Oscar Henry Cooper, who became president of Simmons College in 1902, would have made an acceptable head of any college or university in America of that day and time. His intellect was superb; his scholarship had won for him a Phi Beta Kappa key at Yale; and a year in the University of Berlin had given him an intimate acquaintance with the leading thinkers in the world of learning. His experience had touched almost every facet in the educational structure of the times. He had taught a country school; as a fledgling he had taken charge of little Henderson College and in two years had promoted it into the rank of leading Texas schools; he had taught in the infant Sam Houston Normal School; he was a founder of the University of Texas; he had served for three years as superintendent of public instruction for the state; and in 1899 he had become president of Baylor University.

Why Dr. Cooper should have left Baylor after only three years as president is a question I shall not attempt to answer. One can conjecture some sharp differences of opinion between him and some members of the board of trustees. Although he did not harbor rancor, O. H. Cooper did not always beam sweet reasonableness, and he could be severe in his criticism. Once he asked Governor James S. Hogg to help him secure the presidency of the University of Texas (a post for which his training, experience, and stature as an educator eminently fitted him). Hogg agreed to aid him and did undertake to do so, but at the same time he expressed doubts about the results, reminding Cooper that at times Cooper had openly criticized the board of regents of the university. The criticism may have been justified, said Hogg, but it was nevertheless tactless and un-
timely. It seems pertinent to add that on the occasion of his leaving Baylor, the trustees in a resolution of appreciation stated, "The affairs of the University were at a low ebb; but during his three-year administration Baylor University has prospered beyond any experience of its past history."

Dr. Cooper instituted changes in Simmons truly drastic. He wrote the catalog containing announcements for the coming year, 1902-03, and changed the curriculum so that the senior class would become the sophomore class. An academy course, corresponding to the high school program of that day was set up with the first two years of college work. The junior and senior years were added later, but it was not until 1907 that W. C. Taggart, who had received a diploma from Simmons in an earlier year, was granted the degree of Bachelor of Arts.

The core of the college program was still classical, that is ancient and modern languages and literature, but under Cooper's guidance the curriculum became much more liberal. As he had done at Baylor, he placed the study of Bible in a regular department, and made Charles T. Ball, a most effective teacher, head of the department. With the aid of Dr. Ball and Lee R. Scarborough, pastor of the First Baptist Church, he linked the college with the pastors of the region in an annual Bible Institute. The foremost Baptist scholars brought lectures and scores of preachers and laymen attended during the series of a week. The increase in enrollment of students dedicated to missions or to the ministry was remarkable. Ordinarily there were only two or three such persons in attendance at any one time during the first decade, but by 1905 they were numbered by dozens and scores. Many laymen and women other than missionaries began to take courses in Bible, and after a few years Bible was made a requirement for graduation. Dr. Cooper introduced military training for men into the school, as much for exercise, he stated, as for discipline and military education.
George W. Smith, first president of the Board of Trustees, whose tireless efforts for months kept alive the movement for establishing a college and brought the school into existence.

James B. Simmons, the New York Baptist pastor whose gift to the college made possible the completion of the first building and the opening of school in September, 1892.

William Christopher Friley
1892-1894

George C. Thatcher
1894-1898

THE PRESIDENTS
Owen C. Pope
1898-1901

Charles H. Hairfield
1901-1902

Oscar Henry Cooper
1902-1909

Jefferson Davis Sandefier
1909-1940

THE PRESIDENTS (Continued)
William Richardson White 1940-1943

Rupert Norval Richardson 1943-1953 (acting, 1943-1945)

Evan A. Hard Reiff 1953-1962

James H. Landes 1963-1966

THE PRESIDENTS (Continued)
Elwin L. Skiles
1966-

George L. Graham
Executive Vice President, 1962-1963.
Chief executive officer of the University,
but at his request continued with the title
that he had held.

Lucian Quitman Campbell
Acting President, June-August, 1940
ADMINISTRATORS OF RECENT YEARS
SOME TEACHERS WHO HAVE STAYED ON
1965-66 WOMEN'S VARSITY BASKETBALL—Dorothy Vermillion, Barbara Flecker, Jackie Hancock, Kathleen Long, Kathleen Smith, Sandra Ellis, Barbara Fields, coach, Debbie Rountree, Zelda Bodine, Lissa Davis, Linda Braswell.
Notwithstanding the meager salaries paid — about $1,000 a year to professors and $600 to instructors — Dr. Cooper secured the services of some very capable teachers. Among the first of these was Julius Olsen, just out of Yale with the doctorate in chemistry and physics. When he failed to secure a post to his liking in the East or North, young Olsen accepted a place at Simmons to get a year or two of experience. He stayed on until his death in 1942. In 1905 he took a year’s leave of absence, which he divided between the Universities of Berlin and Cambridge. With a mind alert, inquiring, and orderly, Olsen surely would have made a name for himself in science, if he had had the opportunity to do research. He used to tell how, when he was being given an informal examination preceding his enrollment in the University of Berlin, his German professor was going over with him his dissertation on the ion, which had earned him the doctorate at Yale. The professor commended the work Olsen had done but said that in one rather important matter the conclusion was wrong. Olsen did not argue the point; in those days the Germans were supposed to speak the last word in any discussion in science. Olsen was gratified, however, when discoveries of other scholars some years later proved that the learned German was wrong and that Olsen was right. After some years Olsen became dean, but he continued with relatively heavy classroom responsibilities. As a teacher he was unsurpassed. His explanations were succinct and clear and his character and personality were inspiring.

Another teacher of promise that Cooper added was George Walker Mullins, who taught mathematics and was dean of men without the title. It was a great campus event when Mullins and Miss Hazel Province, teacher of English and Modern languages, were married. Mrs. Mullins was a woman of unusual grace and charm. Mullins later took the doctorate at Columbia and for many years was a distinguished member of the faculty of Barnard College.
Student enrollment in Simmons almost doubled within the first two years of Dr. Cooper's tenure and passed 300 in 1908. Plant growth likewise was pronounced. Dr. Robert S. Simmons, who with his father had donated the greater part of the books the school possessed, offered a thousand dollars to start a fund for a library building. The building turned out to be a dormitory for girls, finished early in 1904 and named Anna Hall for Dr. Simmons' daughter Sarah Anna. Pastor L. R. Scarborough raised the greater part of the $8,500 that paid for the two and one-half-story brick-wooden structure.

Soon the five brick cottages constructed in the early years of the century proved inadequate for male students, and Scarborough again led in securing the $20,000 necessary to build a dormitory for men. The sons of the late Billie Cowden subscribed $5,000, and the hall into which men moved early in 1908, was named Billie Cowden. An important commentary on the financial practices of the time is that the interest income from the general endowment fund of the college was used to finish paying for this building, even though President Cooper was fighting a losing battle to keep teachers' salaries paid.

The increase in enrollment along with more dormitories accommodating a greater number of boarding students added greatly to group morale; and the students, the faculty, and the community became aware of a pronounced increase of what is commonly called college spirit. The Anna Hall girls had their yell:

Hippidy-huss, hippidy-huss!
What in the world is the matter with us?
Nothing at all, nothing at all!
We're the girls of Anna Hall.

Cowden Hall too had its yell:

Billie, Billie, Billie!
Famous Are Thy Halls

Bah, Bah, Bah!
Cowden Hall! Cowden Hall!
Mah, mah, mah!

Ranch tradition and cowboy terms even then were fixed in the school; so it is easy to see why a yell that reminded one of a goat never became popular.

A college yell also flourished for awhile but did not endure. Dr. Olsen admitted to the authorship and said that it was shaped on the theory that a college yell should not be easily learned, so that none but those who had practiced it should be able to yell it. It ran:

Rah-hoo-rah!
Sis-boom-ah
Yah-Wah!
Sim Sim
Rah, rah, rah, rah, rah, rah
Rah!
Simmons! Simmons! Simmons!

The great teacher succeeded too well with his idea of making the yell exclusive. Our own students never could learn it and would recite it and even publish it "Sis-boom-bah." This yell too virtually went out of use before the end of my student days. Obviously it would not fit the name Hardin-Simmons.

The subject of yells reminds me of the admonition of Miss Mabel Eddy, teacher of modern languages and hostess of Anna Hall, who insisted that her girls must not "scream." If they wished to show their "enthusiasm," let them buy little horns; then, when one of our men made a good play, they might blow their horns to their hearts' content. It is not necessary to say that the rule was not popular and was not enforced.

Students, both men and women, were well supervised in
those days. The following quotation is taken from a catalog Dr. Pope wrote. Dr. Cooper might have stated the matter a little more delicately, but his policy was the same.

Aimless loitering about town on the part of male students does not speak well for the young men themselves nor for the schools which they attend. Hence, frequent visits to town will not be encouraged and no student will be permitted to go to town without permission.

By the time I came to Simmons this rule applied to evenings only, with Saturdays and Sundays excepted. Since, however, the rank and file of students were retained in study halls for a considerable part of the day, they did not have much time to spend in town if they met their school obligations. In theory, at least, the following rule applied to girls:

No young lady will be allowed to visit stores alone. When such visits are necessary, she will be accompanied by a teacher.

All boarding women students had uniforms and were required to wear them when they went to town. Young men were permitted to call on the young women twice monthly, and the functions were exceedingly well chaperoned. There were games sometimes, but more often it was just sitting and talking. At times, "soft eyes look'd love to eyes which spake again"; but we cannot go on with Byron and say that "all went merry as a marriage bell." Often these "callings" on the girls were quite subdued. From time to time the situation was improved when there was some function to go to, and boys were permitted to escort their girl friends. After street car service reached the campus, the boys might take their girls to town occasionally, but on these brief excursions chaperones were also much in evidence. I have seen boys sharply reprimanded for walking with girls from the main building to Anna Hall and carrying the girls' books.
It was a memorable innovation when Mrs. D. A. Winter, manager and hostess of the dining room in Anna Hall, where both men and women ate seated the two sexes at the same table. A host or hostess presided at each table, and under the guidance of George W. Mullins, Florence A. Price, or Elia J. Hobbs, there was order and decorum. In breaking up the dining hall groups, college cafeterias have destroyed a choice educational institution that in the old days sometimes did more for boys and girls than all of their classroom teachers combined. Yes, the old college dining table was a civilizing agency of first magnitude.

College spirit during the O. H. Cooper days was enlivened also by the rivalry of the literary societies. The Cliosophic Society for men acted as brother organization for the Pope Society for women, and the Philomatheans were brothers of the members of the Mary E. Simmons Society. In debate the contests between the groups grew keen. Preceding the beginning of the speaking there were yells, songs, and sometimes almost physical clashes. Through the inter-society debates the Simmons teams for the intercollegiate contests were chosen. In the Abilene Reporter of May 2, 1904, we read that "a number of teachers and students of Simmons College will go to Brownwood in a special car, returning next day." They were going for the intercollegiate debate between Simmons and Howard Payne. My record in debating was poor or at best mediocre. I recall that John P. Hardesty, Mack Richardson, and I lost a debate; and with a team-mate whom I cannot recall, I lost another debate to T. N. Carswell and Jesse Williams. I think my companion in that debate was W. A. Mancill, a better debater than I. If I ever won a debate, I have forgotten it. Still I must have won something to get on the society debating team.

The increase in enrollment never got the college out of the financial bind under which it had labored for most of its existence. For at least two years (1906-1908) Dr. Cooper was the sole financial master, receiving all income and paying all
salaries and bills. That arrangement did not prove satisfactory. In April 1908, the board of trustees assumed the financial management of the school and employed G. B. Paxton as business manager. At the same time they voted Dr. Cooper a salary of $250 a month. This arrangement apparently was not satisfactory to Dr. Cooper. There were certain old accounts unpaid, and he felt that the responsibility for paying them rested with the board of trustees. He was reelected unanimously in April 1909, but on June 22, he made an exhaustive report and submitted his resignation as “final and irrevocable.” The board accepted his resignation and adopted a resolution of appreciation for his services to the college.

For several years Dr. Cooper maintained Cooper Training School for Boys in Abilene; but in 1914 he returned to Simmons as professor of philosophy and education, a post he held until his death, in August 1932.

Dr. Cooper named his successor as president. Some years later he related that after his resignation a committee of the board of trustees came to him with a list of nineteen persons who had been suggested for the post. He went down the list deliberately, drew a line through each name, and wrote at the bottom, “J. D. Sandefer, President of John Tarleton College.” After a conference with Dr. Sandefer, the trustees elected him. He accepted the responsibility, and the inimitable “Prexy” Sandefer became linked with Simmons in July 1909. He served until his death at Easter 1940, a period of thirty-one years. Forty-one years old when he came, he was truly in his prime. He brought to the school energy and enthusiasm that can neither be described nor measured. His genial mien was captivating, and his friendliness soon became legendary. His influence was great and even unique with teachers and students alike, and he affected the college profoundly. I recall my first conversation with him, after a casual meeting on the campus at the opening of school. He had heard of me, he said. (This was
probably through some student whom he asked about me as he saw me approaching.) I talked with him five minutes perhaps and left feeling as if I had known him five years.

Sandefer's chief innovations were in relations with the faculty and in faculty and student conduct. He did not have contracts with teachers or other employees, and except in the case of persons employed through correspondence, there was not even a memorandum made of the terms of employment. He simply stated the proposed salary; the employee accepted it, or protested; and the payroll was set up. There were few protests, because everybody believed that he was doing the best that he could. There were few misunderstandings and little dissatisfaction. In respect to conduct, Prexy not only insisted that there be no drinking but laid down a ban against tobacco. Drinking certainly had been under a ban all along, and the use of tobacco had been discouraged. I do not recall ever seeing a Simmons teacher using tobacco in any form during my student days here. But Sandefer decreed against it with a vengeance, and the rule was enforced, at least against smoking on the campus. "The cigarette smoker need not worry about his future," Prexy used to say, "for he has none."

Although it continued to be a small college, or a combined preparatory school and college, Simmons became decidedly a more complex institution in the early Sandefer years and is more difficult to describe. Miss Sudie Buck taught freshman English, valiantly upheld the rules of syntax, and insisted on unity, coherence, and proportion. Later Charles A. Rouse took up that work. He was a poor pedagogue but an inspiring scholar. From time to time Rouse gave public lectures on literary subjects and they were well attended and well received. Occasionally Rouse would use select students in these programs. His most talented student was Wiley Elmo Roberts, and I can give yet the substance of a paper that Roberts read one evening on the qualities of Charles Dickens that have made his writ-
ings endure. Either Rouse's sense of humor was poor or his dignity was great. Once, when he was almost hidden in a corner of the room, John Lawrence Compere entered tardily, did not see his teacher, and asked in a loud voice, "Where is Charlie?" When the dignified professor had finished with Lawrence, he and his companions thereafter referred to the teacher as Mr., or Professor Rouse. James Allen Tolman, who taught Latin and Greek and occasionally English, was another inspiring scholar who never mastered the rudiments of pedagogy. He had been brought up in Chicago, had done his graduate and undergraduate work in the University of Chicago, and his frequent references to the city and the University brought forth banter and good-natured ridicule from his students. W. F. Fry taught Bible convincingly; J. F. McDonald was a good teacher who guided me into the social sciences. Mention has been made of Olsen, Mullins, and Mrs. Mullins, a capable teacher and a lady of great charm.

One did not select his teachers in those days. There was little choice in the fields of study to be followed. Students knew their teachers well, and teachers knew students. It was rare that a class exceeded fifteen or twenty; and the teachers wielded a great and often a determining influence over their students. The group was closely knit; friendships were binding and loyalties compelling. From the perspective of years of experience in institutions large and small, renowned and obscure, I am profoundly grateful that it was given me in my student days to be a part of the little college on the hill. The concept so prevalent today that the larger an institution is, the better it is, and that magnificent buildings necessarily contribute to the making of great people is one of the major fallacies of our age.

My college friends were, in the main, men older than I. This was a handicap to the extent that in experience, general knowledge, and general culture they were my superiors. It afforded me an advantage, however, for I got from my friends a great
deal more than they got from me. There was an unfortunate cleavage in those days between preachers and laymen (and it has existed in a measure since), but the alignment seemed never to affect me. I had friends in both groups; they could not classify me as either “saint,” or “sinner.” The preachers were older than I, and it must be said that some of them wore their piety on their sleeves in a conspicuous manner. Trying to break the barrier between himself and some laymen, one poor preacher had photographs made and distributed among the boys. One fine morning he had a view of his picture, tacked in a conspicuous place in the outdoor toilet, certain comments written under it neither elegant nor complimentary. The picture had been stolen from the man to whom it had been presented.

I have always been grateful for my preacher friends, whose influence was very wholesome. There was William C. (Jim) Reeves, who though an instructor and employee at times always maintained the attitude of a student. He gave me both inspiration and encouragement. I think of William Asbury (Pa) Daniel, who taught me a great deal. John Bates, Perry King, Mack Richardson, John P. Hardesty, F. C. Dick, and A. L. Maddox were good friends. But each one named only accentuates the glaring omissions of others not mentioned. Of the laymen, my first roommate in Cowden Hall was John McKinney, a delightful fellow. Like many other persons enrolled in college in that day and since, McKinney was more interested in being at college than in college. He loved to talk with the other men of like interests, or the same lack of interest, and they would gather about him for that great college institution, “the bull session.” I insisted on studying, and unless I preferred to go elsewhere, the “session” would adjourn and the men would gather again in another room. One and all my colleagues had due regard for my determination to study. Indeed, many like me found it necessary to study. Hence, I have never taken seriously the plaint so often made by dormitory students that they cannot study because of interference by others.
IV • College Years

I roomed for a period with William Albert (Jessie) Mancill, a man of high ability and great energy and determination. Later he spent many years in the United States immigration service. One could not live with Mancill long without raising his own sights and aiming at things higher and better. My last roommates were Henry Morgan, a lovable wholesome fellow, and Thomas Norwood (Tommy) Carswell, who has been a dear friend through the years. Carswell loved and often quoted beautiful well-turned phrases and lines in perorations, dramatic scenes and great poetry, and I caught at least a little of his high appreciation of such things. Wiley Elmo Roberts, the talented writer, was also a delightful companion. His roommate for a period, Emmett Campbell, had no great talent, but did possess a high measure of determination. His impulsiveness and quick temper occasionally got him into trouble, but he was always contrite about his shortcomings. Campbell died young, died of typhoid fever when he was about twenty-three. It gave me great satisfaction to learn a few years ago, from Umphrey Lee, then the distinguished president of Southern Methodist University, that in Lee’s high school years Campbell was his coach for a period and exerted over him a substantial, wholesome influence. It is inspiring — one may say it is awe-inspiring — to contemplate the immortality of the influence of a man or a woman.

Among the scores of friends I claimed in college were Emmett Landers, Tommy Carson, and Robert Collins, but extensive association with each of them was more in later years than in student days. Through the years I have cherished the friendship of student associates such as George Ross, Irvin Moore, Herman Pender, Truett Compere, Harvey Brown, Perry King, and Robert Wagstaff. Of the Cowden Hall crowd, I think of H. L. (Liv) Davis, Marvin (Pete) Cowan, Lige Hicks, Porter Underwood, Sam Cox, Oda (Doc) Lindley, Howell Provence, Elliott (Tubby) Barron, and Claude Quebedeaux. But I must end the roll call, although I am not half through.

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Perhaps my cordial relationship with both the ministers and the laymen accounted for my being sent (expenses partly borne by myself) to the great student missionary volunteer meeting in Rochester, New York, in December 1909. Dovie Hicks was also sent from the Simmons student group. The convention planned by John R. Mott, and attended by some two thousand mission-minded students and teachers, gave me an insight into world affairs and world spiritual and material needs that was epoch-marking. I did not then nor in later years feel that full-time mission work was my life calling, but I find satisfaction in having shared in preparing young people for foreign mission fields in every continent.

Simmons student bodies of these early years were made up of wholesome young people; but even as late as 1910 more than half of them were preparatory students. Their average age, however, probably was as great as that of college student groups today. With but few exceptions their attitude was that of willing, eager learners. As in all student bodies, some of them took themselves too seriously. John Inzer used to tell with a chuckle how, as a young preacher he came to Simmons and thought that he should dress the part. His suit was as black as a shroud, as was his tie, and he topped the somber apparel with a coal-black derby. The boys dubbed him "Judge," a nickname that he wore through college. He became one of the foremost Baptist preachers of the South, serving as pastor of the First Baptist Church of Asheville, North Carolina, for many years.

Now and then a student disappointed his teachers and associates. I think of — let us call him Jerry Blank, because that was not his name. Indeed, it may be that we never knew his name, for in those times it was not difficult to get into college. Simmons had no surplus of students, and it was seldom that a prospect was turned away. This man entered without a transcript and probably without any recommendations. He came
from the British Isles, had served in the merchant marines, played the violin beautifully, and evidently had been given excellent training in composition and grammar. Miss Buck soon discovered him and made him a theme reader.

Jerry had no means and could earn but little money. He received ministerial aid and borrowed from everybody who would lend him a quarter, a dollar, or a five dollar bill. (In those days student finances rarely passed the five-dollar stage.) Colonel J. H. Parramore of the board of trustees lent him money. He was indeed a most likable fellow; and it broke our hearts when he slipped out one night and was never seen again on the campus. A year or so later we learned that he had entered another Texas college and had won the hearts of the president and his wife to the extent that they had practically adopted him. Then news of his dereliction at Simmons overtook him and he repeated his performance of running away. It is pathetic indeed when a person has so much talent and so little morality and wisdom.

The tocsin that was sure to arouse student enthusiasm was an athletic contest. It has been stated that football was played on the campus and in Abilene in 1897 and 1898. It may be that it was discontinued for awhile. A brief athletic history written in 1908 states that football had been played by Simmons for the last six years. That would be since 1901 or 1902. The first catalog that Dr. Cooper wrote, published in the summer of 1902, stated that there were "excellent football and baseball fields, together with a 440 yard track on a general athletic field." The statement as to facilities seems unduly enthusiastic, but it is well to remember that the college had but little in those days and the president had to make the most of what he had. I think basketball for men was not played on the campus before 1908, and then the playing was done on an outside court. It has been stated that the first athletic field lay south of the site of Abilene Hall and extended westward perhaps to the sites
of Marston Gymnasium, Rose Field House, and Ferguson Hall. According to reports, the grass had been beaten out, the ground was hard, and grass burs thrived.

In the summer of 1907, just before I entered Simmons in September, Parramore Field, as it came to be called, was cleared of mesquites; and along with a goodly crowd I had the high privilege of filling in the holes and leveling the field generally. The first year or two the heavy mesquite sod held out and helped break the force of falls. In time, however, the grass was beaten out and the field became as hard as a floor in some places and sandy in others. In those places where the dust accumulated, a deft flip of the fingers just as the ball was snapped could prove exceedingly irritating to an opponent. It was a joke among the boys that men who played against tackles Clarence Cash and Horace Murphy often found the field very dusty.

In these early years, Simmons played Howard Payne and Daniel Baker Colleges of Brownwood, John Tarleton at Stephenville, and Scranton Academy (just as big and tough as the collegians). The West Texas College League was organized in 1907. Besides football, baseball, and track, there were contests in oratory and declamation. The Bronco of 1908 gives pictures of athletic teams. There is the football team of 1907 — just eleven men, substitutes did not count. A player was expected to "finish the game," and, except for a broken leg or a crushed skull, team members never dropped out. If the team was winning easily, substitutes were permitted to play a little. Since I was a substitute, I never played in intercollegiate contests except under such conditions. Eleven men made up the track team of 1908. The baseball team had one extra man.

The women had a baseball team which matched games wherever they could find a team to play. The first Bronco (1908) shows a bevy of attractive young women who called themselves the Dixie Basket Ball Team, coached by Miss
Provence. Willie Lou Darby was on this team, with Annie and Carrie Cowden, Florence Chandler, Ina Trice, and Mary Nicholson. As with boys teams, substitutes, if there were any, did not count. Connie Harris, Burr Goode, Lily Thomas, and Blanche Wood had joined for the 1908-09 season. With Willie Lou Darby, captain, Arlene Chandler, Mary Paxton and Ina Wooten had been added to the team for the 1910 season. Ruth Cash, Bonita Morton, Ora Bradley, Chloe McBride, and Birdie May Matthews were on the team in the 1910-11 season. This year they had a schedule, defeating Abilene High School, and Stamford Classical Institute twice. The girls’ team of 1911-12, consisting of Ruth Cash, Cecil Haley, Velna Neal, Mabel Williams, Ethel Hall, Lois and Willie Lou Darby was credited with “saving our basketball reputation.” The team never lost a game, defeating Stamford college twice.

George Walker Mullins, professor of mathematics and teaching a full load, coached all teams in those years, with results quite satisfactory. Professor Albert R. Abernathy, who had played football at Georgetown College, Kentucky, aided Mullins in coaching the championship football team of 1909.

The year 1909-10 was marked by sad losses. Our crowd in Cowden Hall was as closely knit as the members of a fraternity. On February 25, 1910, Andrew Zebadee Morgan, a brilliant, lovable fellow, president of the junior class, died of peritonitis that followed an appendectomy. Morgan had ranked as an honor student every year, and the year preceding his death had won the medal for general excellence. He was a member of an outstanding family and had scores of friends in college and out. It was a great shock to us to see a man of such great promise taken so suddenly.

At the time of Morgan’s death we were awaiting anxiously for reports about another student, the most popular man in college, perhaps, John Airhart, captain of the football team. The football team of 1909 had won all of the seven games of the season, and was defeated only by Baylor University, in a post-
season game (16 to 3). Baylor then ranked high among the teams of the Southwest. Athletics in those days had to pay its own way, and to keep down expenses some severe practices were engaged in. On Friday, October 22, the team defeated Howard Payne in Brownwood. Then on Saturday, the following day the same men went into a game with Daniel Baker in the same town, with only two or three substitutes. As was to be expected, there were numbers of injuries. Pa Daniel, at guard, was hurt badly; Horace Murphy, whom we thought indestructible, was injured; and Burton Burrow, a husky guard, was hurt. The lamentable injury came, however to captain and quarterback John Airhart. The game, one hundred-fifty pound player, just nineteen years old, was tackled hard and thrown backward. His head struck the hard ground (he had discarded his head gear) and a concussion resulted.

After a few days it seemed that he had recovered, and he played against Baylor on the Simmons field on November 17. Indeed, he kicked a field goal, earning the only score that his team made in the game. Before the game ended, however, it was evident that he was having difficulty coordinating his movements and he was taken out. That night he entered a coma and thereafter, until his death on March 15, 1910, he was unconscious much of the time. Hospital facilities then were meager and his companions looked after him, first, in Cowden Hall and later in Anna Hall, where his mother and Mrs. D. A. Winter, the hostess, could give more time to his care. Under the direction of his roommate and fellow athlete, Ed Woodward, we kept vigil at his side until after a few weeks he was removed to Baylor Hospital, where he died.

John Airhart's death changed greatly the Simmons athletic program. For several years football had been under attack throughout the nation. President Theodore Roosevelt had felt impelled to urge changes in the rules that would eliminate the practice where twenty-two men would form a stack, the very weight of which could kill a player caught near the bottom. Although there had been improvements by 1910, there were
still many Americans in college and out who thought the game should be eliminated. Locally it was attacked sharply. Some members of the board were loud in their complaints against it. President Sandefer opposed it (later his attitude was reversed), and except for a few students and one or two faculty members, nobody seemed disposed to defend the game.

So when it was announced that Simmons would discontinue football, there was little protest. Several football players transferred to other institutions. Complaints did come in evidence the following year, however. In the February 1911 issue of the Corral, Albert Mancill, the editor, wrote:

Football, the foundation of our athletics, was abolished for an experiment and the experiment has been a total failure except in that it has shown Simmons spirit lingers about the game to no small degree . . . If something else had been substituted in the place of football, then there would likely have been a different record to show. If the voice of the student body should be listened to, there would be a general rush toward football next year.

Although it moved tardily, the school did seek to encourage other forms of athletics. Parramore Field was fenced, and the little grand stand was covered. Colonel Parramore led in fencing the field because, he said he did not like to see the boys "running around out there half naked," referring to men in track and basketball suits. That was before the day of abbreviated athletic clothing for women.

Apparently little or no injury was done the institution by the discontinuance of football. Enrollment increased at a healthy rate, new buildings were added, the faculty was enlarged, and by every measure and standard the quality of work of the college and its general welfare continued to improve. Tennis and basketball for both men and women flourished, and
baseball and track continued to receive about the same em-
phasis. Irvin Compere, who later played professional baseball,
pitched some games in that era, Argo Davis had one or two good
seasons as pitcher, and Carl Rister began his baseball career in
Simmons in 1912.

I threw the hammer and discus indifferently and was captain
of the track team two years. Pa Daniel was our best athlete.
John Airhart, Harvey Brown, and J. I. Moore were our best
distance runners. We took our track and field performances
seriously and worked hard. Records of that day were, however,
far below the best in these later years. In reminiscence I find
myself dwelling on my young friends who never had a chance to
do the things in life they had dreamed of. In this connection, I
think of Elbert Alvis, who was trying so hard to make the track
team when typhoid fever struck him down and claimed his life
after a few days of illness.

The most important building erected on the campus in my
day was the Girls' Industrial Home, a name which even then
suggested a correctional institution rather than a dormitory
for women. It stood about where Blanche Lange Hall is located,
and provided accommodations for more than a hundred girls,
under the plan of their reducing expenses by doing the mainte-
nance work themselves. Even as late as 1910, there was a
lingering sentiment that educating young women in college
was a debatable practice and that the best excuse for doing so
was to teach them to work, that is to become homemakers.
After World War I the name of the building was changed to
Smith Hall, in honor of George W. Smith, the preacher who had
done so much toward founding the college. A building under
construction is always appealing; so the students visited "GIH"
frequently while it was being built and held several "corner
stone layings," or "dedications." The building was even more
popular with men after it was finished.

The chapel in old main building was not large enough, and in
1911 President Sandefer promoted the building of a temporary wooden structure for gathering purposes, located between the sites of Abilene Hall and Sandefer Memorial. Jokingly we would refer to the crude structure as "Sandefer Memorial Chapel."

There were many student activities in those days. The literary societies had weekly programs in which a substantial number of students participated. Declamation, oratory, and debating were popular. The Students Christian Association became the Young Men's Christian Association and there was its counterpart for young women. The mission band, including most of the preachers, numbered as high as eighty. There was a band, a glee club, several orchestras, and two or three quartets.

Several plays were produced during the year, and a more ambitious production was given at commencement. At least twice we did Shakespearean plays at the Abilene Opera House, where there was some very good stage equipment. Our stagecraft was crude, but I think the acting would not have been discreditable to students of later generations. Connie Harris was our star in "As You Like It," playing Rosalind. As Orlando, I was no sensation, but I probably did a better job than I did playing Shylock, in "The Merchant of Venice" another year. Florence A. Price was our teacher. She was devoted to her work and her students were devoted to her. I recall that in "As You Like It," W. A. Daniel was the Duke, living in banishment, and W. A. Mancill played the part of Frederick, brother and usurper of the Duke. Most vivid of all, however, is my recollection of having to wrestle with and throw Charles, wrestler to Frederick. The part was played by Jeff Pritchard, a fine fellow, but in that character meaner than sin. He was larger than I, outweighed me by twenty-five pounds, and was so tough the night of the performance that I wondered if I was going to get him down.
The Simmons College Band during these years was creditable. In 1909-10, when J. Dillard Davis was director, the organization numbered thirty pieces. Willard Smith, who played in the band and later directed it, and Jesse Rogers, who received his training in the Simmons organization, played with John Phillip Sousa during World War I. On occasions, when the glee club and the band were out together, I doubled as bass drummer in the band. As a bandsman, my reputation was not even as high as it was as a singer. Once, while we were playing to a street crowd and after I had pounded through a piece with which I was not familiar, Paul Odor said, “Rupe, you just about ruined us that time.” Some of the bandsmen suggested that I was more interested in a blond in the crowd than in the performance. From time to time teams and organizations made trips. We did not travel so far nor did we go so frequently as do the corresponding groups of today, but we had lots of fun. Perry King, of the glee club, was droll, and Harvey Brown could find something funny in almost any situation. Una Peyton Colquitt, who directed the glee club, was a dignified, business-like young lady, but sometimes even she would laugh.

I must not end this sketchy, broken account of my college years without reference to my class of 1912. We had Ben F. Allen, my dear friend, about the most guileless man I ever knew, who would soon marry Carrie Spaulding and later was to serve his alma mater as trustee for some years. Beulah Burkett, vivacious and enthusiastic, wrote the “Simmons Purple and Gold,” the first original Simmons song. Besides her degree, she earned a diploma in music. Reference has been made already to H. Emmet Campbell, the man who had great plans for a life that was ended abruptly in young manhood. For all of her dignity and serious mien Elta B. Campbell was not without humor. Her talent reached into music, for which she was awarded a diploma. Shortly she would marry Wiley Elmo Roberts, whose career of such great promise was ended by death a very few years later. W. A. (Pa) Daniel, with whom I...
was closely associated, has been introduced already, and refer-ence has been made also to Robert A. Collins, who would be linked with the institution for years as a faculty member. Ruth Cash was an Abilenian, with many friends on and off the campus. Surely no member of the class of ’12 has forgotten the chorus of the class song she wrote, which we sang to the tune of “Daisies”:

Memories of Simmons
Will with us dwell
Thought of our friendships
In the class of twelve.
And we will promise
Always to be
Loyal and faithful, Simmons, to thee.

I had met F. Cobb Dick before I reached Simmons and was grateful that he remembered me. He and his good friend, Artie L. Maddox were seasoned preachers and after their graduation continued with their pastoral and evangelical work. For one of the oldish crowd, John P. Hardesty was very active in student affairs. He was editor-in-chief of the Bronco, a senior class responsibility of those years. After graduation he continued in pastoral and missionary work. His Pioneer Preacher of the Plains, an autobiography published some twenty-five years ago, is an interesting and informational book. At the time of their graduation Ben S. Peek and Arthur J. Summerhill were already experienced teachers and they were destined to continue successfully in that profession. Peek later became director of the state orphans home at Waco. Lucile Peek was an attractive, alert young woman, whose personality and talent as a speaker won for her the Cotten medal in oratory.

Pauline, the daughter of John Mayes and Julia (Hunt) Mayes, entered Simmons early in 1909 and in addition to her degree was awarded a diploma in piano. I knew her first as one
of "the girls of Anna Hall," and we became sweethearts. During her last year in college, she with her mother and her sister, Lila, resided near the campus. Lila was awarded a diploma in voice. Perhaps the peak experience of our college years was the occasion in 1911 when Pauline and I were bridesmaid and best man at the marriage in Anson of Ivah Barkley and Ed Woodward. Pauline and I graduated from the academy together, from the college together, and were married December 28, 1915.