

Education. Since the College believed in an elementary teacher's taking courses in both Education and general subject matter, it designated that a student take no more than 24 hours in Education courses, as outlined in Table XXIII. The College provided a general education background for the elementary teacher by including courses in art, health, science, English, nature study, history, music, psychology, geography, and political science.

For students specializing in Primary Education, the College modified the Elementary Education program in two courses in Education. One was a special methods course in Reading, Language, and Related Activities in the Primary School; the other was Directed Teaching in the Primary School (32).

For students specializing in Secondary Education, the College required a different set of specifications. The College divided the program into three sections:

1. Courses in general education required of all students in Secondary Education;
2. Courses in special subject-matter required for specific majors and minors;
3. Courses in professional training required in Education (32).

For the first requirement in Secondary Education, the College listed about the same general education courses of all students in Secondary as it did those in Elementary Education, as is evidenced in Table XXIV. The College offered general courses in nine areas to assist Secondary Education majors as they trained to be teachers.
TABLE XXIV

GENERAL COURSES REQUIRED OF ALL STUDENTS IN SECONDARY EDUCATION AT HENDERSON STATE TEACHERS COLLEGE, 1941*

<table>
<thead>
<tr>
<th>Course Titles</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Composition</td>
<td>6</td>
</tr>
<tr>
<td>Survey of Civilization</td>
<td>6</td>
</tr>
<tr>
<td>Survey of Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Personal Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>Survey of Biological and Physical Science</td>
<td>6</td>
</tr>
<tr>
<td>Survey of English Literature</td>
<td>6</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Conservation</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education or Military Science**</td>
<td>4 - 8</td>
</tr>
<tr>
<td>Total</td>
<td>41-45</td>
</tr>
</tbody>
</table>


**Men were required to take 8 hours of Military Science.

Besides the required general courses for students in Secondary Education, the College outlined the academic requirements in nine major fields: English, Latin, French, history and social science, mathematics, science, economics and business administration, music, and speech. The College suggested appropriate minors for each major (32).

For the third requirement in Secondary Education, the College specified 25 hours in Education. Eighteen of those 25 hours required included High School Materials and Methods, High School Tests and Measurements, Adolescent Psychology, Special Methods in Teaching Field, Development in Secondary Education, and two semesters of Practice Teaching in Teaching
Field. Seven of the 25 hours were electives. But the College would apply no more than 25 hours in Education toward a B. A. degree (32).

To upgrade the quality of teachers in Arkansas, the College preferred that students complete the four-year curriculum to earn the B. A. degree. Yet, also to prepare teachers for the public schools of Arkansas, the College offered one- and two-year programs in Primary and Elementary Education and two-year programs in Junior High School and Commercial for students who could not complete the four-year curriculum (21).

Beginning in September, 1934, the College adopted the semester plan with the semester hour as the unit of reckoning, a semester hour denoting one recitation of fifty-five minutes' duration for a semester of eighteen weeks. For its first five years, Henderson State had continued to use the three-term academic year adopted by Henderson-Brown in 1922 and the term hour as its unit of reckoning. The College adopted the semester plan because practically all colleges in Arkansas operated on the semester basis and because many high schools had students graduating at mid-semester. On the three-term plan, the College could not attract students wishing to enter a college at mid-semester (18). In adopting the semester plan, Henderson endeavored to build "up the cooperative nature of the college as a unit of Arkansas education" (42). Womack commented that the adoption of the semester plan was "one of the most radical changes since he assumed his duties" (42).
With the adoption of the semester plan in September, 1934, Henderson State Teachers College modified its bachelor degree programs to correspond to the change from term hours to semester hours. For a bachelor's degree, the College required 120 semester hours of academic work and 6 semester hours of physical education for a total of 126 semester hours. By 1941 the College had reduced the 6 semester hours in physical education to 4 for women and continued to require the first and second basic courses in Military Science for men.

Upon agreement with the War Department in 1936, the College had established on its campus an infantry unit of the Reserve Officers' Training Corps (27). However, before filing an application for the ROTC unit, Womack conducted a vote of men students on campus who gave unanimous approval to the establishment of an ROTC unit at Henderson. In accordance with ROTC specifications, the College made the first two years of Basic Military Science and Tactics compulsory for freshmen and sophomore men and the last two years of Advanced Military optional for juniors and seniors (47).

In 1941 the College granted three degrees: Bachelor of Arts, Bachelor of Music, and Bachelor of Music Education. The College offered the Bachelor of Arts degree with specialization in the five fields of Secondary Education, Elementary Education, Primary Education, Speech, and Music. In the Conservatory of Fine Arts, the College offered the Bachelor of
Music degree with specialization in piano, violin, or vocal music and the Bachelor of Music Education degree (32).

Continuing the practice established by Henderson-Brown, the College offered the Bachelor of Oratory degree in the Department of Speech until 1936 but dropped the degree the next year when Speech became one of the nine majors in the Secondary Education curriculum for a Bachelor of Arts (28).

In its grading system, Henderson State recognized the following scale: A, excellent; G, good; C, fair; D, poor; E, conditional; F, failure; I, incomplete; W, withdrew with permission of the dean and the instructor. The College granted students receiving the grade of E the right to receive credit for the course by doing additional work prescribed by the instructor and passing an examination not later than the middle of the succeeding semester. However, the College specified that the grade could not exceed D and that grades of E not removed according to regulations would become an F, or failure, in the course (30).

By 1941 the College had established that students earning a bachelor's degree also had to earn a minimum of 124 quality credits, according to the following schedule: A, three quality credits per semester hour; B, two quality credits per semester hour; and C, one quality credit per semester hour (32).

For the first term of the State Teachers College, Womack had instituted a numbering system of courses different from
the Roman numeral system of Henderson-Brown College. Womack designated that courses of instruction follow this schedule for the respective College classes: 100-199, freshman; 200-299, sophomore; 300-399, junior; and 400-499, senior (21).

Throughout the formative years of the State Teachers College, the institution further served the teachers of Arkansas by offering extension classes in towns nearby and Saturday classes on the campus, a service commended by Klein in his survey (75). The College allowed 20 per cent of the credit required for a degree or certificate to be done in extension courses (32).

**Athletics and Physical Education**

In its first State years, the College faced a problem in regard to the development of organized athletics and spectator sports on the one hand and the development of a standard program in physical education for all students on the other. As a Methodist school, the College had won State Championships in football; as a State institution, according to the public, the College should continue to produce State Championship teams, especially in football. As a Methodist school, the College had received aid from Arkadelphia citizens who contributed to the educational expenses of athletes; as a State institution, the College received no assistance from Arkadelphia citizens for the expenses of athletes (18). Operating on a limited budget in a time of economic depression and
local droughts in the 1930's, the State Teachers College could not afford to subsidize its athletes (18).

In the first two years, Womack employed the Henderson-Brown coach, John Howell Rowland, to direct the Reddies, who won State Championships in 1929 (66) and 1930 (68). Upon the resignation of Rowland in 1931, Womack appointed Eugene Sherman as teacher of physical education and coach of athletics for men (18). Sherman, a 1930 B. A. graduate of Henderson State Teachers College (73), had served as an assistant coach for one year under Rowland.

Believing that a teachers college should emphasize a good physical education program for all the students rather than expensive intercollegiate team sports for a few active participants, Womack established a policy for the College to maintain the usual forms of athletics but as a phase of physical education rather than as a major feature (22).

During its formative State years, the College had varying fortunes in its intercollegiate athletics. In football the College went from one extreme to another. From 1929 to 1934 the Reddies captured five State Championships in football--1929 (66), 1930, 1932, 1933, and 1934 (15). But the Reddies were not State Champions again until after World War II.

In 1934 the College suffered a blow to its prestige in football from which it did not recover for several years. Sherman, who had coached the Reddies to Championships in 1932
and 1933, had once more moved the Reddies to within one game of the State Championship in 1934. On November 16 the Reddies were to play the crucial game in North Little Rock with the College of the Ozarks. The Reddies won the game 6-0 and the State Championship (76, 77). But Sherman had played three men declared ineligible by the Athletic Conference; he had violated rules of the Athletic Conference and of the College. Sherman apologized to the Board for his actions, stating that he had received a message prior to the game that the players were eligible for the contest and that he later found out his informer was not reliable (78). The Board accepted his statement (18). Sherman resigned later in the year.

The struggling State Teachers College could ill afford any such unfortunate incident. The Board affirmed to the Athletic Conference its intention to abide by the Conference rules. As a result of these assurances from the Trustees, the Conference voted to restore the College to its former standing in the Athletic Conference. The North Central Association accepted the action of the Athletic Conference and took no steps "toward calling the College to account" (18). And the College employed a physical education teacher who could coach athletics for men. In football, however, the College never regained its State Championship prestige during the formative State years.

Besides football, which was the only organized spectator sport in 1929, the College sponsored other sports as funds
permitted. The College sponsored boys' basketball, baseball, and girls' basketball.

Boys' basketball teams fared better in the formative State years than in the last decade of the Henderson-Brown years. The basketball Reddies won the Conference title in 1931 (69), in 1933 (71), and in 1941, "the best year for basketball in College history" (61).

The baseball team won the State Championship in 1932 (70). But the College dropped baseball in 1935 (63).

The College had also sponsored a girls' basketball team until 1935. In 1933 the team won the Girls' State Basketball Championship (71). But, like baseball, the College dropped girls' basketball in 1935. For the rest of the formative State years, then, the College sponsored football and basketball for men.

In its efforts to balance athletics and physical education, the College concentrated on the physical education program as being more beneficial to the entire student body, most of whom were planning to be teachers, than intercollegiate team sports for a few active participants.

The Library

As Henderson State Teachers College grew, so the Library grew. In 1930, the Library had its first head librarian with a degree in library science. The Library, still housed in the Main Building, College Hall, contained 9,000 volumes.
exclusive of public documents and 150 magazines and newspapers (21). In 1929 the Library received a set of the New English Dictionary from the Henderson-Brown Class of 1929, who believed in the "perpetuity of the traditions, the loyalties, and the ideals of the old school in its new life as a state college" (65).

The Library also began to receive more funds each year for the purchase of books and supplies, though the funds varied each year. For example, in its first three years under State support, the Library received $3,000 in 1929-30 (21); $5,000 in 1930-31 (22); and $3,400 in 1931-32 (23).

When the Library moved from College Hall to the renovated dining hall in October, 1934, it received a specific title, Huie Library, named in honor of Mrs. R. W. Huie, the reference librarian who had served both Henderson-Brown and Henderson State for several years. Huie Library included a large, well-lighted reading room seating 110, a reference room, shelves for 185 current periodicals and newspapers, and a stack room housing a book collection of 17,500 volumes classified according to the Dewey Decimal System. The Library also contained bound magazines, pamphlets, and government documents (26).

In 1941 Huie Library had one librarian who managed its operation and directed the student assistants. The Library contained 20,000 volumes and received about 190 current magazines and leading newspapers (32). As a part of the annual
budget for the College, Huie Library could steadily and gradually improve its holdings and services to the students and faculty.

Buildings

At the time of the acquisition of Henderson-Brown by the State, the College owned five structures: the Main Building, Key Hall, the dining hall-kitchen, an infirmary for men, and a President's home. The newest of these structures was ten years old. For the first four years the State Teachers College could not afford new additions to its physical plant. However, from 1933 to 1941, the College enlarged its physical plant to include nine new structures: two dormitories for women, a dormitory for men, a gymnasium, a new home for the President, a central heating plant, a recreation hut for students, a classroom building erected on the foundation of the proposed Alumni Hall, and a science building.

With the erection of a dormitory for women in 1933, the College initiated a building program financed largely by various agencies of the Federal Government. Upon final approval in 1933 by the Reconstruction Finance Corporation of a loan for $63,000, the College awarded the contract to the R. T. Higgins Company of Hot Springs, Arkansas (18). Located to the east of the dining hall-kitchen, the three-story brick structure housed a kitchen, dining room, and commons on the first floor and thirty-six bedrooms on the second and third floors.
to accommodate seventy-two women (35). The College named the new dormitory the Mary Sue Mooney Hall in honor of a teacher of mathematics and English who had been at the institution for twenty-one years (37). On November 31, 1933, Thanksgiving Day and Homecoming, the College dedicated the Mary Sue Mooney Hall (39).

Upon moving the dining hall and kitchen to the new building, the College designated the former dining hall-kitchen, constructed in 1915, as new space for the Library, the first time in the history of the College that the Library was located in a separate building. After appropriate repairs to the old dining hall-kitchen, the College transferred the Library from the cramped quarters in the Main Building, now known as College Hall, to the renovated dining hall in October, 1934 (25).

For its second building, the College received approval for a loan of $50,000 from the Federal Emergency Administration of Public Works on January 9, 1934, for the construction of a physical education building. The College announced that this two story brick structure would face Highway 67, or Tenth Street, on the east campus on the former site of Goodloe Hall, the men's dormitory that burned in February, 1928. Completed in February, 1935, the new gymnasium included a basketball court 94 feet by 54 feet, with seats for over 500 people; a swimming pool 25 by 60 feet, with seats for 275 people; shower and dressing rooms; lockers; offices for the Department of
Physical Education, and storage rooms for athletic equipment (36, 40). The College named the new building Haygood Gymnasium in honor of James R. Haygood, the former Henderson-Brown athletic director and coach who had resigned in 1925 (26).

In 1936 the College inaugurated its most extensive program for buildings to date with an allotment of $278,000 from the Public Works Administration for the construction of a women's apartment-dormitory, a men's dormitory, a central heating plant, and a home for the President. The women's apartment-dormitory, named Womack Hall in honor of J. P. Womack, was located across the street and to the northeast of Mooney hall and faced Highway 67. It could house 124. On the first floor the dormitory featured thirteen apartments; on the second and third floors, bedrooms. The men's dormitory, north of Haygood Gymnasium, also facing Highway 67, furnished accommodations for 88 men. It also included an apartment for the dean of men, an infirmary, and quarters for the nurse. Known simply as the men's dormitory, this structure received no name until June 15, 1951, when a committee in charge of advocating names for campus buildings suggested honoring Benjamin S. Foster, a teacher at Henderson-Brown; thus, the men's dormitory in 1951 became Foster Hall (20).

The central heating plant, situated in the ravine northwest of Womack Hall, provided heat for all of the buildings on the campus except the President's home and Haygood Gymnasium.
The two-story brick Colonial home for the President was erected on the site of the old home which had been razed to provide a lot for the new structure (49).

While these four structures financed by the Public Works Administration were in the process of construction, the College had a privately financed project in progress. President and Mrs. Womack presented a recreation hut to the College. Unlike the brick buildings on the campus, "The Hut," about 20 feet by 40 feet, was constructed of logs; it was to serve as an informal social center for students (48).

The College dedicated all five buildings at a special ceremony as part of the Homecoming events on October 31, 1936. United States Senator Hattie Caraway of Arkansas was a special guest; Governor-elect Carl Bailey delivered the principal address (50).

Another project completed in 1936 was the construction of a new $50,000 stadium on the site of Haygood Athletic Field (45). Financed by the Works Project Administration, the athletic facility included a turtle-back playing field with drainage, a cinder track, a nine-room field house, an entrance of native stone, a 2300-foot chain link fence, two concrete stands seating 4,000 people, and a system of concrete walks connecting the different parts of the field (18). Of the $55,000 cost, the Works Project Administration furnished $45,043.26 and the College, $9,956.74, the sponsor's contribution. The College incurred no debt in this project (18).
The College was able through an approved Works Project Administration loan and money furnished by J. P. Womack to erect a classroom building on the foundation of the proposed Alumni Hall in Henderson-Brown days. After the State assumed the operation of the institution, the College referred to the "old Foundation" as the Annex, partitioning it for use by the College maintenance shop, two classrooms, and a temporary field house for the football team until the new field house was built in 1936 (27). The College named the new classroom building Proctor Hall in honor of Robert T. Proctor, teacher and registrar of many years' service to the College. Proctor Hall contained eight rooms and two offices, the ground floor occupied by the Reserve Officers Training Corps and the upper floor used as classrooms (29). The College formally dedicated Proctor Hall on May 23, 1938 (54).

During the formative State years the last structure completed was a science building, McElhannon Hall, a name honoring Fletcher McElhannon, a Trustee of the College from 1929 until his death in 1939 (18). Located a short distance northwest of College Hall, McElhannon Hall was a three-story red brick 115 feet by 58 feet, with a tile roof and white stone trim. The building accommodated the entire science department with the first floor designated for use by the physics department; the second floor, for biology, contained two large laboratories, recitation rooms, and offices; and the third floor, for the chemistry department with two laboratories, a lecture
room, and an office (57). Completed in May, 1939, at a cost of $125,454 for construction and equipment, McElhannon Hall was dedicated on October 8, 1939, as one feature of the Semi-Centennial celebration of the College (58).

With these nine new structures, the College had a total of fourteen buildings to accommodate and serve its students. By providing three new dormitories the College was fulfilling the most pressing construction need of all the institutions of higher learning in Arkansas, as viewed by Klein and his staff in their survey (75).

Through the years the College had purchased land near the original campus so that in 1941 it contained a tract of fifty-one acres. The College always included mention of its campus in the Bulletin. The College described the campus as a "shaded park of great natural beauty" (30, p. 10) that afforded "excellent opportunities for landscaping of a high order" (30, p. 10). In 1940 the College expanded the description in this manner:

The college buildings are situated on rolling lands which form a shaded park of great natural beauty. The campus is traversed with winding drives and walks. Large natural pine trees create a delightful sylvan atmosphere which adds to the enjoyment of college life" (31, p. 11).

And in 1941 the College modified the paragraph as follows:

The natural beauty of the grounds makes the Henderson campus very attractive. The great number of oaks, pines, and other trees on the rolling lawns create a charming setting for the buildings (33, p. 10).
The campus had grown in size and beauty just as the College had grown in size and service to the area of southwestern Arkansas.

The Legislature and Finances

In Act 46, approved on February 25, 1929, the General Assembly had included the proper machinery for the delegation of powers and the operation of Henderson State Teachers College. In Act 351, approved on April 1, 1929, the General Assembly made an appropriation payable from the General Revenue Fund for the operation, maintenance, and improvement of the College. Of the $120,000 allotted for the first biennium of the College, 1929-31, as shown in Table XXV, the Assembly designated $60,000 for each fiscal year in the biennium to be used as follows: $53,000 for salaries of officers, teachers, and office assistants; $3,000 for wages of engineers, janitors, and laborers; and $4,000 for maintenance and repairs.

<table>
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<th>Biennium</th>
<th>Total</th>
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<tr>
<td>1929-31</td>
<td>$120,000</td>
</tr>
<tr>
<td>1931-33</td>
<td>108,000</td>
</tr>
<tr>
<td>1933-35</td>
<td>140,000</td>
</tr>
<tr>
<td>1935-37</td>
<td>164,520</td>
</tr>
<tr>
<td>1937-39</td>
<td>164,520</td>
</tr>
<tr>
<td>1939-41</td>
<td>182,520</td>
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</table>

*Source: Acts of Arkansas, 1929-1939 (2, 3, 4, 5, 6, 7).
Under maintenance and repairs, the Assembly included materials, insurance, laboratory and shop supplies, tools, machinery, vehicles, and all other necessary expenses to the operation, maintenance and upkeep of the College and its physical plant (2).

During the 1931 session in the midst of the Depression, in Act 260 the Assembly cut the biennial appropriation $12,000, or $6,000 for each fiscal year, to $108,000. The Legislature designated for the cut to come in salaries of officers, teachers, and office assistants. In 1931 the Assembly enacted a bill to provide Permanent Building Funds for certain State educational institutions, including the two State Teachers Colleges and the four Agricultural and Mechanical Colleges (3). Through the sale of certain State notes and bonds, the Assembly hoped to provide more funds for the upkeep of the Colleges. But the Colleges would not profit from this bill, Act 19 of 1931, until 1933.

For the sessions of 1933, 1935, 1937, and 1939, the General Assembly detailed a salary schedule of thirty-three positions for officers and teachers to be paid from the General Revenue Fund and twenty-five maintenance items to be paid from collections in the Henderson State Teachers College account in the Permanent Building Fund as provided in Act 19 of 1931. For the fiscal years ending June 30, 1936, 1937, 1938, and 1939, respectively, the Assembly appropriated $66,260 from the General Revenue Fund for salaries, wages, and maintenance, and
$16,000 from collections according to provisions in Act 19 of 1931 for capital expenditures and repairs, and labor and unclassified services, a total of $82,260 for each of the fiscal years in a biennium (5, 6). In 1939 the Assembly appropriated $25,000 from the Permanent Building Fund because of increased collections, $9,000 above the $16,000 of previous years. The Assembly kept the same base of $66,260 for salaries, wages, and maintenance in the 1939-41 biennium (7).

However, because the General Assembly appropriated the money did not necessarily mean that the College could count on that sum of money to spend. As the Assembly cautioned, a State agency would receive only an amount prorated according to State collection of taxes. The actual amount received by the College is recorded in Table XXVI in Appendix C.

In each session of the General Assembly, the College had to fight for its financial survival, facing not only the battle for funds but also opposition to its very existence until 1937. For example, in 1933 the College was the subject of a bill introduced in the House of Representatives "to abolish Henderson State Teachers College and to give same to Ouachita College" (74, p. 104). Referred to the Education Committee, the bill died in committee (74).

In 1937, however, in its eighth year of existence, the College entered a new era when the Legislature passed the appropriations bill for the institution without a dissenting vote. With the signing of the appropriations bill by Governor
Carl Bailey on February 19, 1937, the College felt that the willingness of the General Assembly to provide for the College without a dissenting vote cast against the measure marked a new era for the institution. The College was "recognized throughout Arkansas as a worthy State institution and should profit through the good-will of the legislature and the governor" (51).

In 1941, the Assembly enacted two measures indicating further gains for the College; one measure affected the source of revenue and the other the personnel of the Board of Trustees. Through Act 384 of 1941 the Assembly provided for the College to be on a millage basis for its financial support (8) instead of the General Revenue Fund as it had been since 1929. The Assembly thus put Henderson State Teachers College on the same basis of support as the other State-supported institutions of higher education enjoyed. The College would benefit from the millage basis of support by being "able to make long-term plans and budgeting possible with a definite means and amount of support for expansion of the College on a time schedule" (61). However, until June 30, 1942, when the Henderson State Teachers College Fund would be built up, the College would receive its annual appropriation for operational purposes from the General Revenue Fund (62).

In Act 128, the second Legislative gain for Henderson in 1941, the College would now have a Board of Trustees composed of "seven competent persons to be appointed by the
Governor of the State, subject to the approval of the Senate" (41, p. 310). The Act included a like change in Board personnel for Arkansas State Teachers College at Conway. Until 1941 both Colleges had Boards composed of three State officials--the Superintendent of Public Instruction as chairman, the Auditor, and the Treasurer--and four appointive positions by the Governor with approval of the Senate (2, 84).

Both Colleges desired the change in the personnel of their Boards so that the Boards should be as "free of politics as possible, and that elective or appointive officers of the State, because of the press of other duties" (8, p. 311) were not able to devote the time and attention to the interests of the educational institutions as the Boards deserved. Furthermore, the Colleges cited that some members of their Boards did not reside in the territory from which the Colleges drew most of their students and were established to serve (8).

As a result of Act 128, Henderson had a new Board in 1941: J. I. McClurkin, El Dorado, and J. H. Lookadoo, Arkadelphia, appointed for two years; E. H. Murry, Arkadelphia, and Lawrence Martin, Hope, four years; Mrs. C. M. Reves, Little Rock, The Reverend R. B. Moore, Pine Bluff, and E. K. Edwards, DeQueen, six years (32).

Legislative sessions in 1929 and after expressed faith in the newest addition to the State-supported institutions of higher learning by voting funds for the operation of
Henderson State Teachers College. But that was not all to the financial picture of the College. In Section 12 of Act 46 of 1929, the General Assembly had stated that the College must "limit the number of teachers and their compensation and all the actual expense thereof to the aggregate amount appropriated . . . for that purpose" (2, p. 92). Aware of the inadequacy of the funds, the College still operated within its income.

Henderson State had employed as business manager H. Grady Smith, who had served Henderson-Brown since March 1, 1921. In his annual message to the President during the formative State years, Smith noted that the College was operating on its income but could make no real progress until revenues increased. On May 28, 1935, reporting an anticipated balance of $836.68, the business manager stated that "we can close another year without creating a deficit" (18). However, he acknowledged that the College had been able to operate at a profit only at "the expense of much needed work in the way of painting and general repairs to the walls and equipment of the classrooms" (18). Throughout the formative State years the College operated on its current income.

In its total current income, the College had gained each year so that in 1940-41 it collected $193,496 from all sources as compared with $103,572 in 1929-30, as listed in Table XXVI, Appendix C. The College had gained $89,924 in its total current income from 1929 to 1941, or 86 per cent from its first
fiscal year, 1929-30, through its twelfth fiscal year, 1940-41. During its formative State years the College survived financially because of the determination of its officials to operate the College within its income. And they did.

The State College on Former Church Property

Occupying the same premises in 1929 of a former Methodist institution, Henderson State Teachers College inherited some practices and traditions of the defunct Henderson-Brown College. The new Henderson State Teachers College retained these specific reminders of the Methodist years:

1. The name Henderson in the title Henderson State Teachers College.
2. Seventeen faculty members from Henderson-Brown, the business manager, and several on the dining hall and maintenance staff.
4. The same buildings, until the State College began a construction program in 1933.
5. The titles of the student publications, The Oracle and The Star, later changed to The Henderson Oracle in 1933 and The Henderson Star in 1934.
6. The name Reddies for the athletic teams and red and gray for the College colors.
7. The four Literary Societies: Upsilon Phi and Philomathean for women and Garland and Gamma Sigma for men.
8. The Young Men's Christian Association and the Young Women's Christian Association.
9. The three-term academic year and the term hour until 1934, when the semester plan was adopted.

Moreover, to add to the influence of the Methodist years, the College had Presidents who were Methodists during its formative State years. As the State years strengthened, the Methodist reminders became less strong.
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<table>
<thead>
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<td>43</td>
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<tr>
<td>44</td>
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<tr>
<td>45</td>
<td>Henderson State Teachers College, December 12, 1935.</td>
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<tr>
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<td>Henderson State Teachers College, January 9, 1936.</td>
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<tr>
<td>47</td>
<td>Henderson State Teachers College, January 23, 1936.</td>
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<td>Henderson State Teachers College, February 20, 1936.</td>
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<td>58</td>
<td>Henderson State Teachers College, October 5, 1939.</td>
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CHAPTER VII

WORLD WAR II, 1942-1945

Though World War II had begun in Europe on September 3, 1939, when Britain and France declared war on Germany for invading Poland on September 1, the United States did not enter the War officially until December 8, 1941, one day after the Japanese had attacked Pearl Harbor on December 7. The War ended in 1945 when the Germans surrendered on May 7 and the Japanese on August 14. Henderson State Teachers College was just emerging from its formative State years when World War II erupted, stopping any plans for development and expansion of the College. Curtailed by World War II from 1941 to 1945, the College had to adjust to many restrictions necessary for the national War effort. The College made the adjustment from peacetime to wartime under the guidance of a new President, Matt Locke Ellis. The College as it lived out the War and waited for peace comprises the subject of Chapter VII.

The Administration

Beginning his term as President in September, 1941, only three months prior to the Japanese attack on Pearl Harbor on December 7, Matt Locke Ellis directed the affairs of Henderson State Teachers College until June 30, 1945, resigning on April
9, 1945, to accept the presidency of Hendrix College at Conway (28). During his four years at Henderson, Ellis confronted not only the usual problems of a college in peacetime but also the unusual problems of a college in wartime. He had to adjust the curriculum to meet the needs of students in wartime. To honor the contract with the Air Corps, he had to shift members of the faculty to new assignments as the College, through an agreement with the Air Corps, provided facilities for the 66th College Training Detachment in 1943-44. He explained to the student body the necessity to suspend intercollegiate athletics for the War years according to an agreement of college presidents in Arkansas. Out of this necessity, he saw the College emphasize intramural games and contests; and in 1945 he announced the addition of a major in physical education.

Three months after coming to Henderson as its President, Ellis proposed on December 2, 1941, to the Trustees a program of Henderson's five most urgent construction needs, in this order: a library, an infirmary, a student union building, the renovation of College Hall or its conversion for classrooms and the erection of a new administration building, and a fine arts building (5). However, after the United States entered World War II in December, 1941, Ellis and the Board had to shelve any plans of construction, the first of many adjustments necessary because of the War.
In his first year as President, Ellis formulated a new statement of purposes for the College, an agent of the State for the training of teachers. In addition to this major function, Ellis stated that the College offered a liberal education in the arts and sciences and pre-professional work leading to medicine, law, music, engineering, or business. He added that it was the purpose of the College to help students develop:

1. Physical fitness and mental balance;
2. Loyal and intelligent American citizenship, and its expression through the observance and promotion of democratic ideals;
3. A broad cultural background as the foundation for every profession;
4. A scholarly mastery of a field of major interest, together with the professional knowledge and skills needed by teachers, and the habit of critical inquiry in attacking all problems;
5. An understanding and an appreciation of the world in which they live;
6. The well-rounded personality each is capable of realizing, and the ability and willingness for cooperative, intelligent participation in society;
7. A guiding philosophy of education and of life (9).

In 1970, with only minor changes, the College was still using this basic statement of purposes.

For the betterment of the College and its purposes, Ellis and a faculty committee recommended to the Board that the College offer these three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. Instead of the Bachelor of Arts for teachers, the committee recommended the Bachelor of Science degree with specialization in Elementary, Secondary, or Business Education (12). In the past few years the College
had awarded the Bachelor of Arts, the Bachelor of Music, and the Bachelor of Music Education.

Under the press of extraordinary problems common to most college officials during World War II, Ellis waited with Henderson State Teachers College for the War to end. Just before the end of the War, however, Ellis tendered his resignation to the Board on April 9, 1945, to return to Hendrix College. He expressed regret at leaving Henderson but stated that "I am convinced that I can do my most effective work in a college that is definitely related to the Church" (28, p. 4). As a prominent Methodist layman, Ellis was active in affairs of the Methodist Church. He remarked that in his four years as President of Henderson State Teachers College he was spending six weeks a year away from his desk on business for the Methodist Church. "However, the Board never complained to me about my spending so much of my school time on work for the Church," he observed (4). Ellis concluded that if he were doing so much work for the Methodist Church that he should return to a Church-related college where he would work for and be paid by the Church (4). Ellis received a commendation from the Trustees, who accepted his resignation with regret (5).

Ellis had brought the College through the War years, no small accomplishment in itself. Through those years he had served as a steadying force in the development of the College. The College and the town regretted his leaving.
After the Board accepted the resignation of Ellis, the Trustees had to select another President. Meeting on May 1, 1945, the Trustees elected Dean Depew McBrien as the fourth President of Henderson State Teachers College. He was to assume his duties on July 1 (5). Born on November 14, 1892, at Tecumseh, Nebraska, McBrien had earned the Bachelor of Arts degree from the University of Nebraska in 1914, the Master of Arts from Columbia University in 1920, and the Doctor of Philosophy from George Washington University, Washington, D. C., in 1929. Except for two years in the Army during World War I, McBrien had been a teacher of history at Arkansas State Teachers College continuously since 1914 (29) and head of the Department of History for twenty-eight years (35).

Like his three predecessors, McBrien was also a Methodist. Coming to Henderson at age fifty-two in 1945, McBrien served as President until June 30, 1963 (7), a tenure of eighteen years, the longest in the history of Henderson State Teachers College. In 1945, McBrien came to the College just as the War was ending and the post-War problems beginning.

The Faculty

For the four years of the War, the faculty remained fairly constant in number and personnel. In 1941, fifteen men and eleven women filled the twenty-six teaching positions on the faculty (8). In 1945, thirteen men and eleven women filled twenty-four teaching positions; two of the younger men
on the faculty were serving in the armed forces (12). The personnel of the faculty stayed about the same, the major changes occurring in men of draft age and in women who sought employment nearer their homes or a better-paying position in Civil Service or another college. Most men on the faculty had served in World War I; and most were over forty years of age in 1941 and not subject to the draft. Consequently, the faculty did not suffer many losses nor changes during World War II.

But in 1943 several teachers requested leaves of absence. Upon the recommendation of the President, the Board adopted a policy regulating leaves of absence. Because the manpower problem had affected education through serious teacher shortages and because members of college faculties leaving their positions were often difficult to replace satisfactorily, the Board agreed to grant no leaves of absence to any members of the staff for the duration of the War, "except in those cases where staff members are called to serve with the Military or Naval forces of the nation" (5). The Board further agreed that other faculty members who left positions during the War could not claim that the College was obligated to reinstate them after the War was over (5).

As for salaries during the War, the faculty received about the same as they had immediately preceding the War. Beginning in March, 1943, the faculty received upward adjustments in their salaries as a result of extra teaching duties
required of them while the 66th College Training Detachment was active at Henderson (5). However, because of the termination of the 66th College Training Detachment in May, 1944, and because of the decline in enrollment, the College cut three from its teaching force for 1944-45 (5). In 1945, upon approval of Act 77 by the General Assembly, the faculty had increases in their salaries, as indicated in Table XXVII.

**TABLE XXVII**

**SALARIES OF THE PRESIDENT AND FACULTY OF HENDERSON STATE TEACHERS COLLEGE AND UNITED STATES AVERAGE ANNUAL SALARY FOR COLLEGE TEACHERS FOR SELECTED YEARS, 1942 to 1945***

<table>
<thead>
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<th>Year</th>
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<tr>
<td></td>
<td>Low</td>
<td>High</td>
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<tr>
<td>1941-42</td>
<td>$4,500</td>
<td>$1,200**</td>
<td>$2,400</td>
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<td>1943-44</td>
<td>4,500</td>
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</tbody>
</table>

*Sources: Henderson State Teachers College, Board of Trustees, Minutes, Book II (5).
Acts of Arkansas, 1945 (3).

**Plus room and board.**

As the Table reveals, faculty salaries at Henderson continued to lag behind the national average; even the highest salary at Henderson fell $300 to $600 below the average annual salary of college teachers. But, at least by the end of the War, the faculty had made some gains in salary benefits.
The faculty received an extra benefit when the Board approved faculty members' participation in the Arkansas Teacher Retirement System. Faculty members would contribute 4 per cent of their annual salaries up to and including the amount of $2,500. The Board also authorized the College to pay from College funds to the Teacher Retirement System such amounts as would match the payments of faculty members (5). After initiation of faculty participation in the Teacher Retirement System in 1943, the College has continued the program ever since.

The Students

Students felt the impact of World War II on their usual activities. Yet, during the War years, they enrolled at Henderson State Teachers College despite travel and other restrictions imposed by the War. In the four years of the War, as demonstrated in Table XXVIII, enrollment for both the regular semesters and the summer gradually decreased from an annual total of 804 in 1941-42 to 580 in 1944-45. Until 1943, men enrolled at about the same rate as they had in the pre-War years; but in 1943, as the War effort made greater inroads on young men of college age, only 83 enrolled in 1943-44 and 84 in 1944-45. Women, too, enrolled in fewer numbers, with only 183 attending in 1943-44 but outnumbering the 83 men over two to one. For the four War years, however, with a total enrollment of 1,492 in the regular sessions, students enrolled at
TABLE XXVIII
ENROLLMENT FOR REGULAR AND SUMMER TERMS AT HENDERSON STATE TEACHERS COLLEGE, 1942-1945*

<table>
<thead>
<tr>
<th>Year</th>
<th>Regular Term</th>
<th>Summer Term</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
</tr>
<tr>
<td>1941-42</td>
<td>235</td>
<td>244</td>
<td>479</td>
</tr>
<tr>
<td>1942-43</td>
<td>213</td>
<td>251</td>
<td>464</td>
</tr>
<tr>
<td>1943-44</td>
<td>83</td>
<td>183</td>
<td>266</td>
</tr>
<tr>
<td>1944-45</td>
<td>84</td>
<td>199</td>
<td>283</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>615</td>
<td>877</td>
<td>1,492</td>
</tr>
</tbody>
</table>

* Source: Henderson State Teachers College, Enrollment Files, Office of the Registrar (15). All totals are without duplicates.

an average of 373 a year; for the summer terms, students averaged 298 a year; and for the annual total of 2,675 for the four years, students averaged 669 a year.

As for expenses at the College, students paid the same in semester fees for registration and dormitory rooms but paid two increases in board. They paid a stabilized registration fee of $25 each semester, $27 for rooms in the dormitories, and $36 for the apartments in Womack Hall each semester (9). For each summer term, students paid $10 in fees and $7.50 for dormitory rooms. But students paid two increases in board, the cost advancing in the regular session from $72 a semester in 1941 (8) to $81 in 1942 (9) and to $90 in 1943 (10). From $20 paid for board for each five-week summer term in 1941, students paid $25 in 1945 (8, 12).
In general, students carried on their work during these four years as well as circumstances permitted. They kept alive the regular campus organizations established before the War (31, 32, 33, 34). They conducted drives and campaigns associated with the War effort. In 1943, they collected over $500 in their annual drive for the American Red Cross (19); in 1944, $750 (22); and 1945, $800 (27). In December, 1944, members of the Young Women's Christian Association wrapped Christmas gifts donated by the Clark County Chapter of the American Red Cross for the returned service men in the Eastman Hotel, Hot Springs (26). They purchased Defense Stamps and Bonds (5). And they contributed to the World Student Service Fund under the local auspices of the YWCA and YMCA (26). For the War, they were trying to do their part.

When they enrolled at Henderson, students brought their ration books with them; when they went home for the Christmas vacation, students checked their ration books out to return to the College after vacation was over (21).

Students continued the publication of the newspaper and the yearbook during the War years. After the dropping of intercollegiate sports in Arkansas for the duration of the War, the Henderson newspaper filled the sports page with news of former students serving in the armed forces (20).

Perhaps no other event at the College reveals the impact of the War on the student body at Henderson more than the sharp drop in the number of degrees earned at the College
during the four years of the War, as shown in Table XXIX.
The sharpest drop came in 1943-44 when the College awarded
only 27 degrees and the College enrollment was 544 for the
year. But the next year, 1944-45, the College was beginning

TABLE XXIX
ACADEMIC DEGREES EARNED AT HENDERSON
STATE TEACHERS COLLEGE, 1942-1945*

<table>
<thead>
<tr>
<th>Year</th>
<th>BA</th>
<th>BM</th>
<th>BME</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1942</td>
<td>68</td>
<td>2</td>
<td>3</td>
<td>73</td>
</tr>
<tr>
<td>1943</td>
<td>48</td>
<td>2</td>
<td>4</td>
<td>54</td>
</tr>
<tr>
<td>1944</td>
<td>25</td>
<td>..</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>1945</td>
<td>36</td>
<td>1</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>177</td>
<td>5</td>
<td>12</td>
<td>194</td>
</tr>
</tbody>
</table>


to overcome some of its Wartime slump in both enrollment and
the number of degrees earned. The Bachelor of Arts degree
earned by those planning to teach was the most popular degree
awarded by the College.

As another concession to the War, the College scheduled
the Commencement activities for one day, Sunday, May 23, 1943,
with the baccalaureate sermon at 11 a.m. and the graduation
exercises at 4 p.m. The College changed from a two-day to a
one-day schedule "to allow parents and friends of the class
to attend both the baccalaureate and the graduation program"
(5). Because of Wartime restrictions on transportation, the College was trying to arrange a time for the program when most parents and friends of the graduating class could attend.

Despite a decrease in enrollment and the number of men on campus, the inconveniences in restricted Wartime travel and the rationing of gasoline, adjustments in living arrangements to make room for the 66th College Training Detachment of the Air Corps, and the curtailment in intercollegiate athletics, students adjusted to these four years of inconveniences without too much whining and whimpering. Perhaps most students agreed with the student columnist in The Henderson Oracle, who wrote the following on the occasion of the students' vacating Mooney Hall and the men's dormitory to accommodate the 66th College Training Detachment of the Air Corps: "Henderson's shoulders are thrown back once more and we are saying 'Aw, come on! Try us again! We can strictly take it!" (18).

The Curriculum

To serve those on both the home front and the War front, Henderson State Teachers College made adjustments in its curriculum and related activities as the occasion demanded. To serve those on the home front, the College continued to offer its regular course work for students pursuing degrees and for those qualifying for an emergency teacher's certificate to ease the teacher shortage in the State. To serve the nation in its War effort, the College participated in special programs,
such as those for Civil Pilot Training and the 66th College Training Detachment--Aircrew.

On the home front, the College offered its regular curriculum to students who were working for a degree. In 1943 the College participated in a cooperative program with the State Department of Education to accept as freshmen those students in high school who had earned twelve units of work and who had a scholastic record in the upper half of their class; the College would thus be able to graduate these students one year earlier. In cooperation with the high schools, the College would grant credit to the student upon completion of his freshman year and the high school would issue a diploma of graduation to the student (17). Under this program of acceleration, the College enrolled thirty-eight new freshmen during registration for the spring semester on January 25, 1943, boosting the enrollment to over 350 (5).

To assist in-service teachers, the College conducted two five-week terms each summer of the War years; and beginning in 1941 it sponsored a special In-Service Teacher Education Program "to provide better teaching, better learning, and more adequate use of school and community resources" by sending its teachers to the public schools of southwestern Arkansas to work in the classroom with teachers and pupils and to conduct workshops (24).

For the War effort, the College cooperated in several programs. In 1942, the College instructed Army and Navy
aviation cadets in both primary and secondary flight training and ground work. In the eight weeks' elementary course, the College provided 240 hours of ground school instruction by College personnel and 40 hours of flight instruction provided through an arrangement with the Franklin School of Aviation which had "about fifteen planes for training purposes" (16).

Perhaps the College experienced its greatest adjustment during the War in the training of aviation cadets from March, 1943, to May, 1944. Learning from Congressman Oren Harris early in February, 1943, of Henderson's participation in the program, the College worked overtime to ready its facilities for the airmen by March 1. Since the College would house the airmen in the Men's Dormitory and Mooney Hall, the College had to request the fifty-six men living in the Men's Dormitory to find rooms in Arkadelphia homes; the College had to transfer the women in Mooney Hall to Womack Hall, swelling the population of Womack to 130. Moreover, the College had to transform the dining hall to cafeteria style, working in two shifts for each meal to accommodate the College boarders and the aviation cadets (18).

Besides the adjustments in students' living accommodations, the College also had to revise the curricular schedule for its regular students by going to a six-day week, or until noon on Saturday. The College added no new personnel but
conducted the instructional program with its regular teaching staff.

The College responded well to the demands of the program to house and instruct the men in the 66th College Training Detachment--Aircrew. From March 1, 1943, to May 1, 1944, the College housed and fed 763 aviation students (5). Henderson State Teachers College instructed these young men in "physics, mathematics, current history, geography, English, medical aid, and physical training, preparatory to specialized study to become pilots, navigators, or bombardiers in the Army Air Forces" (11). On April 29, 1944, the College terminated the program when the last of the 66th College Training Detachment left Arkadelphia for transfer to San Marcos, Texas, for further training (23).

Because of restrictions imposed by the War, the College added no new programs to its curriculum. But in 1945, having developed and improved its physical education Department, the College was now ready to offer a major in physical education (12), having offered a minor in physical education since 1932.

**Athletics and Physical Education**

Upon the agreement of college presidents in Arkansas on September 14, 1942, to suspend all intercollegiate athletic contests for the duration of the War (16), Henderson further felt the impact of Wartime restrictions. As a result of the Federal Government's curtailment of the chartering of busses
or train coaches, the uncertainty of transportation facilities for competing teams, and the possibility of athletes' induction into the Armed Forces, the colleges of Arkansas, mutually imposing the ban, did not vote to lift the suspension until three years later.

As a result of the abandonment of intercollegiate athletics for the duration of the War, Henderson expanded its intramural program to both team and individual sports. For team sports, Henderson scheduled softball, basketball, volleyball, and field hockey. For individual sports, the College offered swimming, tennis, aerial darts, shuffleboard, and archery (16). The athletic coach "turned from the job of training small groups for intercollegiate contests" (5) to the job of "serving the students as a whole rather than a small, select group" (5).

At a meeting in Little Rock on November 15, 1944, the presidents and coaches of Arkansas colleges voted to resume intercollegiate athletics in 1945, beginning with basketball in the spring semester of 1944-45 and football in the fall of 1945 (25). By September, 1945, since World War II was over, the College was resuming its full participation in intercollegiate athletics in Arkansas, compiling a 2-6 record in football in 1945 (30). Winning two and losing six games was not an auspicious start; but the College had its sports program in operation once more for intercollegiate competition.
The Library

During the four years of the War, the Library gained 4,000 volumes, from 20,000 in 1942 to 24,000 in 1945 (9, 12). The Library still contained a large number of uncatalogued pamphlets and public documents. In 1945 the Library received 164 current periodicals (12).

Though the Library was still serving the students in the old renovated building, the College knew that it needed an improved facility for its Library. Ellis had included a new structure for the Library as the first essential in a building program for the College; and McBrien was also to include such a request later. But of course the War kept the College from building a new structure for the Library.

Buildings

The College felt the impact of limitations on new construction. From 1942 to 1945 the College built only one structure, an Armory for the benefit of the Reserve Officers Training Corps. As early as October, 1940, the College had begun negotiating with the Works Project Administration and the War Department for a loan of $100,000 to apply on the Armory's total cost estimated in 1941 at $126,000. As sponsor of the project, the College was to furnish $26,000 toward the cost of the Armory (5). Authorized by the Trustees, the College borrowed $20,000 to supplement the federal funds for construction of the Armory on the campus directly north of
College Hall and northwest of Womack Hall. However, in 1944 the Armory was unfinished; it still needed items essential to its completion, such as plumbing, lighting, and heating facilities (5). Finally, in 1945, after a series of delays because of the War, the College completed the Armory at a cost of over $150,000 (13). On June 14, 1947, Henderson State Teachers College named the structure the Joseph A. Day Memorial Armory in honor of its second President (6) and dedicated the building on May 5, 1948, not only in the honor of Day but also in the honor of the forty-one "Hendersonians who made the supreme sacrifice in World War II" (14, p. 16).

A T-shaped building, the Joseph A. Day Memorial Armory was a "magnificent addition to the college plant" (13, p. 12). It contained a rifle range, band room, film room, ordnance room, classrooms, dressing rooms, offices, and a large room for indoor drills. Day Armory faced a large outdoor drill field (13). The new Armory also featured a gymnasium with bleachers along the walls capable of seating 2,000 spectators (14). But the Armory represented the only effort of the College to erect a major structure during World War II.

The Legislature and Finances

The formative State years past, Henderson State Teachers College settled to a more stabilized relationship with the Arkansas General Assembly. During the four years of World War II, the College received increased biennial appropriations
from the General Assembly, as listed in Table XXX. From an appropriation of $215,760 for the 1941-43 biennium, the College advanced to an appropriation of $270,000 for 1943-45,

**TABLE XXX**

**BIENNIAL APPROPRIATIONS BY THE ARKANSAS GENERAL ASSEMBLY FOR HENDERSON STATE TEACHERS COLLEGE, 1941-1945**

<table>
<thead>
<tr>
<th>Biennium</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941-43</td>
<td>$215,760</td>
</tr>
<tr>
<td>1943-45</td>
<td>270,000</td>
</tr>
</tbody>
</table>

*Source: Acts of Arkansas, 1941-1943 (1, 2).*

or a gain of 24 per cent. The College felt that the gain resulted as much from the acceptance of the College by the General Assembly and the people of Arkansas as a part of the State-supported system of colleges as it did from the funds accumulating to the account of the College from the millage basis passed in 1941.

Besides the funds for the operation of the College, the General Assembly made a supplemental appropriation of $20,000 in 1943 "for Repairs, Replacements, Equipment and Labor in preparation for the use of the College facilities for training Army Students" (2, p. 815). And in 1945 the Assembly made another supplemental appropriation of $12,000 for completion of the Armory (3).

Looking to the end of the War, on February 21, 1945, the Assembly authorized the College to participate in the program
"for the training of returning service men and women under the provisions of Federal statutes which heretofore have been passed or may in the future be passed for this purpose" (3, p. 180). The Assembly declared the College eligible to receive from the Federal Government or other sources any "supplies, equipment, funds, labor or services or materials which may be contributed directly or indirectly to this training" (3, p. 180).

In finances, the College generally enjoyed a satisfactory condition during the War years (5). The College operated on its income, which, according to Table XXVI, Appendix C, varied as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1941-42</td>
<td>$208,632.57</td>
</tr>
<tr>
<td>1942-43</td>
<td>256,149.37</td>
</tr>
<tr>
<td>1943-44</td>
<td>292,422.98</td>
</tr>
<tr>
<td>1944-45</td>
<td>223,082.32</td>
</tr>
</tbody>
</table>

In 1943-44 the College income of $292,422.98 reflected a payment of $81,624.46 by the Federal Government for the training of the men in the 66th College Training Detachment. Because of increased revenues from the General Assembly and funds paid by the Federal Government, Henderson State could at least maintain its status quo in finances as it waited for the end of the War.

And in 1945 the War did come to an end. Henderson State Teachers College had borne the War years with a certain fortitude of spirit because of its President, faculty, and students, who were willing to endure present inconveniences for the sake
of future advantages sure to come at War's end. Yet the College was soon to discover in its adjustment to the postwar years that problems of expansion were just as troubous as problems of non-expansion during the War, as Chapter VIII relates.
CHAPTER BIBLIOGRAPHY


4. Ellis, Matt Locke, President of Henderson State Teachers College, 1941-1945, Interview, Hendrix College Library, Conway, Arkansas, March 1, 1973.


15. Henderson State Teachers College, Enrollment Files, Office of the Registrar.


24. Henderson State Teachers College, The Henderson Oracle, October 12, 1944.


CHAPTER VIII

ADJUSTMENT AND EXPANSION, 1946-1960

In 1945 Henderson State Teachers College had completed its sixteenth year. World War II was over, but problems following the War were just beginning in 1945-46. Whereas the War years had imposed problems of restriction and curtailment in academic activities, the post-War years fostered problems of adjustment to an increased enrollment of veterans and the necessary expansion of the physical plant and services of the College to care for more students. With sixteen years of experience behind it and with a new President beginning his first term in 1945-46, Henderson State Teachers College was ready to face the problems of adjustment and expansion needed during the next fifteen years.

Chapter VIII presents the development of the College during this period of adjustment and expansion from 1946 to 1960.

The Administration

President throughout the post-War years of adjustment and expansion, Dean Depew McBrien set the keynote of his administration in an address delivered on October 26, 1945, at his formal inauguration. McBrien emphasized the meaning of
the words **state teachers college**, which, "taken separately or as a trinity . . . reveal the character and purpose of the institution" (12). After elaborating on the meaning of each word in the phrase **state teachers college**, he concluded:

> We have, then, upon this campus an institution owned, operated, and controlled by the state, the primary purpose of which is the training of teachers for the public schools of Arkansas, and which must also afford that broad, general, and liberal education for life and citizenship which is an essential, necessary, basic, and pre-requisite to any adequate professional preparation. We have here a state teachers college.

> We call it Henderson. Sometimes we call it Henderson College, but we must never forget that it is not only a college but a teachers college, primarily so, and that the only justification it has for dipping into the state treasury for funds for its support is by virtue of its character as a teachers college (12).

From the day he took office, McBrien focused on making Henderson a better state teachers college.

In fact, previous to the opening of the fall semester in September, 1945, McBrien outlined to the Trustees six recommendations which they approved on August 7, 1945:

1. To establish a uniform fee of $37.50 a semester for two one-half-hour private lessons per week in piano, violin, voice, and speech instead of a fee varying according to the teacher. And to delete fees charged for counterpoint, composition, and the teaching course in fine arts.
2. To establish a department of extension to unify under one management four different types of services offered by the College: correspondence teaching, extension class work, in-service training of teachers, and film library service.
3. To establish a department of art.
4. To establish a department of home economics.
5. To offer scholarships to valedictorians and salutatorians graduating from North Central High Schools and from Class A and Class B High Schools, the scholarships to pay the $25 entrance fee for the first semester of the freshman year (12).
McBrien and the Trustees agreed that these six needs were vital to the immediate adjustment and expansion of the College after the War.

To meet the fast-growing demands of the College, McBrien had authorization from the Board on October 26, 1945, "to sign contracts with the Federal Government or its agencies in connection with surplus property, housing, and other reversion items" (12) and on June 10, 1946, "to enter into contracts with any Federal agency to secure plans, etc., on new buildings, buy equipment, furniture, or fixtures" (13). On June 14, 1947, McBrien reported that a "large amount of office equipment, including a number of desks, filing cabinets, chairs, hospital beds, mattresses, and a jeep have been secured from various agencies handling government surplus" (13).

At the end of his first year at Henderson, McBrien reported several accomplishments of the College to the Board: renovating Key Hall; refinishing several classrooms in the Armory; remodeling Proctor Hall for the Department of Home Economics; adding the degree Bachelor of Science in Education for those wishing to be teachers; creating a Department of Art; and establishing a Department of Extension and Correspondence, which, in its first year, had enrolled 240 in extension classes taught by members of the faculty and 204 in correspondence work.

To further expand the curriculum, McBrien re-established the Department of Geography discontinued at the outbreak of
the War, arranged for the reorganization of the Department of Speech and for the modernization of the Department of Physical Education. He reorganized the Department of Education by bringing "the teaching of elementary and secondary education under a unified administration and by centralizing the administration of practice teaching under the direction of one faculty member" (13).

On September 23, 1946, McBrien reported to the Board that he had submitted to the Division of Planning of the Arkansas Resources and Development Commission at their request a list of needed buildings or additions to the present plant. He listed as imperative needs a new library, a new cafeteria, an auditorium, two new dormitories, and a new administration building, or at least the remodeling of College Hall, the administration building then in use. McBrien’s list was quite similar to that by Matt L. Ellis in December, 1941. For a growing institution, McBrien stated that the dilemma was to choose the order of the buildings, since the College needed all of them. McBrien commented:

As to which of these needs is the most pressing, it is difficult to say. Some might contend that additional dormitories should come first. On the other hand, what would be the use of building additional dormitories to care for more students if, when those students arrived, the college was unable to provide them with satisfactory meal service, library service, and classrooms for their instruction (13).

But McBrien did not hesitate because of the dilemma; he initiated a building program in 1948. From 1948 to 1960, as
financial conditions permitted, he was instrumental in these buildings being constructed on the Henderson campus:

1948—a library-auditorium, a cafeteria commons, and three faculty duplexes;
1951—a dormitory for men, two dormitories for women, and a classroom building;
1954—a gymnasium;
1955—a 30-unit apartment dormitory and ten faculty houses;
1958—a student union (13, 14).

With the exception of an administration building, McBrien had secured all of the structures vital to the expanding College. But the College did remodel and redecorate the administration building numerous times as the College shifted the utilization of the space to suit emergent needs (13, 14). One of the improvements to College Hall resulted from the Board's approval on June 20, 1952, to air-condition the President's office and other administrative offices "if, after proper investigation, this seems feasible" (13). Another improvement was the construction of fire-proof vaults for the protection of records and documents in the registrar's office and the business office (13).

In other events of his administration, McBrien gained other objectives for the College. He placed in operation a required general education plan for the freshman and sophomore years. McBrien and the Board agreed on October 12, 1951, to operate a graduate center on the Henderson campus for the University of Arkansas. In 1955, the College added a Graduate Division offering a fifth-year program leading to the
degree of Master of Science in Education. Also, McBrien and the Henderson Department of Education revised the professional program in education in 1952 to consist of the Minor Sequence and the Major Sequence in Education (13, 14).

McBrien was the first President of Henderson to rank the faculty and to formulate policies governing staff appointments, pay, promotions, retirements, and leaves of the faculty. The Board of Trustees adopted the policies on March 20, 1946; and, except for minor amendments, the College was still using the basic document in 1970. McBrien classified the positions officially considered as faculty status as follows: President, Dean, Professor and Head, Professor, Associate Professor, Assistant Professor, and Instructor (13).

Not long after McBrien became President, he began to expand the list of professional organizations to which the College belonged. Until 1945, the College had been a member of the American Association of Teachers Colleges since 1931 and of the North Association of Colleges and Secondary Schools since 1934. Through the efforts of McBrien and other administrators after 1945, the College affiliated with the American Council on Education in 1946; the Teachers College Association for Extension and Field Service, 1949; the Association of Teacher Education Institutions, and the National Commission on Accrediting, 1952. The College received an approved rating in 1954 from the National Council for Accreditation of Teacher Education as a teacher education institution. The College
also became an associate member of the National Association of Schools of Music, 1958, and was approved by the American Association of University Women, 1959 (66).

During the mid-1950's public colleges and public schools in the South had to resolve the problem of integration of the races in their institutions since the United States Supreme Court had ruled in 1954 that all public schools must be open to all citizens, regardless of race. Colleges in Arkansas had to resolve the problem of integration because they were segregated. In 1955, then, Henderson State Teachers College, which had been established for and used exclusively by whites since 1929, faced the problem of admitting blacks into its resident student body. On June 3, 1955, the Board granted McBrien "authority to defer admittance of Negroes to Henderson on the ground that the present laws will not permit it" (14). McBrien told the Board that an inter-college committee had been appointed to consider the problem. In the meantime, before the inter-college committee could meet, the Supreme Court ruled that integration applied to public colleges as well as public schools and that all statutes of Arkansas requiring the segregation of the races were null and void.

Therefore, on July 5, 1955, the Henderson Board passed a resolution, which agreed to accept the legal position in good faith and stated that the College was "required henceforward to admit students who meet the stated qualifications for admission without regard to race" (14). The Trustees authorized
McBrien and the chairman of the Board, as Henderson's representatives on the inter-college committee, "to agree to any reasonable solution acceptable to the various colleges, as long as it is in keeping with the spirit of the Resolution heretofore passed at this meeting" (14).

From this beginning, Henderson State Teachers College started accepting blacks as students. By 1970, in the development of the institution, the College had accepted the integration of the races as a fact. But the adjustment to the fact came during McBrien's administration.

In 1954, McBrien's ninth year at Henderson, the College noted its twenty-fifth anniversary as a State-supported institution. The College marked the beginning of the observance when the Student Senate sponsored a formal Silver Ball on March 13, 1954 (50). Also, The Henderson Star for 1954 used the silver anniversary observance for its theme; and the staff dedicated the volume to Mr. and Mrs. H. Grady Smith, who had been on the Henderson State Teachers College staff since 1929 and previously on the Henderson-Brown staff (70).

In the period of adjustment and expansion after World War II, McBrien had supervised advances for the College in curricular offerings and changes, in new buildings vital to the growth of the institution, in establishment of a Graduate Division for teachers to earn the Master of Science in Education degree, and in accreditation by the National Council for Accreditation of Teacher Education. He had to cope
with and help solve the problem of desegregation in the College. During these years of adjustment and expansion, McBrien acted in most matters so that Henderson could fulfill its mission as a state teachers college to prepare teachers and administrators for the public schools of Arkansas.

The Faculty

During this fifteen-year period, the faculty underwent several changes in personnel because of resignations, retirements, deaths, and replacements. For the first time in the history of the College, the faculty had a definite policy adopted by the Board on March 20, 1946, to govern staff appointments, pay, promotions, retirements, and leaves (13). Instead of the rank of instructor or professor, the faculty were ranked in 1946 by the Board and McBrien according to the ranks of professor, associate professor, assistant professor, and instructor for teaching personnel. The faculty gained some advantages in salary increases, retirement benefits, and leaves granted to attend graduate school or to be absent from academic duties because of illness or disability.

As the years progressed, the faculty received gradual increases in their salaries, as registered in Table XXXI. With increases of $100 to $300 a year in most years, the faculty received their lowest salaries in 1945-46 and their highest in 1959-60 (13, 14). They received their greatest increase in salary from the 1949 General Assembly (3), those
TABLE XXXI

SALARIES OF THE PRESIDENT AND FACULTY OF HENDERSON STATE TEACHERS COLLEGE AND UNITED STATES AVERAGE ANNUAL SALARY FOR COLLEGE TEACHERS FOR SELECTED YEARS, 1946 to 1960*

<table>
<thead>
<tr>
<th>Year</th>
<th>HSTC President</th>
<th>HSTC Faculty Range</th>
<th>US Average Annual Salary of College Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>1945-46</td>
<td>$4,500</td>
<td>$1,800</td>
<td>$2,850</td>
</tr>
<tr>
<td>1946-47</td>
<td>5,000</td>
<td>1,950</td>
<td>3,150</td>
</tr>
<tr>
<td>1947-48</td>
<td>5,600</td>
<td>2,400</td>
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<tr>
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<td>7,200</td>
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<td>7,200</td>
<td>3,200</td>
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</tr>
<tr>
<td>1952-53</td>
<td>7,500</td>
<td>3,200</td>
<td>5,500</td>
</tr>
<tr>
<td>1954-55</td>
<td>8,500</td>
<td>3,300</td>
<td>5,700</td>
</tr>
<tr>
<td>1956-57</td>
<td>8,500</td>
<td>3,600</td>
<td>6,000</td>
</tr>
<tr>
<td>1958-59</td>
<td>10,000</td>
<td>4,200</td>
<td>7,200</td>
</tr>
<tr>
<td>1959-60</td>
<td>12,000</td>
<td>4,300</td>
<td>7,500</td>
</tr>
</tbody>
</table>

*Sources: Henderson State Teachers College, Board of Trustees, Minutes, Book III (13) and Book IV (14); "Faculty Salaries: Past and Present," Educational Record, 49 (Winter, 1968), 10 (9); Historical Statistics of the United States: Colonial Times to 1957 (75).

...on the low end of the scale advancing from $2,400 to $3,200 for an $800, or 33 per cent, increase and those on the high end of the scale advancing from $3,500 to $5,200 for a $1,700, or 49 per cent, increase. However, whatever their gains, they still were not keeping pace with other college teachers in the nation.

In 1946-47, when salaries ranged at Henderson from $1,950 to $3,150, McBrien informed the Board of his difficulty in securing faculty members at salaries authorized by the General
Assembly. McBrien stated that he could not secure satisfactory personnel so long as salaries remained at their level for 1946-47. Further, he cited evidence of six resignations during the past year because these six had obtained positions at salaries from $500 to $1,900 more than Henderson was able to pay them. In addition, faculty on the staff for several years had received offers of salaries far larger than they were receiving at Henderson but had chosen to remain at Henderson because of their loyalty to the institution and because of property investments in Arkadelphia (13). As a result, the College presented the situation to the General Assembly and received a few modest raises for faculty during the period from 1947 to 1960.

While faculty considered their present salaries as quite important, they also considered their later years when they would retire. Consequently, they voted to start contributing to the United States Social Security Program as well as to continue their membership in the Arkansas Teacher Retirement System (13, 14).

As a more immediate benefit, however, faculty secured leaves of absence to pursue further graduate work for the doctorate. On March 22, 1951, twenty-two faculty members received leaves varying from three months to thirteen months. Those with five or more years of service with the College received pay; others took their leaves without pay. Seventeen of the twenty-two were veterans of World War II who had to enroll for
further graduate work before July 25, 1951, or lose the benefits to which they were entitled under the G. I. Bill of Rights. Others received leaves of absence because of illness or injury, the Board unanimously adopting a policy on October 2, 1950, of thirty days' leave with pay for any one fiscal year (13).

According to qualifications based on degrees earned, the faculty improved steadily from 1946 to 1960. In 1946, for forty-five instructional positions, the faculty included nine with a doctor's degree, thirty-two with a master's degree, and four with a bachelor's degree (18). In 1960, for sixty-six instructional positions, the faculty included eighteen with a doctor's degree and forty-eight with a master's degree (30).

Even with a national shortage of college teachers and the meager salaries paid faculty, for the most part Henderson was able to secure qualified faculty members. Acquiring tenure after five years, many faculty members purchased homes and later retired in Arkadelphia.

To honor seven faculty and staff members with twenty-five or more years of service to Henderson State Teachers College, the College presented each with a Hamilton wrist watch at a special ceremony on April 5, 1956, in Arkansas Hall. The seven were Dora S. Harwood, Phillip G. Horton, S. C. E. Powers, H. Grady Smith, Lois McNabb Smith, Mae Whipple, and Bob Williams (14). Since 1956 others have received appropriate recognition for five, ten, fifteen, twenty, or twenty-five years
of service to Henderson State Teachers College as they became eligible for the awards (15).

The Students

From 1946 to 1960 students adjusted to the post-War era of expansion much as they had adjusted to the War years of restriction. In this fifteen-year period Henderson State students enrolled in ever-increasing numbers; they paid more in fees, room, and board; they adjusted to several changes in campus organizations; and they cooperated in campus theatrical productions.

Henderson State students enrolled in ever-increasing numbers, as listed in Table XXXII. In the regular two-semester academic year, students registered for an overall gain of 862, or from 571 in 1945 to 1,433 in 1959-60. The greatest number for a regular session, 1,583, registered in 1958-59; the least, 571, in 1945-46. In two-semester sessions, men consistently outnumbered women, a reversal of the general trend during the first decade of the State years. For summer sessions of two five-week terms, students enrolled in a more uneven pattern, with 495 in 1953-54 the least figure and 1,035 in 1949-50 the greatest figure.

For the annual total, in no year did student enrollment drop below 1,100. In the decade from 1946-56, the greatest annual enrollment was 2,271 in 1949-50, the year that many of the veterans completed work on their bachelor's degree. And
### TABLE XXXII

**ENROLLMENT FOR REGULAR AND SUMMER TERMS AT HENDERSON STATE TEACHERS COLLEGE, 1946-1960**

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Total**</th>
<th>Summer Term Total**</th>
<th>Annual Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1945-46</td>
<td>320</td>
<td>251</td>
<td>571</td>
<td>565</td>
<td>1,136</td>
</tr>
<tr>
<td>1946-47</td>
<td>583</td>
<td>296</td>
<td>879</td>
<td>708</td>
<td>1,587</td>
</tr>
<tr>
<td>1947-48</td>
<td>584</td>
<td>325</td>
<td>909</td>
<td>748</td>
<td>1,657</td>
</tr>
<tr>
<td>1948-49</td>
<td>564</td>
<td>443</td>
<td>1,007</td>
<td>830</td>
<td>1,837</td>
</tr>
<tr>
<td>1949-50</td>
<td>620</td>
<td>616</td>
<td>1,236</td>
<td>1,035</td>
<td>2,271</td>
</tr>
<tr>
<td>1950-51</td>
<td>553</td>
<td>542</td>
<td>1,095</td>
<td>690</td>
<td>1,785</td>
</tr>
<tr>
<td>1951-52</td>
<td>494</td>
<td>548</td>
<td>1,042</td>
<td>539</td>
<td>1,581</td>
</tr>
<tr>
<td>1952-53</td>
<td>518</td>
<td>437</td>
<td>955</td>
<td>524</td>
<td>1,479</td>
</tr>
<tr>
<td>1953-54</td>
<td>519</td>
<td>449</td>
<td>968</td>
<td>495</td>
<td>1,463</td>
</tr>
<tr>
<td>1954-55</td>
<td>539</td>
<td>508</td>
<td>1,047</td>
<td>646</td>
<td>1,693</td>
</tr>
<tr>
<td>1955-56</td>
<td>648</td>
<td>540</td>
<td>1,188</td>
<td>709</td>
<td>1,897</td>
</tr>
<tr>
<td>1956-57</td>
<td>738</td>
<td>581</td>
<td>1,319</td>
<td>836</td>
<td>2,155</td>
</tr>
<tr>
<td>1957-58</td>
<td>823</td>
<td>635</td>
<td>1,458</td>
<td>972</td>
<td>2,430</td>
</tr>
<tr>
<td>1958-59</td>
<td>817</td>
<td>766</td>
<td>1,583</td>
<td>924</td>
<td>2,507</td>
</tr>
<tr>
<td>1959-60</td>
<td>792</td>
<td>641</td>
<td>1,433</td>
<td>927</td>
<td>2,360</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>9,112</td>
<td>7,578</td>
<td>16,690</td>
<td>11,148</td>
<td>27,838</td>
</tr>
</tbody>
</table>

*Source: Henderson State Teachers College, Enrollment Files, Registrar's Office (32).**

**Without duplicates.

After 1956 the annual enrollment never dipped below 2,100. From 1,136 in 1945-46 to 2,360 in 1959-60, the enrollment for this fifteen-year period gained 1,224 or increased 107 per cent.

For the College to expand its services and to supplement State appropriations, students paid increased sums for fees, room, and board. In 1946, students continued to pay the $25
entrance fee at registration each semester. However, in 1947 they paid a $30 semester fee (19), the first in a series of increases; in 1948, they paid $40 (21); in 1951, $45 (22); in 1955, $50 (26); in 1956, $60 (27); in 1959, $75 (28), the Board approving this $15 increase on December 6, 1958, to be in effect on September 1, 1959 (14).

Students paid corresponding increases in room and board. In 1946, students living in the dormitories paid $27 a semester for rooms and $101.25 for board (19). In 1960, those living in Mooney, Womack, and Foster, the older dormitories, paid $68 a semester; and those living in Pines, Oaks, and Holly, the newer dormitories, paid $80 a semester for rooms. All paid $180 a semester for board (30).

In student organizations, the College effected three major changes in 1946. First, the College deleted the four traditional Literary Societies and established chapters of fraternities and sororities with national affiliation. The three fraternities were Phi Lambda Chi, Sigma Tau Gamma, and Phi Sigma Epsilon; the five sororities were Alpha Sigma Alpha, Alpha Sigma Tau, Delta Sigma Epsilon, Pi Kappa Sigma, and Sigma Sigma Sigma (18, 69).

In a second change, the College phased out the Young men's and the Young Women's Christian Associations and formed the Student Christian Association (19). And in a third change, the College established a service organization, Heart and Key, limited to twenty-five upperclassmen who had proved
their "loyalty to the College through service to the school with a heart" (36). Members of Heart and Key worked in the activities associated with Homecoming and other campus festivities, district and state educational meetings held on the campus, and special events held at the College (36).

The College sanctioned only those student organizations which the College believed would benefit the students. Consequently, in 1960, the College approved only a limited number of organizations classified in the Bulletin according to their nature or purpose, as follows:

**Governmental**
The Student Senate
The Men's Council
Association of Women Students

**Service**
Heart and Key

**National Fraternities**
Phi Lambda Chi
Sigma Tau Gamma
Kappa Sigma Kappa
Phi Sigma Epsilon
Sigma Phi Epsilon

**National Sororities**
Alpha Sigma Alpha
Alpha Sigma Tau
Delta Zeta
Sigma Sigma Sigma

**National Organizations**
Independent Student Association
Panhellenic Council
Interfraternity Council

**Religious**
Student Christian Association
Departmental Societies

Student National Education Association
Masquers--Dramatics
Chemistry Club
Business and Economics Club
Debate Club
French Club
Spanish Club
Colhecon
International Relations Club
Physical Education Club
Women's Recreation Club
Henderson Military Society
Pershing Rifles Society

National Honor Organizations

Pi Kappa Delta--Forensics
Kappa Delta Pi--Education
Theta Alpha Phi--Dramatics
Alpha Chi--Scholastic
Phi Alpha Theta--History (30, p. 50).

The College exercised strict control on the number and kind of organizations permitted on the campus.

In 1956, students revived the publication of a literary magazine, Poeta, composed of original prose and poetry by students and faculty (57). Like the Pines of 1939-41, Poeta too had a short life, ceasing publication in 1958.

Students demonstrated their talents in dramatics in the production of such representative dramas as Thornton Wilder's Our Town on May 11-12, 1949 (39); Tennessee Williams' The Glass Menagerie, May 11-12, 1950 (40); Joseph Kesserling's Arsenic and Old Lace, November 11-12, 1954 (52); Richard Nash's The Rainmaker, February 14-15, 1957 (56); and Robert Lee and Jerome Lawrence's Inherit the Wind, November 21-22, 1957, this production distinguished by its "first presentation of the drama by any amateur group in the country" (59).
On February 26-27, 1953, students produced the four-act drama *There Were Union Men* by Dean Depew McBrien (47). And through the cooperation of the Speech and Music Departments, students also presented operettas, such as Gilbert and Sullivan's *Patience* on April 8-9, 1949 (37).

In a different kind of activity, Henderson students vied with Ouachita students to see which College would donate the greater number of pints of blood in the Red Cross Drive. In March, 1953, donors from Henderson gave 159 pints of blood; Ouachita, 103 pints. Students from both Colleges donated 262 of the 279 pints credited to Arkadelphia in the two days that the Red Cross Bloodmobile was stationed at the First Baptist Church (48). However, the students sponsored this friendly competition for this one year only.

As more students enrolled at Henderson State Teachers College, so more students earned degrees at the College, as presented in Table XXXIII. In addition to the Bachelor of Music, Bachelor of Music Education, Bachelor of Science, and Bachelor of Arts, students during the period of expansion could also earn the Bachelor of Science in Education degree and the Master of Science in Education degree, the professional degrees for teachers. After 1948, more students earned the Bachelor of Science in Education degree than any other degree awarded by the College, with 1,973 earning the degree. After the establishment of a Graduate Division in 1955, the College awarded the Master of Science in Education
<table>
<thead>
<tr>
<th>Year</th>
<th>BM</th>
<th>BME</th>
<th>BS</th>
<th>BA</th>
<th>BSE</th>
<th>MSE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946</td>
<td>1</td>
<td>2</td>
<td>..</td>
<td>60</td>
<td>..</td>
<td>..</td>
<td>63</td>
</tr>
<tr>
<td>1947</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>87</td>
<td>..</td>
<td>..</td>
<td>92</td>
</tr>
<tr>
<td>1948</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>71</td>
<td>21</td>
<td>..</td>
<td>99</td>
</tr>
<tr>
<td>1949</td>
<td>2</td>
<td>5</td>
<td>13</td>
<td>96</td>
<td>114</td>
<td>..</td>
<td>230</td>
</tr>
<tr>
<td>1950</td>
<td>1</td>
<td>7</td>
<td>14</td>
<td>44</td>
<td>226</td>
<td>..</td>
<td>292</td>
</tr>
<tr>
<td>1951</td>
<td>..</td>
<td>12</td>
<td>14</td>
<td>30</td>
<td>220</td>
<td>..</td>
<td>276</td>
</tr>
<tr>
<td>1952</td>
<td>1</td>
<td>6</td>
<td>11</td>
<td>30</td>
<td>164</td>
<td>..</td>
<td>212</td>
</tr>
<tr>
<td>1953</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>29</td>
<td>137</td>
<td>..</td>
<td>183</td>
</tr>
<tr>
<td>1954</td>
<td>1</td>
<td>10</td>
<td>11</td>
<td>27</td>
<td>134</td>
<td>..</td>
<td>183</td>
</tr>
<tr>
<td>1955</td>
<td>1</td>
<td>6</td>
<td>13</td>
<td>27</td>
<td>148</td>
<td>..</td>
<td>195</td>
</tr>
<tr>
<td>1956</td>
<td>..</td>
<td>7</td>
<td>10</td>
<td>38</td>
<td>138</td>
<td>30</td>
<td>223</td>
</tr>
<tr>
<td>1957</td>
<td>1</td>
<td>4</td>
<td>18</td>
<td>36</td>
<td>141</td>
<td>39</td>
<td>239</td>
</tr>
<tr>
<td>1958</td>
<td>1</td>
<td>5</td>
<td>20</td>
<td>36</td>
<td>164</td>
<td>38</td>
<td>264</td>
</tr>
<tr>
<td>1959</td>
<td>1</td>
<td>10</td>
<td>24</td>
<td>28</td>
<td>177</td>
<td>45</td>
<td>285</td>
</tr>
<tr>
<td>1960</td>
<td>..</td>
<td>4</td>
<td>26</td>
<td>37</td>
<td>189</td>
<td>43</td>
<td>299</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>84</td>
<td>189</td>
<td>676</td>
<td>1,973</td>
<td>195</td>
<td>3,135</td>
</tr>
</tbody>
</table>


degree to 195 students. In 1950, the year that most of the veterans of World War II graduated, the College awarded a total of 292 degrees, 226 being the Bachelor of Science in Education degree. And for the fifteen-year period the College had awarded a total of 3,135 degrees, its best record to date. The number of students earning degrees attested to the usefulness of the College to the area and the service that it was rendering to southwest Arkansas, for most of the students still came from the surrounding territory.
During the State years the College had not formulated a long list of rules for students to observe in regard to their behavior and their mode of dress. The College expected students, most of them preparing to be teachers, to comport themselves as good citizens. Though the College supervised the students and their activities, it had never assumed the role of strict supervisor of students as the Methodist institution had done.

The Curriculum

The curriculum adjusted during the post-War years to the demands of a growing college. McBrien oriented the curriculum so that the College could serve its purpose to train teachers and administrators for the public schools of Arkansas. For that purpose, then, McBrien established new departments, re-activated others, and initiated other changes in organization and policies.

The College established four new Departments: Home Economics, Art, Geography, and Correspondence and Extension. In 1935-36 Womack had added a Department of Home Economics (16), but the College had discontinued the Department the next year because of lack of funds and space for a complete Department (11). However, in 1945 the College established a Department of Home Economics; in 1946, renovated Proctor Hall to house the Department (13), including facilities for a nursery school (34); and in 1947 remodeled a two-story frame on the southeast
corner of the campus as a Home Management House, which was used for the first time in the Spring Semester, 1948 (35), by majors who lived in the Home for a part of their senior year so that they could solve in a "home-like situation such problems as home furnishing, meal planning, entertaining, and budgeting" (20, p. 18). In 1970 the Home Economics Department still occupied these two buildings, Proctor Hall and the Home Management House.

In 1945-46 the College added a Department of Art, which offered eleven courses, and reactivated a Department of Geography, offering seven courses (18). The College had deleted the Department of Geography during the War. To serve students who could not be on the campus for residence work, the College established a Department of Correspondence and Extension, which offered courses in correspondence work and organized classes for course instruction in towns in southwestern Arkansas. From 1948 to 1952 the Department of Correspondence and Extension offered a ten-day short course for three hours of residence credit after the second summer term in August (24).

The College made other major changes in the curriculum from 1950 to 1955. In 1946 McBrien announced the organization of the College into two divisions: the lower division consisting of the General College and the upper division consisting of the Senior College. The General College centered on five areas of learning: languages, social studies, sciences, the
arts, and health, safety, and physical education. The General College would give the student "a broad cultural background as the best foundation for any profession as well as for good living" (18, p. 29). The Senior College would present opportunities "for specialization and the completion of the requirements" (18, p. 30) for the four degrees offered by Henderson in 1946.

In the spring of 1948 the College intensified its study of the General Education program. The faculty held conferences; they attended conferences outside the State; and they brought specialists in the field of general education to the campus (71). In 1950, after two years of refining the program, the College officially adopted these General College courses as the core program of requirements for all students in the freshman and sophomore years:

- American Institutions
- Communications--Reading, Writing, Speaking, and Listening
- The Physical Sciences, including Conservation
- Human Relations
- Forms of Thinking--Practical Logic and Fundamental Mathematics
- Biological Science
- The Humanities

Also, the College required four hours in physical education or military science as well as selected electives for a total of sixty academic hours.

The College stressed that the General Education program was one of guidance to assist the student in avoiding fragmentation of course selection in his first two years. Upon the
completion of the courses in the General College, the student moved from an adviser in the General College to the chairman of his major department as his adviser in the Senior College (21, 42).

Shortly after instituting the program of general education, the College revised the professional education program so that the Minor Sequence was required in the junior year and the Major Sequence in the senior year with nine weeks of full-time student teaching in the public schools of south Arkansas. Beginning in 1951-52, the Minor Sequence in Education comprised a basic course of five semester hours in the introduction and orientation of the student to the field of Education. The Major Sequence was offered for both Elementary and Secondary Education majors in one semester for fifteen semester hours' credit, the professional semester.

The Major Sequence comprised an "integrated program of work which would provide the necessary prerequisites for student teaching, the actual student teaching experience, and the requirements for certification to teach in Arkansas" (23, p. 85). For Elementary Education majors the Major Sequence offered "instruction in materials and techniques, evaluation, the curriculum, child psychology, and student teaching" (23, p. 84). For Secondary majors the Major Sequence included instruction in general and specific methods, evaluation, the needs of the adolescent, and student teaching. The College was still using this same general plan in 1970.
For its growing number of students in the Major Sequence, the College enlisted the aid of other public schools outside Arkadelphia to provide training facilities for students planning to teach. In 1952 the College listed these cooperating schools: Arkadelphia, Cave City, Hoxie, Hope, Hot Springs, Lakeside, Little Rock, Murfreesboro, North Little Rock, Pine Bluff, Prescott, and Tuckerman (23). In 1960 the College had reached agreements with nine public schools for the training of its student teachers: Arkadelphia, Camden, Hope, Hot Springs, Little Rock, North Little Rock, Pine Bluff, Prescott, and Sheridan (31). The College was the first in the State to employ the professional semester and to use a number of public schools for the placement of full-time student teachers (71).

The College operated a graduate center for the University of Arkansas during 1953-55 (13) for the convenience of students in the region.

Sparked by the operation of a University of Arkansas Graduate Center on the Henderson campus and by requests from teachers in the area, the College added a Graduate Division in 1955, offering a fifth-year program leading to the degree of Master of Science in Education. On August 4, 1954, at a meeting in Little Rock, McBrien and the Presidents of Arkansas State Teachers College at Conway and Arkansas State College at Jonesboro agreed to initiate plans for Graduate Divisions for the basic purpose of the better preparation and training of
teachers for the elementary and secondary schools of Arkansas. The three Colleges were responding to "agitation among alumni and on the part of public school teachers and administrators" (14) in the areas served by the three Colleges for the development of a program leading to the granting of a master's degree. Upon approval of their respective Boards, the three Colleges made simultaneous announcements on April 2, 1955, emphasizing that the plan was a professional program for in-service teachers, not one to develop research personnel. The Colleges stated that the specific objective of the program was to enable students "to extend and enforce their knowledge, techniques, and skills in the areas of their educational interests" (55).

At Henderson State Teachers College the program covered three areas: courses in general or liberal education, courses in the student's chosen field of specialization, and courses in education and psychology (27). To serve the teachers in southwestern Arkansas, Henderson had established a fifth-year program so that teachers could earn a master's degree in Education near their homes. The College received approval of the program from the Arkansas State Board of Education in March, 1956 (72), the North Central Association of Colleges and Secondary Schools in October, 1959 (64), and the National Council for Accreditation of Teacher Education in September, 1960 (67). From 1956 through 1960 the College awarded 195 Master of Science in Education degrees.
In 1952-53 the College organized the curriculum on the basis of ten Divisions: Biology; Education and Psychology; Health, Physical Education, and Recreation; Home Economics; Languages and Literature; Mathematics; Military Science and Tactics; Music; Physical Science; Social Studies (23). In this reorganization, the new Division of Languages and Literature consolidated the teaching areas of English, Foreign Languages, Speech, Library Science, and Journalism. McBrien stated, "This consolidation is made in the interest of greater efficiency" (45).

Upon recommendation of the faculty Committee on Academic Standards, in 1958 the College adopted a new grade-point system so that a grade of A equaled 4 points per semester hour earned; B, 3 points; C, 2 points; D, 1 point; F, 0 points. The College required a cumulative grade-point average of 2.00 for graduation, a grade of C or better for all courses counted for majors, minors, teaching fields, and the required professional education courses (60).

And the College in 1960 was still requiring students to earn one hour each semester by compulsory attendance at the weekly assembly (30).

Except for the changes noted, the curriculum remained substantially the same as it had in previous years. But one other change does deserve mention: The College deleted Latin from the curriculum in 1956.
Physical Education and Athletics

During the period of expansion, the College assigned three different names to the courses in Physical Education. In 1945, the year that the College offered its first major in Physical Education, the title was Division of Health, Safety, and Physical Education (17). In 1946, with the alphabetical listing in the Bulletin of all courses from Art to Speech, the title reverted to Physical Education (18). In 1952, when the College organized its curriculum on the basis of ten Divisions, the title became the Division of Health, Physical Education, and Recreation to indicate the scope of subject matter and purpose covered in the thirty-one courses taught by three men and one woman (23).

Regardless of its name, the Division kept its primary purpose: "to educate Physical Education teachers and coaches for the public schools of Arkansas" (30, p. 80). The Division also offered courses in the skills and fundamentals of a variety of activities, such courses designed and conducted to give the individual the skills and methods "to use his leisure time wisely through activities that provide for organic stimulation, social efficiency, and emotional stability" (30, p. 80).

To implement its objectives, the Division organized and supervised both an intramural program and an intercollegiate athletic program. Because of the dual purposes of the Division, the director of athletics and the coaching staff were
regular members of the instructional staff of the College with the same status and salary schedule as other faculty members. Responsible to the chairman of the Division and the President of the College, the director of athletics scheduled the games and co-signed all contracts with the Business Manager. Members of the coaching staff were not subjected to pressure by alumni or other outside groups to produce winning teams to retain their positions. Appointed for one year only, just as other faculty members, they could acquire tenure after five consecutive years of employment, their promotions in rank based upon the same general rules for all faculty (71, p. 218).

In the intercollegiate program, according to rules of the Arkansas Intercollegiate Conference working within a framework outlined by the North Central Association of Colleges and Secondary Schools, Henderson could offer grants-in-aid to a maximum of forty athletes who could receive registration fees and $25 a month to apply on their room and board (58). The College renewed grants-in-aid on a semester basis if the athlete had met all scholastic requirements of the College. The College regarded all athletes as "potential material for teaching and coaching positions in the public schools of Arkansas" (71, p. 218).

In intercollegiate sports from 1946 to 1960, Henderson State Teachers College won several State Championships in events sponsored by the Arkansas Intercollegiate Conference. In the spring of 1946, the tennis and golf teams won the State
Championship trophies (33); and the golf team won again in 1947 and 1948 (36). In 1949, the swimming team won in Arkansas Intercollegiate competition (38). In its final game of the 1950 season, in which the Reddies defeated the Ouachita Tigers 7-0, the Henderson football team won the State Championship (41), the first since 1933. In 1958 the Reddie baseball team won the State title (63); the basketball team shared the State crown with Arkansas Polytechnic of Russellville (62). And then in 1959 the Reddie football team shared the State Championship with Arkansas State Teachers College, Conway, after the teams battled to a 7-7 tie at Haygood Stadium on November 20 (65).

During this period, after the Reddies had defeated the Ouachita Tigers 54-0 in the annual football game in November, 1951, and after various acts of vandalism committed on both campuses in recent years prior to the game, the schools severed athletic relationships at the request of Ouachita President H. A. Haswell because Ouachita was de-emphasizing its athletic program. Both schools agreed that the vandalism would decrease if the two teams did not compete in athletics. The two schools resumed athletic competition in 1963, when the Arkansas Intercollegiate Conference initiated a round robin for all colleges in the Conference (68).

Two other events also occurred during this time. To serve the athletic program, in 1946 the College installed lights at Haygood Field to enable teams to play games at
night; the College also purchased a bus for the transportation of athletic teams and other groups (13).

In 1952 McBrien appointed an Athletic Committee of five faculty members for the general supervision of matters pertaining to athletics not under the control of the Division of Health, Physical Education, and Recreation. Directly responsible to the President, the Athletic Committee observed six duties and functions:

1. To recommend policies and rules governing competitive sports, both intramural and intercollegiate, and to set standards for participation therein;
2. To recommend athletic budgets;
3. To recommend students for recognition for athletic achievements;
4. To interpret, for the College, the Conference rules;
5. To aid in the solution of athletic problems;
6. To act in an advisory capacity to the coach or coaches (71, p. 217).

The chairman of the Athletic Committee was the official faculty representative of Henderson to the Arkansas Intercollegiate Conference (71).

Throughout the years of adjustment and expansion after World War II, the College had maintained that the purpose of the Division of Health, Physical Education, and Recreation was to train Physical Education teachers and coaches for the public schools of Arkansas. And for that main purpose the Division existed.

**Arkansas Experiment in Teacher Education**

During the 1950's Henderson was one of fifteen Arkansas Colleges participating in the Arkansas Experiment in Teacher
Education financed by the Fund for the Advancement of Education of the Ford Foundation. The fifteen Colleges participating in the Arkansas Experiment in Teacher Education are listed in Table XXIV.

Announced in the fall of 1951 as a "bold new experiment in teacher education" (73, p. 3), the Arkansas Experiment in Teacher Education was an attempt to improve the training of teachers throughout the State of Arkansas by helping the Colleges "to improve their undergraduate programs and by concentrating the professional training of teachers in a single year following four years of liberal-arts education" (73, p. 1). As originally announced, the Experiment focused on three intentions:

1. To establish a one-year program at the graduate level for converting liberal arts graduates into teachers;
2. To transform the two state teachers colleges into liberal arts colleges;
3. To eliminate professional education courses from the undergraduate curriculum (74, p. 343).

After the announcement of these intentions, the Experiment immediately polarized educators in the State. Some educators thought that here was an opportunity, not to be missed, for a "rich foundation to supply the money for a radical transition from an old plan of teacher education to a new and exciting frontier plan" (74, p. 343). Other educators thought that the Ford Plan was impractical, "in view of the State's inability to support an exclusive plan, and would inevitably result in Arkansas' preparing teachers for export to other
<table>
<thead>
<tr>
<th>College</th>
<th>Location</th>
<th>Support</th>
<th>Faculty, 1955</th>
<th>Students, Fall, 1955</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural, Mechanical and Normal College</td>
<td>Pine Bluff</td>
<td>State</td>
<td>93</td>
<td>1,089</td>
</tr>
<tr>
<td>Arkansas Agricultural and Mechanical College</td>
<td>Monticello</td>
<td>State</td>
<td>77</td>
<td>876</td>
</tr>
<tr>
<td>Arkansas College</td>
<td>Batesville</td>
<td>Presbyterian</td>
<td>21</td>
<td>142</td>
</tr>
<tr>
<td>Arkansas Polytechnic College</td>
<td>Russellville</td>
<td>State</td>
<td>70</td>
<td>904</td>
</tr>
<tr>
<td>Arkansas State College</td>
<td>Jonesboro</td>
<td>State</td>
<td>90</td>
<td>1,531</td>
</tr>
<tr>
<td>Arkansas State Teachers College</td>
<td>Conway</td>
<td>State</td>
<td>93</td>
<td>1,276</td>
</tr>
<tr>
<td>College of the Ozarks</td>
<td>Clarksville</td>
<td>Presbyterian</td>
<td>27</td>
<td>252</td>
</tr>
<tr>
<td>Harding College</td>
<td>Searcy</td>
<td>Church of Christ</td>
<td>60</td>
<td>842</td>
</tr>
<tr>
<td>Henderson State Teachers College</td>
<td>Arkadelphia</td>
<td>State</td>
<td>65</td>
<td>1,130</td>
</tr>
<tr>
<td>Hendrix College</td>
<td>Conway</td>
<td>Methodist</td>
<td>40</td>
<td>395</td>
</tr>
<tr>
<td>John Brown University</td>
<td>Siloam Springs</td>
<td>Independent</td>
<td>36</td>
<td>244</td>
</tr>
<tr>
<td>Ouachita Baptist College</td>
<td>Arkadelphia</td>
<td>Baptist</td>
<td>49</td>
<td>675</td>
</tr>
<tr>
<td>Philander Smith College</td>
<td>Little Rock</td>
<td>Methodist</td>
<td>50</td>
<td>571</td>
</tr>
<tr>
<td>Southern State College</td>
<td>Magnolia</td>
<td>State</td>
<td>68</td>
<td>903</td>
</tr>
<tr>
<td>University of Arkansas</td>
<td>Fayetteville</td>
<td>State</td>
<td>370</td>
<td>4,034</td>
</tr>
</tbody>
</table>

states" (74, p. 343). This latter group of educators further resented the intention of the plan to change the two State Teachers Colleges to liberal arts colleges, since the General Assembly had defined the functions of the State Teachers Colleges (74, p. 343).

Besides the varied reactions of educators to the proposal for changes in teacher education, the Experiment generated other problems. To develop a plan of operation, a Planning Committee, or Committee of 36, was formed with representatives from the fifteen Arkansas Colleges with teacher-training programs, the State Department of Education, the public schools, the Arkansas Congress of Parents and Teachers, and the Future Teachers of America. The Committee of 36 suggested that the fifth-year program be carried on in addition to the current four-year teacher-education programs, rather than supplant the current programs. After the Committee of 36 adopted the plan on May 19, 1952, the responsibility for guiding the Experiment then passed from the Committee of 36 to an eleven-man Executive Committee, composed of the State Director of Teacher Education and Certification, who was chairman ex-officio, and representatives from the participating colleges.

At all times administrators of the Experiment had to keep visible the fact that any phase of the Experiment must be able to survive, potentially, without Fund support. So the plan underwent some modifications during its existence (10, 73, 74).
From 1951 to 1957 the fifteen Colleges spent $2,251,407 granted by the Ford Foundation to upgrade their liberal arts and science courses, as Table XXXV indicates. Henderson

**TABLE XXV**

**GRANTS TO ARKANSAS COLLEGES FOR UNDERGRADUATE PROGRAMS IN THE ARKANSAS EXPERIMENT IN TEACHER EDUCATION**

<table>
<thead>
<tr>
<th>College</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. M. and N. College</td>
<td>$183,182.21</td>
</tr>
<tr>
<td>Arkansas A. and M. College</td>
<td>187,443.27</td>
</tr>
<tr>
<td>Arkansas College</td>
<td>66,504.11</td>
</tr>
<tr>
<td>Arkansas Polytechnic College</td>
<td>201,783.86</td>
</tr>
<tr>
<td>Arkansas State College</td>
<td>211,319.62</td>
</tr>
<tr>
<td>Arkansas State Teachers College</td>
<td>186,994.15</td>
</tr>
<tr>
<td>College of the Ozarks</td>
<td>64,011.55</td>
</tr>
<tr>
<td>Harding College</td>
<td>98,390.09</td>
</tr>
<tr>
<td>Henderson State Teachers College</td>
<td>203,960.06</td>
</tr>
<tr>
<td>Hendrix College</td>
<td>110,497.05</td>
</tr>
<tr>
<td>John Brown University</td>
<td>47,535.00</td>
</tr>
<tr>
<td>Ouachita Baptist College</td>
<td>144,773.31</td>
</tr>
<tr>
<td>Philander Smith College</td>
<td>97,084.89</td>
</tr>
<tr>
<td>Southern State College</td>
<td>212,687.89</td>
</tr>
<tr>
<td>University of Arkansas</td>
<td>226,240.84</td>
</tr>
</tbody>
</table>

Total $2,251,407.33


State Teachers College used its $203,960.06 for additional faculty in the general education subjects, for library supplies, and for educational equipment and supplies (14). From 1954 to 1958, however, Henderson enrolled only seven in the fifth-year program. All fifteen Colleges enrolled 213 and graduated 187 under the Ford Program (73, p. 9). Early in the Program the Colleges saw that they would not have a sufficient number of applicants to justify the continuance of
a fifth-year program as originally planned. For that reason the Colleges, with the consent of the Ford Foundation, spent most of the funds allotted to the Experiment to the enrichment of undergraduate programs (73, 74).

As the Experiment progressed through the 1950's, it did achieve some positive results before its termination in 1960. The Experiment sparked an interest in and re-examination of all phases of teacher education, perhaps the greatest interest in the history of the State. The Experiment improved the general education program in all Arkansas Colleges through the addition of new courses and the strengthening of existing courses and through additions to the staff, increases in library resources, and increases in general education requirements for graduation. The Plan resulted in the development of a fifth-year program of professional preparation, incorporating such features as the following:

1. A long period of experience in public schools, under expert guidance;
2. The systematic involvement of public school personnel in the preparation of teachers; and
3. The integration of foundational theory with professional practice (10, p. 43).

The Plan strengthened the professional sequence and emphasized the concept that a program for professional preparation could be developed and administered only by the staff of a professional school of education (10). And the Experiment permitted administrators and faculties of Colleges in Arkansas to visit, to communicate and pool ideas, and to understand what the
other Colleges were doing in higher education in Arkansas; in other words, the Experiment was a cooperative effort involving an entire state (73).

Henderson State Teachers College had some interesting associations with the Arkansas Experiment in Teacher Education. Committed to the four-year plan of teacher education, D. D. McBrien maintained his opposition to the fifth-year idea throughout the program (73). Consequently, Henderson State Teachers College viewed the Ford Plan as a means to bolster the undergraduate program. In 1952, the College had already established a general education program; so it anticipated the Ford Plan emphasis on general education.

To meet a special condition in connection with the Experiment, the Henderson Board of Trustees authorized the College on January 17, 1954, to award the Bachelor of Liberal Arts as an appropriate degree for students fulfilling the requirements of the Ford Program (14). However, only one student, Harold Paul Nowalk, Jr., earned this degree, which was awarded in 1958 (29).

How much influence the Experiment had on the establishment of fifth-year programs leading to the degree of Master of Science in Education at Arkansas State Teachers, Arkansas State, and Henderson State Teachers in 1955 is difficult to determine. The fifth-year programs at these Colleges bore little resemblance to the fifth-year of the Experiment, except that they were graduate programs and that they emphasized the
general-education training of teachers. The programs at Arkansas State Teachers, Arkansas State, and Henderson State Teachers were intended primarily to provide in-service training for experienced teachers. The Colleges expected students seeking admission to their programs to have had undergraduate work in professional education, a requirement distinguishing them from the programs of the Experiment.

However, the Presidents of the three Colleges "categorically denied that there was any relation between their master's programs and AETE" (73, p. 123). One President wrote the following:

Neither the inauguration of the program, the nature of the program, nor the courses offered therein were in any way inspired by the Arkansas Experiment in Teacher Education. I have heard statements made by people from colleges other than these three that this was one of the outgrowths of the Arkansas Experiment. Nothing could be further from the truth (73, p. 123).

All three Presidents stated that the new programs had been developed in response to the needs of teachers residing near their campuses who could not afford the cost of travel to the Fayetteville campus of the University. The Presidents stated further that if the new master's programs had been influenced by earlier models the models were not the programs of the Experiment but similar programs at the six Oklahoma state colleges (73, pp. 124-125).

In 1970 Henderson State College and the other Colleges in Arkansas still retained the four-year bachelor's degree program as the predominant plan in teacher education.
The Library

The Huie Library made its most significant gain in 1949 when it moved to the south wing of the newly-constructed Arkansas Hall. In its more spacious quarters, the Library had a seating space for 180 students in the reading room and shelf space for 52,000 volumes. In 1949, the Library housed about 30,000 volumes and received about 200 current periodicals. The Library was administered by two professionally trained librarians (21). In 1960 the Library had increased its holdings to 40,000 volumes and was administered by four librarians -- a head librarian and three assistants (29), who were aided by a number of student assistants. To encourage its wider use by faculty and students, Huie Library observed the open-stack system (71).

Along with the other services to the College, the Library offered a total of twelve hours in library science, enabling a student to be certified as a school librarian in Arkansas (71).

Buildings

Since the College had shelved all proposed construction projects until after World War II, Henderson State Teachers College turned to both temporary and permanent structures to accommodate its faculty and students in the period of adjustment and expansion after the War. The College concentrated on providing housing for students and faculty and other needed
facilities, including an auditorium, a library, a cafeteria, a classroom building, and a student union. Suffering a major fire when Haygood Gymnasium burned on December 14, 1952, the College had to replace this structure in addition to all of the other projects needed by the expanding institution.

First, to provide housing for students and faculty, the College resorted to both temporary and permanent structures. For students, the College provided trailers to meet a housing emergency for veterans. The College had an allotment of fifty trailers from the National Housing Agency as "living quarters for married veterans attending college under the provisions of the so-called G. I. Bill of Rights" (18, p. 14). Set up east of the drill field, twenty-five standard trailers could accommodate two persons each, and twenty-five expandable trailers could house as many as five persons each (18). In 1954, the trailers having served their emergency purpose to provide living space for veterans of World War II, they were sold as lodges for hunters and fishermen and as cottages for a tourist court (51).

To replace the trailers, in 1955 at a cost of $275,000, the College completed the construction just north of Huddleston Street of a thirty-unit apartment dormitory for married students. This three-story red brick dormitory had ten efficiency apartments on each floor, each apartment having two rooms and a bath (54). On October 7, 1955, the Trustees
named the new dormitory Garrett Hall in memory of James B. Garrett, superintendent of buildings and grounds at Henderson for more than forty years (14).

Besides the apartment dormitory for married students, the College provided three other permanent structures, one for men and two for women, located on the north campus facing Huddleston Street. The three buildings cost a total of $485,000. Each of the three featured two completely independent dormitory units, A and B, each unit housing thirty-two persons in sixteen two-student rooms (23). With only sixty-four students housed in any one of the three dormitories, the College hoped to create the effect of a "home away from home" (44). Upon recommendation of a faculty committee to name the cluster of new dormitories, the Trustees accepted the names of the trees mentioned in the "Alma Mater" as appropriate for the identical residence halls: The Pines, The Oaks, The Holly (13). The College designated The Pines for men and The Oaks and The Holly for women and had the dormitories ready for use in 1951 (43).

While providing dormitories for students, the College planned its first construction of housing for the faculty. In 1948, at a cost of $25,000, the College built three duplexes to the north of Huddleston Street to rent to faculty members (20). In January, 1955, at a cost of $146,000 the College completed the construction of ten brick houses to rent to faculty, five two-bedroom and five three-bedroom on
a circular drive to the north of Huddleston Street (53). On October 7, 1955, the Board of Trustees named the area Faculty Place (14).

Other than housing for students and faculty, the College provided service buildings needed for students and faculty. As its first and second service buildings, in 1948 the College contracted for the simultaneous construction of two major facilities: a library-auditorium to cost $310,000 and a cafeteria to cost $140,000 (13). A two-story, V-shaped structure of Georgian Colonial design, the combination library-auditorium conformed in style with the newer buildings on the campus and was fireproof. Erected on the southwest corner of the campus facing east, the building housed the library in the left wing and the auditorium in the right wing. The Library had shelf space for 52,000 volumes; it could seat 180 persons in the reading room (36). The Library also featured a film and record collection, listening rooms, work rooms, and a museum with special exhibit and storage rooms on the second floor. With its balcony, the Auditorium had a seating capacity of 1,000 persons (22).

A one-story fireproof structure located between Mooney Hall and Haygood Gymnasium, the cafeteria contained a large dining hall, a private dining room, a reception room, a students' commons and recreation room, a kitchen, and storage rooms (36). On April 4, 1950, the Trustees approved the name Arkansas Hall for the library-auditorium; the name Huie
Library for the library-museum wing of Arkansas Hall; Henderson Auditorium for the auditorium; and Caddo Commons for the cafeteria (13).

As its third service facility, the College constructed on the east campus near Twelfth Street, a two-story red brick classroom building containing eleven classrooms, four faculty offices, and a theatre-type audio-visual auditorium (44). On June 15, 1951, the College named this structure Evans Hall, honoring Charles A. Evans, a teacher of many years' service to both Henderson-Brown and Henderson State Teachers (13).

As its fourth main service project in its period of expansion, in 1958 the College completed the construction of a student union at a cost of $275,000, financed by a loan from the Housing and Home Finance Agency, United States Government. Constructed on a site directly west of Womack Hall, the student union, 198 feet long, housed a lounge, a ballroom, a bookstore, manager's office, and post office on the first floor; a lounge for reading and watching television, recreational rooms for ping pong, pool, checkers, and dominoes, and rooms for meetings of organizations on the second floor. The union was possible because students had voted five to one to increase their fees by $10 a semester to liquidate the loan (59). On February 17, 1958, the student union opened (61); two years later it became the John H. Lookadoo Student Union when the Trustees voted on February 19, 1960, to honor their late colleague, who had served on the Board since 1939 (14).
For other major construction necessary, the College had to replace Haygood Gymnasium, which had been destroyed by fire on December 14, 1952, the first and only serious fire in the State years of the College. Haygood Gymnasium burned shortly after the building had been closed following a fraternity dance. The cause of the fire was not determined; but, according to one theory, the fire spread rapidly because of Christmas decorations in the large hall (46). With the Gymnasium destroyed, the Physical Education Department had to transfer its activities and classes to Day Armory and other buildings available on the campus.

The new, larger Haygood Gymnasium, erected on the same location as the old one, contained a swimming pool, basketball court, locker and dressing rooms, three classrooms, and two offices (25). The College completed this structure in June, 1954, at a cost of $161,500. The College incurred no debt in the construction of the Gymnasium because the College had collected $34,000 in insurance on the old Gymnasium and $1,000 on its contents, had received an appropriation of $50,000 from the General Assembly, and had furnished $76,500 from the school's accumulated reserves (49).

Throughout its period of adjustment after World War II, the College had constructed brick buildings; yet in the years immediately after the War the College obtained three barracks-type white frame buildings from the defunct Stuttgart, Arkansas, Air Field, and re-erected them on the campus to meet the
emergency for needed space (13). The buildings were known as Stuttgart Hall, Western Hall, and the Maintenance Shop. In 1947, Stuttgart Hall was "an attractive, well-lighted classroom building" (20, p. 17); it was located north of McElhannon Hall and used exclusively by the Department of History. Similar in construction and adjacent to Stuttgart Hall, Western Hall was an L-shaped warehouse affording reserve classroom space. The Maintenance Shop, housed in the third frame structure in the group, contained "modern machinery and tools for working metals and wood" (20, p. 18). In 1970 the College was still using these buildings for storage space.

Until the construction of a student union in 1958, the College had resorted to make-shift accommodations for a student center. In 1946-47, it converted the gymnasium in College Hall to a bookstore and student center where informal recreation was "provided for between-class relaxation" (19, p. 19).

From 1946 to 1960 the College had provided four dormitories, thirteen faculty residences, a combination library-auditorium building, a cafeteria, a classroom building, a gymnasium, and a student union. With one exception, Haygood Gymnasium, the College had arranged for the construction of all of its major buildings through the Housing and Home Finance Agency of the United States Government (13, 14).
The Legislature and Finances

In the period of adjustment and expansion after World War II, Henderson State Teachers College received several considerations from the General Assembly: a substitute appropriation in 1947, gradual increases in biennial appropriations from 1945 through 1960, and other legislation which empowered the College to exercise the right of eminent domain.

Because of the increase in enrollment in 1946-47 and the greater salaries needed for qualified personnel, in February, 1947, the College received a substitute appropriation of $77,797.92 to Act 77 of 1945 to meet additional expenses for the last five months of the 1946-47 fiscal year (2).

Beginning with Act 314 of the Fifty-Sixth General Assembly in 1947 (2), the College started receiving increases in the amount appropriated each biennium for it by the General Assembly, as provided in Act 211 of 1949 (3), Act 340 of 1951 (4), Act 427 of 1953 (5), Act 203 of 1955 (6), Act 432 of 1957 (7), and Act 368 of 1959 (8). According to these Acts for the biennial appropriations, as listed in Table XXXVI, the College gained in the dollar increase of its appropriations from a total of $270,000 for 1945-47 to $1,259,144 for 1959-61. Yet during this same time the College had Legislative authorization to increase the number of employees on its instructional and operational staff from 58 in 1946 to 230 in 1960 to serve its increased enrollment (1, 8, 13, 14).
TABLE XXXVI

BIENNIAL APPROPRIATIONS BY THE ARKANSAS GENERAL ASSEMBLY FOR HENDERSON STATE TEACHERS COLLEGE, 1945-1961*

<table>
<thead>
<tr>
<th>Biennium</th>
<th>Salaries</th>
<th>Maintenance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1945-47</td>
<td>$230,060</td>
<td>$39,940</td>
<td>$270,000</td>
</tr>
<tr>
<td>1947-49</td>
<td>320,000</td>
<td>329,400</td>
<td>649,400</td>
</tr>
<tr>
<td>1949-51</td>
<td>560,000</td>
<td>300,700</td>
<td>860,700</td>
</tr>
<tr>
<td>1951-53</td>
<td>730,000</td>
<td>280,000</td>
<td>1,010,000</td>
</tr>
<tr>
<td>1953-55</td>
<td>750,000</td>
<td>260,000</td>
<td>1,010,000</td>
</tr>
<tr>
<td>1955-57</td>
<td>840,000</td>
<td>150,000</td>
<td>990,000</td>
</tr>
<tr>
<td>1957-59</td>
<td>980,000</td>
<td>180,000</td>
<td>1,160,000</td>
</tr>
<tr>
<td>1959-61</td>
<td>1,159,144</td>
<td>100,000</td>
<td>1,259,144</td>
</tr>
</tbody>
</table>

*Source: Acts of Arkansas, 1945-1959 (1, 2, 3, 4, 5, 6, 7, 8).

Although the General Assembly may have appropriated exact or specified sums, the College did not necessarily receive the full amount appropriated because of a decline in State Revenue collected. As demonstrated in Table XXVI, Appendix C, the College had to depend on other sources of income to supplement the State taxes received. As the Table further demonstrates, for the fiscal year 1955-56 the College had a total current income of over one million dollars, the first time in its history.

In other legislation, Act 16 of 1959, enacted by the General Assembly, the College could exercise the right of eminent domain to acquire property located within one-fourth mile of its boundaries (8). The College requested the right of
eminent domain to secure additional land for its future expansion (14). However, by 1970 the College had not exercised the right of eminent domain as it purchased property near the campus.

In general, the College operated within its budget during the period of adjustment and expansion after World War II and merited a comment from the auditor representing the Office of the State Comptroller to the effect that "the financial picture at Henderson is far better than that of any other State-supported institution" (13).

In finances and in all other areas of the development of the College from 1946 to 1960, Henderson State Teachers adjusted to the demands of expansion following World War II. Under the direction of one President, D. D. McBrien, the College increased the number and the quality of its faculty and enrolled more students than ever before in a fifteen-year period. The College resumed its competition in intercollegiate athletics in 1945 but stressed its Physical Education Department as a training facility for physical education teachers and coaches for the public schools of Arkansas. The College enlarged and refined its curriculum to provide for more areas of specialization for those who wished to become teachers.

Though one of the fifteen participating Colleges in the Arkansas Experiment in Teacher Education, Henderson State Teachers College did not stress or promote the five-year plan

advocated by the Experiment. For permanent buildings the College had erected four dormitories, thirteen faculty houses, a library-auditorium, a cafeteria, a classroom building, a gymnasium, and a student union. In finances the College had managed to operate within its income; in relation to the General Assembly, the College had gradually achieved a series of increased appropriations, which, however, were often offset by a corresponding increase in the number on the faculty and staff, higher salaries paid for qualified personnel, and the higher cost of living.

Having adjusted to the demands of higher education after World War II, Henderson State Teachers College was now prepared to face the 1960's. From 1961 to 1970 the College confronted its perennial problems and a few new problems, as Chapter IX describes in rounding the development of Henderson State Teachers College in the years covered in this history.
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CHAPTER IX
PROGRESS AND DEVELOPMENT, 1961-1970

After fifteen years of adjustment and expansion following World War II, Henderson State Teachers College marked ten years of progress and development during the 1960's. The College moved at a steady pace in its progress and development in the decade of the 1960's; and it accomplished a few modifications affecting its overall structure and function. The College retained the word Teachers in its title until 1967; in 1967 the College joined the state college movement and became Henderson State College. In 1969 the College made a basic change in its organization so that four vice presidents administered the instructional, business, public, and student affairs of the College. The College had two Presidents during the 1960's and had elected a new President, who was just assuming his duties in 1970.

Chapter IX encompasses the relation of Henderson State Teachers College to the state college movement as well as the progress and development of the College from 1961 to 1970.

Henderson State Teachers College in Relation to the State College Movement

As the single-purpose teachers college developed from the normal school in the United States, so the multi-purpose
state college evolved from the state teachers college. In the history of the single-purpose institutions specializing in the education of teachers, the era of the normal school had extended from 1839 to about 1900; the era of the teachers college, 1900 until about 1946, with the 1920's called the golden age of the teachers college; the era of the state college from 1946 until the mid-1960's; and the period of the development of a limited number of regional state universities during the 1960's (15).

In 1929 Henderson State Teachers College had entered the golden era of the teachers college. In 1967 Henderson State Teachers College joined the state college era in its waning years. As early as 1940 some educators predicted the expansion of the single-purpose teachers college to a general college for the education of those in its area who did not wish to teach. Some educators (11, 12) approved the move as beneficial if the institution were defined as a "regional state college that offers general education, pre-professional and vocational programs in a number of fields and continues as a major function the preparation of teachers" (11, p. 11). Yet other educators (14, 91) opposed the change, lest the state colleges lose sight of their primary mission as teachers colleges to educate teachers for the public schools.

In 1961 twenty-seven colleges still had the word teachers in their title (5); in 1966 the number had dwindled to fifteen. The fifteen included ten public teachers colleges,
two each in Arkansas, North Dakota, Missouri, and Illinois, and one each in North Carolina and Kansas. Of the five private teachers colleges, two were in Illinois and the remaining three in New York, Nebraska, and Tennessee (95). In 1967 the two in Arkansas dropped the word Teachers from their titles to join the state college movement.

On March 1, 1965, President M. H. Russell suggested to the Henderson State Teachers College Board of Trustees that the College follow the trend over the country to delete the word Teachers from the name since many colleges listed for teacher training had so acted. As a second impetus, Arkansas State Teachers College was considering such a move. So the Henderson Trustees authorized Russell to proceed through the proper legislative channels to drop the word Teachers from the name of the College in the event later developments seemed to make it desirable (51).

In January, 1967, by authority of the Arkansas General Assembly, both Henderson State Teachers College and Arkansas State Teachers College changed their names to Henderson State College and State College of Arkansas, respectively (13). In regard to the name change of the College, Russell commented that the new name would in no way influence the teacher education program but would "emphasize the fact that we are a multi-purpose institution offering degrees in other areas as well as offering pre-professional training" (21). In February, 1969, the General Assembly passed, but the Governor vetoed, a
measure that would have changed the word College in the title to University. At the time many Hendersonians felt that the College was not ready for the name change to University; they wished to keep a good senior college until it could develop into a regional university (29).

However, in 1970, Henderson State College contemplated no move to change the name of the College. In fact, the College projected no need for legislation "with regard to name change or status change within the next decade" (48, p. 103). The College planned to continue operation under the organizational pattern effected in 1969. In 1970 the College believed that the present name, Henderson State College, would be "appropriate for the programs and goals of the institution" (48, p. 103).

So, in 1970, after joining the state college movement in 1967, Henderson State College had decided to remain a state college.

The Administration


Rounding out eighteen years as President, McBrien resigned on June 19, 1963, his tenure the longest in the history
of the College. During those eighteen years he had directed the expansion of the College in all departments. He saw the enrollment in the regular session increase from 571 in 1945-46 to 1,932 in 1962-63 and in the summer sessions from 565 in 1946 to 1,137 in 1963. He expanded the curriculum, including the establishment of a Department of Home Economics, a General Education program, and a Graduate Division offering the Master of Science in Education degree. He was the first President to rank the faculty according to qualifications and experience and to establish a policy governing promotions, leaves, and retirements of the faculty. Also, he was the first President to organize the College so that the relationships among various areas could be readily apparent, as depicted in Figure 1, as well as the flow of authority and responsibility.

McBrien had sponsored a building program that had greatly expanded the facilities of the College: six dormitories, the faculty houses, a classroom building, a library-auditorium, a gymnasium, a cafeteria, and a student union. In 1963, he saw an administration-classroom building under construction and plans for a new Fine Arts Department building approved.

Whatever his accomplishments for the College, however, McBrien in 1963 at age seventy was in ill health and had been for several years. In his letter of resignation, dated June 19, 1963, and addressed to M. H. Russell, chairman of the Board of Trustees, McBrien stated:
Fig. 1--Organization of Henderson State Teachers College 1958.
Senior College
Juniors
Seniors
Specialization
Professional
Training

Divisions of Instruction and Training, Each with Chairman

1. Art**
2. Biological Science
3. Business Education**
4. Education and Psychology
5. Health, Physical Education, and Recreation
6. Home Economics
7. Languages and Literature
8. Mathematics
9. Military Science and Tactics
10. Music
11. Physical Sciences
12. Social Studies
13. Extension Services Director

Student Personnel Services
Dean of Students

Counselor for Men
Counselor for Women
Housing Director
Guidance Testing
College Nurse
Placement
Speech Clinic
Reading Clinic

*Graduate courses
**Not organized as a Division
I have reached the age where it would be to my advantage to retire for reasons of health, if no other, and I feel that it would probably be better for the college to move ahead under the direction of a younger and stronger man" (50).

M. H. Russell, superintendent of the public schools in Crossett, Arkansas, convened the Board in a special meeting on June 21, 1963, in the President's office, the customary place for meetings of the Board. The Board granted McBrein's request to retire with the title and privileges of President Emeritus.

Then the Board voted to consider a successor to the office of President. Following this decision, M. H. Russell resigned from the Henderson State Teachers College Board of Trustees. The Board accepted his resignation as a Board member and immediately elected M. H. Russell as President, with two Board members dissenting. The dissenting Board members voted as they did because they believed that the Board should consider other applicants at a later date.

In further action at the same meeting, the Board named the new administration-classroom building McBrein Hall as a means to honor the past President (50).

McBrein purchased a home in Arkadelphia to live out his retirement years; however, he lived only thirteen months following his retirement, for he died on August 6, 1964, and was buried in Rose Hill Cemetery in Arkadelphia (88).

Assuming office on July 1 and inaugurated on October 30, 1963, as the fifth President of Henderson State Teachers
Manley Holland Russell had served as a public school administrator in Arkansas since 1929. He had been superintendent of schools in various Arkansas towns, including Selma, Tillar, Lake Village, Star City, and Crossett. Born March 23, 1908, Russell had attended the Star City Public Schools; he had earned the Bachelor of Arts at Arkansas Agricultural and Mechanical College and the Master of Science at Oklahoma State University. He had also done graduate work at Columbia University and the University of California (66). He received an honorary Doctor of Laws degree from Hendrix College on October 12, when Hendrix so honored six other Presidents of Arkansas colleges (79).

Interested in economic education in Arkansas, Russell established the Center for Economic Education at Henderson in 1966, which became the M. H. Russell Center for Economic Education by action of the Board on July 21, 1969 (51). Following an operation in June, 1969, which disclosed a cancer, Russell continued his duties as President until his death on October 31, 1969 (36). A Methodist, Russell was chairman of the administrative board of the First United Methodist Church at the time of his death. He was also a member of the commission on finance and a teacher of the Men's Bible Class at the local Church (66).

In his six years as President, Russell had expanded the curriculum and the physical plant of the College and had effected a major administrative reorganization of the College.
To enlarge the curriculum, Russell expanded the Division of Business, enabling the College to confer its seventh degree, the Bachelor of Science in Business Administration. To enlarge the physical plant, Russell had sponsored a program that included two high-rise dormitories, a library, and, at the time of his death, plans for a physical education building. To accommodate the expansion of the Division of Health, Physical Education, and Recreation, he had sanctioned the drive to purchase the Country Club addition of about sixty acres.

To effect a major administrative reorganization of the College, Russell announced that beginning on September 1, 1969, the College would operate on a plan recommended by a committee appointed by him in January, 1969, to study such a reorganization. In the new organizational plan, as shown in Figure 2, the College would have four vice presidents to administer the four major areas of concern: instructional, business, public, and student affairs. In the instructional affairs, the College changed from thirteen Divisions to five Schools, each to be administered by a dean: Business Administration, Education, Fine Arts, Liberal Arts, and Natural Sciences and Mathematics (48, 51).

In a statement to the Trustees on October 18, 1969, Russell justified the reorganization on "a combination of the factors of institutional size, growing demands for service to southwestern Arkansas, and the concomitant problems of efficient communication and resources utilization" (51). Further,
Fig. 2--Organization of Henderson State College, 1969
STUDENT AFFAIRS
- Vice President
- Deans
- Student Aid
- Counseling Center
- *Housing
- *Food Service
- *Student Center
- Health Service
- Student Activities

*Social Affairs Only

PUBLIC AFFAIRS
- Vice President
- Public Relations
- Alumni Association
- Student Placement
- Duplicating
- Field Service
- Student Publications
Russell stated that in the growth of the College from a State Teachers College into a "truly regional multi-purpose State College" (51) that the change was necessary for the College "to move ahead for full realization of its potential for service" (51).

After Russell's death on October 31, 1969, the Board of Trustees appointed the four vice presidents of the College on November 4, 1969, to act as a Committee to administer the affairs of the College until a new President was elected (51). At a meeting on November 22, the Board authorized the Faculty Senate representative to the Board of Trustees to request the faculty to elect a committee of seven to recommend to the Board criteria for the selection of a President and the Student Senate to name one student as their representative on the Committee. On December 18, 1969, the Board received the following seven recommendations suggested by the Committee for the selection of a President:

1. That the candidate have received the earned doctorate.
2. That the candidate be a youthful, progressive, vigorous person roughly between the ages of 35 and 55.
3. That the candidate have had successful college administrative experience, preferably in the following areas: academic organization, faculty and staff personnel, student personnel, and fiscal financing of academic programs.
4. That the candidate have teaching experience at the college level.
5. That the candidate be a person who can create an atmosphere of democratic decision-making but at the same time offer leadership which will keep the College abreast of modern developments in higher education.
6. That the candidate will have the ability to relate the college and non-college communities.
   a. He must be sensitive to the aims and the desires of the faculty and students.
   b. He must be sensitive to community problems and their relation to the College.
7. That the candidate have a knowledgeable understanding of current issues bearing upon the established philosophy and organization of higher education (51).

After interviewing seven candidates and their wives, the Trustees elected Martin Byron Garrison on January 9, 1970, as the sixth President of Henderson State College (16). Garrison, 48, accepted the presidency on January 15 and assumed his duties on February 1. At the time of his election he was superintendent of the University City School System in St. Louis, a position that he had held since 1964.

A native of southwestern Arkansas, Garrison had earned the Bachelor of Arts degree at Henderson State Teachers College in 1942, the Master of Arts from Peabody in 1948, and the Doctor of Education from Peabody in 1956. From 1956-58 he was a professor of education at Peabody. From 1958-61 he was director of the Peabody Education Project in Korea under a contract between Peabody and the United States Department of State to redesign the teacher education program for South Korea. From 1961-64 he was dean of the Undergraduate College at Peabody before going to St. Louis.

Garrison had served in the Army during World War II, entering as a second lieutenant and serving in the Pacific theater from Guadalcanal to Japan. Garrison completed his
service in World War II as a captain. During the Korean War he was called to active duty, serving from 1951-53 as an assistant professor of military science at Henderson State Teachers College. Between the two periods of active military duty, he had served as a high school principal at Fairview, Searcy, and Arkadelphia.

Upon assuming his duties as President of Henderson State Teachers College, Garrison stated that he would have to spend some time ascertaining the strengths and weaknesses of the College before he could formulate his own recommendations for the improvement of the institution (40).

From 1929 through 1969, Martin B. Garrison, a Baptist, was the first President of Henderson who was not a Methodist.

At the end of the decade, then, two Presidents had directed the affairs of the College in its progress and development and a third President was just assuming office in 1970 for the further progress and development of the College.

The Faculty

The faculty made several professional gains during the 1960's to mark the progress of the College. According to the committee from the North Central Association visiting Henderson State Teachers College in June, 1965, the faculty was characterized as a "strong core of dedicated, loyal, and capable faculty. They give strength to the College (89, p. 2). The faculty was "very much interested in the art of teaching
and working with students and their problems" (89, p. 2). In their teaching they could perform their duties in a "climate of academic freedom" (87, p. 39); for they had no arbitrary restrictions imposed by the Board of Trustees or the "administration on the freedom of members to investigate any particular subject" (87, p. 39).

In the number of teaching positions and in the general elevation of their professional improvement and qualifications, the faculty reflected the further progress and development of the College. From a total of 65 teaching positions held by 36 men and 29 women in 1961 (53), the faculty advanced to 144 teaching positions held by 99 men and 45 women in 1970 (20). In 1961, 12 men and 4 women held the doctorate (53), or 24.6 per cent of the faculty; in 1970, 44 men and 7 women held the doctorate (20), or 35.4 per cent of the faculty.

For the first of several benefits enjoyed by Henderson faculty, as figures in Table XXXVII reveal, year by year the salaries of the President and faculty increased. Salaries gradually advanced for the President from $12,000 in 1961 to $20,000 in 1970 and for the faculty from a low of $4,250 in 1961 to $6,912 in 1970 and a high of $8,000 in 1961 to $16,116 in 1970. Yet, even with the increases in salaries at Henderson, in 1970 the College still lagged behind other institutions; as Henderson made gains, other institutions, already in advance of Henderson, also made gains.
### TABLE XXXVII

**SALARIES OF THE PRESIDENT AND FACULTY OF HENDERSON STATE TEACHERS COLLEGE AND UNITED STATES AVERAGE ANNUAL SALARY FOR COLLEGE TEACHERS FOR THE YEARS 1961-1970**

<table>
<thead>
<tr>
<th>Year</th>
<th>HSTC President</th>
<th>HSTC Faculty Range</th>
<th>US Average Annual Salary College Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>1960-61</td>
<td>$12,000</td>
<td>$4,250</td>
<td>$8,000</td>
</tr>
<tr>
<td>1961-62</td>
<td>12,500</td>
<td>4,500</td>
<td>8,400</td>
</tr>
<tr>
<td>1962-63</td>
<td>12,500</td>
<td>4,700</td>
<td>8,800</td>
</tr>
<tr>
<td>1963-64</td>
<td>13,000</td>
<td>5,300</td>
<td>9,500</td>
</tr>
<tr>
<td>1964-65</td>
<td>13,000</td>
<td>5,500</td>
<td>9,800</td>
</tr>
<tr>
<td>1965-66</td>
<td>14,200</td>
<td>5,600</td>
<td>10,200</td>
</tr>
<tr>
<td>1966-67</td>
<td>14,200</td>
<td>6,000</td>
<td>11,736</td>
</tr>
<tr>
<td>1967-68</td>
<td>17,500</td>
<td>6,417</td>
<td>13,596</td>
</tr>
<tr>
<td>1968-69</td>
<td>17,500</td>
<td>6,597</td>
<td>14,616</td>
</tr>
<tr>
<td>1969-70</td>
<td>20,000</td>
<td>6,912</td>
<td>16,116</td>
</tr>
</tbody>
</table>

*Sources: Henderson State Teachers College, Board of Trustees, Minutes, Book V (50) and Book VI (51); Acts of Arkansas, 1959-1969 (1, 2, 3, 4, 6, 13); Howard R. Bowen, "Faculty Salaries: Past and Future," Educational Record, 49 (Winter, 1968), 10 (7); United States Department of Health, Education, and Welfare, Office of Education, Digest of Educational Statistics, 1966 (92), 1967 (93), and 1970 (94).*

The gradual increase in salaries from 1961 to 1970 was due not only to improved economic conditions in Arkansas but also to work performed by the Commission on Coordination of Higher Educational Finance established by the General Assembly in 1961. The Commission was to provide leadership with respect to all matters pertaining to the financial operation and capital improvements at the State-supported institutions of higher learning (2). The establishment of the Commission
was a decided gain for the eight public-supported institutions in Arkansas.

Besides modest increases in salaries, for a second benefit during this period, the faculty became eligible to participate in an alternate retirement plan for teachers and administrators of the State-supported colleges as authorized by Act 436 of the General Assembly of 1967 (13). On July 6, 1967, Henderson Trustees established an Alternate Retirement Plan serviced by the Teacher Insurance and Annuity Association of America and College Retirement Equities Fund, usually abbreviated to TIAA-CREF. Thus, in 1970, the faculty had the following retirement plans available: either Arkansas Teacher Retirement System or Alternate Retirement System--TIAA-CREF, the Henderson State College Retirement Plan, and Social Security.

Faculty holding teaching or administrative positions and those holding other administrative or professional positions had to be members of either the Arkansas Teacher Retirement System or the Alternate Retirement System. Members of either system contributed 6 per cent of their annual salary through payroll deductions, with the College matching the contribution of each member (47).

Under the Henderson State College Retirement Plan in effect since July, 1946, upon the Board's adoption of the "Policies Governing Appointments, Pay, Promotions, Retirements, and Leaves of the Faculty and Administration of
Henderson State Teachers College," faculty members who had reached age 65 and had 25 years of service with the College could retire emeritus in the rank held at retirement and with an annual income from the College of one-sixth of their average salary for the previous ten years. Faculty who retired because of physical disability were eligible to receive one-sixth of their salary at the time of disability, provided that they had been in a covered position for ten or more years and that the cause of the disability was the result of or occurred in the line of duty (47, 51).

With Social Security benefits added to the retirement plans of the State and the College, faculty had retirement provisions "modest, but adequate" (90, p. 15).

In addition to salary increases and retirement benefits, by action of the Board of Trustees on November 1, 1967, the faculty and all employees of the College could obtain a reduction of 50 per cent of registration fees for the immediate members of their family enrolled in Henderson State College (51).

Prior to 1965, faculty members who rented one of the houses on Faculty Place could live there as long as they so wished. But because of the difficulty in finding suitable housing for new faculty and staff because of the expansion of industry in the Arkadelphia area, on July 20, 1965, the Board adopted a policy to permit faculty and staff to live in College housing only until acquiring tenure status or for
five years. The Board stated that the policy would not be retroactive but be effective on the date adopted (51).

On November 22, 1969, following M. H. Russell's death on October 31, for the first time in the history of the College, the Trustees enlisted the aid of the faculty in selecting a President. The Trustees authorized the Faculty Senate representative to the Board to request the faculty to elect a committee composed of seven faculty and the Student Senate to name one student to recommend criteria for the selection of a President for Henderson State College (51).

In semester-hour teaching loads, the faculty maintained the status quo during the decade. In 1961 the faculty had a normal teaching load of fifteen semester hours (87); in 1970 the faculty still had a normal teaching load of fifteen semester hours (47). However, in 1970, faculty who were Department chairmen received a reduction of three-fifteenths of their teaching load; and the seven academic deans received a reduction of six-fifteenths in recognition of their administrative duties. Others received reduced teaching loads to do research or to participate in special projects sponsored by the College (47).

The faculty formed a Senate in 1969 as a primary means "whereby members of the faculty or their elected representatives" (47, p. 61) could be involved "in considerations of planning, policies, procedures, or issues and communicate
their recommendations to the administration" (47, p. 61). The Faculty Senate provided the framework for any faculty-initiated action, for cooperation among faculty, and for a medium of communication between the faculty and the student body.

The Faculty Senate consisted of two elected members from each of the five Schools and twelve elected members-at-large with equal representation from each of the four academic ranks. The Senate also included appointed, non-voting members from the College administration and two from the Student Senate. One member of the Faculty Senate was elected to serve as its representative to the Board of Trustees (47).

The Faculty Senate promoted communications of its activities by publishing for and distributing to faculty members a summary of each meeting. The Senate thus served a vital purpose for other faculty members who could keep abreast of latest College problems considered by the group.

During the 1960's the faculty had gained modest benefits in salaries, retirement plans, and reductions of 50 per cent in registration fees for members of their immediate families attending Henderson; but the faculty had not gained any relief in its average teaching load of fifteen semester hours. In 1970 the faculty, loyal to the College, kept on trying to improve by earning professional degrees above the master's, or thirty hours above the master's, or six semester hours each five years, according to College regulations.
In general, the faculty kept its morale at a high level due in part to the "effective communication between faculty members and administrators" (47, p. 105) and to the increase in benefits from the College.

The Students

From 1961 to 1970 students enrolled in the greatest numbers in the history of the institution. The number of graduates increased each year. Students paid an increase in fees. They initiated action for the College to levy a $5 per semester student activity fee to improve the quality of entertainment at campus functions. They originated moves to improve the campus; they provided for the erection of a new "HSTC" sign at the entrance on Highway 67; they named the streets on the campus and erected street signs. They established a book exchange as a service center for the student body. They joined other college students across the nation in the observance of Earth Day. After 1964-65 they no longer had compulsory attendance at a weekly assembly. They chafed under College restrictions. And they voiced their opinions.

First, as demonstrated in Table XXXVIII, students enrolled in the greatest numbers in the history of the College. In the two-semester regular terms, students more than doubled enrollment figures: from 1,512 in 1960-61 to 3,383 in 1969-70. The annual total of students for each academic year increased gradually from 2,582 in 1960-61 to 5,795 in 1969-70,
TABLE XXXVIII

ENROLLMENT FOR REGULAR AND SUMMER TERMS AT HENDERSON STATE TEACHERS COLLEGE, 1961-1970*

<table>
<thead>
<tr>
<th>Year</th>
<th>Regular Term</th>
<th></th>
<th>Summer Term</th>
<th></th>
<th>Annual</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>1960-61</td>
<td>836</td>
<td>676</td>
<td>1,512</td>
<td>1,070</td>
<td>2,582</td>
<td></td>
</tr>
<tr>
<td>1961-62</td>
<td>993</td>
<td>832</td>
<td>1,825</td>
<td>1,055</td>
<td>2,880</td>
<td></td>
</tr>
<tr>
<td>1962-63</td>
<td>1,109</td>
<td>823</td>
<td>1,932</td>
<td>1,137</td>
<td>3,069</td>
<td></td>
</tr>
<tr>
<td>1963-64</td>
<td>1,167</td>
<td>830</td>
<td>1,997</td>
<td>1,269</td>
<td>3,266</td>
<td></td>
</tr>
<tr>
<td>1964-65</td>
<td>1,180</td>
<td>880</td>
<td>2,060</td>
<td>2,035</td>
<td>4,095</td>
<td></td>
</tr>
<tr>
<td>1965-66</td>
<td>1,466</td>
<td>1,043</td>
<td>2,509</td>
<td>1,970</td>
<td>4,479</td>
<td></td>
</tr>
<tr>
<td>1966-67</td>
<td>1,712</td>
<td>1,192</td>
<td>2,904</td>
<td>2,326</td>
<td>5,230</td>
<td></td>
</tr>
<tr>
<td>1967-68</td>
<td>1,868</td>
<td>1,388</td>
<td>3,256</td>
<td>2,233</td>
<td>5,489</td>
<td></td>
</tr>
<tr>
<td>1968-69</td>
<td>1,956</td>
<td>1,399</td>
<td>3,355</td>
<td>2,333</td>
<td>5,688</td>
<td></td>
</tr>
<tr>
<td>1969-70</td>
<td>1,957</td>
<td>1,426</td>
<td>3,383</td>
<td>2,412</td>
<td>5,795</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14,244</td>
<td>10,489</td>
<td>24,733</td>
<td>17,840</td>
<td>42,573</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Henderson State Teachers College, Enrollment Files, Registrar's Office (60).

A gain of 3,213 or 125 per cent. And men continued to outnumber women during the regular term. In the ten-year period over 42,500 students had benefited from courses offered by Henderson State Teachers College, additional proof to mark the progress of the College.

As students enrolled in greater numbers, so did they graduate in greater numbers, as proved in Table XXXIX. As enrollment more than doubled, so did the number of degrees granted by the College: from 249 bachelor degrees and 45 master degrees for a total of 294 in 1961 to 501 bachelor and 95 master degrees for a total of 598 in 1970. As the
### TABLE XXXIX

**ACADEMIC DEGREES EARNED AT HENDERSON STATE TEACHERS COLLEGE, 1961-1970**

<table>
<thead>
<tr>
<th>Year</th>
<th>BM</th>
<th>BME</th>
<th>BS</th>
<th>BA</th>
<th>BSBA</th>
<th>BSE</th>
<th>Total</th>
<th>MME</th>
<th>MSE</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>1</td>
<td>5</td>
<td>15</td>
<td>.35</td>
<td>.</td>
<td>193</td>
<td>249</td>
<td>.</td>
<td>.</td>
<td>294</td>
</tr>
<tr>
<td>1962</td>
<td>.</td>
<td>8</td>
<td>19</td>
<td>48</td>
<td>.</td>
<td>190</td>
<td>265</td>
<td>.</td>
<td>.</td>
<td>310</td>
</tr>
<tr>
<td>1963</td>
<td>1</td>
<td>7</td>
<td>21</td>
<td>.51</td>
<td>.</td>
<td>171</td>
<td>251</td>
<td>.</td>
<td>.</td>
<td>305</td>
</tr>
<tr>
<td>1964</td>
<td>6</td>
<td>12</td>
<td>26</td>
<td>61</td>
<td>2</td>
<td>191</td>
<td>298</td>
<td>.</td>
<td>.</td>
<td>335</td>
</tr>
<tr>
<td>1965</td>
<td>1</td>
<td>10</td>
<td>30</td>
<td>44</td>
<td>17</td>
<td>207</td>
<td>309</td>
<td>.</td>
<td>.</td>
<td>369</td>
</tr>
<tr>
<td>1966</td>
<td>3</td>
<td>13</td>
<td>24</td>
<td>42</td>
<td>40</td>
<td>226</td>
<td>348</td>
<td>.</td>
<td>.</td>
<td>438</td>
</tr>
<tr>
<td>1967</td>
<td>1</td>
<td>11</td>
<td>41</td>
<td>47</td>
<td>75</td>
<td>205</td>
<td>380</td>
<td>.</td>
<td>.</td>
<td>472</td>
</tr>
<tr>
<td>1968</td>
<td>3</td>
<td>15</td>
<td>29</td>
<td>66</td>
<td>74</td>
<td>265</td>
<td>452</td>
<td>.</td>
<td>.</td>
<td>548</td>
</tr>
<tr>
<td>1969</td>
<td>4</td>
<td>5</td>
<td>37</td>
<td>94</td>
<td>95</td>
<td>262</td>
<td>497</td>
<td>.</td>
<td>.</td>
<td>584</td>
</tr>
<tr>
<td>1970</td>
<td>3</td>
<td>9</td>
<td>32</td>
<td>89</td>
<td>100</td>
<td>268</td>
<td>501</td>
<td>2</td>
<td>.</td>
<td>598</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>95</td>
<td>274</td>
<td>577</td>
<td>403</td>
<td>2,178</td>
<td>3,550</td>
<td>2</td>
<td>701</td>
<td>4,253</td>
</tr>
</tbody>
</table>

*Source: Henderson State Teachers College, Academic Degrees Granted, Office of the Registrar (49).  
**First class to graduate from Henderson State College.*

Table further demonstrates, the BSE degree continued to be the most popular one at the College, which had granted a total of 3,550 bachelor degrees for the period. From 1929 through 1970 the College had awarded the following number of bachelor degrees:

- 1930-41 -- 687
- 1942-45 -- 194
- 1946-60 -- 3,135
- 1961-70 -- 3,550
- Total -- 7,566

Henderson State College, then, had 7,566 graduates with bachelor degrees eligible for the Alumni Association. Of the 703
earning a master's degree, many had also earned the bachelor's degree at Henderson; they were already members of the Henderson Alumni Association. With the awarding of 4,253 degrees for the ten-year period, the College progressed in proving its worth to the area.

Not only did students double the numbers at registration and graduation, undergraduates also paid twice as much in semester entrance fees: from $75 in 1961 to $150 in 1970. In cooperation with the other State Colleges in Arkansas and upon the recommendation of the Commission on Coordination of Higher Educational Finance, the Board of Trustees agreed on October 11, 1962, to raise the entrance fee from $75 to $90 per semester for in-state students and to charge out-of-state students $190 each semester beginning on September 1, 1963 (50). On December 16, 1965, the Board sanctioned the action taken in Little Rock on November 19, 1965, by the Presidents of the State Colleges and the University of Arkansas to increase the registration fees from $90 to $100 for Arkansas residents and from $190 to $235 for non-residents (51). And on January 11, 1968, the Board, again upon agreement with other State College Presidents, voted a third increase in fees effective with the Fall Semester, 1968: from $100 to $125 for residents and from $235 to $260 for non-residents (51). For the fourth increase in fees, the Board voted on October 18, 1969, to establish a fee increase of $25 already being charged at the other State Colleges (51). Thus, beginning with the
Spring Semester, 1970, resident students at Henderson paid fees of $150; and non-residents, $350 (20).

Students doing graduate study also had a change in their fee costs. In 1961 graduate students paid a graduate study original registration fee of $15, payable one time only; a matriculation fee of $8 for each semester hour; and a graduation fee of $25, including a master's degree hood and the rental of a cap and gown for the commencement ceremony (54). In 1970, Arkansas resident graduate students paid a course fee of $18 for each semester hour; non-resident graduate students, $36 for each semester hour. But graduate students no longer had to pay a registration fee of $15 upon enrolling in the Graduate Program (20).

Besides increases in fees, students paid further increases in the cost of room and board. In 1961 students paid these semester rentals for the various College dormitories: Goodloe and Turrentine, the new air-conditioned Halls, $92; The Pines, The Oaks, The Holly, $80; Mooney, Womack, and Foster, $68 (54). For meals in Caddo Center Cafeteria students paid $180 a semester in 1961 (55). In 1970 students paid these semester rentals for living in one of the College dormitories: Goodloe, Turrentine, Smith, and Newberry, $364; Foster, Mooney, Womack, Garrett, The Pines, The Oaks, The Holly, $324. For meals in Caddo Center Cafeteria, they paid $212 (20), an increase of 17 per cent over the cost of $180 in
1961. However, those living in the dormitories paid an increase of 290 per cent in semester rentals.

In addition to these increases by the College, students voted in 1969 to raise their fees by $5 per semester. As the result of a campaign by the Student Senate, undergraduates voted on April 22-23, 1969, to levy a $5 per semester Activity Fee to enable the Senate to bring more and better entertainment to the campus (31). In order for the $5 fee to become effective, two-thirds of the student body had to vote; and a majority of that two-thirds had to approve the $5 fee. According to the Senate election officials, 1,568 voted for the fee; 82 against; and 12, neutral (31). Representatives of the Student Senate presented the results of the vote to the Board of Trustees on April 24, 1969. The Board declared the measure approved with the fee to be effective for the Fall Semester, 1969 (51), and administered by a committee by a committee of faculty and students appointed by the President of the College.

With the Fall Semester, 1969, students saw evidence of the use of the Activity Fee. The Senate had scheduled appearances of top name bands in the region to perform in the Student Union Ballroom for the Friday night dances from 8 to midnight. The Senate announced the following schedule for the Fall Semester, 1969: Rock Creek Reunion, September 12; Red Dogs from Lawrence, Kansas, October 3; the Short Kuts, Memphis, Tennessee; the Swinging Medallions, Atlanta,
Georgia, November 14. To aid the committee administering the Activity Fee Fund, the Senate conducted a survey for students to voice their preferences for entertainment and placed a suggestion box in the lobby of the Student Union for the convenience of the students (32).

In other action, students initiated moves for campus improvements. In 1960-61 they collected $500 to erect a sign at the east entrance of the campus on Highway 67, the sign to display the words **Henderson State Teachers College**. The sign was erected as a gift from the student body of 1960-61. About twenty feet long and ten feet high, the sign featured the name **Henderson** on one line in white letters thirty inches high and one inch thick; and the words **State Teachers College** on the second line in white letters twenty inches high and one inch thick (62). In 1967 the College removed the word **Teachers** from the sign to make the sign commensurate with the new name authorized by the General Assembly, **Henderson State College** (21).

In 1968 the Student Senate requested permission of the Board of Trustees to name the streets on the College campus. Obtaining such permission on December 19, 1968, the Senate received approval of the list submitted to the Board on April 24, 1969. The Senate Committee had suggested these names: **Brown Street, Workman Avenue, Presidents' Drive, R. B. F. Key Drive, McKnight Drive, McLauchlan Place, Powers Place, Thomasson Place, Bob's Boulevard, Reddie Row, and Amy**
Jean Greene Bridge (51). And by October, 1969, the Senate had erected the street signs for greater ease in directing persons unfamiliar with the campus to various locations on the property (34).

As a further service to students, the Senate sponsored a Book Exchange to enable students to buy and sell books during the week of registration for the Spring Semester, 1970. Senate members served as the workers for the Exchange and donated their time. Receiving no profit from the sale of the books, the Senate acted only as a collection agency for students in selling their used books or buying others (39).

On April 22, 1970, students observed "Operation Survival" on Earth Day to focus attention on the dangers of environmental pollution (41).

In November, 1969, through an opinion poll of eligible male students, the Student Senate initiated a move to make serving in the Reserve Officers Training Corps as a voluntary, not compulsory, endeavor for male students in their freshman and sophomore years (37).

And amid their usual campus activities, some students chafed under College restrictions. Perhaps one student in an editorial in *The Henderson Oracle*, "Henderson-Brown Days?," voiced a representative opinion in reminding College authorities that Henderson State Teachers College, 1963, with 2,000 students was not Henderson-Brown College, 1912, with 200 students. Because these 2,000 were "vital, active people,
as indicated by the volume of extra-curricular activity" (64), the student urged the College to alter its policy of scheduling extra-curricular events and activities so that an organization could schedule meetings or activities on days and hours convenient to its membership, even if the day and hour conflicted with another event or activity. The student writer questioned the continuance of the policy on the reason advanced by the College for maintaining the policy: "to make certain that no one would have a conflict in his extra-curricular schedule" (64). Further, the writer contended that if students were not able to budget their own time and balance their own interests then they needed to be learning. He concluded that it was "impossible to iron out all the kinks for 2,000 people" (64) and that it was "impossible to run a college in 1963 by 1912 policies" (64). As the student enrollment continued to grow during the decade, the College had to relax strict adherence to the rule.

In other action, students lamented that Henderson had joined the ranks of the suitcase colleges, for the majority of the students packed their suitcases each Friday and went home for the weekend (79), leaving few students on the campus. In April, 1964, upon investigation of reasons for the students' leaving the campus on weekends, the editor of The Henderson Oracle attributed part of the problem to the limited number of hours that the Library and the Student Union were open for students and to the limited activities and
entertainment provided by the College on weekends (71). As a result of the suggestions by the editor, the Library and the Student Union started in April, 1964, to remain open longer hours; in addition to week days, the Library opened on Sunday afternoon from 2 to 5 (72).

Also, students expressed their concern for both local and national problems. On the local scene they recognized and articulated the widespread problem of cheating on tests and examinations. On behalf of the honest students, the editor of The Henderson Oracle appealed to the faculty and the administration to crack down on the cheaters (68). In the next week's Oracle, students had assurance from the administration and instructional staff that additional precautionary measures were in effect to safeguard tests and to protect the honest students. Faculty would cooperate by monitoring their tests more carefully, by making new tests, by varying the types of tests, and by not taking copies of the tests to classrooms or offices until time to administer the tests. Central Duplicating Services would cooperate by delegating test-cuplicating duties to non-student personnel only. If apprehended while cheating, the student failed that test; if apprehended stealing tests or keys to offices and buildings, the student faced suspension. The administration stated: "We are dedicated to the attempt to correct the situation" (69).
Relevant to another local problem of a different nature, students advocated that Henderson State College remain a State College and not try to move to a State University. In their perspective, students believed that the College would be better off if it "maintained a policy of reserve where the question of university status is concerned" (21). Moreover, the students thought that it was far better that Henderson State remain a "college, a superior college, than become a university along with the rest of the State-supported colleges and make a mockery of the university system" (29).

As for national problems, students lamented that over 40,000 young men had died and were "dying without reason" (33) in Viet Nam. And they questioned rather sharply the involvement of the United States in the war in Viet Nam (33).

Regarding another problem of national concern, students at Henderson deplored the campus revolts and riots across the United States during the late 1960's. In December, 1968, one Henderson student wrote:

"Certainly we have the right to verbal dissent, but when dissent disturbs the rights of others, and deters them from their rights, then it becomes wrong. But as our generation would have it, there are some students that really don't need a college education, because they think they know everything already" (27).

The writer concluded that such students do not belong in college, for they are the ones who cause the disturbance on the campus and the "ones who bring nothing but bad publicity to themselves and their schools. They belong on a street corner."
somewhere, far away from our campuses. Most students came to college to learn" (27). The writer summarized the conservative view of most students on the campus, who, like their parents, believed that "most students came to college to learn." Through 1970 the College had no student riot or major disturbance such as some of the larger campuses had.

In other areas of concern, such as their stage productions, students presented dramas like Noel Coward's Blithe Spirit on October 29-31, 1963 (65); Sidney Howard's Silver Cord, March 19-20, 1964 (70); Tennessee Williams' A Streetcar Named Desire, May 7-8, 1964 (73); and Henrik Ibsen's Ghosts, October 23-24, 1969 (35).

In 1969 students revived the publication of a literary magazine, Proscenium, the third literary magazine of the State years. They published the first volume of fifty pages in April, 1969, on the College offset machine (30).

Since 1929 students had modified enrollment percentages in two ways, each reflecting State College and societal influences. In 1970 students had shifted the enrollment to 44 per cent Baptist and 21 per cent Methodist. In the same year the student body consisted of 10.4 per cent blacks (60), a decided increase since 1955, their first year to enroll.

So, by and large, students at Henderson State College were active in their affairs on campus during the decade of the 1960's. Like their parents, most students were conservative in their attitudes and wanted an education for the money
they had paid for that purpose. In serving their College, they promoted worthwhile causes on campus. They expressed their concern for various problems on the local and national level. Many had joined the ranks of the commuters, staying at home and driving to Arkadelphia on their class days. But, most of all, they were students active in the affairs of their College.

The Curriculum

When the College dropped the word Teachers from its title by authorization of the General Assembly on January 18, 1967, the College signified a shift in its curricular emphases from teacher-training to "a broad liberal arts program" (13, p. 3). The College could now meet its expanding needs and responsibilities to provide "additional educational opportunities on a state-wide basis and more adequately to fulfill its changing role as a multi-purpose institution of higher learning" (13, p. 3).

However, the College did not need to make any sudden or drastic shift in its curriculum to fulfill any purposes that extended beyond its established objective in 1929 of training teachers for the public schools of Arkansas. Since 1929, as articulated by J. P. Womack, the first State President, the College had included courses not only in the subject-matter areas of specialization and courses in the methods of teaching but also courses in general education. Since 1929 the
College had authorization from the General Assembly to maintain a Conservatory of Fine Arts for the training of teachers as well as the training of musicians. In addition, the College offered a sufficient variety of courses for students to acquire their basic courses in a number of specialized fields, such as premedical and predental. Since its establishment in 1929, the College had operated "in the interest of those who want an education" (52, p. 11), whether they were preparing to be teachers or not. Thus, though its established purpose was to train teachers, since 1929 the College had also been serving southwestern Arkansas as a multi-purpose institution.

By 1970 the College had modified its curriculum still further to achieve its goal of a multi-purpose institution serving the State. In modifying its curriculum, Henderson State College expanded the Division of Business Education, formed a Division of Sociology, offered a major in journalism, refined its courses in guidance education, and opened a counseling center.

From 1961 through 1969, according to Table XL, the College had increased its curricular offerings from 391 courses in 1961 to 563 in 1969, a gain of 172 courses, or 44 percent. The expansion of the Division of Business Education accounted for most of this gain, from 19 courses in 1961 to 68 in 1969. In 1961, commensurate with the established policy of the College as a teacher-training institution, the Division of Business Education stated that its main purpose
TABLE XL

ACADEMIC DIVISIONS OF HENDERSON STATE TEACHERS COLLEGE, NUMBER OF TEACHERS, AND NUMBER OF COURSES, 1961 and 1969*

<table>
<thead>
<tr>
<th>Division</th>
<th>Teachers</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Education and Psychology</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health, Physical Education, and Recreation</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Home Economics</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Language and Literature</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Library Science</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Spanish</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Speech</td>
<td>16</td>
<td>20**</td>
</tr>
<tr>
<td>Journalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Military Science</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Music</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Physical Science</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Social Science</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>**Total</td>
<td>71</td>
<td>153</td>
</tr>
</tbody>
</table>


**Transferred to the Division of Fine Arts in 1966.

***A Division of Sociology, formed in 1966, offered 26 courses in sociology and 2 in anthropology.
was the training of business teachers for the high schools of Arkansas. However, in 1969, after the Division of Business Administration had stabilized its expanded reorganization effected in 1964, the Division offered 68 courses taught by 16 instructors.

The number of teachers in the Table--71 in 1961 and 153 in 1969--is greater than the number of teaching positions--65 in 1961 and 144 in 1970--listed in the faculty section of this chapter. The numbers vary because one teacher may have been double-listed; for example, in both Education and Language and Literature. But the numbers still indicate the growth of the College as it progressed through the decade.

In 1968 the Division of Business Administration included the Departments of Accounting, General Business, Economics and Finance, Marketing and Management, and Business Teacher Education and Secretarial Science. Therefore, the Division of Business Administration could offer majors in the subject-matter fields of accounting, economics, management, marketing, general business, business teacher education, secretarial science. The Division designated its purpose as educating young men and women "for positions of leadership and responsibility in business, government, and other organizations" (19, p. 75). The Division of Business Administration proved its need in southwestern Arkansas by the fact that 403 students earned the Bachelor of Science in Business Administration degree from 1964 through 1970 (49). When the College
changed in 1969 from Divisions to Schools, the Division of Business Administration became one of the five Schools in the plan of reorganization (19, 51).

From 1961 to 1969 the College effected a few other curricular changes. In 1966, the College formed a Division of Fine Arts to include the Departments of Art, Music, and Speech and Drama. In its four general objectives, the Division of Fine Arts reflected the expansion of the multi-purposes of the College:

1. To educate potential teachers of the arts in their chosen areas;
2. To provide a traditional and contemporary cultural atmosphere within the college community;
3. To offer experience and participation to the student who seeks the arts as an avocation or merely approaches them as an appreciative listener and/or observer;
4. To render cultural service to the surrounding area (17, p. 99).

When the College changed from Divisions to Schools in 1969, the College designated that the Division of Fine Arts become the School of fine Arts (20).

During 1966 the College further broadened its services by forming a Division of Sociology, separate from the Division of Social Sciences, and offering a major in Sociology (17). And in 1969 the College added a Department of Journalism, which offered a major of 30 semester hours for the Bachelor of Arts degree (19).

In 1970 the College offered programs providing for the completion of entrance requirements of most professional
schools. In its Pre-Professional Studies, the College offered programs in Pre-Engineering, Pre-Law, Premedicine, Pre-dentistry, Premedical Technology, Pre-Nursing, and Pre-pharmacy (20).

After the establishment of a Graduate Division in 1955, the College expanded its offerings in guidance education in 1961 so that students majoring in guidance education could qualify as counselors according to requirements specified by the State Department of Education. The State Department required students specializing in guidance to complete at least nine semester hours on the graduate level but permitted students to complete the entire fifteen hours on the graduate level. Also, the State Department required that students must hold a six-year secondary school certificate in addition to the fifteen semester hours of guidance education courses.

For students to meet the requirements to qualify as counselors, the College offered five courses in guidance education: Principles and Practices of the Guidance Program, Methods of Individual Analysis, Occupational and Educational Information, Methods and Techniques in Counseling, and Organization and Administration of Guidance Services (53).

In addition to an increased number of courses in guidance education, the Division of Graduate Studies refined its statement of purposes. In 1961 the Division of Graduate Studies listed seven specific objectives for the fifth-year program:
1. To enlarge and refine understanding of contemporary society through a fuller appreciation of culture and world relationships.
2. To increase knowledge in a teaching field and a sense of the relationship of all learning.
3. To extend understanding of human growth and behavior and their implications for teaching.
4. To strengthen basic educational philosophy.
5. To stimulate interest in, and understanding of, the teaching profession.
6. To encourage interest in independent investigation and experimentation in all teaching.
7. To provide intellectual stimulation and a foundation for continued study (54, p. 60).

In 1961 the Division of Graduate Studies continued its original requirement for each student to write two course papers, each paper related to a different course and under the direction of a different teacher. The Division expected the student to write one of the papers after achieving graduate status and at least one of the papers in the area of his specialization. The Division further expected the student to demonstrate in the papers his ability "to assemble, organize, evaluate, and present data relating to the selected topics" (55, p. 64). And the Division required that the two papers be approved by the course instructor, the chairman of the Division concerned, and the Director of Graduate Studies (55).

In 1965, however, the Division of Graduate Studies made a change in the number of papers required. The Division henceforth would require only one graduate paper of non-thesis proportions (58). And in 1967 the Division offered students two options for earning the Master of Science in Education,
the professional degree in education. In Option I the Division required a program of thirty semester hours, including the writing of a research paper; in Option II the Division required a program of thirty-six semester hours, deleting the writing of a research paper (17).

By 1970 the College had refined its work leading to the Master of Science in Education degree so that a student could specialize in one of the following areas:

2. Elementary Education with a professional concentration in General Elementary Education, Instruction and Curriculum, Reading, and Early Childhood Education.
3. Counseling and Guidance at the Elementary School or Secondary School level.
4. Special Education (20, p. 67).

As a further expansion in serving students, in 1967 the College offered work leading to a Master of Music Education degree in vocal music or instrumental music (18).

In June, 1965, the examining team from the North Central Association of Colleges and Secondary Schools observed that "while academic counseling of students seems to be in good order" (89, p. 16) personal counseling of students was "quite inadequate" (89, p. 16). Consequently, in 1969 the College established a Counseling Center for both graduate and undergraduate students. Staffed by four qualified counselors, the new Center was to "assist the student in dealing with his concerns by helping him to gain insights about his behavior as
it affects his feelings about himself and his effectiveness" (32). The Center provided its services on a voluntary basis, without fee. The Center stressed that the counseling interview was a "confidential relationship and no information arising from the interview" (32) would be released to others except with the student's knowledge, permission, or direction (32). The Center was also responsible for the instruction in courses in guidance and counseling education.

Upon the academic reorganization of Henderson State College in 1969, the College made several changes in the assignment of the former Divisions to the new Schools. In the new academic organization, the vice president for instruction, responsible to the President and the Board of Trustees, headed the five Schools, as presented in Figure 3. Each School had a dean as coordinating administrator of all subject-matter areas and activities in his School. Formerly, under the old system of Divisions, the Dean of the General College had the responsibility of the general education courses; under the new system of Schools, the courses in the old General College became a program of general education (20) allocated to the various Schools. Three Schools--Fine Arts, Liberal Arts, and Natural Science and Mathematics--were responsible for the courses in general education, which are enclosed in broken lines in the Figure.

From 1961 to 1970 Henderson State College conducted its curricular programs, such as student teaching, in much the
Fig. 3--Academic Organization of Henderson State College, 1969.
GRADUATE SCHOOL

SCHOOL OF LIBERAL ARTS

- Psychology
- English
- Library Science
- Foreign Languages
- Social Science
- Journalism
- Freshman English

SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

- Biology
- Physics
- Chemistry
- Mathematics
- Physical Science
- Fundamental Mathematics
- Biological Science
- Military Science
same manner as it had in the years following World War II. When the College saw need for change, it tried to adjust its program to serve its students.

In one area of adjustment, the College deleted or curtailed some services to the area. After an assessment of the correspondence and extension programs offered by the Division of Field Services since 1946, on July 6, 1967, the College accepted the recommendations by the committee appointed to study the problem. The committee recommended that, effective with the Fall Semester, 1967, the College discontinue the program of correspondence study and that the College offer extension classes only by special contract at the request of public school officials (51).

Whether adding or deleting courses and/or services pertinent to its curriculum, the College was striving in all the ways that it could to serve the citizens of Arkansas a better educational program.

**Physical Education and Athletics**

Physical Education and athletics underwent changes from 1961 to 1970 in organization, in staff, and in intercollegiate competition.

At a Board meeting on November 13, 1962, the Trustees approved a recommendation by D. D. McBrien to create a Division of Interschool Athletics with John Duke Wells as Chairman and Director of Athletics (50). The Division was to
function cooperatively with the Division of Health, Physical Education, and Recreation.

Listed for the first time in the Bulletin for 1963-1964, the Division of Interschool Athletics had as its primary purpose "the organization, supervision, and administration of the program of competitive athletics" (56, p. 93). The Division did not offer a major but did offer eight courses leading to a minor in Coaching: First Aid, Sports Officiating, Care and Treatment of Athletic Injuries, Theory and Techniques of Football, Theory and Techniques of Basketball, Theory and Techniques of Baseball, Theory and Techniques of Track, and Organization and Administration of Interschool Athletics. The Division did not permit Physical Education majors to minor in Coaching (56).

As a second change, in 1970 with the organization of the College into five Schools instead of thirteen Divisions, the Division of Health, Physical Education, and Recreation and the Division of Interschool Athletics became parts of the new School of Education. However, both Divisions continued their primary purposes: Health, Physical Education, and Recreation to prepare Physical Education teachers and coaches for the public schools and Interschool Athletics to organize, supervise, and administer the program of competitive athletics for the College (20).

During the 1960's as the College grew, the Divisions increased in both staff number and course offerings. In 1970,
with a staff of nine men and three women, the Divisions employed two men and one woman who had earned the doctorate and seven men and two women who had earned a master's degree. Health, Physical Education, and Recreation offered thirty-nine courses, including ten on the master's level. Interschool Athletics, however, had refined its curriculum to six courses to include Sports Officiating, First Aid, Care and Treatment of Athletic Injuries, Isometrics and Weight Training, Organization and Administration of Interschool Athletics, and Coaching Theory (20).

In athletics, the Reddies won several titles in Arkansas Intercollegiate Conference competition. In football, the Reddies were co-champions with Arkansas Agricultural and Mechanical College in 1963 (67, 84) and were champions in 1969 (38, 45). In golf, the Reddies were State champions in 1964 (75, 85); and in baseball, 1964 (78, 86). In basketball, the Reddies won the Arkansas crown in 1968 (24, 43) and in 1969 (28, 44).

During this period the Henderson Reddies and the Ouachita Tigers resumed a scheduling of athletic events at the behest of the executive committee of the Arkansas Intercollegiate Conference, which in 1961 passed a mandatory round-robin for its members. According to McBrien, the round-robin was passed to force Henderson to resume athletic relations with Ouachita, beginning with basketball in 1962 and football in 1963. At a meeting of the Henderson Board on February 24, 1962, the
Trustees voted to renew the relationship with Ouachita on a year-to-year basis. But the Trustees specified that if the vandalism of other years recurred, then Henderson would again sever athletic relations with Ouachita (50). On November 28, 1963, after twelve years, the Reddies once more played the Tigers on A. U. Williams Field at Ouachita. And the Reddies "blasted the Ouachita Tigers 28-13" (67).

From 1963 through 1970, the Reddies and the Tigers compiled this record:

1963--Reddies, 28; Tigers, 13 (84)
1964--Reddies, 6; Tigers, 6 (85)
1965--Reddies, 7; Tigers, 0 (86)
1966--Reddies, 21; Tigers, 33 (42)
1967--Reddies, 17; Tigers, 29 (43)
1968--Reddies, 16; Tigers, 0 (44)
1969--Reddies, 23; Tigers, 17 (45)
1970--Reddies, 0; Tigers, 36 (46)

Thus, the Reddies won four games; the Tigers won three; and the two teams tied one.

During these eight years the two Colleges had managed to keep a working relationship in their athletic competition in the major sports.

In 1970 the staffs of Health, Physical Education, and Recreation and Interschool Athletics were looking forward to moving into the new physical education building in the next year or two, construction having begun during the summer of 1970. The College had purchased property formerly owned by the Arkadelphia Country Club (8) expressly for the purpose of providing space to accommodate the expansion of the athletic facilities.
The Library

Since 1929 Huie Library had occupied space in three different buildings before 1967. But in 1967 Huie Library moved into a building all its own, one aim of the College finally realized after advancing toward that goal since 1929. After operating from 1929 to 1934 in the cramped, limited space on the second floor of College Hall, the Library moved to the renovated dining hall erected in 1915, a separate building and perhaps adequate for the College at that time.

Yet, as the College expanded after World War II, Huie Library needed larger accommodations. So, from 1949 to 1967, the Library occupied the south wing of Arkansas Hall, the combination library-auditorium building. In October, 1967, Huie Library moved to its first specially-constructed building for its exclusive use (22). Of contemporary functional design similar to McBrien Hall, the new structure of red brick with white trim was near the front campus facing Arkansas Hall on the west, with Mooney Hall to the north, Proctor Hall to the east, and Henderson Street to the south.

Huie Library now had a building providing for 160 individual study stations and seating 750 students. "Built on a modular system using the bay system of arrangement (47, p. 35), the Library afforded students an easy access to the open stacks with convenient study areas nearby. To enable students and faculty to locate materials more easily, the Library posted copies of its master floor plan at convenient locations
on each floor. The Library featured an arrangement of bays, materials, and services for the ease, informality, and comfort of its users.

The structure, a three-story air-conditioned building so constructed and situated to allow for additional wings as needed, contained 33,168 square feet of usable floor space. In this space Huie Library housed its collection of books, bound periodicals, unbound periodicals, microfilms, and microcards. However, the Library did not house some of its holdings; for the Fine Arts Center kept the music scores, records, and art slides and prints, and the Audio-Visual Center in Evans Hall contained the movie films (47). From its book collection of 46,000 bound volumes in 1961 and 58,000 in 1965 (87), the Library had increased its number of bound volumes to over 128,174 in 1970-71. The Library also subscribed to over 1,000 serial publications (47). It had holdings "well suited to the curricula" (90, p. 6).

In its continued growth through the 1960's, the Library advanced from a budget of about $10,000 for instructional materials in 1960-61 (87, 89), to a projected budget of $122,700 in 1970-71 (47).

As an additional service to the area, the Library staff was responsible for teaching six courses in Library Science as a part of the School of Liberal Arts (20).

Huie Library had a committee composed of seven faculty members and three ex officio members, the Dean of Academic
Services and two librarians, to supervise its overall operation. The committee had four specific duties in 1970:

1. To establish, in consultation with the Head Librarian, the policies and practices which will provide the greatest possible service to students, faculty, alumni, and the local community.
2. To recommend the regulations necessary for responsible library operations.
3. To recommend the number of staff to be employed.
4. To recommend space needs and use (47, p. 37).

In 1970 Huie Library remained open during these hours:
8:00 a.m. to 10:00 p.m. on Monday through Thursday; 8:00 a.m. to 5 p.m., Friday; 9:00 a.m. to 3 p.m., Saturday; and 2:00 p.m. to 9:00 p.m., Sunday (47).

In the 1960's Henderson State College and Ouachita Baptist University agreed to a mutual exchange of library privileges to "make the resources of both libraries available to the students and faculty of both institutions" (47, p. 34). The Colleges effected this agreement concerning their Libraries after a spirit of cooperation eventuated after the resumption of athletic competition.

Since 1929 the Library had occupied space in four different buildings. Whatever its location, however, the Library had served as a vital component in Henderson State College. In 1970, with a home all its own and increased budgets, the Library had its brightest prospects for service to its students and faculty, because an alert, efficient staff of librarians, a faculty committee, and the administration were sensitive to the needs of Huie Library.
Buildings

From 1961 to 1970 the College accelerated its building and campus expansion programs to accommodate its increased enrollment. In the progress and development throughout the decade, the College acquired seven major buildings, remodeled and repaired numerous buildings, purchased various properties adjoining or near the campus, and received the gift of a home for the President of the College from a former alumnus and teacher of Henderson-Brown College.

In the seven major construction projects, the first buildings were two dormitories ready for occupancy in September, 1961: Turrentine Hall for women and Goodloe Hall for men, each capable of housing 152 students. Costing a total of $1,136,000 (50), the new three-story dormitories of red brick were the first to be air-conditioned. They featured lounges, offices, kitchenettes, laundries, "ample closet space, and all equipment for gracious living" (54, p. 30). Both Halls faced Huddleston Street, Turrentine to the north near Garrett Hall and Goodloe to the south near Foster Hall. Capable of housing 304 students, these Halls expanded dormitory facilities to care for over 1,000 students on campus (61).

The second major construction provided an administration-classroom building, erected to the north of College Hall in 1963-64 at a cost of $665,335 (50). A three-story red brick with white trim, the building contained administrative offices
on the first floor and faculty offices and classrooms on the second and third floors (63). Named McBrien Hall by the Trustees on June 21, 1963, in honor of D. D. McBrien (50), the building was formally dedicated on May 12, 1964, in a ceremony in Arkansas Hall with Governor Orval E. Faubus as the principal speaker (74).

The third major project was a Fine Arts Building to replace Key Hall. Erected at a cost of $577,878 (50), the Fine Arts Building featured materials recommended by the architect and became the only building on campus of white brick. The Fine Arts Center contained twelve classrooms, eight studios, twenty-four practice rooms, faculty offices, and an auditorium with a seating capacity of 220. Ready for use in September, 1964, it housed the Departments of Art, Music, and Speech (76). Like all other buildings constructed during the 1960's, the Fine Arts Center was air-conditioned.

After McBrien Hall and the Fine Arts Building were ready for use, the College awarded a contract on June 17, 1964, to Burke's House Wrecking Company, North Little Rock, for $4,366 to raze both College Hall and Key Hall (50). With the razing of College Hall and Key Hall, Henderson State College no longer had any major building belonging to the old Henderson-Brown College. Upon the razing of the building used as a men's infirmary by Henderson-Brown and later as a nurse's station and faculty cottage by the State College, all of the buildings on the campus were the products of the State years.
The fourth major construction was a high-rise dormitory for men, the contract awarded by the Board on March 1, 1965, for $1,357,531 (51). Located on Twelfth Street on the west campus, the eight-story dormitory of red brick faced east toward the campus. It was "an ultra-modern, completely air-conditioned" (59, p. 31) dormitory designed to house 448 men. It had eight floors served by two elevators "for easy access to any floor" (59, p. 32). The dormitory contained lounges, recreational areas, laundry facilities, and administrative offices. On July 20, 1965, the Board named the new housing unit Smith Hall in honor of H. Grady Smith (51), business manager of Henderson-Brown from 1921 to 1929 and of Henderson State Teachers College from 1929 until his retirement in 1965.

The fifth major construction was a building for Huie Library, the first separate structure erected exclusively as a Library in the history of the College. Constructed in 1966-67 on a site between Mooney Hall and Twelfth Street at a cost of $649,187 (51), the new Huie Library, a three-story red brick with white trim, featured a contemporary functional design harmonizing with the existing buildings on campus (80). The Library was so designed that books were "grouped by subject area in open shelving with adjacent reading and study areas" (18, p. 26). The Library was so arranged that it had shelf space for approximately 150,000 volumes, more than enough space to house the library's 70,000 volumes moved from
Arkansas Hall to the new building in October, 1967 (22). The new Library could seat 750 students. Further, the new building was so planned and constructed that it could be expanded by additional wings to house an additional 100,000 volumes (23). In a special ceremony in Arkansas Hall, the College formally dedicated Huie Library on March 17, 1968 (25).

Following the dedicatory ceremony of the Library, the College sponsored tours of Huie Library and McElhannon Hall Annex, completed in October, 1967, to provide more classroom and laboratory space for courses in the sciences to alleviate crowded conditions in old McElhannon Hall. McElhannon Annex had cost $532,200 (51).

On February 4, 1967, the Board awarded the contract for a second high-rise dormitory to cost $1,446,594 (51), as the sixth major construction project during the period. Similar in plan and appearance to Smith Hall, the new dormitory was built on the east end of old Haygood Athletic Field and opened for use in September, 1968 (26). The new dormitory was named Farrar Newberry Hall to honor a well-known former student, teacher, active alumnus, and friend of the College, who donated his residence to the College.

The location of Newberry Hall on the old Haygood Athletic Field was possible because the College had purchased for $300,000 on August 10, 1965, the property of about sixty acres formerly owned by the Arkadelphia Country Club joining the northern boundary of the campus (8). On this property
the College located its physical education and athletics complex, with the *new* Haygood Stadium ready for use in September, 1968. The new Stadium, with bleachers installed on the south side only at that time, could seat 6,000 (26). Near the stadium was the new air-conditioned Haygood Field House constructed at a cost of $90,661 (51). The new Field House had facilities for 100 players; laundry, training, and film rooms; and offices for the coaches (26).

The seventh and last major construction for this period was a physical education building also to be located in the Country Club Addition near the new Haygood Stadium Field House. The construction of this facility for the Divisions of Interschool Athletics and of Health, Physical Education, and Recreation was just beginning in the summer of 1970 after the awarding of the contract on July 10, 1970 (16). The Trustees named the proposed structure the John Duke Wells Physical Education Building to honor a man who had served the State College since 1941 as coach and athletic director (16).

In the Country Club Addition the College also located its Maintenance Shops, which included shops, a warehouse, and garages for the expanded inventory of equipment and vehicles necessary to keep the College in good operation. In 1968-69 the College erected these buildings of structural steel at a cost of about $140,000 (51).

By 1970 the College located forty-six trailers, which served as homes for married students, on this Addition (51).
In the decade, as major remodeling or renovating projects were needed, the College awarded four contracts for expanding or improving its facilities. On October 2, 1963, the College awarded a contract for the construction of a Post Office annex to the north wall of the Student Union at a cost of $45,775. On June 3, 1964, the College remodeled and expanded the cafeteria, Caddo Center, at a cost of $350,000 (50). On January 11, 1968, the College awarded a contract at $292,454 for extensive renovation of the Student Union. And then on November 15, 1967, the Trustees awarded a contract for $129,105 to remodel the wing of Arkansas Hall formerly occupied by the Library into classrooms, faculty offices, and a studio for closed-circuit television and an FM radio station (51), KSWH 88.1 MHZ (20).

As major construction progressed, the College implemented numerous minor but necessary repair projects to existing facilities. In 1965 such projects included new roofs for Holly, Pines, and Oaks dormitories and for Evans Hall and repairs to the roofs of the Student Union and old Haygood Gymnasium (51). Throughout the decade, as new buildings became ready for use, the projects included the grading, draining, and landscaping of the grounds; surfacing parking lots; building sidewalks; and repainting and repairing the older buildings on campus (50, 51).

On April 24, 1968, the Trustees authorized the purchase at $65,000 of the Barkman property, adjacent to the southern
boundary of the old Haygood Stadium (51). The Trustees desig-
nated this home for use by the sororities as their head-
quarters. The home then became Panhellenic House.

For a President's home, the College had used the struc-
ture erected in 1936 during Womack's administration. On
January 2, 1969, the College acquired a new home for the
President, a gift from Farrar Newberry, who in his "Last Will
and Testament" had specified that the property go to the Col-
lege under these conditions:

Subject to the life-estate interest of my be-
loved wife, Lila Lee Thomasson Newberry, I leave our
home-place, land and buildings only, to Henderson
State Teachers College, to be used as the President's
Home, said property being Lot 2, Block 5 and the northive feet of Lot 3 of Block 5, of Maddox Addition to
the City of Arkadelphia, Arkansas. I am not restrict-
ing the use of the home-place solely as the President's
Home, and it may be used by the College for any purpose
for which it is suitable EXCEPT AS A DORMITORY (9, p.
286).

After the death of Lila Lee Newberry in 1968, the College in-
ierited the home of Farrar Newberry. Of Colonial design har-
monizing with many of the other buildings on campus, the red
brick building of two stories was located on Henderson Street
across from McBrien Hall.

President and Mrs. M. H. Russell lived in the home a
short while before his death on October 31, 1969. In early
1970 President M. B. Garrison and his family moved into the
home. The residence formerly used as a President's home from
1936 to 1969 became known as Henderson House, authorized by
the Board for use as Alumni headquarters (51).
In its acquisition of land, improvements, buildings, and equipment from 1967 through 1970, the College had increased its plant assets over $4,000,000, as depicted in Table XLI.

### TABLE XLI

PLANT ASSETS OF HENDERSON STATE COLLEGE, 1967-1970*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$416,721</td>
<td>$446,721</td>
<td>$471,777</td>
<td>$471,777</td>
</tr>
<tr>
<td>Improvements</td>
<td>$282,094</td>
<td>$494,537</td>
<td>$604,667</td>
<td>$588,343</td>
</tr>
<tr>
<td>Buildings</td>
<td>$8,441,897</td>
<td>$10,471,068</td>
<td>$11,161,541</td>
<td>$11,326,012</td>
</tr>
<tr>
<td>Equipment</td>
<td>$1,014,547</td>
<td>$1,258,397</td>
<td>$1,618,190</td>
<td>$1,893,300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$10,156,259</strong></td>
<td><strong>$12,670,723</strong></td>
<td><strong>$13,856,175</strong></td>
<td><strong>$14,279,432</strong></td>
</tr>
</tbody>
</table>


Through the increase of its plant assets, the College further reflected its progress and development during the 1960's.

In 1970 the College had twenty-five major buildings on a campus of 110 acres (20). Since 1929 the College had gradually changed the appearance of the campus. With all of the construction work progressing on the campus through the years, the College had managed to preserve much of its natural beauty. But in 1970 the State College had few reminders of the Methodist years—the brick entrance and iron fence on Henderson Street and the oaks, the pines, and the hollies.
The Legislature and Finances

In many ways, Henderson State College enjoyed its best years in business affairs and general financing. "Fiscally secure" (90, p. 2), the College had increases in its financial resources due in part to the improved economic conditions in Arkansas and to a strategic change in the provision by the General Assembly for the greater unity in the coordination of financing the public tax-supported institutions of higher education in the State. With the other public institutions of higher education in Arkansas, the College benefited especially from Act 24 of 1961, which created a State agency, the Commission on Coordination of Higher Educational Finance (2) to advise and recommend to the General Assembly and the Governor of the State on all matters pertaining "to the financial operation and capital improvements at the State-supported institutions of higher learning" (2, p. 1837).

The Commission on Coordination of Higher Educational Finance consisted of ten members appointed by the Governor and confirmed by the Senate. The Commission would elect its own chairman and would also employ an Executive Director, who must be "an experienced educator in the field of higher education and of demonstrated competency in the fields of institutional management and finance" (2, p. 1839). In its functions, the Commission was to

receive, evaluate, and coordinate budget requests for the University and state colleges and present to the General Assembly and to the Governor
prior to each regular session of the General Assembly, a single budget report containing budget recommendations for separate appropriations to each of them (2, p. 1838).

To the Commission on Coordination of Higher Educational Finance, the University and the State Colleges owed much of their increased financial aid after 1963.

In the fiscal year 1963-64, Henderson State College made its first significant gain in appropriations from the General Assembly during this period. According to Table XLII, the

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Regular Salaries</th>
<th>Extra Help</th>
<th>General Maintenance</th>
<th>Total</th>
</tr>
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<tr>
<td>1960-61</td>
<td>$579,572</td>
<td>$30,000</td>
<td>$20,000</td>
<td>$629,572</td>
</tr>
<tr>
<td>1961-62</td>
<td>650,000</td>
<td>32,000</td>
<td>70,800</td>
<td>752,800</td>
</tr>
<tr>
<td>1962-63</td>
<td>665,000</td>
<td>32,000</td>
<td>55,800</td>
<td>752,800</td>
</tr>
<tr>
<td>1963-64</td>
<td>800,000</td>
<td>50,000</td>
<td>191,000</td>
<td>1,041,000</td>
</tr>
<tr>
<td>1964-65</td>
<td>800,000</td>
<td>50,000</td>
<td>191,000</td>
<td>1,041,000</td>
</tr>
<tr>
<td>1965-66</td>
<td>1,100,000</td>
<td>30,000</td>
<td>318,595</td>
<td>1,448,595</td>
</tr>
<tr>
<td>1966-67</td>
<td>1,100,000</td>
<td>30,000</td>
<td>318,595</td>
<td>1,448,595</td>
</tr>
<tr>
<td>1967-68</td>
<td>1,500,000</td>
<td>50,000</td>
<td>678,586</td>
<td>2,228,586</td>
</tr>
<tr>
<td>1968-69</td>
<td>1,780,000</td>
<td>50,000</td>
<td>763,892</td>
<td>2,593,892</td>
</tr>
<tr>
<td>1969-70</td>
<td>1,667,811</td>
<td>70,000</td>
<td>721,778</td>
<td>2,459,589</td>
</tr>
<tr>
<td>1970-71</td>
<td>1,654,341</td>
<td>80,000</td>
<td>896,081</td>
<td>2,630,422</td>
</tr>
</tbody>
</table>

*Source: Acts of Arkansas, 1959-1969 (1, 2, 3, 4, 6, 13).

College jumped from a total appropriation of $629,572 in 1960-61 to $2,630,422 in 1970-71, an increase of over $2,000,000, or 319 per cent. The College received an
increase of $1,074,769 in regular salaries, that is, from $579,572 for 242 line-item staff positions in 1960-61 to $1,654,341 for a maximum of 773 line-item staff positions in 1970-71. The College received corresponding increases for extra help and general maintenance.

In other legislation enacted by the General Assembly, such as Act 536 of 1965, Henderson State Teachers College joined other State-supported institutions of higher education in receiving special appropriations for constructing, equipping, and renovating buildings on the various campuses. Henderson received $434,000 toward constructing and equipping a library building; $300,000 for remodeling the science building; and $195,000 for renovating Arkansas Hall (1).

The College was also the subject of two other special acts of the General Assembly. In Act 333 of 1963 the College received an appropriation toward the construction and equipping of a new classroom and administration building and a new Fine Arts Building (4). And in Act 4 of 1967 the College had its name changed from Henderson State Teachers College to Henderson State College (13) to signify its changing role as a "multi-purpose institution of higher learning" (13, p. 3).

In 1970, as in 1929, the College still relied chiefly on student registration fees and State appropriations for its two major sources of educational and general income, as shown in Table XXVI, Appendix C. During the 1960's, as the Federal Government broadened its assistance to institutions of higher
education, Henderson State College also had increased revenue from Federal programs under Titles I, III, VI, the College Work-Study Program, and several sub-contracted Federal programs (47).

Besides its increases from the General Assembly, the College profited in its business affairs from another source. In its financial management, the College was fortunate in having "extremely capable leadership in its business office" (89, p. 2) in the Bursar, H. Grady Smith, and the Assistant Bursar, Erwin W. Garner. However, in 1965 the College lost the services of Smith, who retired after serving the College since 1929; but the College gained the services of Garner as Bursar, who, as Assistant Bursar, had worked with Smith since 1940 except for leave to serve in the military during World War II. Garner was "extremely competent" (90, p. 3). Upon the reorganization of the College in 1969, Garner became Vice President for Financial Affairs (20).

Smith and Garner had developed what appeared "to be highly successful procedures for budget preparation, accounting, and purchasing" (89, p. 2). Men of integrity who had earned the respect of the academic and non-academic communities, Smith and Garner performed their duties so that the College had operated within its income and had never "defaulted in the payment of principal and interest on bonded indebtedness" (47, p. 49). Also, as a result of their management of the business affairs of Henderson State, the College had not suffered
any scandal or accusation of the misappropriation of funds. Under their direction, the College received full value for dollars expended (90).

All in all, from 1961 to 1970, Henderson State College had advanced in its appropriations from the General Assembly and in its general financial status. The College owed much of this advance to the work of the Commission on Coordination of Higher Educational Finance as well as to the efficient application of the funds received. Yet, even with the gains made, the College needed greater resources adequate to finance a quality educational program.

The Decade Past

In 1970 Henderson State College had rounded out forty-one years of service as a tax-supported institution. In the decade 1961-1970 the College had progressed in its services by improving its faculty and expanding its curriculum and physical plant to provide for the educational needs of the citizens of southwest Arkansas.

In 1970 the College had a new President, Martin Byron Garrison, who soon proved his ability to provide "strong leadership" (90, p. 9), a conservative man "who is candid and democratic, and encourages participation by faculty and students in relevant decision-making" (90, pp. 9-10). Under Garrison's leadership the College should move forward in planning its future development on a long-term scale. For
its progress and development, the College predicted its role and scope in the years ahead on the foundation of what the College had accomplished for the area in the past and on what it was performing for the area at the present. Thus, the College based its conservative predictions on the experiences and the logical practicalities of the past and the present.

The Years Ahead

In 1930 Joseph Pitts Womack had commented that the College "looks to the future and not to the past" (52, p. 12). With optimism, in 1970 the College still looked to the future. In the years ahead, the College foresaw its role as a separate, multi-purpose State institution, continuing to serve as a cultural and educational center for southwest Arkansas.

For the next decade, as the institution looked at its future, the College proposed no major changes in its basic organization and functions. In its administration, the College expected to retain its basic organization of a seven-member Board of Trustees, a President, and Vice Presidents to head the four major areas of the institution. In its basic operations and functions the College planned to continue to adapt its programs and services as societal and educational trends changed in the area.

For its faculty, the College anticipated improvements, such as increased salaries, updated insurance programs, reduced teaching loads from fifteen to twelve semester hours,
and a reduced student-faculty ratio from 24:1 to 20:1. Most of the faculty would remain teacher-, not research-, oriented. Members of the faculty would enhance their professional growth by active research, publications, participation in professional organizations, and advanced study.

With a gradual, constant increase from 3,383 students in 1970, the College estimated its enrollment in 1981 as 3,600. And the College still expected most of its students to come from southwest Arkansas. The College realized two facts that would influence its enrollment in the next few years. With Texarkana College and the University of Arkansas at Little Rock offering full four-year programs and some graduate work, Henderson State College would have one drain on its potential enrollment. In addition, with the accelerated movement for community colleges in Arkansas, Henderson faced a further drain on its potential enrollment if Hot Springs, a distance of thirty-six miles from Arkadelphia, established a community college.

For the next decade, the College proposed more student involvement in all phases of campus life, "a greater degree of self-determination of rules governing student conduct and activities and less in loco parentis by the College" (48, p. 77). Because of an expected increase in the number of married students, veterans, and drug users in the years ahead, the College would need to expand its counseling staff and services.
Concerning its administration, faculty, and students, the College would still foster the belief that all should share the obligation to "respect the fundamental rights of others as citizens and as fellow members of the academic community. They also have the responsibility to respect the rights of the institution" (48, p. 52).

Since a college exists to educate its students, in 1970 Henderson State planned to adjust its curriculum in the next years ahead to suit the needs of its constituency. But "only through continued self-assessment" (48, p. 21) would Henderson be able to provide a quality educational program for the area. For the immediate future, the College planned to develop a cooperative program with the Baptist Medical Center and/or the University of Arkansas Medical Center in Little Rock to offer the basic courses in such health-related areas as physical therapy, occupational therapy, medical technology, dental hygiene, and nursing. The College would award an appropriate bachelor's degree.

In other curricular plans, the College intended to increase its offerings in continuing education to students of all ages and to expand its extension program to include "many short courses, seminars, workshops, and other continuing educational activities" (48, p. 94). The College also intended to place emphasis on a quality master's degree program.

In curricular activities as well as in athletics and library privileges, Henderson State College would seek a
greater cooperation with Ouachita Baptist University, including a program of student exchange on both the undergraduate and the graduate levels for courses not available at the institution where a student is regularly enrolled.

In athletics, the College foresaw its intercollegiate and intramural programs continuing on approximately the same level as in the past years. For additional recreational facilities, the College will expand its program through the use of leased property on DeGray Lake for camping, boating, fishing, and swimming (48).

In regard to its physical plant, in 1970 the College projected the completion of several buildings in the immediate years ahead: a Child Service Center, a Ceramics and Sculpture Studio, an Administration Building, a Home Economics Classroom Building, an addition to the Fine Arts Center, and the renovation of the older section of McElhannon Hall (47, 51) constructed in 1939. However, having overextended itself on dormitories during the 1960's, the College did not include any dormitories on its agenda for future construction.

In its relation to the Department of Higher Education of the State of Arkansas, the new title of the former Commission on Coordination of Higher Educational Finance, Henderson State College hoped to gain increased funding recommended to the General Assembly to provide a quality educational program for the citizens of Arkansas. The College depended on these.
two State bodies as well as the Legislative Council for its financial support. And, since the Department of Higher Education also would coordinate the instructional programs of the public Colleges, Henderson State was still further dependent on decisions by the Department.

According to the Department of Higher Education, Henderson State College would have this recommended role and scope in the next decade:

Henderson State College shall serve the state by offering strong programs at the undergraduate level in the liberal arts, sciences, education, business, aviation, and fine arts. Strong masters degree level programs shall be offered in the liberal arts, sciences, education, business, and fine arts. Additional graduate programs shall be initiated when there is ample evidence that such programs can more adequately be provided by Henderson State College than at other institutions or that they should be duplicated in the region served by the institution (10, pp. 38-39).

In viewing its own role in the future, Henderson State College emphasized an attitude of flexibility as it adjusted to the demands for its services as a multi-purpose institution; but most of all in the years ahead the College emphasized quality as the keynote for its faculty, its curriculum, and its services.

In 1970 Henderson State College looked not to the past but to the future.
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CHAPTER X

SUMMARY AND CONCLUSIONS

As stated in Chapter I, the purposes of this study are threefold: to present a chronological account of the origin, growth, and development of Henderson State College; to relate the state teachers college years to the normal school movement; and to emphasize any elements of uniqueness in the origin, growth, and development of the College.

The summary of the report is organized on the basis of the three purposes. The summary is followed by suggestions for further research and an afterword.

Summary of the Origin, Growth, and Development of Henderson State College

The institution that is Henderson State College has a bipartite history. As a tax-supported institution, it has had two names, Henderson State Teachers College, 1929-67, and Henderson State College, beginning in January, 1967. As a Methodist-sponsored institution, the institution had three names: Arkadelphia Methodist College, 1890-1904; Henderson College, 1904-1911; and Henderson-Brown College, 1911-1929.

As an institution supported by the State of Arkansas, Henderson State College became a reality in 1929 when the General Assembly of Arkansas passed legislation creating
Henderson State Teachers College in Arkadelphia to occupy the property then in use by Henderson-Brown College and owned by the two Arkansas Conferences of the Methodist Episcopal Church, South. In 1929 Henderson-Brown, in the Little Rock Conference, was one of three institutions of higher education sponsored by the Arkansas Methodist Conferences; the other two were Hendrix at Conway, established by the Arkansas Conference in 1884, and Galloway College, established by the White River Conference in 1888 at Searcy. In 1928-29 the three Colleges were under study by Arkansas Methodists, then exploring plans to unify their three institutions of higher education in Arkansas.

Henderson-Brown College had originated in 1890 as Arkadelphia Methodist College after a group of citizens in Arkadelphia had organized their efforts and resources to establish an educational facility in Arkadelphia. In 1890 Arkadelphia Methodist College emerged as the result of several factors contributing to its founding:

1. In the early nineteenth century, settlers in the Arkadelphia area were hard-working, perseverant individuals of Anglo-Saxon stock, predisposed to a belief in the value of an education.

2. Various religious denominations in the United States had founded hundreds of colleges during the century, especially as the nation expanded westward. Arkadelphia joined the movement in 1886 when the Arkansas Baptist Convention established Ouachita Baptist College.

3. Losing their bid for Hendrix College upon its removal from Altus to Conway in 1890, Methodists in Arkadelphia determined to establish a college under the auspices of the Little Rock Conference.

4. Methodists in the Little Rock Conference felt that they too needed their own college, since the Arkansas had Hendrix and the White River had Galloway.
5. In educational as well as other local activities, the Methodists, in their denominational pride, had to keep abreast of the Baptists, who had founded Ouachita Baptist College four years previously.

6. Another college in Arkadelphia would lend prestige to the town and contribute to its economy.

From the moment of its approval in 1890 by the Board of Education of the Little Rock Conference, Arkadelphia Methodist College confronted a variety of problems. The College faced opposition from those who believed that Arkansas Methodism should not overextend itself in establishing any more educational institutions of higher education. It faced opposition from those who believed that Arkadelphia and the Little Rock Conference had undertaken too great a task. As future events proved, both groups were correct. In the late 1920's Arkansas Methodists faced up to the fact that on their limited resources they could not continue to finance three senior colleges of the same type. By 1933 Arkansas Methodists had merged all of their institutions of higher education at Conway under the name of Hendrix College.

Besides opposition to its establishment, throughout its existence Arkadelphia Methodist College faced a perennial problem in its financing. Dependent on student fees, gifts from benefactors, fund-raising campaigns, and mortgaging the property, the College never had sufficient funds for the operation of a first-class institution of higher education. The College could not collect a reserve fund or raise a sufficient endowment to stabilize its financial condition so as to merit a
Class A rating as a senior college from the Board of Education, Methodist, Episcopal Church, South, or to earn accreditation from the North Central Association of Colleges and Secondary Schools. Indeed, the College could point to its dire financial straits as the source of most of its other problems.

Each of the seven Presidents of the Methodist College realized that the institution could not survive without the proper funding; and each President left the College, directly or indirectly, as a result of its financial condition. The seven Presidents were George Childs Jones, 1890-97, 1899-1904; Cadesman Pope, 1897-99; John Hartwell Hinemon, 1906-11; George Henry Crowell, 1911-15; James Mims Workman, 1915-26; Clifford Lee Hornaday, 1926-28; and James Warthen Workman, 1928-29.

All Presidents of the Methodist College were educators, and all were Methodist ministers except Hinemon and Hornaday. They had worked for the improvement of the College; but they had been thwarted in any plans for enlargement because the College did not have the proper financing to meet the standards of accrediting boards and agencies. Jones, an able teacher, administrator, and financier who saved the College for the founders and Arkansas Methodism and made the College succeed in spite of all adversities, deserves special credit for his role in the survival of the College from 1890 to 1904. Likewise, Crowell merits special attention for his role in raising the College from the ashes of the fire in 1914.
As Presidents and Trustees wrestled with finances, the College still went about its business of educating its students. It usually managed to employ skilled, dedicated faculty for its liberal and fine arts courses. Through the years, the faculty improved in academic degrees and qualifications. Many of the faculty developed a loyalty to the College and stayed at the College for the remainder of their teaching days.

To educate its students, the College continued the liberal or classical curriculum organized by Jones in 1890, supplemented with courses in business for a practical education and courses in the fine arts for an aesthetic education. Until 1929 the Methodist College made adjustments in its curriculum to attract students and to offer courses to assist students in obtaining employment. The College conducted both a Collegiate Department and a Preparatory Department, later called Academy or High School and finally discontinued in 1925. With a Preparatory Department, the College could attract students of all ages.

And the College needed to attract as many students as it could. Drawing most of its students from Methodist families in southwest Arkansas in the middle and lower income brackets, the College faced another problem in educating these students at prices they could afford to pay. In years of drought or flood in an agricultural community, the College could expect further problems in enrolling students because of a curtailed
income in most families. Moreover, the Methodist College and the Baptist College across town, with like curricula, competed for the same students in south Arkansas, even if the Colleges did have different religious affiliation. Neither College limited its enrollment to its respective denomination.

Coming from similar backgrounds of conservative Anglo-Saxon stock, students had much the same goals in attending the College. They wanted an education, the prestige of attending College, and the social mobility that attending college would provide. Many would start to work after their time at the College. In fact, many attended a year or two, just long enough so that they could seek employment.

Besides the class work of students, the College provided a limited number of activities to educate its students. As a Methodist institution, the College fostered several activities to promote Christian values, including on each class day an opening chapel of prayer, Scripture reading, and sermon or lecture; Sunday School and church attendance; and the annual revival. The College also sponsored four Literary Societies; YMCA and YWCA; The Star, the College yearbook begun in 1905; and The Oracle, the College newspaper started in 1908; local recitals by those in the Fine Arts Department; and Commencement Week, always a gala occasion. In cooperation with the Baptist College, the Methodist College sponsored five or six Lyceum features each year with programs of music or lectures.
Also, as part of its educational task, the College expected to fulfill its obligation to parents to supervise its students in all phases of their lives, including their class work, study hours, church and Sunday School attendance, and recreation. Parents expected the College to carry out its role as supervisor of their children.

Under Jones, the Methodist College stressed the value of exercise, gymnastics, and intramural activities for its students; after Jones, the College recognized these values but stressed football as an extramural sport from 1905 to 1929. The College Athletic Department produced several championship teams during these years. The College introduced track and baseball in 1906 and basketball in 1912; however, the College never gave the emphasis to these three sports as it did to football.

As for buildings, the Methodist College had operated on a minimum number of structures: the Main Building, Key Hall, a Dining Hall, a dormitory for men, an infirmary for men, and a President's home. The College suffered two major fires, the Main Building in 1914 and the dormitory for men in 1928.

In its relationships with the Little Rock Conference, the College tried to maintain the good will of Conference officials and their recommendation of the College as one worthy of patronage. Although the College received a token allotment from the Little Rock Conference each year after 1909 and from the Arkansas Conference after 1920, the College received
only minimal sums from these sources toward its total operational expense.

Because Arkansas Methodism had to make a decision in regard to its three senior Colleges, Henderson-Brown rested on uneasy supports from 1927 to 1929. And in 1928-29 when the Conferences seemed to be favoring Hendrix College as their preferred center of higher education, Methodists in Arkadelphia, fearful lest they lose their College, initiated a drive to establish a state teachers college on the property then occupied by Henderson-Brown College in Arkadelphia. In January, 1929, Methodists were joined by citizens of other religious denominations in Arkadelphia to present the idea to the General Assembly then in session in Little Rock.

Citizens of Arkadelphia presented such a convincing case of the State's need for a second teachers college in Arkansas that the General Assembly agreed to establish a state teachers college if the Methodist Conferences would deed the property to the Arkadelphia Chamber of Commerce, which in turn would convey the property to the State of Arkansas. Act 46, signed by the Governor on February 25, 1929, established Henderson State Teachers College.

The Methodist College had persisted as long as it could under the auspices of the Conferences. In its years of existence it had survived one financial crisis after another but somehow had managed at the same time to educate hundreds of students. It had promoted Christian education and principles.
It had instilled a sense of loyalty in its students and faculty. And it had survived for thirty-nine years in spite of opposition, crises, fires, and a World War. The time of survival now past, the Methodist College met its demise in 1929. The remarkable fact is that it survived as long as it did.

With the legal machinery completed for the transfer of the property, a Board of Trustees appointed, a President elected and a faculty named, Henderson State Teachers College opened for its first session in September, 1929, on the same premises formerly used by Henderson-Brown College.

No institution can occupy the same premises as another without reminders of the previous occupants. Such was the situation in the case of Henderson State Teachers College, which had many reminders of the Methodist College, including part of its name, Henderson. To the passerby, Henderson State Teachers College presented the same physical appearance as Henderson-Brown College had presented. Both had the same campus, the same buildings, the same trees. Henderson State Teachers College had employed most of the Henderson-Brown faculty; it had enrolled many students who had attended the former College and who now wished to continue the practices and traditions of the Methodist school as part of the State College, such as the four Literary Societies and other organizations, the titles of the publications, The Star and The Oracle, the name Reddies for the sports teams, and the school colors, red and gray. In many ways in years to come Henderson
State Teachers College faced daily reminders of the Methodist institution.

Henderson State Teachers College had its own special variety of problems. It faced the task of counteracting the charge that it was a Methodist institution run by State funds. It had to convince its opponents that it was needed in the State system of institutions of higher education. It had to work for each biennial appropriation. It had the constant problem of underfinancing. It had to establish its worth as a State institution. It had to prove its service to the area. It had to emphasize the quality of its work, its faculty, its students, and its graduates. During its formative years, the State College was on constant vigil to gain the confidence of the public, which came slowly at the State level. The College had problems; but, in spite of all odds, Henderson State was determined to survive.

Although the first President, Joseph Pitts Womack, was a Methodist and a member of the Henderson-Brown Board of Trustees from 1921 to 1929, he tried to impress on the public that the institution was a State Teachers College, open to all who wanted an education and established for the purpose of training teachers for the public schools of Arkansas. The other Presidents, particularly Ellis and McBrien, also emphasized that the College belonged to the State.

From 1929 to 1970 the State College had six Presidents: Joseph Pitts Womack, 1929-38; Joseph A. Day, 1938-41; Matt
Locke Ellis, 1941-45; Dean Depew McBrien, 1945-63; Manley Holland Russell, 1963-69. In February, 1970, Martin Byron Garrison assumed office as the sixth President of the College.

During the State-supported years, the College had increased its number of teaching positions from 22 in 1929 to over 140 in 1970. The College had provided benefits for its faculty in the form of increased salaries, insurance programs, retirement plans, and some campus housing. The faculty represented a marked improvement in advanced degrees earned at various universities. But in 1970, as in 1929, the faculty still had a normal teaching load of fifteen semester hours. Yet, whatever the advantages or disadvantages of teaching at the College, Henderson State Teachers developed a faculty who believed in the College, its principles, and its philosophy.

After the worst years of the Depression of the 1930's, intensified in Arkansas by prolonged droughts, students enrolled at Henderson State Teachers in greater numbers. And then came World War II that sharply reduced enrollment numbers. Perhaps, in many ways, the World War II years tested the survival of the State College more than any other event from 1929 to 1970. During World War II the College trained over 700 men in their general course work for the 66th College Training Detachment, Air Corps. The Korean War did not have the impact on the College as World War II had.
In 1929-30 the College had an annual enrollment of 638; in 1969-70, an enrollment of 5,795. The College also awarded more degrees: 19 in 1930 and 598 in 1970.

Until World War II, the student body was small in number but growing and was composed mostly of students with like background and aspirations. Most planned to be teachers; and most comported themselves accordingly, only rarely committing infractions of rules resulting in severe disciplinary action by the College. But after World War II, however, the student body began to change. More students enrolled, including veterans with varying backgrounds and many first-generation college students. Many commuted, reducing the resident number on campus.

After 1955, when the College admitted its first black students, the student body changed still further. From a few in the late 1950's, blacks continued to enroll so that in 1970 they composed about 10 per cent of the total enrollment. On the whole, from the late 1950's to 1970, the College had handled its heterogeneous student body with understanding and had made adjustments to alleviate the condition as individual cases arose.

By 1970 student unrest evident in many of the larger colleges and universities had not filtered down to the small conservative college such as Henderson State in Arkadelphia.

Beginning in 1929, Henderson State offered courses to prepare its students to be teachers in the public schools of
Arkansas. In 1929 the College offered courses leading to the Bachelor of Arts degree, to the Licentiate of Instruction, and to one-, two-, or three-year certificates. The College stressed the importance of including courses in three areas necessary for the preparation of its future teachers: general courses or liberal arts, subject-matter specialization, and methods in teaching. From the first, the College emphasized the importance of training both elementary and secondary school teachers. It also believed in the importance of a Fine Arts Department as vital to an institution specializing in the training of teachers.

Without funds to construct its own training school, the College, in an agreement with local school officials from 1929 to 1952, used facilities of the Arkadelphia Public Schools for its students' training as teachers. In 1952, by adopting the Minor Sequence in Education and the Major Sequence or professional semester, the College extended its training program to include public school facilities in other towns of south Arkansas. In adopting the new program, the College sought to improve the quality of its curriculum in teacher education.

To improve further the quality of its teacher-education program and to expand its services to the area, in 1955 the College opened a Division of Graduate Studies to enhance the qualifications of in-service teachers. The College awarded the Master of Science in Education degree as a professional degree to those satisfactorily completing the program.
Besides the Master of Science in Education, the College had approved seven other degree programs by 1970: Master of Music Education, Bachelor of Science in Education, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Music, and Bachelor of Music Education. Offering these eight degree programs and the basic course requirements for seven pre-professional studies, the State College had appreciably increased its services to the students in the region.

In regard to physical education and athletics, Henderson State believed that as a teachers college its mission was to prepare physical education teachers and coaches for the public schools of Arkansas. So believing, the State College had adopted a policy opposed to that of Henderson-Brown, which had emphasized the winning of State Championships for its football teams; and thereby in 1929 the State College faced another problem, still with the College in 1970. Through the years the College has always had its firm proponents of winning football teams, regardless of the effects on an excellent curriculum in physical education. The State Teachers College fielded teams in football, basketball, baseball, and track in competition sponsored by the Arkansas Intercollegiate Conference. The College produced State Championship teams in football, it's true, but not at the expense of preparing teachers in physical education and coaching. The College believed in the importance of a good curriculum in physical
education for both men and women and required each student enrolled, who was physically able, to complete four semesters' credit in physical education for graduation.

In athletics, the State College suffered perhaps its greatest setback in its early years, when, in violation of College rules, a coach permitted ineligible football players to participate in a game that decided the State Championship in 1934. Henderson State Teachers College won the game, but at great cost. From this unfortunate incident, the College learned a valuable lesson; for a like incident had not recurred by 1970.

Through the years the campus had changed in size and in buildings. From 48 acres in 1929, the campus had grown to about 110 acres in 1970. In 1929 the campus featured the five buildings comprising Henderson-Brown's property: the Administration Building, the Dining Hall, Key Hall, an infirmary for men, and a President's home. In the mid-1930's, however, with the completion of Mooney Hall, a dormitory for women, the campus began to change in appearance. In 1970, with all of the five Henderson-Brown structures razed because of age or replacement, the campus featured twenty-five major buildings, most of them financed in part by an agency of the Federal Government. The campus had changed in appearance since 1929; but it was still a pretty campus with trim, well-kept lawns and shrubs and the towering pines and the oaks.
The campus had also changed in value. From an estimated value of $350,000 in 1929 the College had increased its plant assets to over $14,000,000. In 1970 the College was planning to construct other buildings needed in the near future for its expansion program: a Child Service Center, a Ceramics and Sculpture Studio, an Administration Building, a Home Economics Classroom Building, an addition to the Fine Arts Center, and the renovation of the older section of McElhannon Hall.

Henderson State College had struggled with finances but not in the same sense that Henderson-Brown College had struggled. As a State-supported institution, Henderson State Teachers College could rely on receiving most of its biennial appropriation made by the General Assembly, depending on the State's tax collections. For each biennium in its history, Henderson State College had been underfinanced; it never received from the General Assembly the appropriations that it had requested. However, the College continued to exist and to grow because it had good business management that kept expenditures within the annual budget. The College offered as many services as it could on its current income; and it operated within that income.

Concerning its financing, especially from 1963 to 1970, the College progressed in its relations with and its treatment by the Commission on the Coordination of Higher Educational Finance, the Legislative Council, and the General
Assembly. Henderson State College had improved in its relation to these State agencies because after gaining the public confidence in the 1930's it had proved its worth to the area and to Arkansas.

Because of its growth since 1929 in faculty, curricula, library, physical plant, and services, Henderson State College had become an integral component in the system of public institutions of higher education in Arkansas in 1970.

Summary of the Relation of Henderson State Teachers College to the Normal School Movement

In the United States, public- or tax-supported institutions for the preparation and training of teachers have had various names to indicate their expanded functions since their origin in Massachusetts in 1839. At first, the institutions were called normal schools, a term prevailing from 1839 to about 1900, and were established to train teachers for the common schools. The normal schools usually conducted a term of preparation varying from a few weeks to a year or two. As the normal school movement spread westward across the United States, the institutions extended their terms and curricula to two, three, and then four years. When students completed the four-year course, the normal school awarded a bachelor's degree.

As the normal schools expanded their curricula to a full collegiate course in addition to training teachers for the
high schools, administrators, supervisors, and other personnel needed by the public schools, the normal schools began to drop normal and to adopt the term teachers college to designate their improved and expanded curricula. From 1900 to about 1946 the teachers colleges thrived as the institutions expressly committed to the preparation of teachers.

During this period, Henderson State Teachers College entered the movement in 1929, three decades after the normal schools had upgraded their curricula, awarded a bachelor's degree, and changed their names to teachers colleges. Since Henderson State Teachers College joined the movement during the golden age of the teachers college, the College could benefit from the experiences of both the normals and the teachers colleges. When it organized its curriculum in 1929-30 and improved its curriculum later, Henderson State Teachers provided for the training of both elementary and secondary teachers; it emphasized a broad background of general subject matter, fields of specialization, and methods of teaching; and it awarded the bachelor of arts degree to those completing the four years' course.

Before World War II some state teachers colleges had made overtures to become state colleges by dropping the word teachers from their titles to signify their multiple services to students who did not wish to be teachers. However, World War II blunted the thrust of the movement. After World War II, the state college movement accelerated, lasting from
1946 to the mid-1960's. While dropping the word teachers from their titles, the state colleges continued the preparation of teachers as a vital part of their services to their regions.

By the mid-1960's only fifteen institutions in the United States retained the title of State Teachers College. Henderson State Teachers College and Arkansas State Teachers College were two of those fifteen. However, in 1967, somewhat late according to the national trend, both Colleges joined the state college movement, becoming Henderson State College and State College of Arkansas, respectively. By so doing, like the other state colleges, they emphasized their multi-purposes for serving students in their respective regions.

By Act 46 of the General Assembly of Arkansas in 1929, Henderson State Teachers College entered the state teachers college phase of the movement to train teachers for the public schools. By Act 4 of 1967, Henderson State Teachers College became Henderson State College, one of the last teachers colleges in the United States to drop the word Teachers from its title to indicate its multi-purposes to prospective students in southwest Arkansas.

During the 1960's, the movement beginning with normal schools in 1839 advanced one more step with the development of a limited number of regional state universities, all of them former state colleges. In 1970, after contemplating such an advance, Henderson State College had shelved any
plan of advancing its status from that of state college to state university. In 1970, as it viewed the next decade, the institution anticipated staying a state college.

Summary of Elements of Uniqueness in the Origin, Growth, and Development of Henderson State College

Henderson State College presents some elements in its origin, growth, and development that may be classified as unique. For this section, the word unique has its usual definitions: "being the only one of its kind; solitary; sole" or "being without an equal or equivalent; unparalleled." To apply either definition to elements in the origin, growth, and development of Henderson State College is to recognize the fact that Henderson State College may resemble other public institutions of higher education but at the same time is unique in its origin, growth, and development, the only one of its kind.

The primary assumption, then, is that the institution, Henderson State College, itself is unique in its origin, in its growth, and in its development. The secondary assumption is that the following enumerated items emanate from the fact that Henderson State College itself is unique and therefore are actually subsidiary to the primary assumption:

1. No other College survived the identical vicissitudes as those of Henderson State College; unique indeed is the fact that it survived at all.

2. No other State-supported College or University in Arkansas has a surname in its title, such as the
name Henderson. All other names are of general or geographical derivation: University of Arkansas at Fayetteville, at Little Rock, at Monticello, at Pine Bluff; Arkansas State University; State College of Arkansas; Southern State College, Arkansas Polytechnic College.

3. No other tax-supported College in Arkansas was formerly a denominational college.

4. No other tax-supported College in Arkansas was formerly an institution under the auspices of the Methodist Episcopal Church, South.

5. No other Methodist College in Arkansas in its establishment had to make its curriculum equivalent to that of Ouachita Baptist College, as did Arkadelphia Methodist College in 1890.

6. No other State-supported College in Arkansas in its enabling legislation was established as a standard Teachers College of the same class and standard as the State Teachers College at Conway.

7. No other State-supported institution of higher education in Arkansas occupied the identical premises formerly the property of a denominational college. All other campuses were purchased originally by the State, except the University of Arkansas at Little Rock, which joined the State system in 1969.

8. No other institution entered the system of State-supported Colleges and Universities in just the same manner as Henderson State Teachers College. The Trustees of Henderson-Brown College, representing the Methodist Conferences, deeded the property to the Trustees of the Arkadelphia Chamber of Commerce, who in turn conveyed the property to the State of Arkansas.

9. No other State College had the stipulation in its legislative act of establishment that if the State failed to make an appropriation for its operation then the College reverted to the Trustees of the Arkadelphia Chamber of Commerce, not to the Conferences of Arkansas Methodism.

10. No other institution of higher education in Arkansas had a destiny that involved the city of Conway in
academic transactions more times than did the one in Arkadelphia:

a. In 1890, when both Conway and Arkadelphia submitted bids for the relocation of Hendrix from Altus, Conway won.

b. In 1928-29, when Conway and Arkadelphia submitted bids for the unified institution of Arkansas Methodism, Conway got Hendrix after Arkadelphia had secured Henderson State Teachers College.

c. In 1941, Matt Locke Ellis came from Hendrix College at Conway to be the third President of Henderson State Teachers College; he returned to Conway from Arkadelphia in 1945 to be President of Hendrix.

d. In 1945, Dean Depew McBrien came from Conway, where he was a professor of history at Arkansas State Teachers College, to be the fourth President of Henderson State Teachers College.

11. No other Alumni Association of a denominational college decided to cast its lot with and extend its loyalties to a State College rather than to transfer its allegiance and loyalty to the Methodist institution in Conway.

12. No other College had the cooperation of the citizens in a small town, who dropped their rivalries, differences, and enmities in their religious life and views to secure a Methodist college for Arkadelphia in 1890 and to persuade the Arkansas General Assembly to establish a State Teachers College in Arkadelphia in 1929.

13. Perhaps no other college in the United States has the name Reddies for its athletic teams.

14. Perhaps no other college has the slogan, "School with a Heart," which, during the State years, has been revived at various intervals. In 1970 Henderson State College used the phrase on all of its promotional literature.

In fact, no other College is exactly like Henderson State College in its origin, growth, and development.
Recommendations for Further Research

This study has focused on an accurate record of the origin, growth, and development of Henderson State College. As a result of research for this study, other studies evidently need to be made:

1. A detailed history of Henderson State College, the State years. To be complete, this study should detail each major phase of the operation of the College; it should be made before too many human sources, particularly of the early years, are lost.

2. A detailed history of Henderson-Brown, the Methodist College, to include data beyond the scope and purposes of this report and the one by John G. Hall. The detailed study should be made before too many human sources are lost.

3. A detailed study of each State-supported institution of higher education in Arkansas. Existent studies need to be updated. Studies of the other institutions are vital to an understanding of the history of higher education in Arkansas and to an understanding of their services to their respective areas.

4. A detailed study of each private college in Arkansas.

If these studies presented the straight facts in continuity, based on authentic sources and documented, then each study would be a valuable source for the history of higher education in Arkansas and in the United States.

Afterword

The problem of this study has concerned the compilation of a complete historical record of Henderson State College from 1890 to 1970. The study has presented the chronological data of the origin, growth, and development of Henderson
State College in a manner so that studies of other institutions might be examined and compared in regard to the development of educational practices in similar institutions.

In the origin, development, and demise of Henderson-Brown College, the Methodist institution in Arkadelphia followed the same pattern as many other denominational colleges established in the nineteenth century. Often founded without proper planning for their establishment and continuation, these colleges soon had to close because of insufficient financing or bankruptcy. Many of the defunct denominational colleges in the United States joined state systems of higher education as normal schools or teachers colleges. And, of course, such was the pattern of events for Henderson-Brown College and Henderson State Teachers College.

Because Arkadelphia Methodist College entered the Methodist system of institutions of higher education by an oblique path, the College was forever on the defensive as it scrambled for survival. Perhaps in many ways the circumstances of its founding in 1890 and its first three academic years were prophetic of its demise in 1929. Yet, because the small College had to fight for its existence, it engendered a specie of loyalty so strong and vital that when the College became a part of the State system most alumni and former students transplanted their support to the Arkadelphia institution, not to the Methodist institution in Conway.
Because Henderson State Teachers College likewise entered the system of State-supported institutions of higher education by an oblique path, the College has always been on the defensive as it has fought for survival. But survive it has, through concerted efforts of administration, faculty, and students, as it has gone quietly about its business of educating hundreds in southwest Arkansas. For the most part, the College has been remarkably free of political interference at the State level; that is, each time a new governor assumed office the College did not have a new President, as was the practice in some other states.

In its own origin, growth, and development, Henderson State Teachers' College followed most national trends in higher education. Although the first in Arkansas to adopt a General Education Program in 1950 and the first to adopt the educational bloc as the professional semester of teacher preparation, the College generally has not been a leader, a pioneer, or an innovator. But it has been a good follower of national trends in education. Conservative in background and outlook, the College has looked at national trends or practices. It has then exercised the right to weigh, and then to accept, reject, or modify a practice to its own locale, always keeping in view the serviceability of the practice to its students. Because of this habit to ponder and to study before reaching a decision, the College has often lagged in accepting some practices.
On the State level, the College has been a cooperative institution. It has cooperated with both public and private institutions of higher education in Arkansas as specific decisions or events demanded. The College has also cooperated with the State Department of Education, especially the Department of Certification.

By 1970, then, Henderson State College did not present the same physical appearance to the passerby that it did to the passerby in 1929. Through the years of development and progress a new College had emerged in spirit and in fact to provide by its flexibility and adaptability a good education for students in southwest Arkansas. Although generally calm and placid, Henderson State College was not complacent.

In 1970, in consonance with observations by its first President, Joseph Pitts Womack, Henderson State College exemplified the statements that the College operates in the interest of those who want an education, that a growing College is a growing problem, and that the College looks not to the past but to the future.
APPENDIX A

Charter of Arkadelphia Methodist College
CHARTER

Office of
SECRETARY OF STATE
Little Rock, Ark.

I, B. B. Chism, Secretary of State of Arkansas, do hereby certify that the annexed pages contain a true, complete and full copy of the Articles of Association of the "Arkadelphia Methodist College," as filed in this office on June 10, 1890, as appears by comparing the same with the original roll of said Articles now on file in this office.

IN TESTIMONY WHEREOF, I have hereunto set my hand affixed my official seal at Little Rock, this 23rd day of May, A. D. Eighteen Hundred and Ninety-Two.

BEN B. CHISM,
(SEAL) Secretary of State.

(COPY)

WHEREAS, J. McLaughlin, R.H. Featherston, R.W. Huie, E.H. McDaniel, C.V. Murry, C.H. Cargile, J.R. Dale, H.A. Butler, W.R. White, J.R. Moore, C.D. McSwain and A.O. Evans have filed in the office of the Secretary of State their Articles of Association in compliance with the provisions of the law for the Incorporation of Institutions of Learning, with their petition for incorporation under the name and style of "Arkadelphia Methodist College," they and their successors are therefore hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining. And the said named persons and their successors are hereby constituted a Board of Trustees of said institution and invested with all the powers prescribed by their Articles of Association or by the law of the land.

Witness our hands this 10th day of June, 1890.

(Signed)
J.P. EAGLE, Governor.

B.B. CHISM, Secretary of State.

W.E. THOMPSON,
Supt. Public Instruction.

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TO ALL WHOM IT MAY CONCERN:

Know Ye, That J. McLaughlin, R.H. Featherston, R.W. Huie, E.H. McDaniel, C.V. Murry, C.H. Cargile, J.R. Dale, H.A. Butler, W.R. White, J.R. Harvey, H.D. McKennon, J.H. Gold, J.R. Moore, C.D. McSwain and A.O. Evans, Trustees of the Little Rock Conference of the Methodist Episcopal Church, South, have associated themselves together under the name "Arkadelphia Methodist College," for the purpose of founding and incorporating under the laws of this State an institution of learning to be located at Arkadelphia, in the county of Clark, and State of Arkansas; and for the purpose of securing legal existence by Act of Incorporation, the above named persons, as Trustees of said institution, have prepared the following charter and constitution for said college:

PREAMBLE

The object of this institution shall be the promotion of Christian education in literature, science and art.

ARTICLE I.

Section 1. This institution shall be opened to students of both sexes.

Section 2. The name of the institution shall be "Arkadelphia Methodist College."

ARTICLE II.

Section 1. This college shall be under the direction and control of a Board of Trustees composed of the above named trustees and their successors in office, to be elected or appointed by the Little Rock Annual Conference of the Methodist Episcopal Church, South.

Section 2. The Board of Trustees shall consist of fifteen members, residents of the Little Rock Conference, who shall serve for a term of three years; provided, that one-third of the whole number of said trustees shall annually be retired from office, said number to be determined by lot, and others, or the same persons be elected to fill the vacancies, so that the official term of one-third of the members of the board shall expire at the end of each conference year.

Section 3. If an appointment of Trustees shall not take place at the Annual Conference, or if a vacancy shall occur from any cause, the same shall be filled by the board on nomination of the Board of Education of the Little Rock Annual Conference.

Section 4. The regular meeting of the board shall be held in the college building, at 4 o'clock p.m., on Monday of Commencement week, unless the time and place be otherwise fixed by the Board at a previous regular meeting.
ARTICLE III.

Section 1. The officers of the board shall be a President, a Vice-President, a Secretary and a Treasurer, who shall be elected annually at the regular meeting from their own number.

Section 2. The President of the board shall be the presiding officer thereof, and perform such duties as may be required of the board.

Section 3. The President, when in his judgment shall think it necessary, may call a special meeting of the board.

Section 4. In case of a special meeting, ten days' notice in writing shall be given to each member of the board, and no business shall be transacted except that named in the call, unless the same be concurred in by two-thirds of the full board.

Section 5. The Vice-President shall assist the President, and in the latter's absence shall act as President.

Section 6. The Secretary shall be the custodian of all records and other documents belonging to the board; he shall keep a correct record of all the proceedings of the board, conduct all correspondence thereof, and perform other duties required of him by the board.

Section 7. The Treasurer shall be the custodian of all moneys and other effects belonging to the board, and for the faithful performance of his duties shall be required to give bond in such a sum as shall be fixed by the Executive Committee, with security to be approved by said committee.

ARTICLE IV.

Section 1. An Executive Committee, to consist of three members of the board, shall be elected annually by the board at its regular meeting, and the President and Secretary of the board shall be, ex-officio, members of the Executive Committee.

Section 2. The Executive Committee, may organize under its own rules and may, at will, hold meetings for the transaction of its business.

Section 3. In the interim of the meetings of the Board, the Executive Committee shall have supervisory control of the business concerns of the college, and shall at the regular meetings of the board, and oftener if necessary, report its action to the Board for its approval.

ARTICLE V.

Section 1. On nomination of the President of the college, or if there be no President, of the Executive Committee, the
board shall elect teachers to fill vacancies in the Faculty; provided, if a vacancy shall occur in the interim of the meeting of the board, the same shall be filled by the Executive Committee.

Section 2. The President shall be elected for one year on trial, but after one year's satisfactory service, he may be elected for a longer term, and all teachers shall hold their positions during the pleasure of the board, the President of the college concurring.

ARTICLE VI.

Section 1. The President of the college and the Faculty shall establish the curriculum and make all rules for the government of students, but these may be revised by the board, two-thirds of the members concurring.

Section 2. The President and faculty shall, at each regular meeting of the board, report any changes or improvements which they may deem necessary in the management of the institution and any others affecting its interests.

Section 3. The President of the college shall have all rights and privileges of a member of the board, except the right to vote and hold office.

Section 4. Degrees in course shall be conferred only on the recommendation of the President and Faculty.

Section 5. Honorary degrees shall be conferred only on the recommendation of the Executive Committee and said committee shall consider no application unless the same be made at least ten days previous to the regular meeting.

ARTICLE VII.

Section 1. At all meetings of the board, eight members shall constitute a quorum.

Section 2. No member shall be represented at a meeting of the board by proxy.

ARTICLE VIII.

Section 1. Any contribution, endowment or trust fund given to the college shall be under the control of the Board, but must be applied as directed by the donor.

ARTICLE IX.

Section 1. The children of all ministers in the regular work, of superannuated, supernumerary and deceased, traveling preachers of the Methodist Episcopal Church, South, and all young men preparing for the regular ministry in any orthodox Protestant denomination shall be admitted to all privileges
of the college free of tuition in the Literary Department
provided, that all beneficiary students may at the discretion
of the Faculty be charged contingent and expense fees; and all
young men preparing for the regular ministry shall give their
notes for tuition, payable only upon their failure to enter
the regular ministry, and if any failure to enter the regular
ministry be without fault of such beneficiary, he may be
relieved of his obligation by the board.

ARTICLE X.

Section 1. The Board of Trustees shall have full power
to take such steps and adopt such measures to advance the
interest of the institution as may be deemed necessary and
consistent with the provisions of this constitution.

ARTICLE XI.

Section 1. This constitution may be altered or amended
by the concurrence of three-fourths of the members of the
Board of Trustees at any regular meeting of the board, pro-
vided that notice in writing of any proposed alteration or
amendment shall be given to each member of the board at least
twenty days before the meeting at which such change may be
made.

This constitution was read and adopted by the board in
session at a meeting called by J. McLaughlin, R.H. Featherston,
J.R. Moore, to meet at Arkadelphia, Arkansas, on the 4th day
of June, 1890, and each member of the above-named Board of
Trustees were notified in writing of the said meeting of
board more than ten days before the day for said meeting of
the board.

In testimony of which we, the members of said board of
trustees, have signed the same on this June 4th, 1890.
C.V. MURRY, J.R. HARVEY,
R.H. FEATHERSTON, J.R. DALE,
W.R. WHITE, JOHN H. GÖLD,
CHAS. H. CARGILE, R.W. HUIE,
H.D. MCKINNON, J.R. MOORE,
J. MCLAUGHLIN, E.H. MCDANIEL,

Indorsement on back:
"Copy of Certificate and Articles of Association of the
Arkadelphia Methodist College.
"Filed in the office in the office of Secretary of State,
June 10, 1890.

"BEN B. CHISM,
"Secretary of State."
APPENDIX B

Act 46, An Act to Establish a Standard Teachers College at ArkaDELphia, Clark County, Arkansas.
ACT 46

An Act to Establish a Standard Teachers College at Arkadelphia, Clark County, Arkansas.

Section

1. Henderson-Brown College offered to the State.
2. Board appointed to accept.
3. Board of Management provided, powers and duties defined.
4. Terms of appointed members fixed.
5. How members to qualify.
6. Organization of the Board.
7. Conduct of business, meetings provided.
8. Duties.
9. Conditions of entrance by students, and scope of work for College.
10. State Treasurer to be custodian of funds, how paid out.
11. Bills and accounts, how paid.
12. Expense of operation limited to income.
13. Fees from students defined and fixed.
15. Conservatory of Fine Arts, supported by its own fees.
16. Title to College to revert to donors in case no maintenance appropriation is made.
17. Biennial report of Board.
18. In force 90 days after approval.

Be It Enacted by the General Assembly of the State of Arkansas:

Section 1. Whereas the Chamber of Commerce of Arkadelphia, Clark County, Arkansas, and the Methodist Episcopal Church South are willing that the State of Arkansas take over all the real estate, buildings, equipment, laboratories and accessories, library furnishings owned by said church and Chamber of Commerce, situated at Arkadelphia, Arkansas, and now being operated as Henderson-Brown College, said assets being valued at $350,000.00, to be donated to the state free of liens and encumbrances, and to be accepted, maintained and supported by the state as a standard Teachers College of the same class and standard as the State Teachers College at Conway.

Section 2. That within sixty days after the passage of this Act the Governor of this State shall appoint four members to constitute a Board, of which he shall be ex-officio chairman to receive said school.
Section 3. The management and direction of the institution shall be vested in a Board of Trustees composed of the State Superintendent of Public Instruction, the State Auditor, the State Treasurer, and four other competent persons to be appointed by the Governor of the State, subject to the approval of the Senate. The said Board are hereby created a body corporate by the name and style of "Board of Trustees of the Henderson State Teachers College," and shall by said name have perpetual succession of officers and members, the right to use and keep a common seal, the same alter at will, and may contract and be contracted with, and may own and purchase, sell and convey property both real and personal, and mixed, and are authorized and empowered to receive and hold donations, devises, bequests and legacies for the use and benefit of said institution; provided, that all property purchased under the authority of this act shall be free from liens and incumbrances, and the title of the same, as well as to any donation that said board may receive, shall be taken in the name of the members of the board, and shall become the property of the State of Arkansas. They shall have full power and authority from time to time to make, constitute and establish such by-laws, rules and orders, not inconsistent with the laws of the land, as to them seem necessary for the regulation, government and control of themselves as trustees and all officers, teachers, and other persons by them employed in and about the same, and all persons in said institution, also with reference to limitations as to number of pupils to be admitted.

Section 4. The regular terms of the appointed members shall date from the first day of March succeeding the date of their appointment. The terms of the appointed members shall be four years, but in the first appointment two shall be selected for two years and two for four years respectively. All vacancies occurring in said board shall be filled by appointments made by the Governor.

Section 5. The Secretary of State shall furnish a certificate to each member appointed by the Governor within ten days after his appointment, and if any trustee shall fail for the space of thirty days to inform the Governor of his acceptance, then his appointment shall be declared void and another appointment be made.

Section 6. The State Superintendent shall be ex-officio chairman of said board, and the board shall elect from its members a vice chairman who shall preside at the meetings of the Board when the regular chairman is absent, also a secretary who shall keep a record of the meetings of the board.

Section 7. The first meeting of the State Board of Trustees shall be within thirty days after the passage of this Act for the transaction of such business as may come
before them. A majority of said board shall constitute a quorum. The members of said board, except the State Superintendent, State Auditor, and the State Treasurer shall be reimbursed for the actual expense incurred in attending any of its meetings, said funds to be paid out of the funds of the institution. There shall be one regular meeting of the board each year, to be held within thirty days after the close of commencement week. Called meetings may be held at the request of the president or of any two members of the board, provided at least seven days' written notice shall be given in advance to each member of such called meeting, except in cases of emergency, when three days' notice shall suffice.

Section 8. The said Board of Trustees shall prescribe the course of study for the said college, which shall be four year standard course of study for teachers colleges, which meet all requirements for the A. B. Degree; and shall elect instructors and fix their salaries and determine the conditions under which pupils shall be admitted to the privileges of the school, but no election shall be valid unless at least four members of the board shall vote in favor of the applicant whose name is being considered.

Section 9. Tuition shall be free to citizens of the State only, and no pupil shall be admitted to said college who is not at least sixteen years of age, in good health, of good moral character, who shall have completed a course of study which would entitle him to entrance into the Freshman Class of a standard senior college, and who does not give a written pledge to the president of school to teach in the common schools of the State of Arkansas for a period of two years after his graduation from the same.

Section 10. The State Treasurer shall be the custodian of the funds of Henderson State Teachers College Board, and he shall pay out the funds of the institution only upon warrant issued by the State Auditor. The Auditor shall issue warrants upon vouchers issued by the president of Henderson State Teachers College Board and attested by the secretary.

Section 11. All bills and accounts against the said institution shall be made out and receipted in duplicate, and, on forwarding the pay roll and expense list each month, the president shall also forward one set of such bills and vouchers to be filed in the Auditor's office and kept for public inspection.

Section 12. It is hereby made the duty of the Henderson State Teachers College Board to limit the number of teachers and their compensation and all the actual expenses thereof to the aggregate amount appropriated by the General Assembly for
that purpose, donations and bequests and the income that may be derived from the vested funds of the said institution and all expenditures made by the board, in excess of the funds herein mentioned, are hereby declared unlawful and void.

Section 13. The board is hereby authorized and empowered to impose an incidental fee of five dollars, and a library fee of three dollars annually, on all persons enrolled as students of the institution. A diploma fee of five dollars may also be charged all candidates for graduation.

Section 14. The Henderson State Teachers College Board is authorized to grant the degree of Bachelor of Arts to such students who shall have completed the full course of instruction which would entitle them to said degree, and shall also be authorized to grant the L. I. Degree, when same shall have been recommended by the faculty after the passing of the approved examinations; such diploma to be signed by such officials as said Board of Trustees shall designate.

Section 15. Said Board of Trustees shall be authorized, and have full authority to have in connection with said school a Conservatory of Fine Arts, provided regular tuition fees shall be charged for same sufficient to pay all expenses in connection therewith and provided same shall be no expense whatsoever to the State.

Section 16. In the event that no appropriation is made for the maintenance and operation of said school after the same shall have been taken over and received by the State, then in that event, title to said property shall revert to the donors.

Section 17. The Board of Trustees of said institution shall biennially make report to the Legislature at the beginning of its session, which report shall be incorporated in the report of the State Superintendent of Public Instruction, setting forth the financial and scholastic condition of the school, also furnishing such suggestions as in their judgment are necessary for the improvement of the same and make any further recommendations that may to them seem wise and expedient.

Section 18. This Act shall take effect from and after its passage.

Approved: February 25, 1929.
APPENDIX C

Sources of Current Funds at Henderson State College,
1929-30 to 1969-70
# TABLE XXVI

**SOURCES OF CURRENT FUNDS AT HENDERSON STATE COLLEGE, 1929-30 to 1969-70**

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